



# Herkimer County Community College

## Improving Institutional Effectiveness: the Institutional Assessment Plan

*Last update: July 1, 2010*

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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.

HCCC 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.

***Core Values***

**Community:** To foster a collaborative campus environment that promotes civility, creativity, diversity, open communication, social responsibility, and mutual respect among students, faculty, staff, and the public.

**Excellence:** To encourage all constituencies of the college community to pursue the highest standards of performance in their academic and professional work.

**Integrity:** to embrace the values of honesty, respect, consistency, diversity, and responsibility, in order to provide fair and equal treatment for all.

**Opportunity:** To provide access to quality, affordable lifelong learning opportunities and to maintain an environment that fosters individual growth and development for all.

### *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:**  
Enhance operational responsibility through creative planned growth.
5. **Outreach and Community Relations:**  
Cultivate mutually beneficial relationships within the community and enhance the image of HCCC.

### *Time Line*

**Fall 2009-** Institutional Assessment Plan Developed and reviewed by the IE Committee to document and capture Institutional Effectiveness at Herkimer County Community College.

**Late 2009 – Early 2010-** Strategic Plan, Institutional Assessment Plan, Learning Outcomes Assessment Plan reviewed by constituents and the Board of Trustees.

**Spring 2010-** Implementation of the Foundation Components of HCCC's Institutional Assessment Plan.

**Summer 2010-** Campus-wide assessment results collected, evaluated, actions recommended for improvement, and share results. Write MSA Monitoring report.

**September 1, 2010-** Submit MSA Monitoring report.

**Fall 2010 -** Plan for recommendations resulting from the 2009-2010 campus-wide assessment results. Continue campus-wide assessment practices as outlined in the Institutional Assessment Plan; Evaluate IA Plan for effectiveness; make revisions as needed.

**2010 and beyond –** Implement IA Plan as outlined in the IA Calendar; annually review IA plan and make adjustments as warranted.

## ***Introduction***

Institutional Effectiveness (IE) at Herkimer County Community College is defined broadly, where all activities are focused on enhancing student learning and continuous improvement of programs and services. The IE process makes possible the routine re-examination of Herkimer's Mission, Vision, Core Values and Strategic Initiatives.

The mission of Institutional Assessment at Herkimer is to evaluate the efficiency of programmatic, unit, and operational goals in a comprehensive, systematic, and reliable format that demonstrates the College is effectively accomplishing its mission. The Institutional Assessment process is centrally coordinated and monitored by the Institutional Effectiveness Committee that serves to promote a campus culture of assessment and continuous improvement at all levels of the institution.

In an effort to supply a structured resource for developing and supporting campus-wide assessment plans, this document has been developed to be used as a map for implementing the foundational steps of the cyclical institutional effectiveness process. The College is committed to capturing and documenting evidence that demonstrates how goals and objectives are being reached and that the results from assessments are valued during institutional planning and resource allocation. All areas of the College will benefit from this systematic continuous improvement process because goals will be clearly identified and documentation of achieving those goals will be used in decision making and resource allocation.

External organizations, such as Middle States Accreditation and SUNY assessment initiatives, expect Herkimer to provide evidence of improving programs and services through assessment outcomes. Additionally, the Herkimer County Community College's Board of Trustees has adopted a resolution that supports a culture of assessment. The faculty and staff remain committed to the emphasis on assessment, institutional effectiveness, and student learning in compliance with Middle States long-standing commitment to outcomes assessment by engaging in the ongoing assessment planning and evaluation process. This document supports Herkimer County Community College's institutional effectiveness framework and further promotes a culture of campus-wide assessment.

## ***Purpose of the Institutional Assessment Plan***

The major objective of this Institutional Assessment Plan is to serve as a map to document the assessments at Herkimer County Community College as continuous, outcomes-focused efforts that are centered on the improvement of student learning and institutional effectiveness. Additionally, this document will be in compliance with the Middle States Association Standard 7, Institutional Assessment, which expects institutions to possess or demonstrate a documented, organized, and sustained assessment process that evaluates and improves the total range of programs and services, and achievement of the institutional mission, goals, and plans.

The HCCC Institutional Assessment Plan meets the following MSA criteria:

- Institutional, unit, and program goals that include all programs, services, and initiatives;
- A systematic, sustained, and use of various direct and/or indirect measures that use existing data, relate to the goals they are assessing, and are reliable;
- Faculty and administration support and are part of the planning process;
- Timetable that is realistic and the plan is supported by suitable institutional resources;
- Sustainable due to ease, reasonableness, detail, and ownership to be sustainable, and;
- Periodic evaluation of the effectiveness of the institution's assessment process.

### ***Principle of Assessment***

Herkimer's campus-wide assessment has at its core the purpose to attain information about the effectiveness of the College's institutional practices, services, and processes. Herkimer's Mission, Vision, and Core Values guide the principles of assessment. Assessment also involves a review and analysis of what students have learned. Concurrently, assessment evaluates the teaching and learning environment to examine classroom and institutional processes that cultivate education and instruction. This analysis included data from a variety of assessment tools and measures, including the achievement of student learning outcomes. Assessment results and analysis provide guidance for faculty and administration to make adjustments and improvements in curricula, teaching methods, and instructional activities. In-tandem, non-instructional assessment planning and closing-the-loop actions ultimately improve the effectiveness of the whole institution.

### ***Utilizing Assessment Results***

The assessment results at Herkimer are documented at each level and by all instructional and non-instructional units. The results are analyzed and used to fine-tune learning outcomes, revise teaching methodology, amend curriculum, demonstrate progress in meeting strategic goals, improve services offered, and/or adjust assessment strategies. Additionally, assessment results facilitate improvements in areas such as budgeting, service techniques, methods of operation, and enrollment management planning processes. This demonstrates Herkimer County Community College's dedication and commitment to improving institutional effectiveness.

### ***Resource Allocation***

Assessment activities are fiscally supported at Herkimer through various resources. Some of the activities include personnel dedicated to assessment efforts, professional development focused upon assessment, institutional effectiveness, and strategic planning, and software to supplement the institutional effectiveness process. Assessment results and documentation in support of the strategic goals are part of the budgeting process. Herkimer uses both of these to improve planning and distribute financial resources. This is a key characteristic of the planning assessment cycle. See Appendix N. This fiscal support of assessment activities is fundamental to

the institutional effectiveness process. At Herkimer, assessment activities are taken into consideration when developing the College Budget and determining resource allocation. A budget time line can be found in Appendix O.

### ***Sustainability of the Institutional Assessment Plan***

The Institutional Effectiveness Committee's serves to develop, support, monitor, and sustain the Institutional Assessment Plan at Herkimer County Community College. The IE Committee consists of administrators and staff members from several core areas of the college.

**Jackie Snyder**, Assistant Dean of Academic Affairs, Assessment and Institutional Effectiveness (Chair)

**Dr. Matthew Hawes**, Dean of Students

**Rebecca Ruffing**, Director of Public Relations

**Thomas Stock**, Director of Facilities Operations

**Janet Tamburrino**, Associate Dean of Student Services

**Michael Oriolo**, Associate Dean of Academic Affairs, Business, Health, Science, and Technology Division

**Cheryl Netti**, CPA, Assistant Controller

**Mary Dobek**, Office Assistant (*clerical support*)

With advisement from:

**Rob Palmieri**, Associate Dean for Enrollment Management

**Marie Miknavich**, Director of Institutional Research

Sustainability of the IA Plan includes meeting the following **Institutional Assessment Goals**:

Collect, analyze, and share institutional-wide data that is used for continued institutional improvements, as well as providing evidence of how Herkimer is fulfilling its mission and achieving its strategic goals.

Recommend new assessment processes and measurement tools.

Persistently research institutional effectiveness with the goal to remain current about the best practices in the areas of assessment, analysis, and how to use the results.

Maintain and edit, as needed, the campus-wide Institutional Assessment Plan.

**Foundations of the Institutional Effectiveness Model**

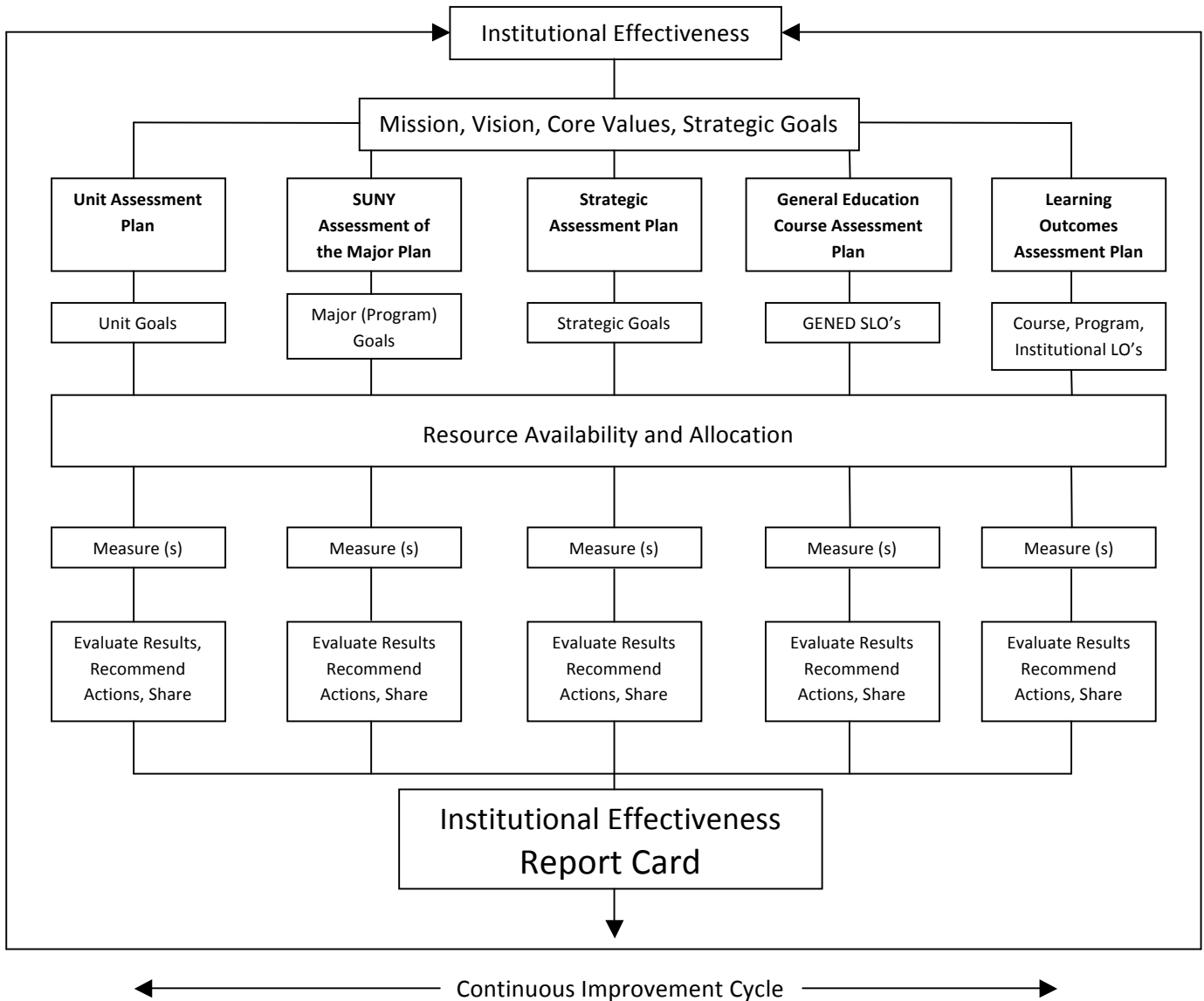
Unit (non-instructional) Assessment Plan

SUNY Assessment of the Major (Program) Plan

Strategic Assessment Plan

General Education Course Assessment Plan

Learning Outcomes Assessment Plan





## *Strategic Assessment Plan*

### **Assessment of Strategic Goals**

Currently, Herkimer's strategic goals are located in the Strategic Plan. The strategic goals provide direction and guidance to the institution. The Institutional Effectiveness Committee gathers data in an ongoing basis to continually assess the five Strategic Goal Statements.

The following five **Strategic Goals** are the foundation of Herkimer's Strategic Plan:

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

### **Assessment Measures**

Key Performance Indicators (KPI) measure each of the five strategic goals located in the Strategic Plan. KPI's are measured with multiple assessments that are both externally developed and internally created. When assessed, the KPI's provide a broad understanding of the strengths and weaknesses of the institution as whole. See Appendix A for KPI assessment measures. These also serve as a tool in College-wide decision making.

### **Persons Responsible**

The Assistant Dean of Academic Affairs collects the Report Card data from various campus units and departments. The Institutional Effectiveness Committee, consisting of members from various units of the College, reviews the data annually or as the data is available and creates a "Report Card". The Institutional Effectiveness Committee collectively and through collaborative efforts across the campus, decides on the data to be used in the Report Card. See Appendix B.

### **Time Line**

KPI data review occurs each year by the IE Committee or triennially depending on the measurement tool.

**Analysis, Actions, and Closing the Loop**

The IE Committee forwards the Report Card to the President of the college and the Executive Council to discuss the results of the data collected. An analysis of these results is performed and discussed at the Executive Council level. Recommendations for action plans result, which includes budget allocations. Recommendations are delegated to the responsible departments or divisions.

The Report Card is also disseminated to the campus community through the web page, all campus presentations, and at Board of Trustee meetings.

**Plan and Results Location**

The Strategic Assessment Plan is kept in the Academic Affairs Office and on the College's web page. Results and analysis are available in the Office of Academic Affairs.

*Unit Assessment Plan*

**Assessment of Units**

The offices of academic and support services, as well as non-instructional units have created assessment plans based upon goals identified by the individual units to evaluate and improve the effectiveness of their programs, activities, policies, and/or procedures. Each unit’s goals are mapped to the College’s Mission, Strategic Goals, and Institutional Learning Outcomes (where applicable). See appendix U and X.

These Units include, but are not limited to:

Continuing Education	Student Services	Purchasing
Division of Humanities and Social Sciences	Student activities	Athletics and Physical Education
Division of Business, Health, Science and Technology	Health services	Financial Aid
Academic Affairs	Career Counseling	Human Resources
Adjuncts	Transfer Counseling	Public Relations
College Now	Personal Counseling	Administration & Finance Controller
Assessment and Institutional Effectiveness	Enrollment Management and Marketing	Computer Users Services
Registrar	Admissions	Institutional Research
Community Education	International Program	Development
Library Services	Residence Life	Facilities Operations
Advisement Center	Campus Safety and Judicial Affairs	Programmer/Analyst/IT
Childcare Center	Food Services	Auxiliary Services
		Assistant to the President

An assessment plan template is used by each unit and includes the following: See Appendix C.

- **Goals** that are consistent with strategic goals and are linked to Herkimer’s Mission statement, and Institutional Learning Outcomes, where applicable.
- **Outcomes** that are specific and **measurable**; each goal may have more than one outcome.

- Identified **activities** that support the goal and outcomes. Activities are inputs that can be adjusted to help achieve the intended outcomes.
- A minimum of two **assessment measures**, one being a **direct measure**, which will enable an office to determine if the intended outcome has been achieved.
- **Criteria for success** that identifies the standard to be met that will document if the intended outcome has been achieved.
- Assessment results and with whom the results are shared.
- **Recommendations and/or actions** that are a product of the assessment results.

### Assessment Measures

*These include, but are not limited to:*

Community College Survey of Student Engagement (CCSSE)  
 Integrated Postsecondary Education Data System (IPEDS)  
 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  
 Unit departmental/divisional assessment tools

### Persons Responsible

The SOS, CCSSE, and other external assessment measures are administered and compiled by the Director of Institutional Research. The majority of internal assessment measures are administered and compiled by the individual units. A summary of assessment results and actions are forwarded to the IE Committee for review. See Appendix D.

### Time Line

Beginning in the spring 2010 semester, each unit will assess a semester long goal. The objective of this first assessment planning process is to familiarize the units in assessment terminology, goal identification, direct vs. indirect measures, and closing the loop activities. This semester assessment plan pilot will be part of the MSA monitoring report to illustrate Herkimer's compliance with Standard 7.

In the 2010-2011 academic year, Units will begin to implement yearly assessment plans based upon the identified time lines within each unit's plan. The results are summarized and submitted to the IE Committee in June each year.

All Units have aligned their goals to the College's Mission Statement, Strategic Goals, and Institutional Learning Outcomes, where applicable. A summary of this alignment can be found in appendix X and on the College web page.

### **Analysis, Actions, and Closing the Loop**

Individually, units schedule assessment conversations in each individual department/unit. They meet to review, share, and analyze assessment data.

The activities include:

A review of the assessment plan:

- Is the assessment data adequate to determine if the outcome has been achieved?
- If not, what other assessment measures or tools would be useful?
- Are any modifications to the assessment measures or criteria for success recommended?
- Resource allocations needed to achieve intended outcomes?
- To what degree are the unit's outcomes being achieved?
- If the data indicates that the intended outcome has not been achieved, what actions can/should be taken?
- Review the Activities list to see if they should be modified or added to.

