



Herkimer[™]
THE STATE UNIVERSITY OF NEW YORK

Herkimer County Community College

Institutional Effectiveness

Report Card

For the 2013-2014 Academic Year

May 1, 2015

Institutional Effectiveness Report Card for the 2013-2014 Academic Year

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This document was prepared by the Institutional Effectiveness Committee and the Office of Institutional Research at Herkimer County Community College. Herkimer County Community College is part of the State University of New York and is accredited by the Middle States Commission on Higher Education.

Introduction

Herkimer College believes in a continuous improvement process and the need for a comprehensive system for assessing desired outcomes. This provides Herkimer College not only with the necessary tools for refining our curricula and services, but it also provides the community with assurances that the administration, faculty, and staff are concerned with the quality, effectiveness and efficiency of the College.

Herkimer College utilizes multiple means of measuring Institutional Effectiveness. In this Report Card, the primary measurements have been collected from various sources. These internal and external assessment tools are utilized to identify direct and indirect measures as they relate to Herkimer College's Strategic Goals.

The following assessment tools are used to identify key performance indicators within the Herkimer College Report Card:

Community College Survey of Student Engagement (CCSSE)
Integrated Postsecondary Education Data System (IPEDS)
National Community College Benchmark Project (NCCBP)
Student Opinion Survey (SOS)
General Education Course Assessment
Faculty-Staff Opinion Survey
College Now Graduate Follow-up Study
Institutional Research Data
Office of Student Activities Data
Graduate Follow-up Data
US Department of Education, Office of Postsecondary Education
Audited Financial Statements
Enrollment Reports
Energy Reports
Office of Community Education
Entering Student Survey
Student Exit Survey

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External Assessment Measures

Herkimer College uses the following external assessment measures to obtain reliable information to be used for evaluating and enhancing Institutional Effectiveness:

Campus Security Data Analysis - This information is collected by the U.S. Department of Education's Office of Postsecondary Education (OPE). The data is acquired from the OPE Campus Security Statistics Website database. Annually, institutional crime statistics are submitted by all postsecondary institutions receiving Title IV Federal funding.

Community College Survey of Student Engagement (CCSSE) - This is a nationally administered survey of student's perceptions about various aspects of a particular campus. This data allows comparisons between Herkimer College and a SUNY consortium of institutions. As the CCSSE survey is conducted triennially, data from this resource may not be included in every year's edition of this report card.

Integrated Postsecondary Education Data System (IPEDS) - This is the nation's core postsecondary education data collection program. This comprehensive system is designed to compare Herkimer College to similar institutions.

National Community College Benchmark Project (NCCBP) - This set of data provides institutional comparisons of community colleges across the country. Currently, it reports-out on 25 performance indicators.

Student Opinion Survey (SOS) - This is a survey administered by ACT, an independent, not-for-profit organization that offers a wide array of assessment tools in the field of education. The SOS identifies enrolled students satisfaction with program, services, and other parts of their college experience.

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Internal Assessment Measures

Audited Financial Statements-The Office of the Controller has the fiduciary responsibility for Herkimer College's annual financial audits and provides fiscal information.

College Now Graduate Follow-Up Survey- This survey is administered to past concurrently enrolled students that participated in the College Now (CN) program. CN is a program that bridges high school students to the College through post-secondary curriculum taught at the high school campus. The CN program is accredited through the National Alliance of Concurrent Enrollment Partnerships (NACEP).
General Education Course Assessment- Annual learning outcomes assessment of identified general education courses.

Energy Reports- Total energy used by the college is identified and reported through the Facilities Department.

Enrollment Reports- These are created monthly by the office of Admissions.

Entering Student Survey- Information attained from this measurement provides data about students working in the community and how effective is Herkimer College's marketing strategies.

Faculty-Staff Opinion Survey- This triennial survey captures faculty and staff opinions about various aspects of Herkimer College.

Graduate Follow-Up Data- This gathers insights about Herkimer College graduates, their experiences with Herkimer College, and where they are in their respective careers or their continued education.

Institutional Research Data-The IR department provides accurate data for various measurable points.

Center for Student Leadership and Involvement Data- Extracurricular activity data that involves on-campus clubs, organizations, and events are collected from the Office of Student Activities.

Office of Community Education- Provides data centered upon facility usage by off-campus groups, non-credit course enrollment, and workforce and training development.

Graduating Senior Survey- This assessment provides data about the student's interpretation of and experience with Herkimer College and the various campus units.

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Mission Statement

The Mission of Herkimer County Community College is to serve our learners by providing high quality accessible educational opportunities and services in response to the needs of the local and regional communities.

Vision Statement

Herkimer County Community College will continue to be a highly respected teaching and learning institution whose academic excellence will be complemented by a rich offering of co-curricular programming, quality student services and distinction in athletics.

The College will continue to serve the post-secondary education needs of the community and be a key driver in regional economics, capitalizing on the potential of its partnerships and programs in current and emerging fields.

Herkimer College students will exceed expectations in programmatic outcomes, educational core competencies, and critical thinking skills in order to become productive citizens engaged in a global society.

Strategic Goals

1. **Academic Programs and Support:** Promote student success through relevant programs and support services within an enriched teaching and learning environment.
2. **Campus Life:** Cultivate a campus environment that complements the academic mission, enhances student development, and provides broad social and educational experiences.
3. **Institutional Culture:** Encourage and sustain a campus culture where the core values of the College are embraced, implemented and rewarded.
4. **Operational Sustainability:** Ensure the operational sustainability of the institution.
5. **Outreach and Community Relations:** Cultivate mutually beneficial relationships within the community and enhance the image of Herkimer College.