A **Unit Summary Report** of assessment results and actions are forwarded to the respected Deans and VP as part of the annual report process, as well as the IE Committee for review. This documents the closing the loop process. As warranted, annual budget requests will identify assessment results as a rationale for budgetary allocations. Units move forward with the recommended actions/improvements and continue the assessment cycle.

### **Plan and Results Location**

The Unit Assessment Plans and Summary Reports are available in the Office of Academic Affairs, within the Assistant Dean of Academic Affairs, Assessment and Institutional Effectiveness office.

***SUNY Mandated Campus-Based Assessment of the MAJOR (Program)***

**Assessment of SUNY MAJOR (Program)**

All degree programs within the State University of New York undertake a comprehensive assessment every five to seven years. This assessment is structured in the form of a self-study and peer review. Guidance and criteria for the assessment are found in the *SUNY Guide for the Evaluation of Undergraduate Academic Programs* and *SUNY Guidelines for the Implementation of Campus-based Assessment of the Major*. See Appendix E.

The self-study includes background information, details and explanations of data results, analysis and recommendations that provide outside reviewers with sufficient information to evaluate the program.

The SUNY requirements for Campus-Based Assessment of the Major include:

- Programs should complete one cycle of assessment every five to seven years. If review of the major has not been done within the past decade, it should occur early in this cycle.
- Programs should include measures of student learning outcomes in their plans.
- Programs should seek review of their final assessment report by an external review team, including a campus visit and report to the Chief Academic Officer.
- Programs should include in their plans some strategy for measuring change in students’ knowledge and skills over time, specific to designated learning outcomes.

*Assessment Measures*

- |   |   |   |
|---|---|---|
| • Course assessment results                                 | • Student Opinion Surveys (SOS)                     | • Employers survey results or employer feedback |
| • Program Advisory Committee evaluation and recommendations | • FT and PT faculty teaching in the program         | • Internship / Practicum evaluation reports     |
| • Program Graduate Survey results                           | • Facilities available for program courses          | • Evaluation of student portfolios              |
| • Program Persistence / Retention rates                     | • Support services for program students and courses | • Graduating Senior Survey                      |

A mid-cycle post report documents what progress has been made in implementing the recommendations identified in the most recent program review of the Major. It also serves to capture the intended timeline of the execution of the recommendations. See Appendix F.

### **Persons Responsible**

Campus-Based Assessment of the Major is conducted by a committee of faculty who teach core courses in the degree program. The visit by the peer evaluators is coordinated by the same committee of faculty. Division Associate Deans are responsible for informing the faculty of the program of the Major Review Schedule. The Major Review Schedule is maintained by the Office of Academic Affairs.

The mid-cycle post report is also introduced to those faculty members that originally completed the Campus-Based Assessment of the Major. The documented mid-cycle report is collected by the Division Deans.

### **Time Line**

Campus-Based Assessment of the Major is conducted once every five to seven years, according to an assessment schedule. The Major assessment schedule is located in Appendix G. An annual time line for the Campus-Based Assessment in the Major is outlined in Appendix H.

The Mid-Cycle Report is collected annually, on a rotating basis, from those Majors that were completed two to three years prior.

### **Analysis, Actions, and Closing the Loop**

Faculty of the reviewed Major will meet to examine and analyze the program assessment data. An analysis and conversation of the Major assessment data includes the following questions:

- To what extent do employers and Advisory Committee members feel that our programs are meeting their stated goals and objectives?
- To what extent do course evaluations and other assessment tools indicate that students are learning?
- Is there sufficient qualified faculty to meet the program goals?
- Is the teaching and learning environment sufficient to meet the program goals?
- Are the college support services adequately meeting the program goals?
- Are any of the results troubling or surprising?
- If so, what do you think is a cause?
- What information would help determine the degree in which SLO's are being achieved?
- What information/modifications would help the program meet its goals?
- Would additional assessment tools be useful? If so, what?
- What changes would help students achieve the PLO's?

The assessment analysis and recommendations, along with the assessment results are documented in a self-study report. The report is reviewed through documentation by an

external peer review team. The review team may conduct a campus visit to meet with program faculty, visit program facilities, possibly meet with students or review student work, and validate the findings in the program review report.

The report from the external reviewers should include:

- The evaluation rubric and date of campus visit, if applicable. See Appendix J.
- The evaluator’s recommendations for program improvement.

A summary of assessment results and actions are forwarded to the Division Dean, the CAO, and the IE Committee and Budget Committee for review and consideration of budgetary resources, if needed. See Appendix K.

The Mid-Cycle Report reviews the following information:

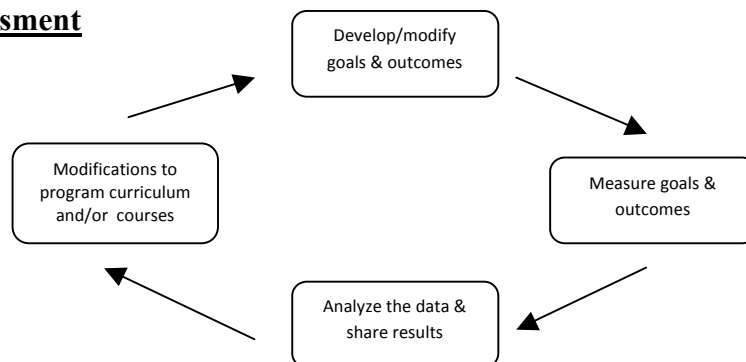
- What progress has been made in implementing the recommendations in the years since your last review?
- What anticipated or unanticipated factors have helped you to implement the recommendations or served as a detriment?
- Have modifications based on the recommendations been assessed?
- What were the results of the assessments? If not, how do you plan on assessing the modifications?
- Please provide a broad outline of you plan and timeline as you continue working to implement and refine your self-study recommendations.
- What other modifications and/or actions have been taken since your last review?

This Mid-Cycle Report is reviewed by the Division Associate Deans along with the VP/Dean of Academic Affairs. A written response is documented, shared with faculty of the program, and filed with the final review paperwork. See Appendix F.

**Plan and Results Location**

The Campus-Based Assessment of the Major Plan, reports, including the Summary Report, the Self-study Report, the Mid-cycle Report, and the External Review Team Rubric results are available in the Office of Academic Affairs.

**Program Assessment  
Flow Chart**



***General Education Course Assessment Plan - SUNY approved GENED Courses***



## **Assessment of General Education Courses**

Herkimer's General Education curriculum consist of over one hundred courses through which students may satisfy the SUNY General Education Requirement in the following knowledge and skills areas: Mathematics, Natural Sciences, Social Sciences, American History, Western Civilization, Other World Civilizations, Humanities, The Arts, Foreign Language, and Basic Communication. Activities which address the learning outcomes for Information Management and Critical Thinking are infused throughout the curriculum.

*The fall of 2010 will bring more flexibility to the assessment of General Education Learning Outcomes and Competencies. Each campus will have the ability to create a more streamlined approach to assessing SUNY General Education courses. For the academic 2010-11 academic year, Herkimer will continue the past practices of General Education assessment activities as outlined by SUNY. The Herkimer general education committee is charged with developing a more streamlined and efficient way of conducting General Education assessments that will be implemented in the 2011-12 academic year.*

## **Assessment Measures**

HCCC's SUNY-approved General Education Assessment Plan measures the extent to which the students have mastered the learning outcomes that define the general education knowledge and skill areas. This plan employs various types of direct measures that have been approved by the SUNY level GEAR group.

Faculty who teach General Education courses have designed the assessment tool that is used to directly measure the student learning outcome (SLO) of the respective skill in those courses. For each measure that is used to assess each SLO, the HCCC General Education Assessment Plan defines the ranges of scores deemed by the faculty to meet, exceed, approach, or not meet the standard.

The HCCC General Education Assessment Plan specifies a sampling method for each assessment measure. In meeting with SUNY GEAR Group expectations, Herkimer assesses student achievement in SLO's based on a representative sample of 50 percent of students taking courses identified by Herkimer as General Education courses in the competency area.

## **Person Responsible**

General Education evaluations (tests, research papers, portfolios, etc.) are administered by faculty who teach General Education courses. This work is scored by faculty suing a rubric and then individually sent to the Herkimer GEAR Group. The Herkimer GEAR Group is responsible for compiling the data and posting the aggregate results in the ANGEL Assessment Handbook.

## **Time Line**

General Education Assessments are conducted on a rotating yearly basis. See Appendix L.

## **Assessment Results**

The General Education assessment results are scored with a rubric and include a breakdown by percentage of students who exceeded, met, approached, or did not meet the standard for each general education SLO. The results are communicated to the faculty through the ANGEL Assessment Handbook and the college community through the Report Card where the GENED assessments are used as a direct measure of a key performance indicator.

## **Analysis, Actions and Closing the Loop**

One Professional Development Day each year is set aside for faculty who teach general education courses to meet and review and analyze the General Education assessment results. The analysis includes the following questions for discussion:

- What percentage of our students met or exceeded the standard in each of the knowledge area SLO's?
- Are any of the results surprising or disturbing?
- If so, what could have been the cause?
- Do the assessment tool questions or activities adequately reflect general education knowledge of the subject?
- Do the assessment tool questions or activities adequately reflect the material that is covered in our courses?
- Are there subject areas where our students are not demonstrating knowledge or understanding?
- If so, are there any course (syllabi, presentation methods, etc.) changes that would address this problem?

For those faculty members taught a course that was part of a General Education SLO Assessment, a web survey has been developed to document a more detailed account of individual closing the loop activities.

A Summary Report (GENED-2) is completed by September 1 of each year. See Appendix M.

The GENED-2 is kept by the CAO for review and may be requested by the Office of the Provost at System Administration for periodic audits based on samples of campuses.

Every three years, a report is submitted to SUNY consisting of two sections: 1) one providing a detailed description of changes the campus has made or intends to make to its existing General Education Assessment Plan, and 2) one focusing on how the campus has used the assessment process and results to Close the Loop (CTL) and improve its General Education program as well as revise the assessment process itself.

CTL tend to fall into the following categories:

- Making improvements to teaching, courses, or curricular programs.

- Disseminating assessment results to appropriate members of the campus community.
- Evaluating and revising the assessment process.
- Guiding the planning and implementation of professional development activities.

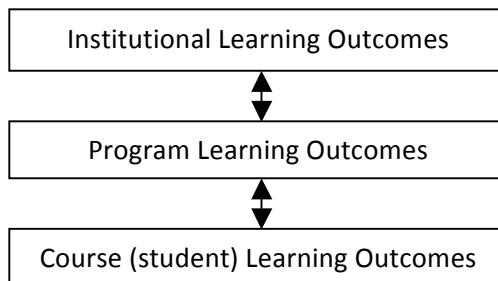
**Plan and Results Location**

The HCCC General Education Assessment Plan, the GENED-2 Assessment Summary Results, faculty General Education Survey results, and the Triennial Updates and CTL Reports are available in the Office of Academic Affairs.

## *Learning Outcomes Assessment Plan*

### **Assessment of Learning Outcomes**

Learning outcomes are assessed at three levels: course, program, and institutional.



The most fundamental level of student learning is at the course level. Each course has specified course (student) learning outcomes (CLO). It is the learning from individual courses that enables students to achieve the program learning outcomes (PLO) and institutional learning outcomes (ILO).

### **Assessment Measures**

#### *Course Learning Outcomes-*

Individual faculty identify the specific evaluation tools that measure common student learning outcomes for each course objective. Each course has a uniform course outline template. See Appendix R.

#### *Program Learning Outcomes-*

Courses have been mapped to program learning outcomes for each academic program. See Appendix S for an example. Successful completion of the courses within the program, combined with assessment strategies unique to each program, serve as multiple assessment measures to demonstrate the mastery of the PLO's.

Curriculum mapping was completed for each program. This identifies where the PLO's are introduced, applied, and practiced. These are referred to as IAP maps. An example can be found in Appendix T.

#### *Institutional Learning Outcomes-*

Program learning outcomes have been mapped to HCCC's institutional learning outcomes. See Appendix S. The assessment results of the courses linked to the program learning outcomes will measure the institutional learning outcomes.

Additionally, institutional learning outcomes are assessed by varied units, as appropriate. Unit assessment plans will identify links to the institutional learning outcomes, as appropriate. See Appendix U for an example.

Each ILO is grouped as a silo with courses and units identified to measure as a cohort. See Appendix I.

### **Persons Responsible**

The faculty driven Assessment Committee facilitates the documentation and learning outcome training of faculty members. The Assistant Dean of Academic Affairs, Assessment and Institutional Effectiveness, facilitates the documentation and learning outcome training of the unit personnel.

Final course level assessment is the responsibility of the individual faculty members. The course level assessment provides a direct measure for the program learning outcomes and the institutional learning outcomes.

### **Time Line**

#### **Course Learning Outcomes-**

Faculty members choose a course to assess every semester that represents a core requirement for a program or discipline. Faculty are encouraged to create an assessment pattern that identifies learning outcome trends.

#### **Program Learning Outcomes-**

Program reviews are completed as outline in the *SUNY Mandated Campus-Based Assessment of the Major (Program)* portion of the Institutional Assessment Plan. Program Learning Outcomes are assessed annually and reviewed as part of the SUNY Major assessment and/or program mid-cycle reports.

#### **Institutional Learning Outcomes-**

Institutional Learning Outcomes are assessed on a cyclical basis as outlined in Appendix V.

### **Analysis, Actions, and Closing the Loop**

#### **CLO-**

Professional Development Day(s) are used for faculty to meet, plan, review and analyze the course assessment activities and results.

The following questions are used as a guide:

- Do the assessment measures effectively measure each LO?
- If not, are modifications required?
- To what extent is each of the LO's being achieved?
- Are there LO's that are not being achieved?
- If so, are there any course changes (syllabi, presentation methods, etc.) that would address this problem?

The results are documented and retained as a way for faculty to better improve student success.

#### **PLO-**

Individual academic programs and disciplines collaborate during the Assessment Days. Each academic program/discipline identifies and documents potential action items to address in the upcoming academic year. A closing the loop document captures progress on the potential action items the following year.

Each academic program has identified how the program's PLO's are assessed. These results are included in the Program Review of the Major on a cyclical basis as well as reviewed during the program mid-cycle reports.

Academic program faculty meet and discuss programmatic actions needed for the upcoming year. This captures the intended improvements based upon assessment outcome results. See Appendix W.

### **ILO-**

Annually the results of the ILO silo are shared with faculty during Assessment Day activities. The ILO results are also shared and reviewed by the IE Committee and included in the Annual Report Card, as appropriate. The CAO reviews the data and will conference with the Associate Academic Deans and the Academic Team as needed. The first assessment of an ILO will be in 2011.

### **Plan and Results Location**

A summary of learning outcome assessment results for CLO, PLO and ILO's is kept by the Office of Academic Affairs, Assistant Dean of Academic Affairs, Assessment and Institutional Effectiveness.

All CLO assessment results are documented through the College's Internet Academy platform; ANGEL.