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Institutional Learning Outcomes

Students who graduate from Herkimer College have demonstrated competency in the following areas:

Communication

Herkimer College graduates will be able to communicate effectively in formal and informal exchanges with others. Students will be able to read, write and speak to facilitate discipline specific applications and to further their success in other educational endeavors, and/or career situations.

Knowledge Management

Herkimer College graduates will demonstrate a level of information literacy that enables them to manage knowledge by locating, organizing and analyzing research gathered via traditional and contemporary methods. Students will develop computer technology competency in research, communication and discipline specific software applications.

Problem Solving

Herkimer College graduates will be able to use critical thinking and integrative decision-making skills to systematically and efficiently solve a variety of qualitative and quantitative challenges. Students will be able to develop well-reasoned arguments and conclusions, quantifying results through logical cognitive processing through means that may include the scientific method and mathematical reasoning.

Ethics and Social Responsibility

Herkimer College graduates will have developed a value set adopting and applying ethical awareness of program specific codes and/or socially responsible standards that will serve community needs on local, regional, national and global levels. Students will be prepared to be socially responsive citizens, committed to developing ethical, social and professional characteristics of civility and integrity for interactions with a diverse population comprised of various cultures, backgrounds and lifestyles.

Aesthetic Responsiveness

Herkimer College graduates will be able to recognize and appreciate literary and artistic expression in the written, visual and/or performing arts. Students will apply a strong liberal arts foundation to facilitate an understanding of and appreciation for Arts and Humanities.

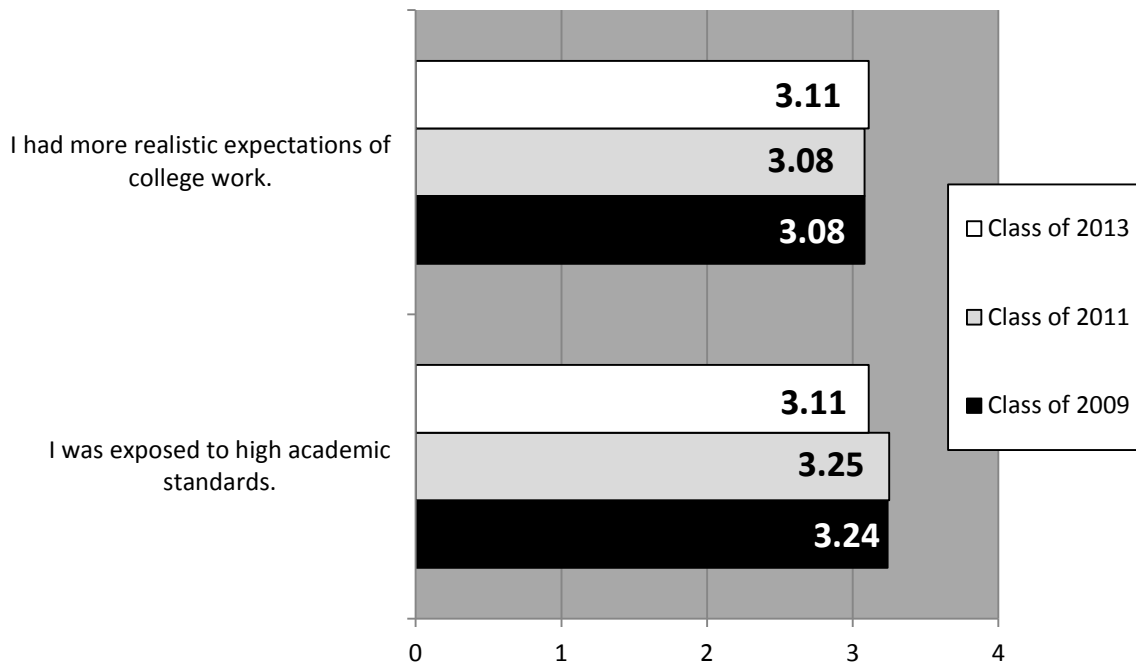
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Academic Programs and Support

As a result of taking Herkimer College courses in the College Now Program:

(Source: College Now Graduate Follow-Up Study: Class of 2009, 2011, & 2013) ◇



Benchmark: The College Now Graduate Follow-up Study will identify that high school students enrolled in the concurrent curriculum program had a more realistic expectation of college work and experienced exposure to high academic standards. These data points are to remain at 3.0 or above on a scale of 4.0 annually.

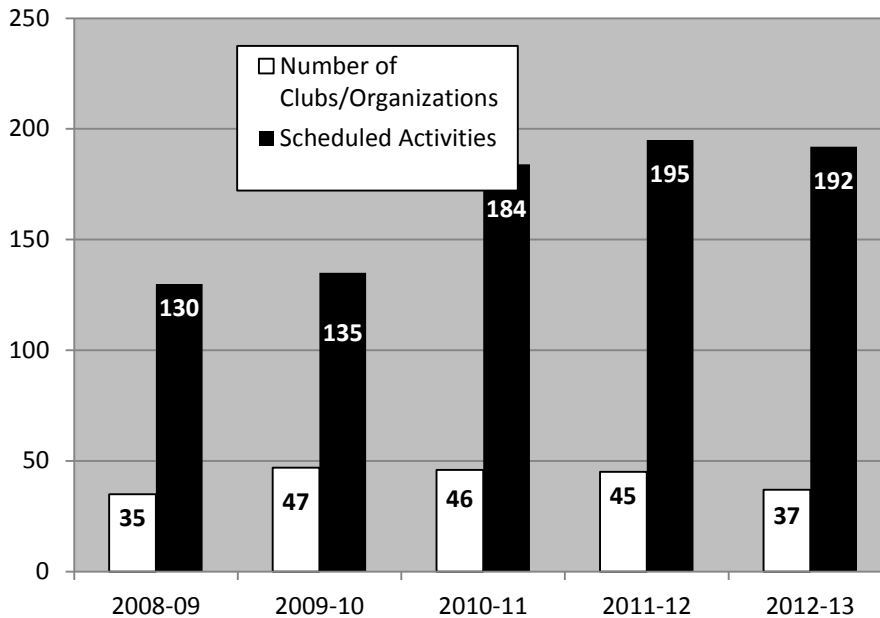
◇ Denotes a future metric or current metric used by SUNY to measure progress of the SUNY Strategic Plan

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Campus Life

The Center for Student Leadership and Involvement: number of clubs/organizations and number of scheduled social activities. (Source: Center for Student Leadership & Involvement Annual Reports)



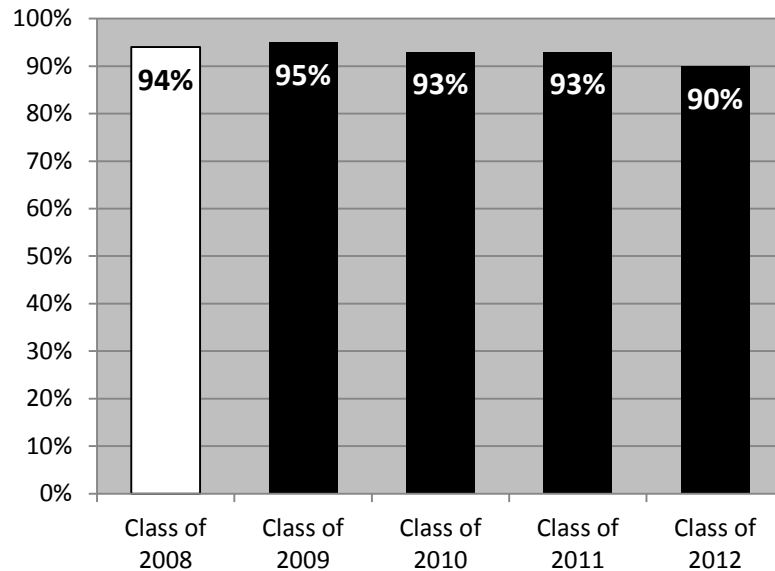
Benchmark: The Center for Student Leadership & Involvement enhances student development and provides broad social and education experiences through clubs and organizations and scheduled social activities. The number of these two indicators will equal or exceed the previous year. This data is reported by the Center for Student Leadership & Involvement.

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Campus Life

Faculty/Staff-Student Relationships (Source: Graduate Follow-up Study)



Benchmark: The Graduate Follow-up Survey will capture data to identify student satisfaction as it relates to faculty/staff-student relationships. It is expected to remain at or above 90% in the combined categories of very satisfied and satisfied.

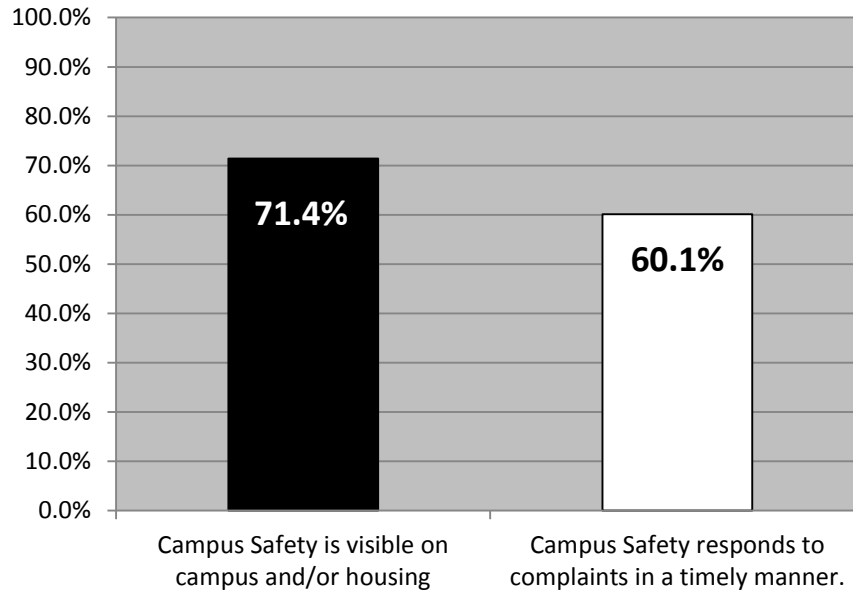
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Institutional Culture

Student Opinion of Campus Safety: student responses of “very much” or “quite bit.”