Appendix A

Strategic Category	Strategic Statement	KPI Benchmark
<p><b>I. Academic Programs and Support</b></p>	<p><i>Promote student success through relevant programs and support services within an enriched teaching and learning environment.</i></p>	<p><b>CCSSE:</b> (Prompt feedback from instructors)/ at or greater than SUNY peers in the categories of “often/very often” /triennial(next round 2011-12)  <b>CCSSE:</b> (satisfaction with advising/planning)/at or greater than SUNY peers in the categories of “somewhat or very” /triennial(next round 2011-12)  <b>IPEDS:</b> (Graduation rates of FT/FT degree/cert seeking within normal time)/increase by 1% /annually  <b>IPEDS:</b> (Graduation rates of FT/FT degree/cert seeking within 150% or 200% of normal time)/decrease by 1% /annually  <b>GENED:</b> (SLO in general education courses)/75% of GENED assessment results are “exceeding or meeting standards” /annually completed  <b>Faculty-Staff Opinion Survey:</b> (classroom environment as perceived by faculty)/remain at 4.0 or higher /triennial (next round 2010-2011)  <b>CCSSE:</b> (would you recommend this college)/reduce gap by 3% / over three years  <b>CCSSE:</b> (students perceive instructors: available, helpful, sympathetic)/65% or better for combined categories of “quite a bit and very much” / triennial(next round 2011-12)  <b>CCSSE:</b> (students perceive admin personnel and offices)/50% or better for combined categories of “quite a bit and very much” / triennial(next round 2011-12)  <b>IPEDS:</b> (Student-to-faculty ratio)/maintain current ratio /annually  <b>College Now Graduate Follow-up Study:</b> (high school students exposed to high academic standards, and had more realistic expectations of college work)/ maintain and remain above 3.0 (out of 4.0)/ by 2015-16  <b>IR Data:</b> (percentage of students completing one online course of instruction)/75% of students/by 2012-13</p>
<p><b>II. Campus Life</b></p>	<p><i>Cultivate a campus environment that complements the academic mission, enhances student development, and provides broad social and educational experiences.</i></p>	<p><b>CCSSE:</b> (encourage contact with different economic, social, and racial or ethnic backgrounds)/ 65% or better for combined categories of “quite a bit and very much” / triennial(next round 2011-12)  <b>Student Activities Data:</b> (number of clubs/organizations &amp; number of scheduled social activities)/ maintain levels / annual  <b>CCSSE:</b> (support needed to thrive socially)/ increase by 1% per year in the combined categories of “quite a bit and very much” / triennial(next round 2011-12)  <b>Graduate Follow-Up Study:</b> (faculty-student relationships)/ maintain and remain above 98% in the combined categories of very satisfied/satisfied / triennial(next round 2010-2011)</p>
<p><b>III. Institutional Culture</b></p>	<p><i>Encourage and sustain a campus culture where the core values of the College are embraced, implemented and rewarded.</i></p>	<p><b>CCSSE:</b> (support needed to help succeed at the college)/ increase 1% annually in the combined categories of “quite a bit and very much” / triennial(next round 2011-12)  <b>Faculty-Staff Opinion Survey:</b> (assessment information used to improve teaching and related educational services)/ increase to 4.0 or above /triennial (next round 2010-2011)  <b>Faculty-Staff Opinion Survey:</b> (environment of ethical behavior)/ increase to 4.0 or above /triennial (next round 2010-2011)  <b>CCSSE:</b> (student evaluation of entire educational experience)/ 85% achieved in the combined categories of “quite a bit and very much” / by 2015-16  <b>Office of Postsecondary Education:</b> (arrest and disciplinary actions)/ arrests: maintain; disciplinary actions: decrease by 10% /over three years.</p>
<p><b>IV. Operational Sustainability</b></p>	<p><i>Enhance operational sustainability through creative planned growth.</i></p>	<p><b>Audited Financial Statements:</b> (Unrestricted Unreserved Fund Balance) / Growth Goal of ½ week(varies from year to year based upon operating budget figures) /annual  <b>Enrollment Reports:</b> (identify enrollment by teaching environment venue)/maintain each year/annual  <b>IPEDS:</b> (retention rates of FT &amp; PT)/FT: remain higher rate than peers/annual  <b>Energy Reports:</b> (total energy BTUs consumption) /decrease by: 1% /annual</p>
<p><b>V. Outreach and Community Relations</b></p>	<p><i>Cultivate mutually beneficial relationships within the community and enhance the image of HCCC.</i></p>	<p><b>CCSSE:</b> (student contributing to the community)/ increase 1% annually in the categories of “quite a bit and very much” / by 2015-16  <b>Office of Comm. Ed.:</b> (non-credit registration)/increase registration 5% / by 2012-13  <b>Office of Comm. Ed.:</b> (rooms booked)/increase 5% / annual  <b>Office of Comm. Ed.:</b> (workforce development participants)/increase 25% over 08-09 figures/ by 2010-11  <b>Entering Student Survey:</b> (percentage of students employed in surrounding communities) /maintain above 50% / annual</p>



# Herkimer County Community College

## Institutional Effectiveness

### Report Card

*As of 06/09/10*



*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 County Community College believes in a continuous improvement process and the need for a comprehensive system for assessing desired outcomes. This provides HCCC 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.

HCCC 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 HCCC's Strategic Goals.

The following assessment tools are used to identify key performance indicators within the

### HCCC Report Card:

Community College Survey of Student Engagement (CCSSE)  
Integrated Postsecondary Education Data System (IPEDS)  
National Community College Benchmark Project (NCCBP)  
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

## Assessment Measures

### **External**

Campus Security Data Analysis - This information is collected by the U.S. Department of Education's Office of Postsecondary Education (OPE) annually. The data is acquired from the OPE Campus Security Statistics Website database.

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 HCCC and a SUNY consortium of institutions.

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

National Community College Benchmark Project (NCCBP) - This set of data provides institutional comparisons of community colleges across the country.

Student Opinion Survey (SOS) - The SOS identifies enrolled students satisfaction with program, services, and other parts of their college experience.

### **Internal**

Audited Financial Statements- The Office of the Controller has the fiduciary responsibility for HCCC'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 Associate Dean of Enrollment Management.

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

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

General Education Learning Outcome Assessments - Annually, student learning is directly assessed in core competency areas as identified by the State University of New York (SUNY).

Graduate Follow-Up Data - This gathers insights about HCCC graduates, their experiences with HCCC, 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.

Office of Student Activities 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.

Student Exit Survey - This assessment provides data about the student's interpretation of and experience with HCCC and the various campus units.

### **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.

HCCC 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 Statement Goals**

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

## **Institutional Learning Outcomes**

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

### Communication

HCCC 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

HCCC 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

HCCC 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

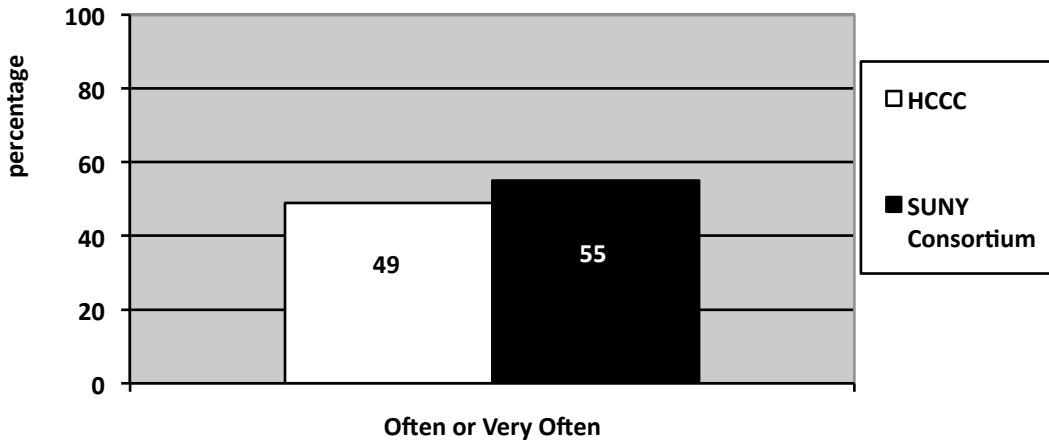
HCCC graduates will have developed a value set adopting and applying ethical awareness of program specific codes and/or socially responsible standards that will serve community needs on local, regional, national and global levels. Students will be prepared to be socially responsive citizens, committed 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

HCCC 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.

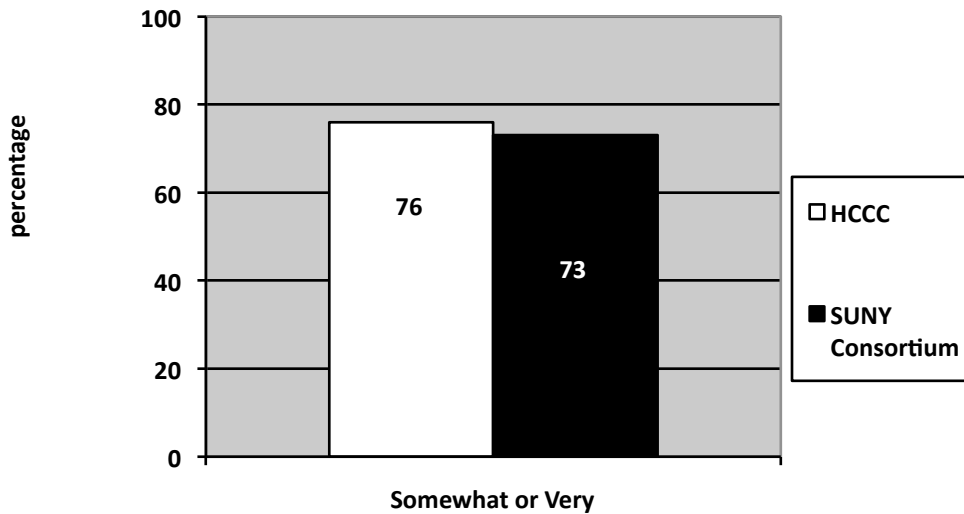
**Academic Programs and Support**

**Students felt they received prompt feedback from instructors on their performance.** (Source: CCSSE)



**Point of Interest:**  
 HCCC took part in Community College Survey of Student Engagement (CCSSE) for the first time in 2009.  
 SUNY Consortium includes all CC who are members of the SUNY system and participated in the CCSSE.

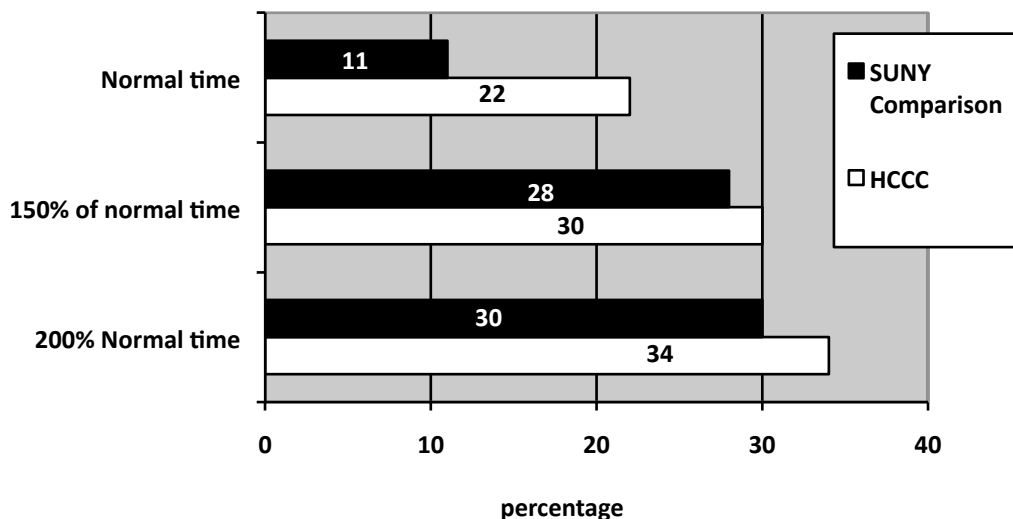
**Student Satisfaction with academic advising and planning.** (Source: CCSSE)



**Point of Interest:** 99% of 350 graduates surveyed were satisfied with the overall quality of the education received at HCCC.  
 Source: Graduate Follow-Up Study

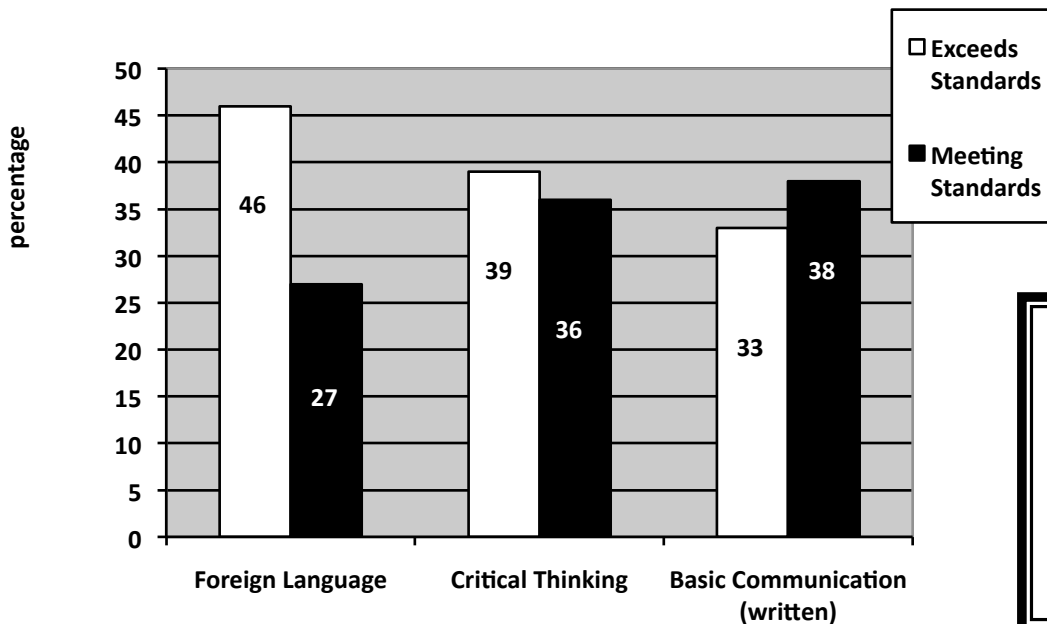
**Academic Programs and Support**

**Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within normal time, and 150% and 200% of normal time to completion: 2004 cohort** (Source: IPEDS)



**Point of Interest:**  
 Graduation rate cohort includes all full-time, first-time, degree/cert-seeking undergraduate students.  
 Entering class includes all students coming to the institution for the first time.

**Assessment of Student Learning Outcomes in General Education Courses; 2008.** (Source: SUNY GENED-2 Campus Report 2008)

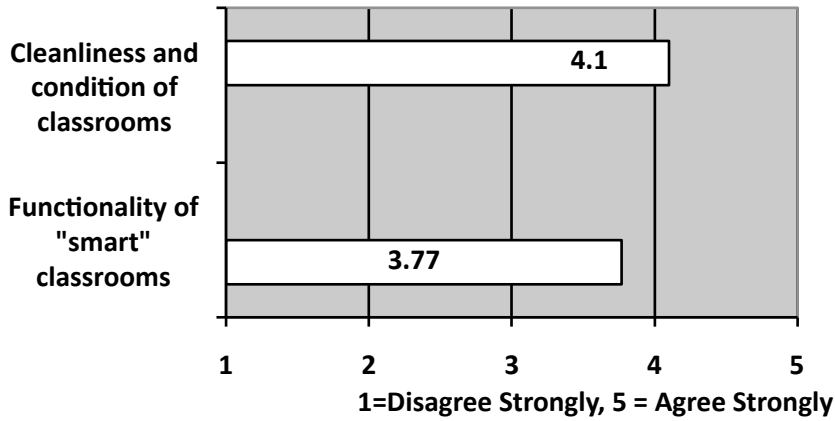


**Point of Interest:**  
 The IPEDS *Comparison Group* includes the following institutions:  
 Adirondack CC  
 Cayuga CCC  
 Corning CC  
 Finger Lakes CC  
 Genesee CC  
 Jamestown CC  
 Jefferson CC  
 Schenectady CCC  
 Tompkins Cortland CC  
 Ulster CCC  
 Source: IPEDS

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

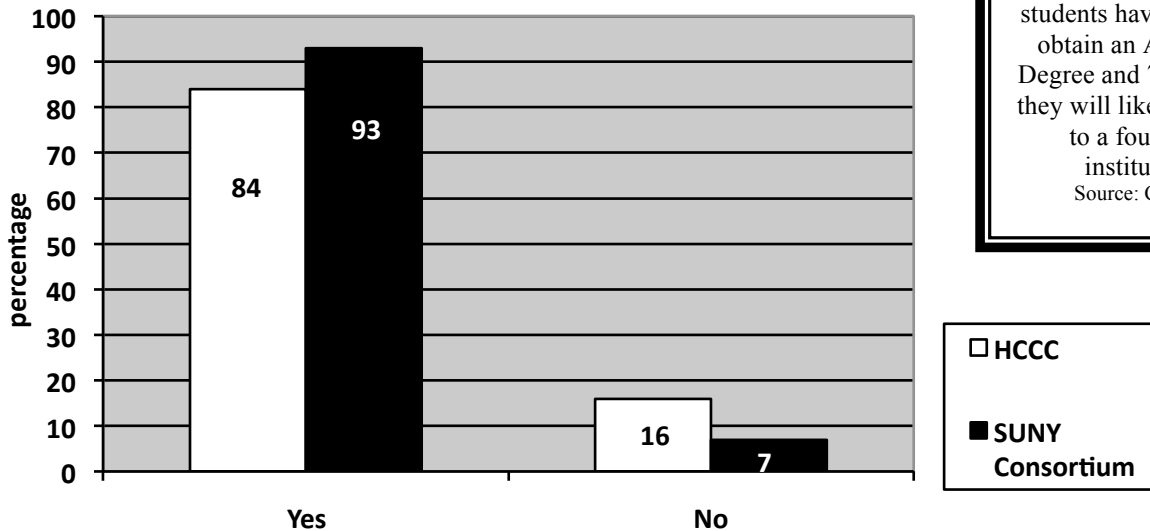
### Academic Programs and Support

**Classroom environment as perceived by faculty.** (Source: Faculty-Staff Opinion Survey, 2007)



**Point of Interest:**  
 72% of HCCC students sometimes or often use the computer labs and 72% of HCCC students are satisfied with the computer labs on campus.  
 Source: CCSSE