(Source: Graduating Senior Survey 2014)



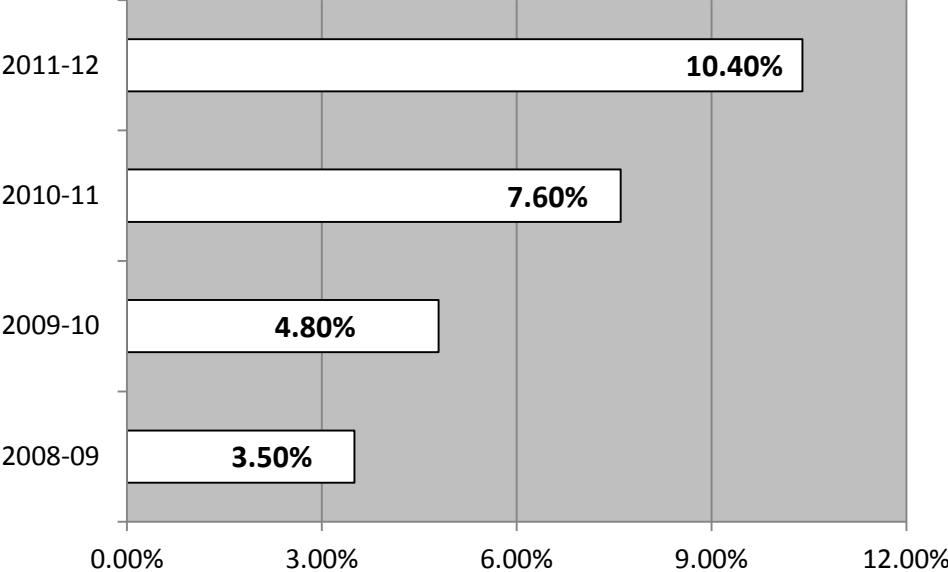
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Operational Sustainability

Unrestricted Unreserved Fund Balance: as a percent of the operating budget

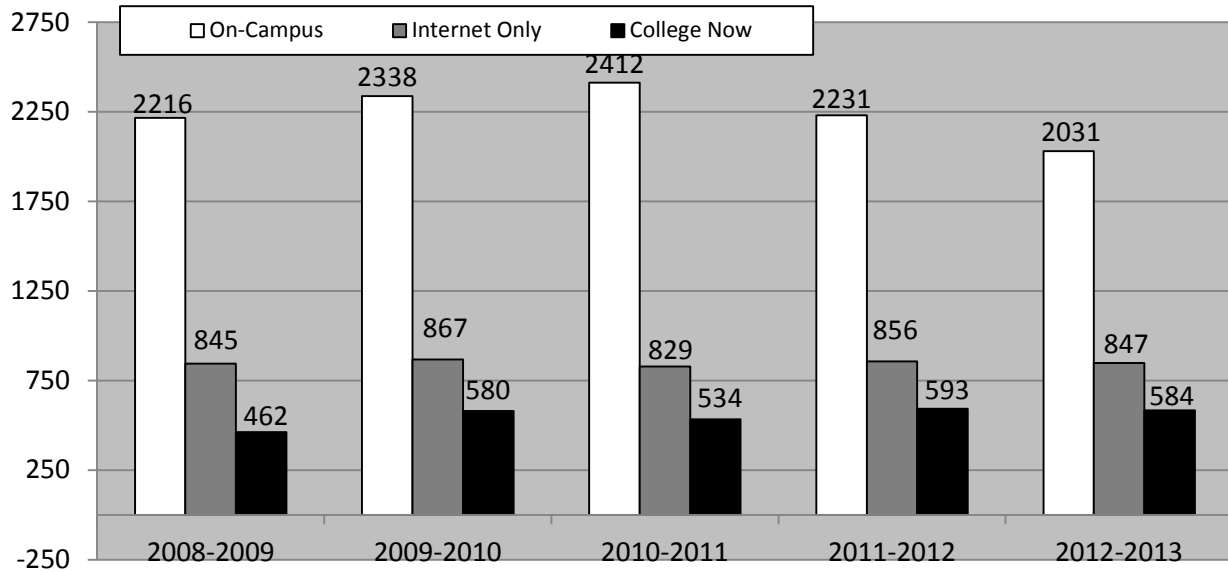
(Source: Herkimer College Audited Financial Statements)



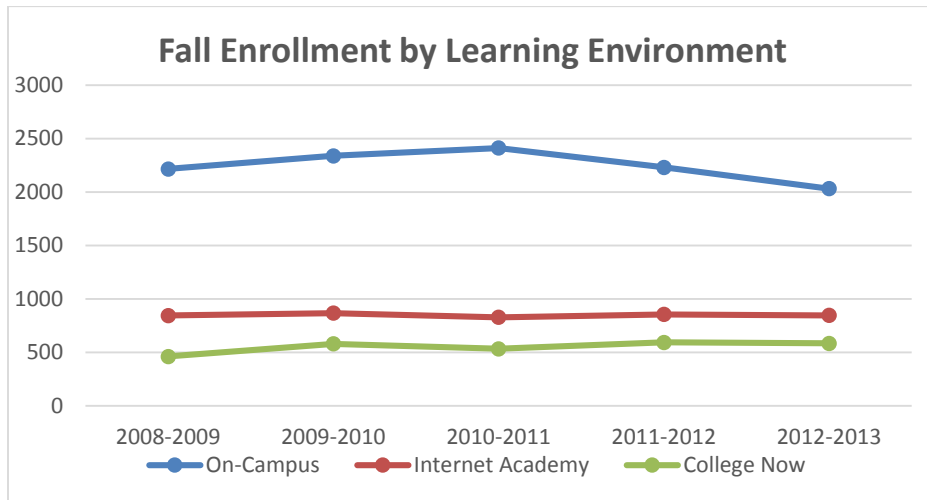
Benchmark: Herkimer College has an identified growth goal of ½ week per year to the unrestricted unreserved fund balance. This indicator keeps a pulse on operational sustainability.