**Would you recommend this college to a friend or family member?**  
 (Source: CCSSE)

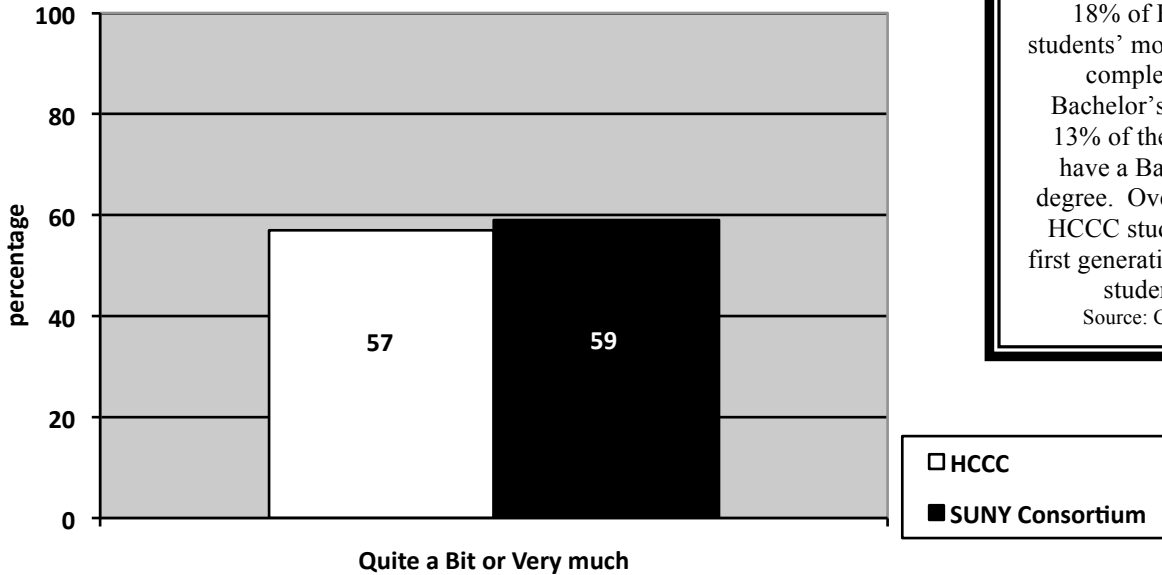


**Point of Interest:**  
 71% of HCCC students have a goal to obtain an Associate Degree and 79% report they will likely transfer to a four-year institution.  
 Source: CCSSE



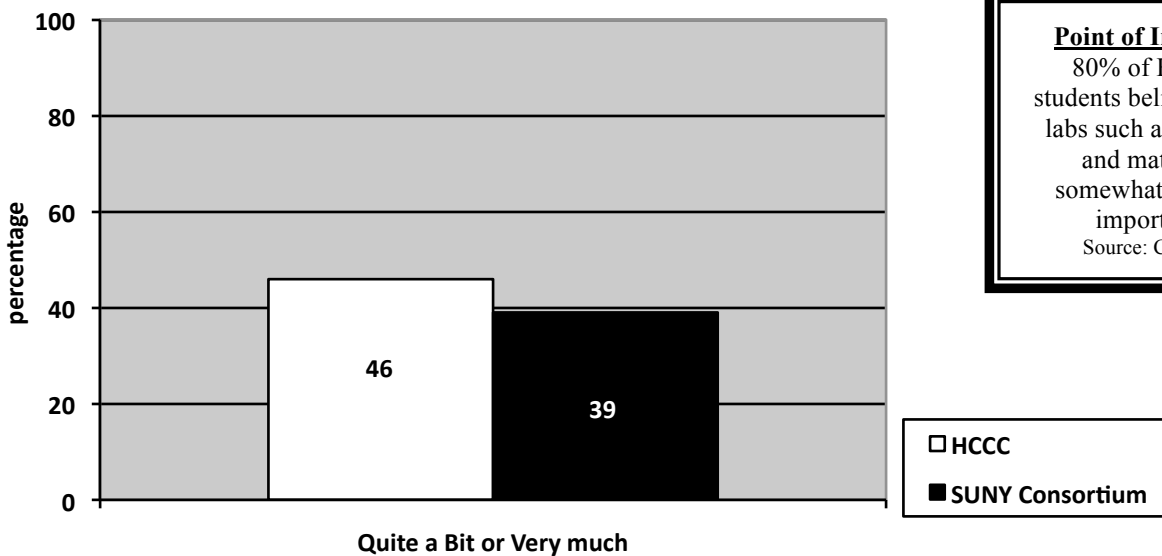
**Academic Programs and Support**

**How students perceive instructors; available, helpful, sympathetic.** (Source: CCSSE)



**Point of Interest:**  
 18% of HCCC students' mothers have completed a Bachelor's degree. 13% of the fathers have a Bachelors degree. Over 50% of HCCC students are first generation college students.  
 Source: CCSSE

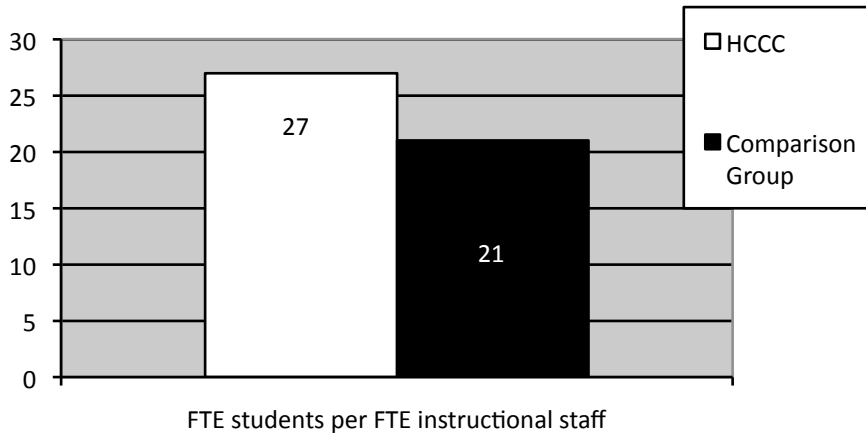
**How students perceive administrative personnel and offices; helpful, considerate, flexible.** (Source: CCSSE)



**Point of Interest:**  
 80% of HCCC students believe skills labs such as writing and math are somewhat or very important.  
 Source: CCSSE

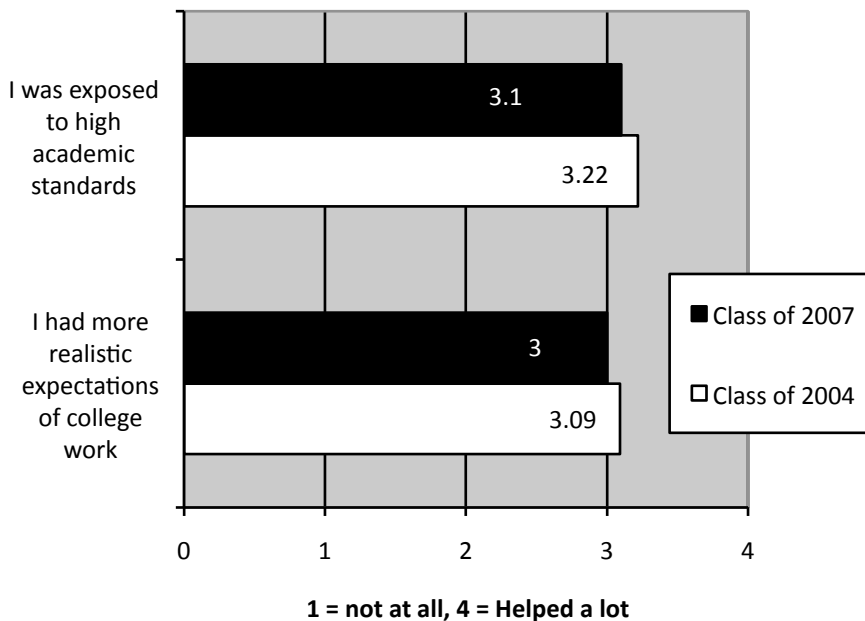
## Academic Programs and Support

**Student-to-faculty ratio: Fall 2008** (Source: IPEDS)



**Point of Interest:**  
 The student-to-faculty ratio includes the College Now students; however the College Now faculty are not part of the ratio. This causes the IPEDS data to report a higher ratio than HCCC students generally experience.  
 Source: Director of IR

**As a result of taking HCCC courses in the College Now Program:**  
 (Source: College Now Graduate Follow-Up Study: Class of 2004 & 2007)

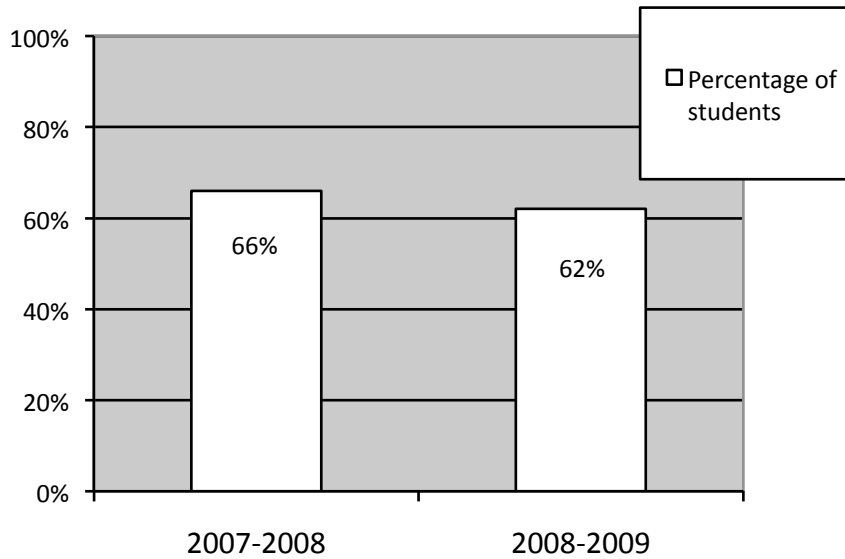


**Point of Interest: College Now** is the concurrent enrollment program (CEP) at HCCC. Concurrent enrollment programs are cooperative agreements between colleges and high schools that offer high school students the opportunity to take college classes in their high schools for both high school and/or college credit, usually at reduced rates of tuition. College Now is fully accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP).

**Academic Programs and Support**

**Percentage of students completing at least one online course of instruction.**

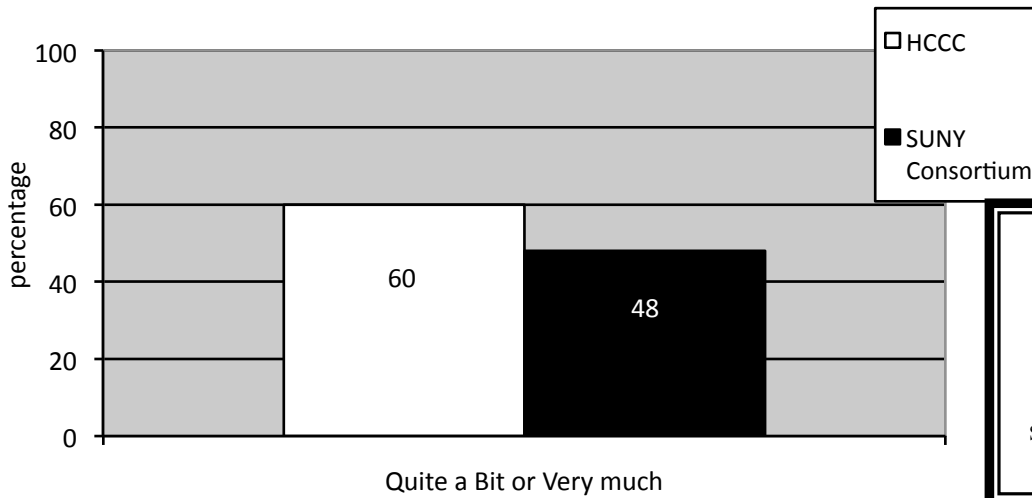
(Source: Department of Institutional Research).



**Point of Interest:**  
 HCCC has identified five Institutional Learning Outcomes (ILO) which include developing a knowledge management competency in information literacy and computer technology. Students that complete an online course will develop their ILO knowledge management competency in a real world setting.  
 Source: HCCC Institutional Learning Outcomes.

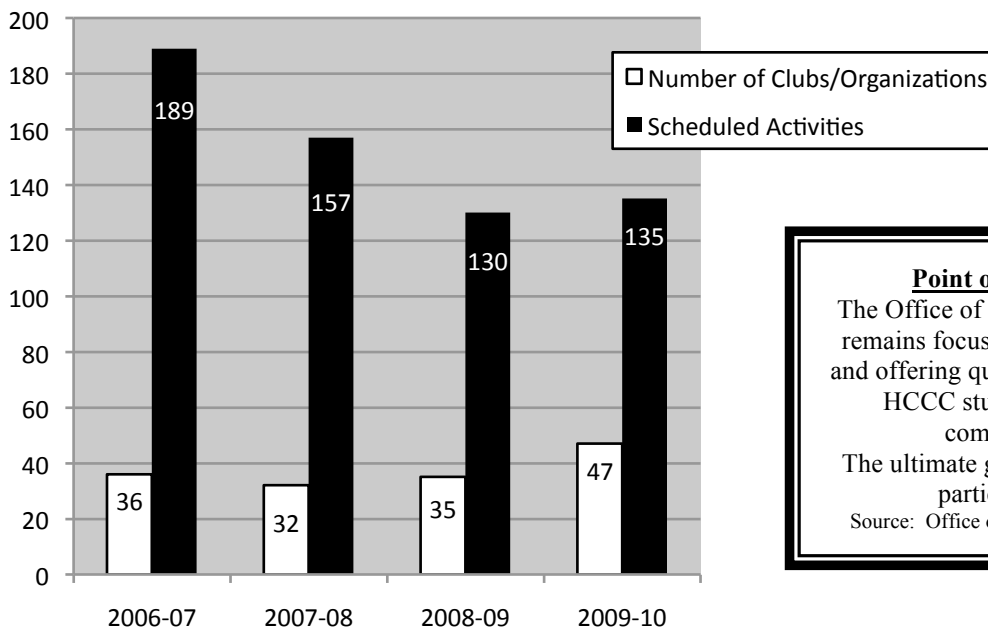
## Campus Life

**Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.** (Source: CCSSE)



**Point of Interest:**  
 Part of HCCC's Vision is for its students to become productive citizens engaged in a global society.  
 Source: HCCC Vision Statement (draft)

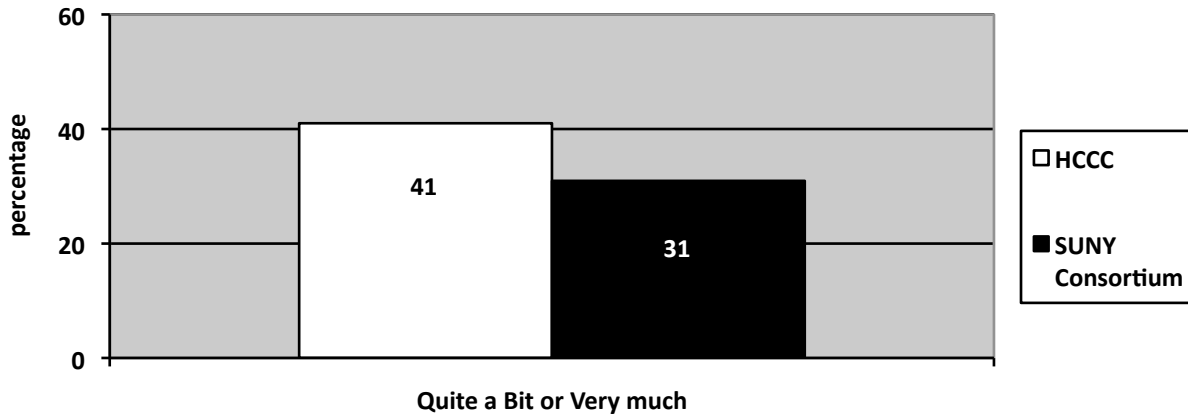
**Office of Student Activities: number of clubs/organizations and number of scheduled social activities.** (Source: Student Activities Annual Reports)



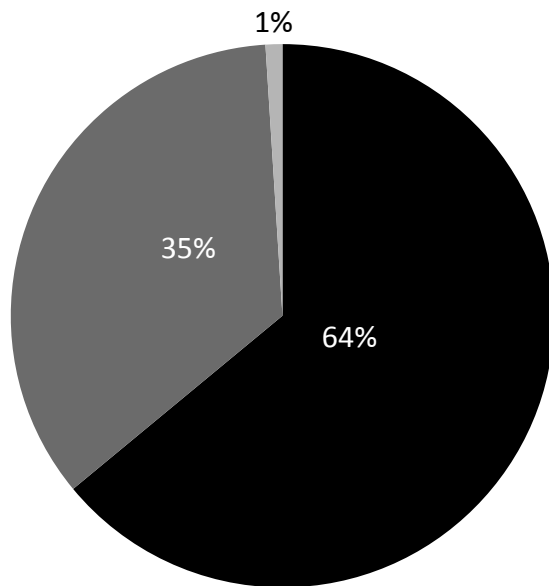
**Point of Interest:**  
 The Office of Student Activities remains focused upon planning and offering quality programs for HCCC students and the community.  
 The ultimate goal is to increase participation.  
 Source: Office of Student Activities.