Operational Sustainability

Fall Enrollment by Learning Environment; On-Campus, Internet Academy, or College Now (Source: Institutional Research)



Benchmark: Enrollment is a vital piece of operational sustainability. Annual internal enrollment reports in the areas of on-campus, Internet Academy, and College Now will remain steady.



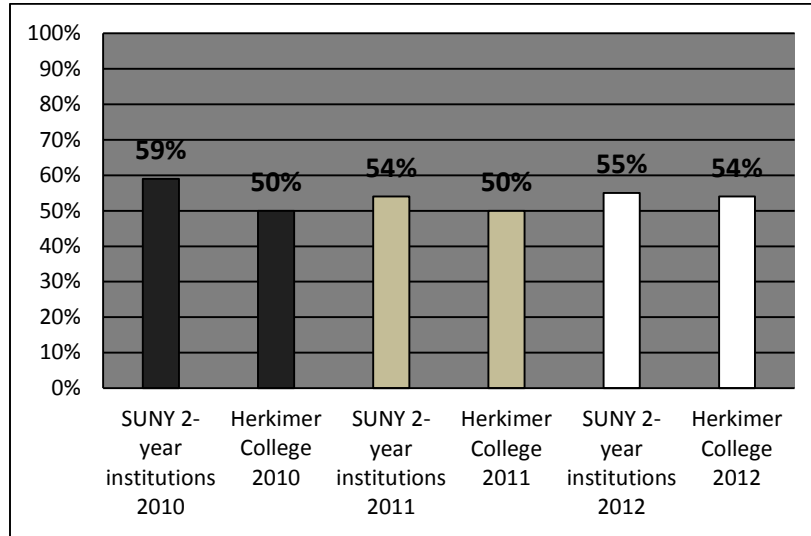
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Operational Sustainability

Retention rates of first-time, degree/certificate seeking undergraduate students, by full-time enrollment status: 2010, 2011, 2012; fall first-year to fall second-year

(Source: IPEDS, SUNY Report Card and SIRIS dashboard)



Benchmark: Retention of Herkimer students has been a focus for the Enrollment Management office and has become an important indicator for creative planning around sustainability. IPEDS FT retention data will indicate that Herkimer College will increase its fall-to-fall retention rate on an annual basis.

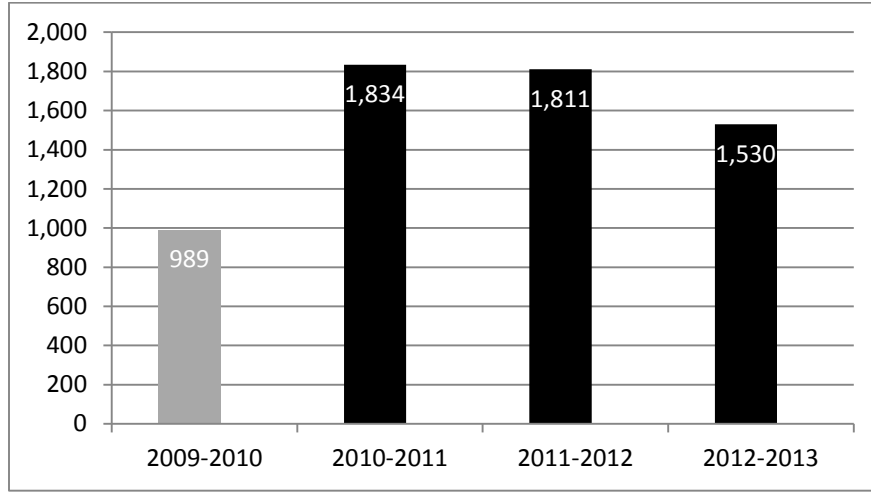
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Outreach & Community Relations

Non-credit registration including fitness center

(Source: Office of Community Education)



Baseline Year '08-'09: 1,105

2009 – 2010: -10.49% (989)

2010-2011: +65.97% (1,834)

2011-2012: +63.89% (1,811)

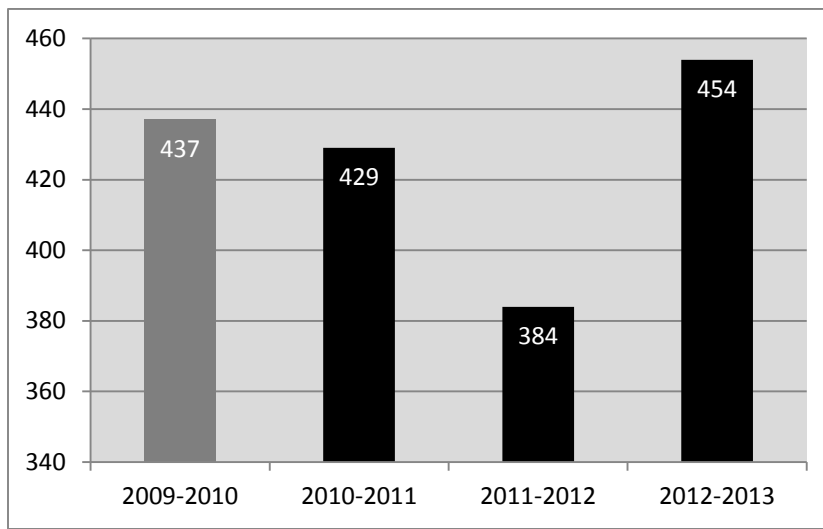
2012-2013: +38.46% (1,530)

Benchmark: The Office of Community Education will provide an internal annual report of non-credit registrations, which are expected to increase 5% by 2012-13.

Outreach & Community Relations

Rooms booked through Community Education by Off-Campus Groups; annually.

(Source: Office of Community Education)



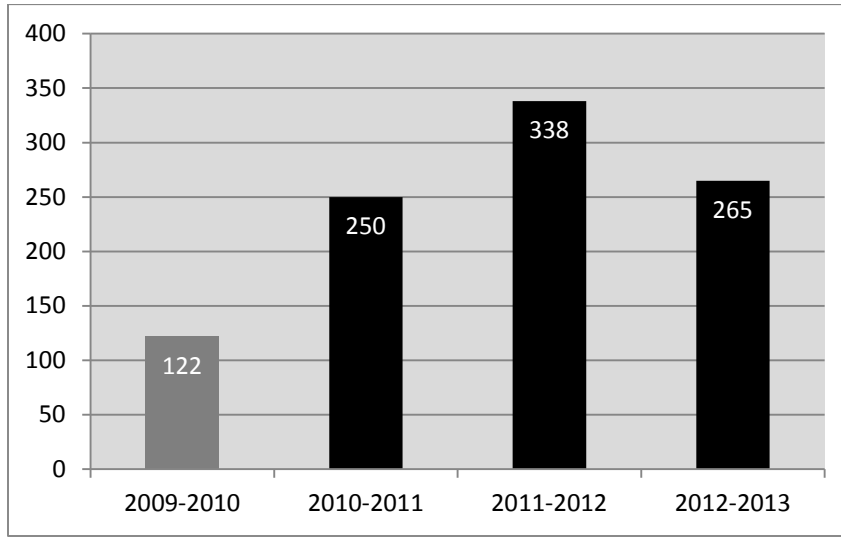
2009-2010:	0% (437)
2010-2011:	-1.83% (429)
2011-2012:	-10.49% (384)
2012-2013:	+18.23% (454)

Benchmark: The Office of Community Education will provide an internal annual report of the booking of rooms and facilities, which are to increase by 5% annually.

Outreach & Community Relations

Annual Workforce Development Participants.

(Source: Office of Community Education)◇



Baseline Year '08-'09:	163
2009-2010:	-25.15% (122)
2010-2011:	+53.37% (250)
2011-2012:	+107.36% (338)
2012-2013:	+62.58% (265)

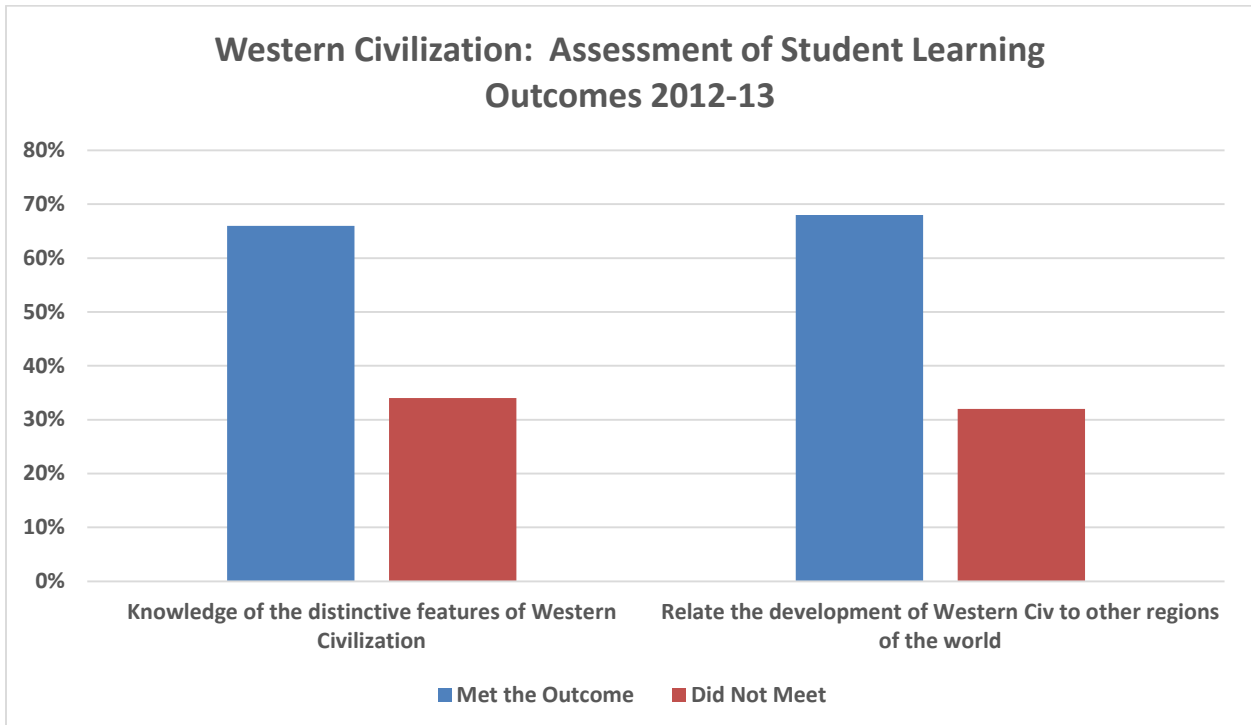
Benchmark: The Office of Community Education will provide an internal annual report of the number of workforce development programming participants, which in comparison to 2008-09 baseline year data will increase by 25% by 2010-11.