### Campus Life

**Students feel they are provided the support needed to thrive socially.** (Source: CCSSE)



**Faculty – Student Relationships; n= 348** (Source: Graduate Follow-up Study)

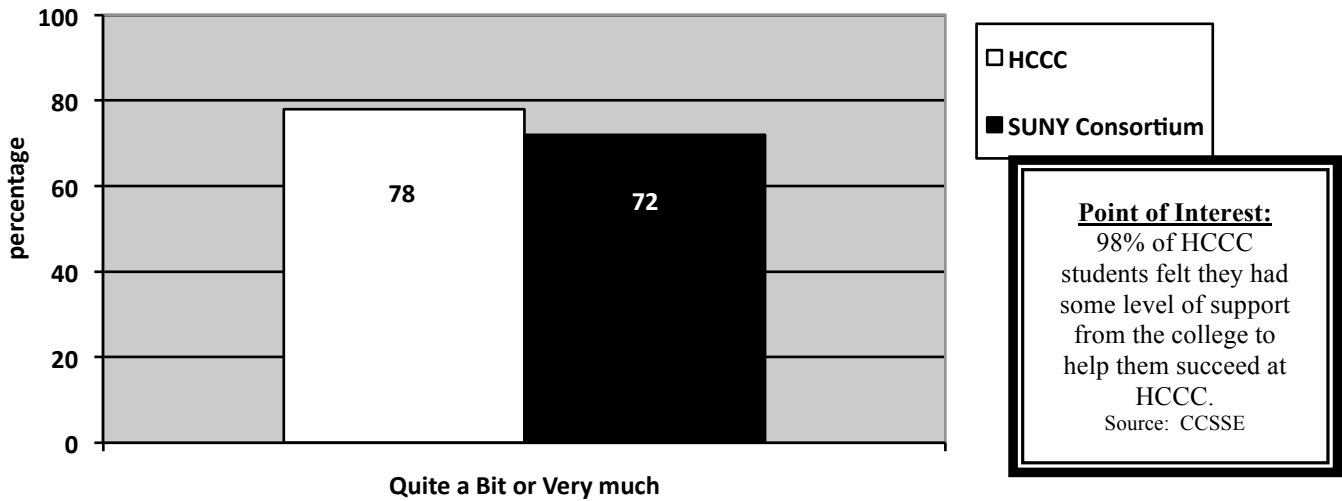


**Point of Interest:**  
 99% of graduates were very satisfied or satisfied with the relationships they established with faculty while attending HCCC  
 Source: Graduate Follow-up Survey

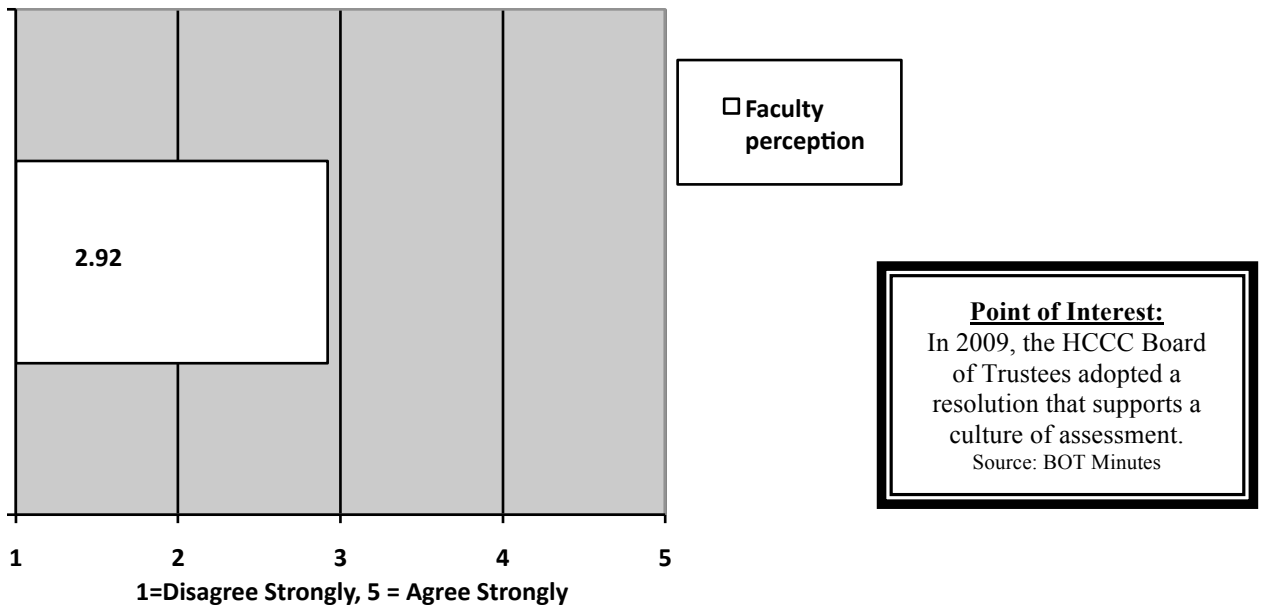
- Very Satisfied
- Satisfied
- Dissatisfied

### Institutional Culture

**Providing the support needed to help you succeed at this college.** (Source: CCSSE)

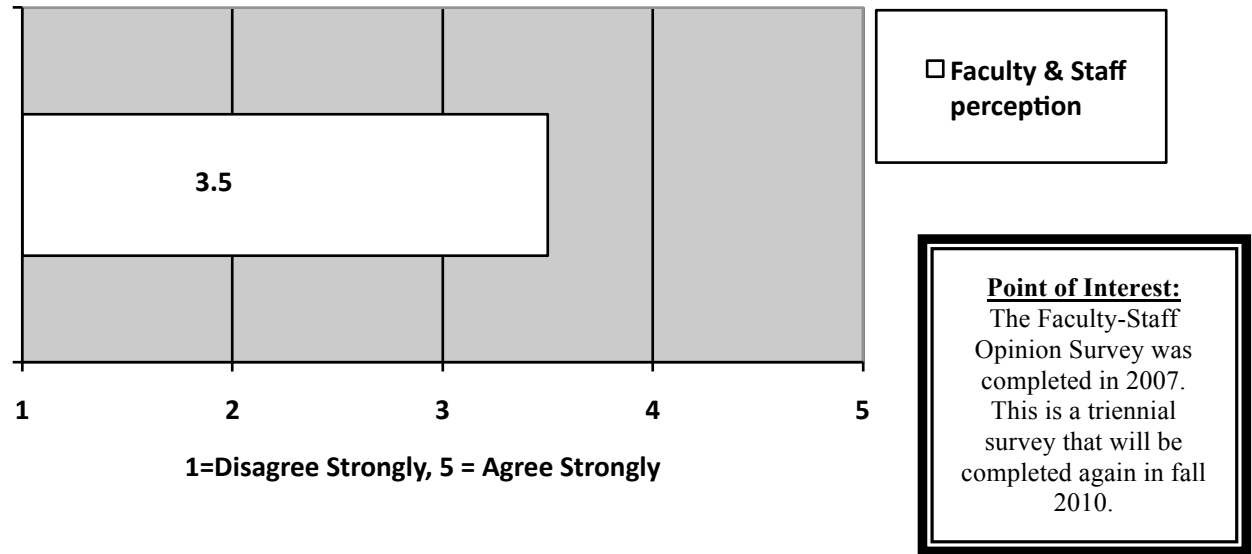


**Assessment information is used to improve teaching and related educational services (faculty only).** (Source: 2007 Faculty-Staff Opinion Survey)

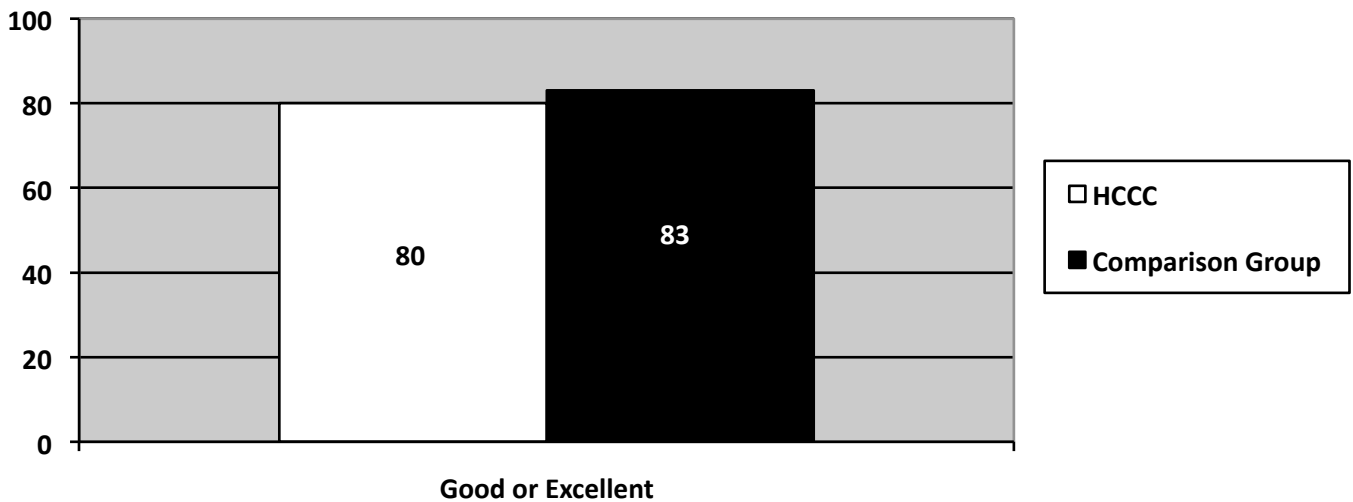


### Institutional Culture

**The College fosters an environment of ethical behavior.** (Source: 2007 Faculty-Staff Opinion Survey)



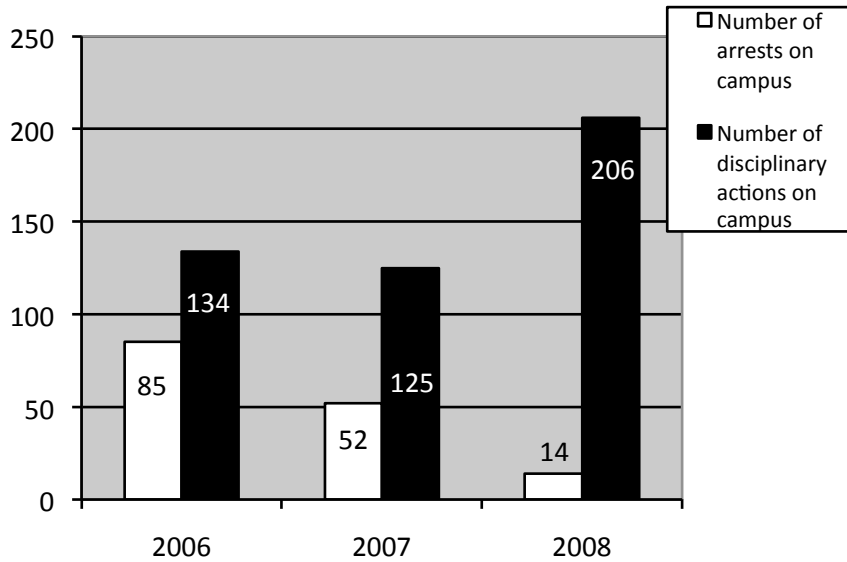
**How do students evaluate their entire educational experience at HCCC?** (Source: CCSSE)



## Institutional Culture

### Arrests and Disciplinary Actions: on campus

(Source: US Department of Education, Office of Postsecondary Education)



**Point of Interest:**  
 Disciplinary actions increased in 2007-08 due to a shift in philosophy that focuses upon educating drug and alcohol offenders. Since 2007-08, violators are mandated to complete drug and alcohol abuse educational programs when a disciplinary action is issued.  
 Source: Director of Safety

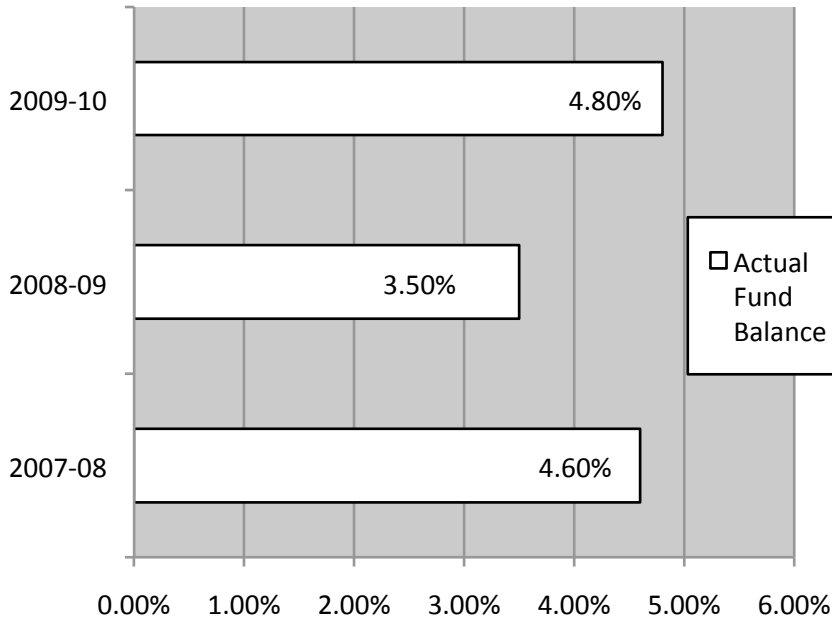
**Point of Interest:**  
 Beginning in 2008, HCCC implemented a Security Plan with the objectives of providing Peace Officers with the necessary safety tools needed for a safe and secure campus.  
 Some of these tools include: campus wide camera system, computer technology and cameras in safety vehicles, campus siren, being a part of the NYAlert initiative, and arming the Peace Officers.  
 Source: Director of Safety



### Operational Sustainability

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

(Source: HCCC Audited Financial Statements)



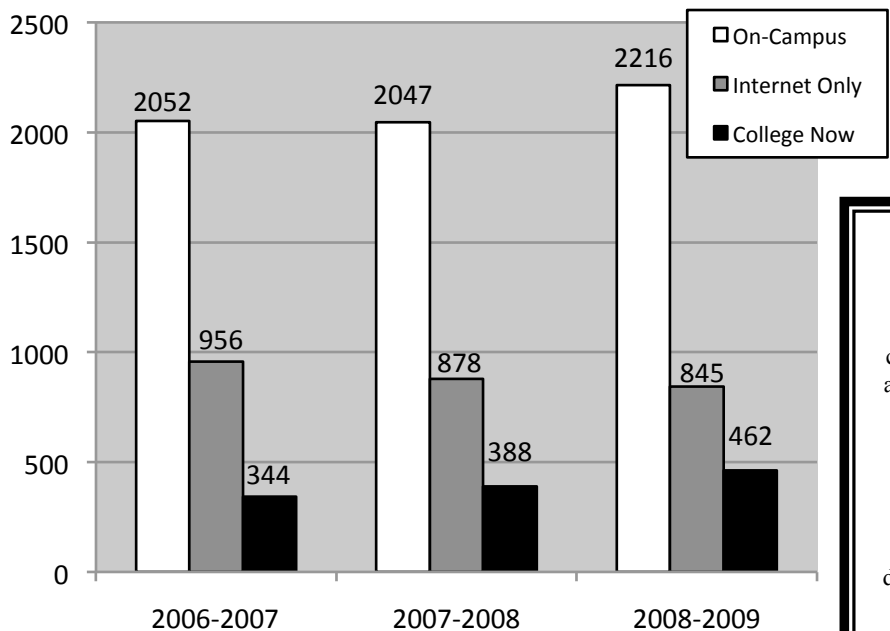
**Point of Interest:**

HCCC aspires to reach the recommended target of an unrestricted unreserved fund balance of no less than two months of regular general fund operating expenditures.

Source: Government Finance Officers Association (GFOA)

#### Fall Enrollment by Learning Environment; On-Campus, Internet Academy, or College Now

Now; 2006-07 to 2008-09 (Source: Institutional Research and Enrollment Management)



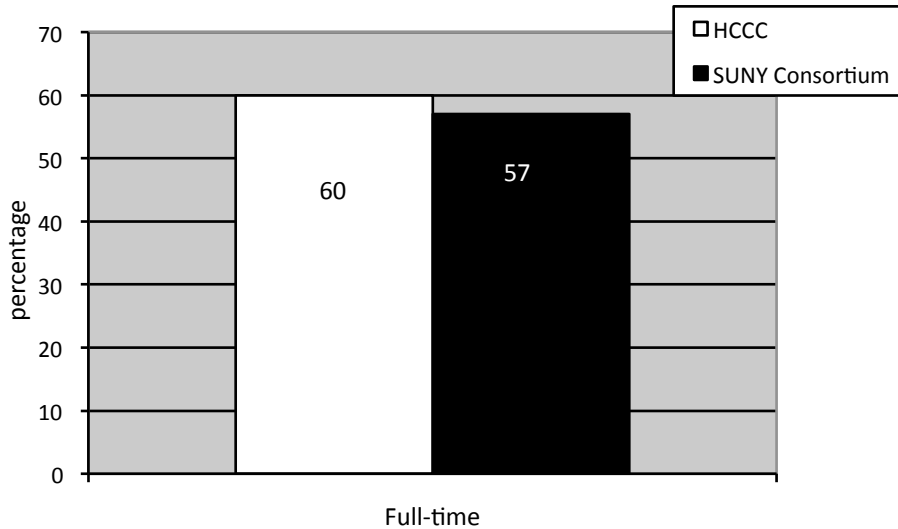
**Point of Interest:**

In 2009-2010, HCCC chose to implement a more stringent academic policy to shift the culture and focus of the college in a more purposeful direction where student academic success is the expectation. By holding students to these benchmarks, HCCC is taking important steps in establishing higher standards, decreasing accumulation of bad debt, and improving the likelihood of success in a timely manner.

Source: Office of Academic Affairs

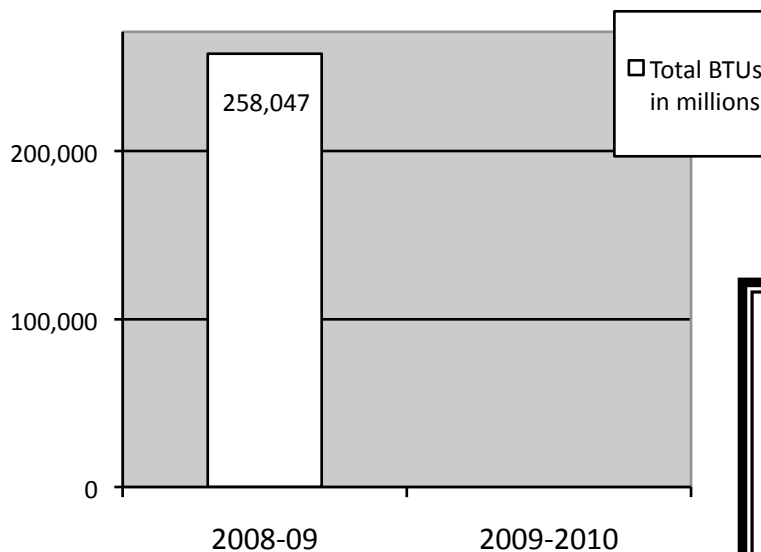
### Operational Sustainability

**Retention rates of first-time, degree/certificate seeing undergraduate students, by Full-Time enrollment status: Fall 2008** (Source: IPEDS)



**Point of Interest:**  
 A Retention Specialist was hired to work with the Department of Admissions and Enrollment to improve student retention.  
 Source: Office of Admissions and Enrollment

**Total Energy Used, academic year: in millions**  
 (Source: HCCC Facilities Report, Office of Institutional Research)

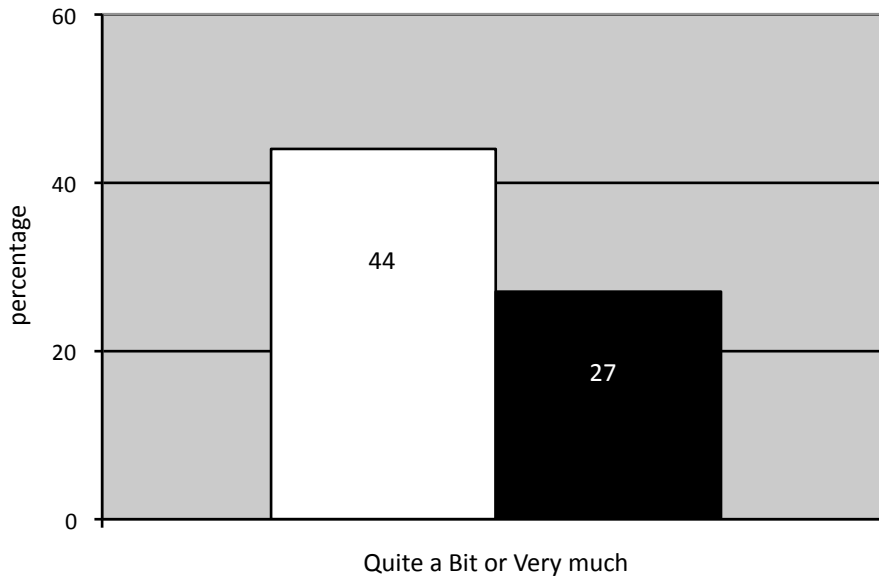


**Point of Interest:**  
 In 2008-09, the renovation and expansion of the Academic Support Center, College Book Store, and R.F. Williams Library set the total BTU baseline from which total energy will be compared.  
 Source: Director of Facilities.

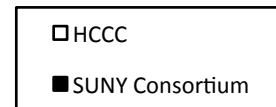
**Point of Interest:**  
 In 2010, NYSERDA completed an Energy Conservation Study of HCCC's energy and water consumption. Several recommendations were identified in the final report. HCCC is taking those recommendations into consideration as it takes steps to reduce the campus' Carbon footprint.  
 Source: Facilities Department

## Outreach and Community Relations

**Students contributing to the welfare of your community.** (Source: CCSSE)

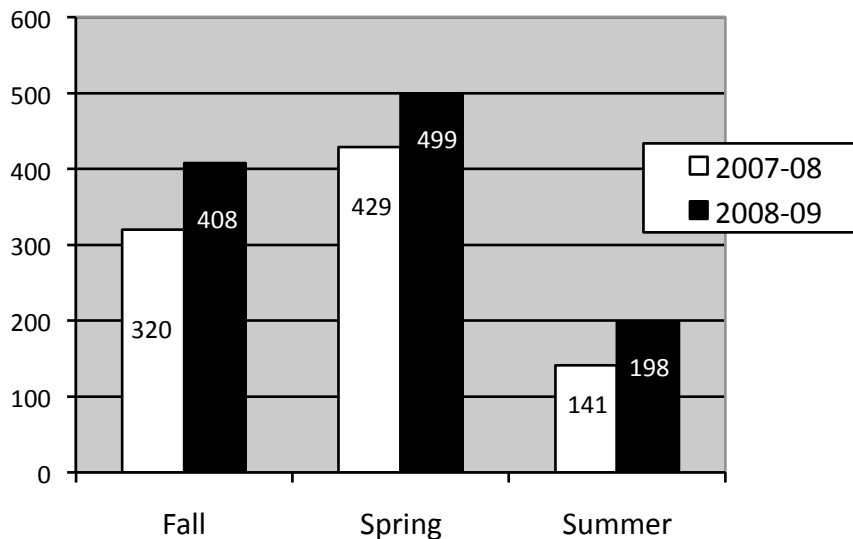


**Point of Interest:**  
 Many student groups and athletic teams engage in community service throughout the year.



**Non-credit registration including fitness center**

(Source: Office of Community Education)



**Point of Interest:**  
 Community Education focuses on three key areas:

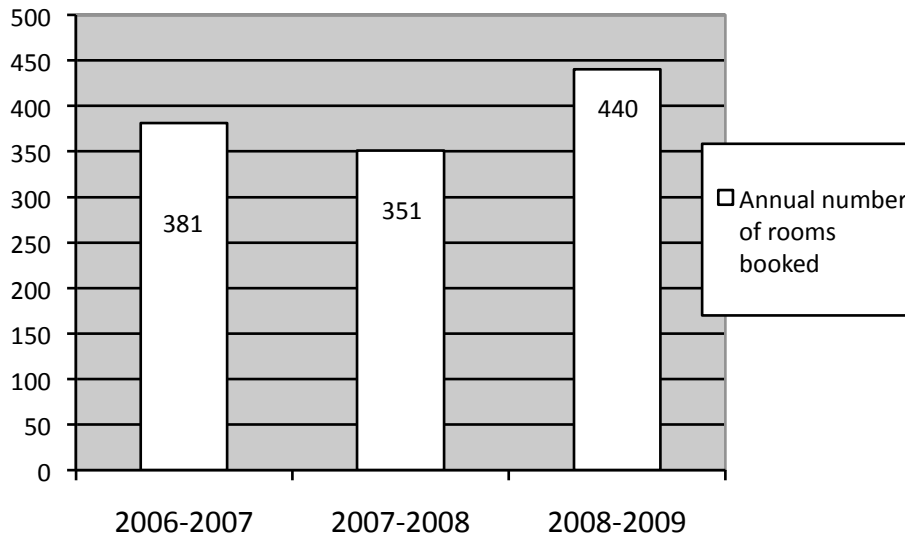
- Non-credit Programming
- Facilities Utilization & Conference Services
- Workforce Training & Development

**Point of Interest:**  
 In 2008-09, Community Education earned over \$26,000 in net revenues for non-credit programs.  
 Source: Community Education Annual Report

## Outreach and Community Relations

### Rooms booked through Community Education by Off-Campus Groups.

(Source: Office of Community Education)



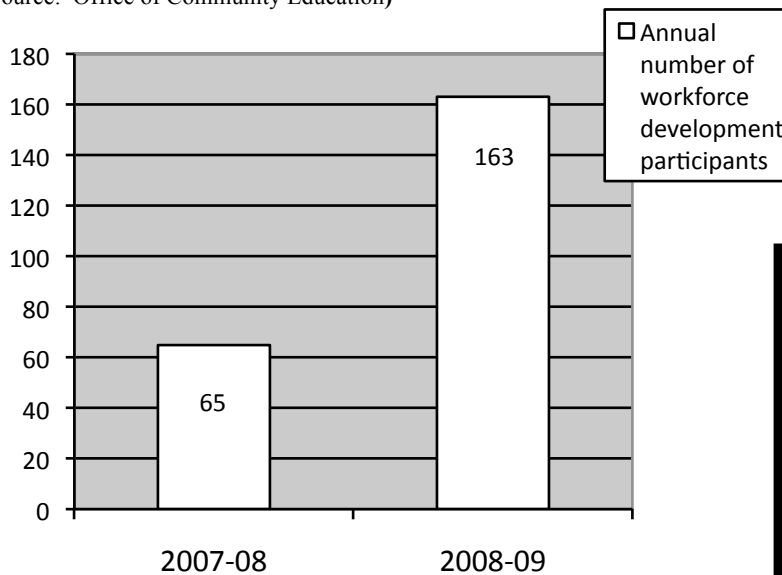
**Point of Interest:**

79 different community groups and organizations utilized HCCC facilities last year, bringing over 7,000 visitors to the HCCC campus.

Source: Community Education Annual Report.

### Workforce Development Participants.

(Source: Office of Community Education)



**Point of Interest:**

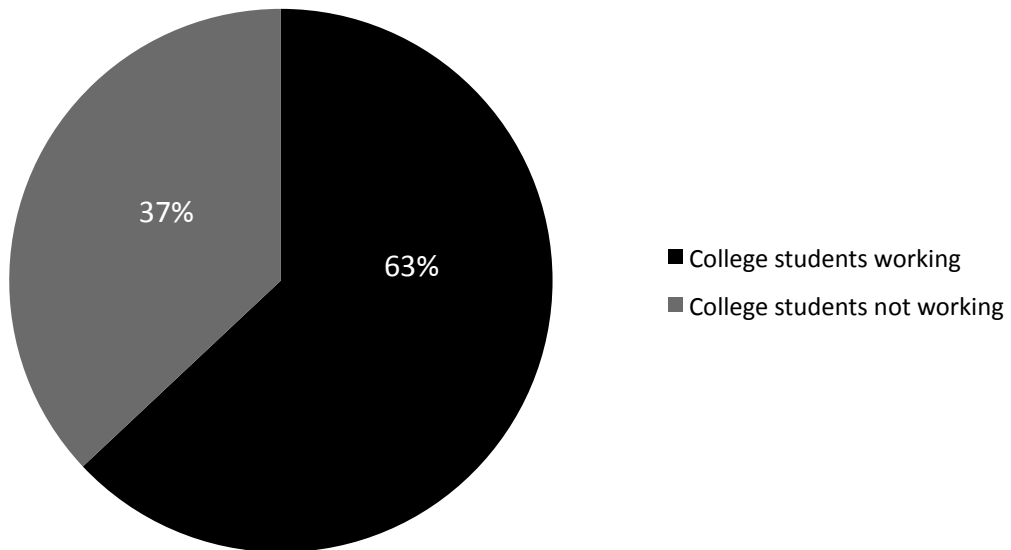
HCCC's Office of Community Education has partnered with the Workforce Investment Board to secure a regional healthcare training grant. This opportunity has the potential to dramatically increase the number of workforce development participants in the coming year.

Source:  
Office of Community Education.

## Outreach and Community Relations

### **Percentage of HCCC students employed in the surrounding communities.**

(Source: CCSSE)



This Report Card was created and reviewed by the Institutional Effectiveness Committee:

- Jacqueline Snyder, Assistant Dean of Academic Affairs, Assessment and Institutional Effectiveness (Chair)
- Dr. Matthew Hawes, Dean of Students
- Rebecca Ruffing, Director of Public Relations
- Thomas Stock, Director of Facilities Operations
- Janet Tamburrino, Associate Dean of Student Services
- Michael Oriolo, Associate Dean of Academic Affairs, Business, Health, Science, and Technology Division
- Cheryl Netti, CPA, Assistant Controller
- Mary Dobek, Office Assistant

With advisement from:

- Rob Palmieri, Associate Dean for Enrollment Management
- Marie Miknavich, Director of Institutional Research

Program/Unit Assessment Plan by Department Template

Appendix C

Department:		Program/activity/service:			Contact Person:		Submission Date:	
Mission Reference	Institutional Learning Outcomes (ILO)	College Strategic Goal Statement Reference	Program/activity/service Goal	Intended Outcome(s)	Assessment Methods & Criteria for Success	Time line/resources needed/ person responsible/ who will you share the results with	Assessment Results	Actions Recommended / Taken Based on Results
I. Serve learners by providing high quality, accessible educational opportunities II. Serve learners by providing high quality, accessible services. III. Respond to the needs of the local and regional communities.	A. Communication B. Knowledge Management C. Problem Solving D. Ethics and Social Responsibility E. Aesthetic Responsiveness	1. Academic Programs and Support: 2. Campus Life: 3. Institutional Culture: 4. Operational Sustainability: 5. Outreach and Community Relations:	<i>A program goal should link to the College Mission Statement, College Strategic Goal Statements, and Core Values.</i>	<i>For each program/unit goal there should be outcomes that are measurable and support the goal.</i>	<i>This column should include the assessment methods (direct and indirect measures) as well as the expected/desired success rate.</i>	<i>This column should include the time frame in which the assessment will be completed, needed resources, and the person responsible for the assessment.</i>	<i>The last two columns are completed at the end of the year/semester in which the goal is being assessed.</i>	

***Unit Summary  
Herkimer County Community College  
Program/Unit Review and Outcomes Assessment: Summary Report***

Appendix D

<b>a. Name of Program/Unit</b>	
<b>b. Year of Previous Assessment</b>	<b>c. Year of Current Assessment</b>
<b>d. Campus Contact Name</b>	<b>Email</b>

<b>1.Improvements made as a result of the previous assessment of this program/unit:</b>	
<b>2. Intended outcomes for this program:</b>	<b>3. Measures used to assess these intended outcomes:</b>
<b>4. Major findings of this assessment:</b>	<b>5. Action to be taken to address these specific assessment findings:</b>



**6. Who will you share these results with?**

**7. What has been learned from this assessment that could be helpful for the next assessment of this program/unit?**

*Please add additional pages and information if needed.*

## Assessment in the Major Template

Source: SUNY Guide for the Evaluation of Undergraduate Academic Programs, 2001  
<http://www.suny.edu/sunypp/docs/182.pdf>

### 1. *CURRICULUM*

The undergraduate academic major as a program of study is defined by the curriculum. This includes the courses and other educational experiences, the methods of delivery, and the structure of requirements and electives into which these are arranged to give coherence to the program.

Although some traditional curricular goals underlie all academic programs, curricula for programs bearing the same name differ across institutions as a function of variations in the training and interests of the faculty, in the background and interests of the students, and in the availability of resources both on and off the campus. The resultant variations in curricula offer students and employers the desirable situation of having choices; however, differences make design and publication of a program's expectations especially important. Faculty must determine the programmatic goals, objectives, purposes, and effects for the major. Consequently, faculty, students, administrators, and staff must engage in an active review of the combination of in-depth study and specialized skills in an academic discipline, general education, and intellectual growth that will best meet the needs of their students.

#### A. *MISSION, GOALS, AND OBJECTIVES*

1. Prepare a program mission statement that outlines the goals and their relationship to the institutional mission statement.
2. Delineate the program's goals and objectives.
3. Define quality as it relates to the program.
4. Identify the learning outcomes students should demonstrate.

#### B. *PROGRAM DESIGN*

1. Specify the degree requirements for the program, using the format of the catalog description of the program.
2. Describe the congruence between course and program goals and expectations in the discipline or profession, as appropriate.
3. Describe the congruence between course and curricular goals, courses, and prerequisite patterns.
4. Explain the balance between breadth and depth designed in the program.
5. Describe the methods used to ensure comparable learning outcomes among multiple sections of a course.
6. Describe efforts to assure that required courses and electives are offered on a schedule to meet the needs of various student constituencies.

7. Describe internship opportunities and the rationale for assigning credit.
8. Describe departmental procedures including student participation for the development, review, and evaluation of courses.
9. Describe the advisement procedures and the way the department assesses advisement effectiveness.

### C. ASSESSMENT

1. Analyze the effectiveness of the program in achieving its goals and objectives in the discipline. Describe the procedures, criteria, and methods used for this assessment. (Identify direct and indirect measures)
2. Analyze the effectiveness of the program in achieving its goals and objectives in general education. Describe the procedures, criteria, and methods used for this assessment. (Identify direct and indirect measures)
3. Analyze the effectiveness of the program in achieving its goals and objectives for intellectual growth. Describe the procedures, criteria, and methods used for this assessment.
4. Describe discipline-, college-, and community-related student activities, and how the program promotes and supports faculty and student involvement and effort.
5. Describe how the program responds to the needs of the community, if applicable.
6. Provide follow-up data on student placement for the last five years. Indicate year(s) of data collected and total number of student responses: percentage employed in the field, percentage employed elsewhere, percentage seeking employment, and percentage continuing education.
7. Describe the results of any alumni follow-up surveys that reflect the student outcomes.
8. Describe the dissemination of the results of the program review to appropriate constituencies.
9. Describe the planning processes, including those to be used to formulate and implement changes based on program review analysis.
10. Describe the most recent evaluation of the program, what was learned from the evaluation, and what improvements resulted.