Academic Programs & Support – GEN ED RESULTS

Benchmark: Annual General Education assessments are used to measure student competency in various content areas and skill performance. These are rotated triennially and the outcomes will identify 75% of students assessed are exceeding or meeting standards in all assessed competencies.

Point of Interest: SUNY requires assessment of General Education outcomes in various competency areas. These are evaluated on a three-year cyclical rotation.

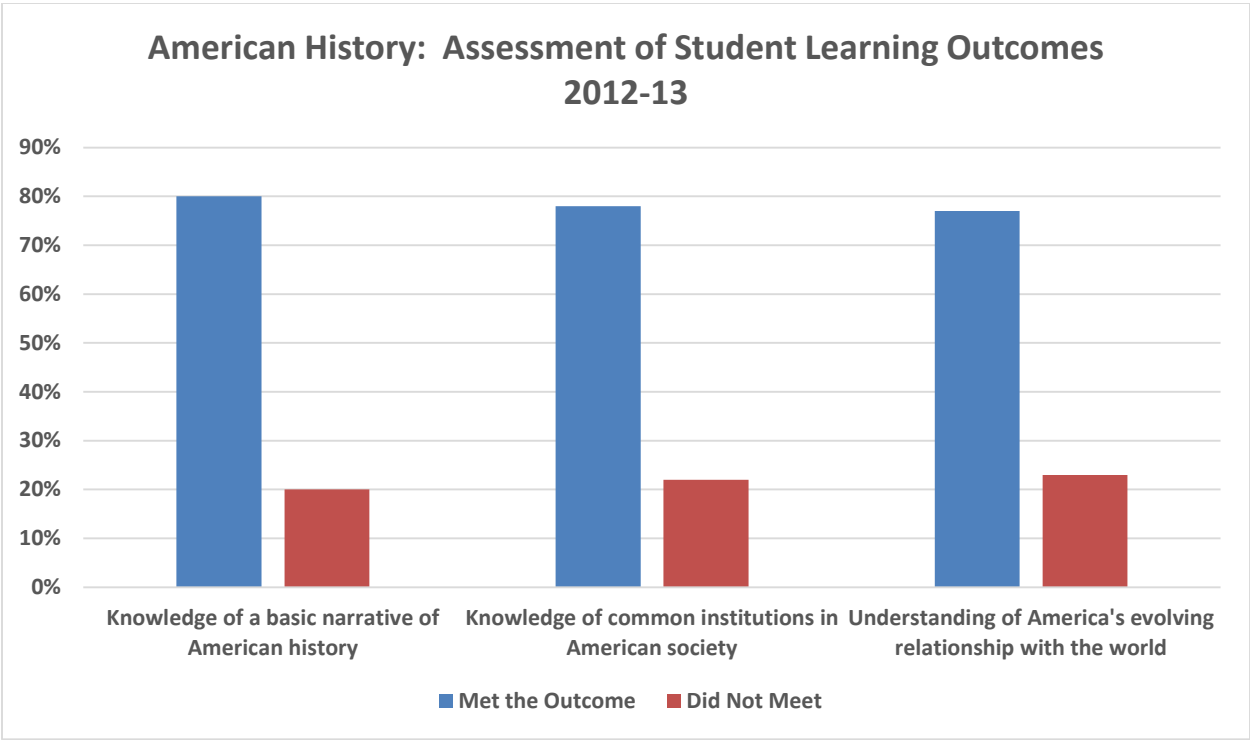
	<u>Knowledge of the distinctive features of Western Civilization</u>	<u>Relate the development of Western Civ to other regions of the world</u>
Met the Outcome	66%	68%
Did Not Meet	34%	32%