### 2. THE FACULTY

The quality of the faculty is critical to the quality of an undergraduate academic program. The qualifications of the faculty constitute traditional measures, and they are useful to show the extent to which the faculty is prepared to fulfill the mission of the program. The quality of the program also depends upon the availability of the faculty to the undergraduates and the effectiveness of the interactions, in other words, the extent to which the faculty creates a participatory culture. The following are categorized according to the five criteria for the evaluation of academic employees in the *Policies of the Board of Trustees*.

*A. MASTERY OF SUBJECT MATTER*

<i>Faculty Summary</i>	<i>Full-time</i>	<i>Part-time</i>
<i>1. Number of faculty assigned to the program</i>		
Men	_____	_____
Women	_____	_____
Minorities	_____	_____
<i>2. Credentials</i>		
Bachelor's Degree	_____	_____
Master's Degree	_____	_____
Doctorate	_____	_____
<i>3. Experience</i>		
0-3 years	_____	_____
4-7 years	_____	_____
8-11 years	_____	_____
12-15 years	_____	_____
16-24 years	_____	_____
25+ years	_____	_____

*B. EFFECTIVENESS IN TEACHING*

1. Describe the hiring procedures, including the formulation of the job description, publication of the position, representation on the search committee, and responsibility for the final decision. Include copies of faculty vitae with the report.
2. Explain how the training and interests of the faculty contribute to appropriate breadth of the program's mission. Indicate areas, if any, in which greater strength would be beneficial.
3. Analyze the teaching loads and how they are distributed among faculty by rank, full-time, part-time, and teaching assistants (number of courses/number of students).
4. Highlight faculty innovations in teaching.
5. Describe the program's procedures for evaluating effectiveness in teaching.

*C. SCHOLARLY ABILITY*

1. Describe the recent scholarly and creative contributions of the program faculty that are important to the program goals.

*D. EFFECTIVENESS OF COLLEGE SERVICE*

1. Describe the faculty’s service to the university, such as committee work, administrative work, public service, and other activities that contribute to the fulfillment of the program’s mission in relation to the university and the community.

*E. CONTINUING GROWTH*

1. Identify the steps taken to assure that faculty members maintain currency in their disciplines and the activities that result in the continuing growth of the faculty.

3. *THE STUDENTS*

In the evaluation of the effectiveness of an undergraduate program, it is essential to consider the students it serves and those it might serve in the future. Student needs influence the design of the curriculum, the faculty to implement it, and the services to support it. The quality and success of the program depends upon the extent to which it meets the needs of its students.

*A. STUDENT PROFILES*

1. *Annual cohorts for the last five years:*

*Total Number of Majors*

Year	to	Year	Full-time	Part-time
_____		_____	_____	_____
_____		_____	_____	_____
_____		_____	_____	_____
_____		_____	_____	_____
_____		_____	_____	_____

*Graduates*

Year	Number
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Describe the program strategies used to recruit students.
3. Identify the program minimum requirements for admitting students.
4. Explain the acceptance ratio.

5. Compare the student diversity of the program to that of the institution, other institutions, the region, and the state.
6. Analyze the enrollment patterns over the last five years.

#### B. *STUDENT NEEDS*

1. Describe the goals of the students entering the program.
2. Describe the financial needs of the students enrolled.
3. Describe the academic needs of the beginning and transfer students.
4. Describe the special needs of groups of students, such as nontraditional, international, disabled, and underprepared students.
5. Explain any academic placement procedures.
6. Describe the diverse learning styles of the students and strategies for engaging them.
7. Describe any orientation activities designed to introduce students to the program.
8. Analyze attrition patterns and describe efforts to improve retention.
9. Analyze the time students take to complete degrees.

#### 4. *SUPPORT SERVICES*

The academic and student services of the campus provide important support to the instructional efforts of the faculty. Furthermore, support services should contribute directly to the richness of student's academic lives.

##### SPECIAL STUDENT SERVICES

What provisions are made for groups of students with special needs in this program for the following groups:

- Nontraditional students
- International students
- Students with disabilities
- Students who need special remedial or tutorial services
- Nonresidential students

##### GENERAL STUDENT SERVICES

What provisions are made for all of the students, such as in the following areas:

- Orientation
- Diagnostic evaluation and placement
- Library and media resources
- Computer resources
- Health and counseling services
- Career advisement

- Job placement
- Describe student and faculty satisfaction with services that support the program.
- Describe the general campus environment and climate. Explain their impact upon student performance.
- Describe how student affairs and academic affairs are coordinating efforts to contribute to student success.
- Guide for the Evaluation of Undergraduate Academic Programs

#### ADMINISTRATIVE SUPPORT

An academic program exists within the context of an institution, and it is effective in so far as it contributes to the mission of that institution. Similarly, the institution must be committed to the quality and effectiveness of the program.

The health and continued vitality of an undergraduate academic program is critically influenced by the quality and continuity of leadership and support that its faculty and students receive from the administration of the campus, starting at the level of the president. Furthermore, the institution's leadership plays an important role in fostering a climate that supports change and makes clear the consequences of not improving.

Consequently, administrators also have a need for training as evaluators.

- Explain the effective ways in which the administration encourages program review.
- Explain how the leadership helps to create an environment and a climate for academic excellence.
- Analyze the fairness of the reward structure of the institution and the program.
- Describe the ways by which the administration empowers faculty and students.
- Explain how budget decisions reflect the concern for quality programs and support academic robustness.
- Provide an organizational chart that shows the relationship of the program to the rest of the institution.
- Explain how the program is represented in the institution's governance bodies and planning processes.
- Describe faculty development and support efforts by administration in the program area.

## MAJOR/Program Mid-Cycle Post Report

Appendix F

### **Mid-Cycle Post Report:**

Attached is a template to be completed as a mid-cycle report to the Major/Program Review. This will document what progress has been made on implementing the recommendations identified in the most recent program review and serve to capture the intended timeline of the execution of the recommendations.

### **Timeline:**

March 1: Please submit to the respective divisional Associate Dean of Academic Affairs a written response to all five questions and/or statements.

November 1: Associate Dean(s) respond in writing to mid-cycle.

Major/Program:

Date:

Person(s) reporting:

**In your previous review, the following findings and/or recommendations were noted:**

*(LIST FINDINGS AND/OR RECOMMENDATIONS FROM PREVIOUS MAJOR/PROGRAM REVIEW)*

1. What progress has been made in implementing the recommendations in the years since your last review?
2. What anticipated or unanticipated factors have helped you to implement the recommendations or served as a detriment?
3. Have modifications based on the recommendations been assessed? What were the results of the assessments? If not, how do you plan on assessing the modifications?
4. Please provide a broad outline of your plan and timeline as you continue working to implement and refine your self-study recommendations.
5. What other modifications and/or actions have been taken since your last review?



**Proposed Program Review Schedule**  
*(Revised September 2009)*

Appendix G

**2009-2010**

Accounting (AAS)* (2008)
Accounting (AS)* (2008)
Business Admin. (AAS)
Bus. Admin. (AS)
Computer Network Tech.
EMT- Paramedic* (External Accred.)
LAS: Humanities (AS)
LAS: Science (AS)
LAS: Soc. Sci. (AA)
Photographic Tech. (AAS) *(2008)
Radio/TV Broadcasting (AAS)
Small Bus. Mgt. (AAS)
Small Bus. Mgt. (Cert.)
Travel & Tourism
Website & E-Bus. Dev. (Cert.)

**2010-2011**

Early Childhood (AAS)
Fashion Buying & Merch. (AAS)
Human Res. Mgmt. (AAS)

Human Res. (AAS)
LAS: PE (AS)
LAS: Childhood Ed. (AS)
Marketing (AAS)
Sports & Rec. Mgmt. (AAS)
Teaching Asst. (Cert.)

**2011-2012**

CJ (AAS)
CJ (AS)
CJ: Cybersecurity (AS)
CJ: Economic Crime (AS)
CJ: Forensic Invest. (AAS)
Corrections (Cert.)
Health Services Mgmt (AS)
Health Ser. Mgmt. Tech. (AAS)
International Bus. (AS)

**2012-2013**

Art Studies (AA)
Computer Support Spec. (AAS)
Fine Arts (AA)
LAS: Comm. Arts: New Media
LAS: Gen. Studies (AA)
Medical

Coding/Transcriptionist
Music Industry
Paralegal
Physical Therapist Asst. (AAS)

**2013-2014**

Accounting (AAS)
Accounting (AS)
Business Admin. (AAS)
Bus. Admin. (AS)
EMT- Paramedic
Travel & Tourism
Website & E-Bus. Dev. (Cert.)

**2014-2015**

Computer Network Tech.
Digital Filmmaking
Gender Studies
LAS: Humanities (AS)
LAS: Science (AS)
LAS: Soc. Sci. (AA)
Photographic Tech. (AAS)
Radio/TV Broadcasting (AAS)
Small Bus. Mgt. (AAS)
Small Bus. Mgt. (Cert.)

\*Transition from old Program review format to updated Program Review Template. These programs had begun the review process prior to the introduction of the new template.

### **Timeline for Assessment in the Major/Program Review**

#### Fall

- Identify Faculty to write the program self-study using the Assessment in the Major as a template
- Request assessment information required and meets with the Director of Institutional Research
- Identify potential reviewers (two are needed)

#### January

- Finish self-study and pull information together
- Submit the Assessment in the Major to the Associate Dean of the Division for review before the document is sent to the reviewers
- Secure two reviewers to review self-study and facilities (if program has special training facilities)

#### February

- Send self-study to the reviewers with the review forms and make arrangements to visit facilities if necessary
- Reviewers visit facilities if necessary

#### March 15th

- Reviewers turn in report on program self-study using standardized form


#### April 15th

- Faculty respond by writing goals & objectives to address program weaknesses cited by reviewers and send to Assessment Committee
- Faculty fill out SUNY State Summary Report Form – “Program Review and Assessment of Student Learning Outcomes in the Major: Summary Report”- submit to Dean of Academic Affairs

Appendix I

Course Alignment to ILO (2010)

Random samples of courses are selected from a specific ILO silo each year to assess the ILO. The Course Learning Outcome results for those selected courses serve as a documented direct measure of student learning.

<p>ILO Competency</p> 	<p><b>Communication:</b> HCCC 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.</p>	<p><b>Knowledge management:</b> HCCC graduates will be able to manage information 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.</p>	<p><b>Problem solving:</b> Students will 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.</p>	<p><b>Ethics and social responsibility:</b> Students will develop 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 and national levels. Students will be prepared to be socially responsive (global?) 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.</p>	<p><b>Aesthetic responsiveness:</b> Students will be able to recognize and appreciate literary and artistic expression in the visual and performing arts. Students will apply a strong liberal arts foundation to facilitate an understanding of and appreciation for Arts and Humanities.</p>
All Courses	Courses aligned with ILO				
BU111	BU111	BU111	BU111	BU111	BU111
BU114	BU114	BU114	BU114	BU114	BU114
BU115	BU115	BU115	BU115	BU115	BU115
BU121	BU141	BU141	BU141	BU141	BU121
BU122	BU122	BU122	BU122	BU122	
BU131	BU131	BU131	BU131	BU131	BU131
BU132	BU132	BU132	BU132	BU132	BU132
BU141	BU141	BU141	BU141	BU141	BU141
BU142	BU142	BU142	BU142	BU142	
BU143	BU143	BU143	BU143	BU143	BU143
BU148	BU148	BU148	BU148	BU148	BU148
BU149	BU149	BU149	BU149	BU149	BU149
BU214	BU214	BU214	BU214	BU214	
BU215	BU215	BU215	BU215	BU215	
BU216	BU216	BU216	BU216	BU216	
BU221	BU221	BU221	BU221	BU221	
BU224	BU224	BU224	BU224	BU224	
BU225	BU225	BU225	BU225	BU225	
BU232	BU232	BU232	BU232	BU232	BU232
BU233	BU233	BU233	BU233	BU233	
BU251	BU251	BU251	BU251	BU251	
BU254	BU254	BU254	BU254	BU254	
BU256	BU256	BU256	BU256	BU256	BU256
BU265	BU265	BU265	BU265	BU265	
ED110	ED110	ED110	ED110	ED110	ED110
ED150	ED150	ED150	ED150	ED150	ED150
EM101	EM101	EM101	EM101	EM101	

<b>EM102</b>	EM102	EM102	EM102	EM102	
<b>EM103</b>	EM103	EM103	EM103	EM103	
<b>EM201</b>	EM201	EM201	EM201	EM201	
<b>EM202</b>	EM202	EM202	EM202	EM202	
<b>EM203</b>	EM203	EM203	EM203	EM203	
<b>EM204</b>	EM204	EM204	EM204	EM204	
<b>EN111</b>	EN111	EN111	EN111	EN111	EN111
<b>EN112</b>	EN112	EN112	EN112	EN112	EN112
<b>EN117</b>	EN117	EN117	EN117	EN117	EN117
<b>EN136</b>	EN136	EN136	EN136	EN136	EN136
<b>EN161</b>	EN161	EN161		EN161	
<b>EN163</b>	EN163	EN163		EN163	
<b>EN171</b>	EN171	EN171		EN171	
<b>EN225</b>	EN225	EN225		EN225	
<b>EN227</b>	EN227	EN227	EN227	EN227	
<b>EN228</b>	EN228	EN228	EN228	EN228	
<b>HE121</b>	HE121	HE121	HE121	HE121	
<b>HE128</b>	HE128	HE128	HE128	HE128	
<b>HE130</b>	HE130	HE130	HE130	HE130	
<b>HM111</b>	HM111	HM111	HM111	HM111	
<b>HM112</b>	HM112	HM112	HM112	HM112	
<b>HM112</b>	HM112	HM112	HM112	HM112	
<b>HM201</b>	HM201	HM201	HM201	HM201	
<b>HM211</b>	HM211	HM211	HM211	HM211	
<b>HM212</b>	HM212	HM212	HM212	HM212	
<b>HU103</b>	HU103				HU103
<b>HU104</b>	HU104				HU104
<b>HU105</b>	HU105				HU105
<b>HU106</b>	HU106				HU106
<b>HU111</b>	HU111	HU111	HU111		HU111
<b>HU112</b>	HU112	HU112	HU112		HU112
<b>HU113</b>	HU113	HU113	HU113		HU113
<b>HU114</b>	HU114	HU114	HU114		HU114
<b>HU120</b>	HU120	HU120	HU120		HU120
<b>HU130</b>	HU130	HU130	HU130	HU130	HU130
<b>HU140</b>	HU140	HU140	HU140	HU140	HU140
<b>HU141</b>	HU141	HU141	HU141	HU141	HU141
<b>HU142</b>	HU142	HU142	HU142	HU142	HU142
<b>HU143</b>	HU143	HU143	HU143	HU143	HU143
<b>HU144</b>	HU144	HU144		HU144	HU144
<b>HU144</b>	HU144	HU144	HU144	HU144	HU144
<b>HU145</b>	RT225	RT225		RT225	
<b>HU146</b>	HU146	HU146	HU146	HU146	HU146

<b>HU147</b>	HU147	HU147	HU147	HU147	HU147
<b>HU148</b>	HU148	HU148	HU148	HU148	HU148
<b>HU148</b>	HU148	HU148	HU148	HU148	HU148
<b>HU165</b>	HU165	HU165	HU165	HU165	
<b>HU177</b>	HU177	HU177		HU177	
<b>HU205</b>	HU205	HU205	HU205	HU205	HU205
<b>HU212</b>		HU212	HU212		HU212
<b>HU213</b>		HU213	HU213	HU213	
<b>HU214</b>	HU214	HU214	HU214	HU214	HU214
<b>HU220</b>	HU220	HU220	HU220		HU220
<b>HU223</b>	HU223	HU223	HU223	HU223	HU223
<b>HU226</b>		HU226	HU226		HU226
<b>HU230</b>	HU230	HU230	HU230		HU230
<b>HU251</b>	HU251	HU251	HU251	HU251	HU251
<b>HU255</b>	HU255	HU255	HU255	HU255	HU255
<b>HU280</b>	HU280	HU280	HU280	HU280	HU280
<b>IS111</b>	IS111	IS111	IS111	IS111	IS111
<b>IS113</b>	IS113	IS113	IS113	IS113	
<b>IS115</b>	IS115	IS115	IS115	IS115	IS115
<b>IS117</b>	IS117	IS117	IS117	IS117	IS117
<b>IS120</b>	IS120	IS120	IS120	IS120	IS120
<b>IS123</b>	IS123	IS123	IS123	IS123	IS123
<b>IS140</b>	IS140	IS140	IS140	IS140	
<b>IS207</b>	IS207	IS207	IS207	IS207	
<b>IS208</b>	IS208	IS208	IS208	IS208	
<b>IS212</b>	IS212	IS212	IS212	IS212	IS212
<b>IS228</b>	IS228	IS228	IS228	IS228	IS228
<b>IS235</b>	IS235	IS235	IS235	IS235	IS235
<b>IS238</b>	IS238	IS238	IS238	IS238	IS238
<b>IS241</b>	IS241	IS241	IS241	IS241	
<b>IS250</b>	IS250	IS250	IS250	IS250	IS250
<b>MA127</b>	MA127	MA127	MA127	MA127	
<b>MA141</b>	MA141	MA141	MA141		
<b>MT111</b>	MT111	MT111	MT111	MT111	
<b>MT112</b>	MT112	MT112	MT112	MT112	
<b>MT115</b>	MT115	MT115	MT115	MT115	
<b>MT116</b>	MT116	MT116	MT116	MT116	
<b>PE112</b>	PE112	PE112	PE112	PE112	
<b>PE113</b>	PE113	PE113	PE113	PE113	
<b>PE114</b>	PE114	PE114	PE114	PE114	
<b>PE116</b>	PE116	PE116	PE116	PE116	
<b>PE118</b>	PE118	PE118	PE118	PE118	
<b>PE120</b>	PE120	PE120	PE120	PE120	