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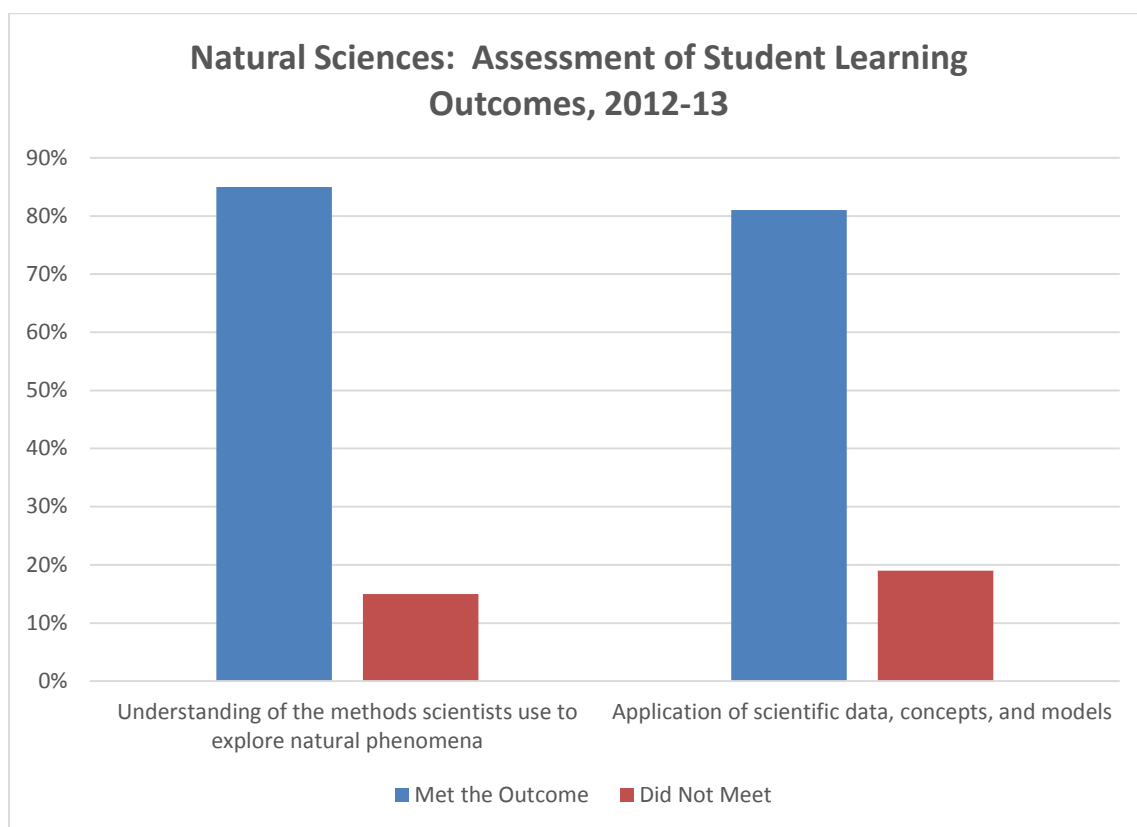
	<u>Knowledge of a basic narrative of American history</u>	<u>Knowledge of common institutions in American society</u>	<u>Understanding of America's evolving relationship with the world</u>
Met the Outcome	80%	78%	77%
Did Not Meet	20%	22%	23%



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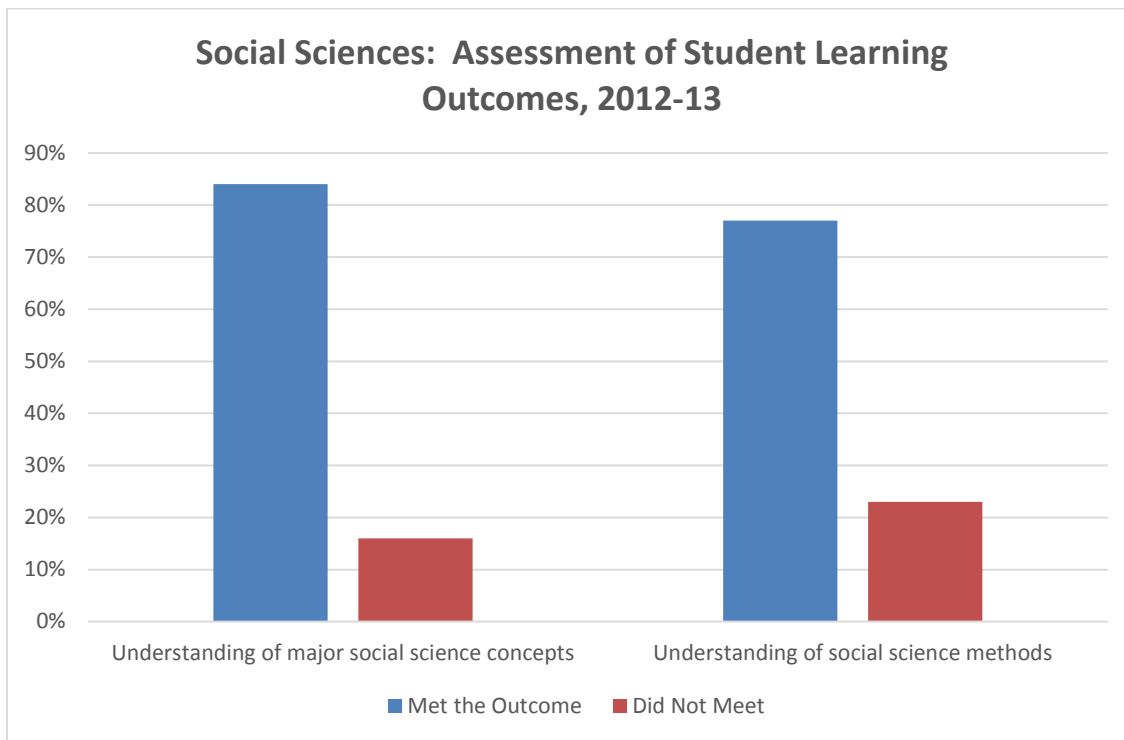
	<u>Understanding of the methods scientists use to explore natural phenomena</u>	<u>Application of scientific data, concepts, and models</u>
Met the Outcome	85%	81%
Did Not Meet	15%	19%



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	<u>Understanding of major social science concepts</u>	<u>Understanding of social science methods</u>
Met the Outcome	84%	77%
Did Not Meet	16%	23%



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This Report Card was created and reviewed by the Assistant Dean of Assessment and Institutional Effectiveness and the Director of Institutional Research.

The Institutional Effectiveness Committee is in the process of being restructured.