PE121	PE121	PE121	PE121	PE121	
PE124	PE124	PE124	PE124	PE124	
PE126	PE126	PE126	PE126	PE126	
PE130	PE130	PE130	PE130	PE130	
PE141	PE141	PE141	PE141	PE141	
PE143	PE143	PE143	PE143	PE143	
PE146	PE146	PE146	PE146	PE146	
PE147	PE147	PE147	PE147	PE147	
PE149	PE149	PE149	PE149	PE149	
PE150	PE150	PE150	PE150	PE150	
PE151	PE151	PE151	PE151	PE151	
PE155	PE155	PE155	PE155	PE155	
PE161	PE161	PE161	PE161	PE161	
PE170	PE170	PE170	PE170	PE170	
PT120	PT120	PT120	PT120	PT120	
PT130	PT130	PT130	PT130	PT130	
PT140	PT140	PT140	PT140	PT140	
PT141	PT141	PT141	PT141	PT141	
PT151	PT151	PT151	PT151	PT151	
PT152	PT152	PT152	PT152	PT152	
PT160	PT160	PT160	PT160	PT160	
PT205	PT205	PT205	PT205	PT205	
PT206	PT206	PT206	PT206	PT206	
PT207	PT207	PT207	PT207	PT207	
PT208	PT208	PT208	PT208	PT208	
RT142	RT142	RT142	RT142	RT142	
RT145	RT145	RT145	RT145	RT145	RT145
RT151	RT151	RT151	RT151	RT151	RT151
RT161	RT161	RT161	RT161	RT161	RT161
RT222	RT222	RT222	RT222	RT222	
RT225	RT225	RT225	RT225	RT225	RT225
RT225	RT225	RT225	RT225	RT225	RT225
RT230	RT230	RT230	RT230	RT230	RT230
RT233	RT233	RT233	RT233	RT233	
RT253	RT253	RT253	RT253	RT253	RT253
RT263	RT263	RT263	RT263	RT263	RT263
RT290	RT290	RT290	RT290	RT290	RT290
SC117	SC117	SC117	SC117	SC117	
SC118	SC118	SC118	SC118	SC118	
SC129	SC129	SC129	SC129	SC129	
SC253	SC253	SC253	SC253		
SC254	SC254	SC254	SC254		
SS151	SS151	SS151	SS151	SS151	SS151

<b>SS151</b>	SS151	SS151	SS151	SS151	
<b>SS152</b>	SS152	SS152	SS152	SS152	SS152
<b>SS155</b>	SS155	SS155	SS155		
<b>SS161</b>	SS161	SS161	SS161	SS161	
<b>SS185</b>	SS185	SS185	SS185	SS185	
<b>SS186</b>	SS186	SS186	SS186	SS186	
<b>SS190</b>	SS190	SS190	SS190	SS190	SS190
<b>SS234</b>	SS234	SS234	SS234	SS234	SS234
<b>SS241</b>	SS241	SS241	SS241	SS241	SS241
<b>SS245</b>	SS245	SS245	SS245	SS245	SS245
<b>SS263</b>	SS263	SS263	SS263	SS263	
<b>TT130</b>	TT130	TT130	TT130	TT130	
<b>TT131</b>	TT131	TT131	TT131	TT131	
<b>TT132</b>	TT132	TT132	TT132	TT132	
<b>TT133</b>	TT133	TT133	TT133	TT133	
<b>TT134</b>	TT134	TT134	TT134	TT134	
<b>TT210</b>	TT210	TT210	TT210	TT210	
<b>TT211</b>	TT211	TT211	TT211	TT211	
<b>TT212</b>	TT212	TT212	TT212	TT212	
<b>TT235</b>	TT235	TT235	TT235	TT235	
<b>TT240</b>	TT240	TT240	TT240	TT240	

### Major/Program Review Evaluation

(adapted from SUNY Canton College of Technology's Evaluation of Program Reviews)

Major/Program:		Date:
Reviewer's Name:		Title:
<b>EVALUATION OF PROGRAM REVIEWS</b>		
In the table below, indicate the number that applies to the particular part of the program review, with: <b>1</b> not being addressed, <b>2</b> poorly addressed, <b>3</b> satisfactorily addressed, and <b>4</b> excellently addressed		
<b>I. CURRICULUM</b>		
<b>A. Mission, Goals, and Objectives</b>		
1. Program mission statement outlines the goals and their relationship to the institutional mission statement.	1 2 3 4	Comments:
2. Program's goals, objectives, and outcomes are delineated.	1 2 3 4	Comments:
3. Quality is defined as it relates to the program.	1 2 3 4	Comments:
4. Learning outcomes that students should demonstrate are identified.	1 2 3 4	Comments:
<b>B. Program Design</b>		
1. Degree requirements for the program are specified, following the description of the program published in the college catalog.	1 2 3 4	Comments:
2. Congruence between course and program goals and expectations in the discipline or profession are described (State if not applicable).	1 2 3 4	Comments:
3. Congruence between course and curricular goals, courses, and prerequisite patterns are described.	1 2 3 4	Comments:
4. Balance between breadth and depth designed in the program is explained.	1 2 3 4	Comments:
5. Methods used to ensure comparable learning outcomes among multiple sections of a course are described (if applicable).	1 2 3 4	Comments:
6. Efforts to assure that required courses and electives are offered on a schedule to meet the needs of various student constituencies are described.	1 2 3 4	Comments:
7. Internship opportunities and the rationale for assigning credit are described (if applicable).	1 2 3 4	Comments:
8. Departmental procedures, including student participation, for the development, review, and evaluation of courses are described.	1 2 3 4	Comments:



9. Advisement procedures and the way the department/program assesses advisement effectiveness are described.	1 2 3 4	Comments:
<b>C. Assessment</b>		
1. The effectiveness of the program in achieving its goals and objectives in the discipline(s) is analyzed. The procedures, criteria, and methods used for this assessment are described.	1 2 3 4	Comments:
2. The effectiveness of the program in achieving its goals and objectives in general education is analyzed. The procedures, criteria, and methods used for this assessment are described.	1 2 3 4	Comments:
3. The effectiveness of the program in achieving its goals and objectives for intellectual growth is analyzed. The procedures, criteria, and methods used for this assessment are described.	1 2 3 4	Comments:
4. Discipline-, college-, and community-related student activities, and how the program promotes and supports faculty and student involvement and effort are described.	1 2 3 4	Comments:
5. How the program responds to the needs of the community is described (if applicable).	1 2 3 4	Comments:
6. Follow-up data on student placement for the last five years is provided for career programs, including year(s) of data collected and total number of student responses indicating % employed in the field, % employed elsewhere, % seeking employment, and % continuing education. For transfer programs, student persistence and success rates of the past 5 years is provided.	1 2 3 4	Comments:
7. Results of any alumni follow-up surveys that reflect student outcomes are described (if applicable).	1 2 3 4	Comments:
8. The dissemination of the results of the program review to appropriate constituencies is described.	1 2 3 4	Comments:
9. The planning processes, including those to be used to formulate and implement changes based on program review analysis is described.	1 2 3 4	Comments:
10. The most recent evaluation of the program is described, including what was learned from the evaluation what improvements resulted.	1 2 3 4	Comments:
<b>I. THE FACULTY</b>		
<b>A. Mastery of Subject Matter</b>		
1. Faculty Summary--Number of faculty assigned to the program, breaking it down into Full Time and Part Time, is provided.	1 2 3 4	Comments:
2. Faculty—Credentials are described, breaking them down into those with Bachelor’s Degrees, Master’s Degrees, and Doctorate, Full Time and Part Time.	1 2 3 4	Comments:

3. Faculty—Experience is described, breaking it down into 0-3 yrs., 4-7 yrs., 8-11 yrs., 12-15 yrs., 16-24 yrs., and 25+ yrs, Full Time and Part Time.	1 2 3 4	Comments:
<b>B. Effectiveness in Teaching</b>		
1. Hiring procedures are described, including formulation of the job description, publication of the position, representation on the search committee, and responsibility for the final decision. Copies of faculty vitae should be included.	1 2 3 4	Comments:
2. The training and interests of the faculty and how this contributes to the breadth of the program’s mission is explained. Areas, if any, in which greater strength would be beneficial are indicated.	1 2 3 4	Comments:
3. Teaching loads are analyzed within the program by how they are distributed among full-time and part-time faculty (no. courses/no. students).	1 2 3 4	Comments:
4. Faculty innovations in teaching are highlighted.	1 2 3 4	Comments:
5. The program's procedures for evaluating effectiveness in teaching are described.	1 2 3 4	Comments:
<b>C. Scholarly Ability</b>		
1. The recent scholarly and creative contributions of the program faculty that are important to the program goals are described.	1 2 3 4	Comments:
<b>D. Effectiveness of College Service</b>		
1. The faculty's service to the college, such as a committee work, administrative work, public service, and other activities that contribute to the fulfillment of the program's mission in relation to the college and the community are described.	1 2 3 4	Comments:
<b>E. Continuing Growth</b>		
1. The steps taken to assure that the faculty maintain currency in their disciplines and activities that results in the continuing growth of the faculty are identified.	1 2 3 4	Comments:
<b>III. THE STUDENTS</b>		
<b>A. Student Profiles</b>		
1. Annual cohorts for the past five years--total number in majors is listed by full-time, part-time, and numbers of graduates are listed.	1 2 3 4	Comments:
2. The program strategies used to recruit students are described.	1 2 3 4	Comments:
3. The program minimum requirements for admitting students are identified.	1 2 3 4	Comments:

4. The acceptance ratio is explained.	1 2 3 4	Comments:
5. The student diversity of the program to that of the institution, other institutions, the region, and the state are compared.	1 2 3 4	Comments:
6. Enrollment patterns are analyzed over the past five years.	1 2 3 4	Comments:
<b>B. Student Needs</b>		
1. The goals of the students entering the program are described.	1 2 3 4	Comments:
2. The financial needs of the students enrolled are described.	1 2 3 4	Comments:
3. The academic needs of beginning and transfer students are described.	1 2 3 4	Comments:
4. The special needs of groups of students, such as nontraditional, international, disabled, and under-prepared students are described.	1 2 3 4	Comments:
5. Academic placement procedures are explained.	1 2 3 4	Comments:
6. The diverse learning styles of the students and strategies for engaging them are described.	1 2 3 4	Comments:
7. The orientation activities designed to introduce students to the program are described.	1 2 3 4	Comments:
8. Attrition patterns are analyzed and efforts to improve retention are described.	1 2 3 4	Comments:
9. The time students take to complete degrees is analyzed.	1 2 3 4	Comments:
<b>IV. SUPPORT SERVICES</b>		
<b>A. Special Student Services</b>		
1. Provisions for students with special needs in this program (nontraditional students, international students, students with disabilities, students who need special re-mediator tutorial services, and nonresidential students) are described.	1 2 3 4	Comments:
<b>B. General Student Services</b>		
1. Provisions for all of the students in the following areas: Orientation, diagnostic evaluation and placement, library and media resources, computer resources, health and counseling services, career advisement and job placement are described.	1 2 3 4	Comments:
2. Student and faculty satisfaction with services that support the program are described.	1 2 3 4	Comments:
3. The general campus environment and climate is described. Their impact upon student performance is explained.	1 2 3 4	Comments:

4. How student affairs and academic affairs coordinate efforts to contribute to student success are described	1 2 3 4	Comments:
<b>C. ADMINISTRATIVE SUPPORT</b>		
1. The effective ways in which the administration encourages program review is explained.	1 2 3 4	Comments:
2. How the leadership helps to create an environment and a climate for academic excellence is explained.	1 2 3 4	Comments:
3. The fairness of the reward structure of the institution and the program is analyzed.	1 2 3 4	Comments:
4. The ways by which the administration empowers faculty and students is described.	1 2 3 4	Comments:
5. How budget decisions reflect the concern for quality programs and support academic robustness is explained.	1 2 3 4	Comments:
6. An organizational chart that shows the relationship of the program to the rest of the institution is provided.	1 2 3 4	Comments:
7. How the program is represented in the institution's governance bodies and planning processes is explained.	1 2 3 4	Comments:
8. Faculty development and support efforts by administration in the program area are described.	1 2 3 4	Comments:
<b>V. SUMMARY</b>		
1. What are the major strengths of the Program?	Comments:	
2. What are the major weaknesses of the Program?	Comments:	
3. Further suggestions or additional comments:		

MAJOR-2

Appendix K



***Program Review and Assessment of Student Learning in the Major:  
Summary Report***

**Policy.** Consistent with SUNY policy, the *Report of the Provost’s Advisory Task Force on the Assessment of Student Learning Outcomes and Guidelines for the Implementation of Campus-Based Assessment*, starting in 2001-2002, SUNY campuses review undergraduate programs every five to seven years, or on a programmatic accreditation cycle of ten years or less, usually within the framework of the University Faculty Senate’s *Guide for the Evaluation of Undergraduate Academic Programs*, available at <http://www.suny.edu/facultySenate/Publications.cfm>. A program review includes an assessment of student learning in the major and a review of the program’s final assessment report by external reviewers, including a campus visit and report to the chief academic officer. In the case of programs with external accreditation, the chief academic officer generally receives the external team’s report and final accreditation or certification letter.

**Procedure.** For each completed review, chief academic officers shall keep a completed electronic copy of this MAJOR-2 form, or the same information in another format, and associated external review materials. Upon request, the chief academic officer shall submit these materials to the University Provost for periodic audits based on samples of campuses.

<b>a. Name of Institution (and branch if relevant)</b>	
<b>b. Registered Program Title(s) Included in the Assessment (or Assessment Group)</b>	<b>SED IRP Code(s)</b>

*Campuses can copy and paste from their list of programs on the MAJOR-1 form and add additional rows as needed. Or, campuses may list the Assessment Group reported on their MAJOR-1 form to identify all programs included in the assessment (e.g. Education).*

<b>c. Year of Previous Assessment</b>	<b>d. Year of Current Assessment</b>
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**e. External Reviewers (or Name of Specialized Accreditation Agency)**

Name	Title	Institution

*External review reports, and a letter of accreditation, as applicable, should be attached to this Summary Report.*

<b>f. Campus Contact Name</b>	<b>Email</b>
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**1. Program improvements made as a result of the previous assessment of this major:**

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<b>2. Major learning outcomes for this program:</b>	<b>3. Measures used to assess these learning outcomes:</b>
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<b>4. Major findings of this assessment related to student learning:</b>	<b>5. Action to be taken to address these specific assessment findings:</b>
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**6. What has been learned from this assessment that could be helpful for the next assessment of student learning in this major?**

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*Campuses may add additional pages and information for their own use.*

General Education SLO Assessment Schedule  
(as of Fall 2009)

Appendix L

SLO Area	Academic Year
American History	2009-2010
Natural Sciences	2009-2010
Social Sciences	2009-2010
Western Civilization	2009-2010
Mathematics	2010-2011
Arts	2010-2011
Humanities	2010-2011
Other World Civilizations	2010-2011
Critical Thinking	2011-2012
Basic Communication (Written & Oral)	2011-2012
Foreign Languages	2011-2012
Information Management	2011-2012



***Assessment of Student Learning Outcomes in General Education:  
Summary Report (GENED-2)***

**Policies and Procedures**

Consistent with SUNY policies, the *Report of the Provost’s Advisory Task Force on the Assessment of Student Learning Outcomes, Guidelines for the Implementation of Campus-Based Assessment* and policies and guidance from the General Education Assessment Review (GEAR) Group, SUNY campuses with undergraduate students assess student learning in the general education learning outcome areas that are part of the SUNY General Education Requirement on a three-year cycle. Each campus has a general education assessment plan approved by the General Education Assessment Review (GEAR) Group and completes a Summary Report on the assessments it completes.

**Procedural change.** For each completed review, chief academic officers are asked to keep a completed electronic copy of this GENED-2 form, or the same information in another format. The Office of the Provost at System Administration may request the form for periodic audits based on samples of campuses.

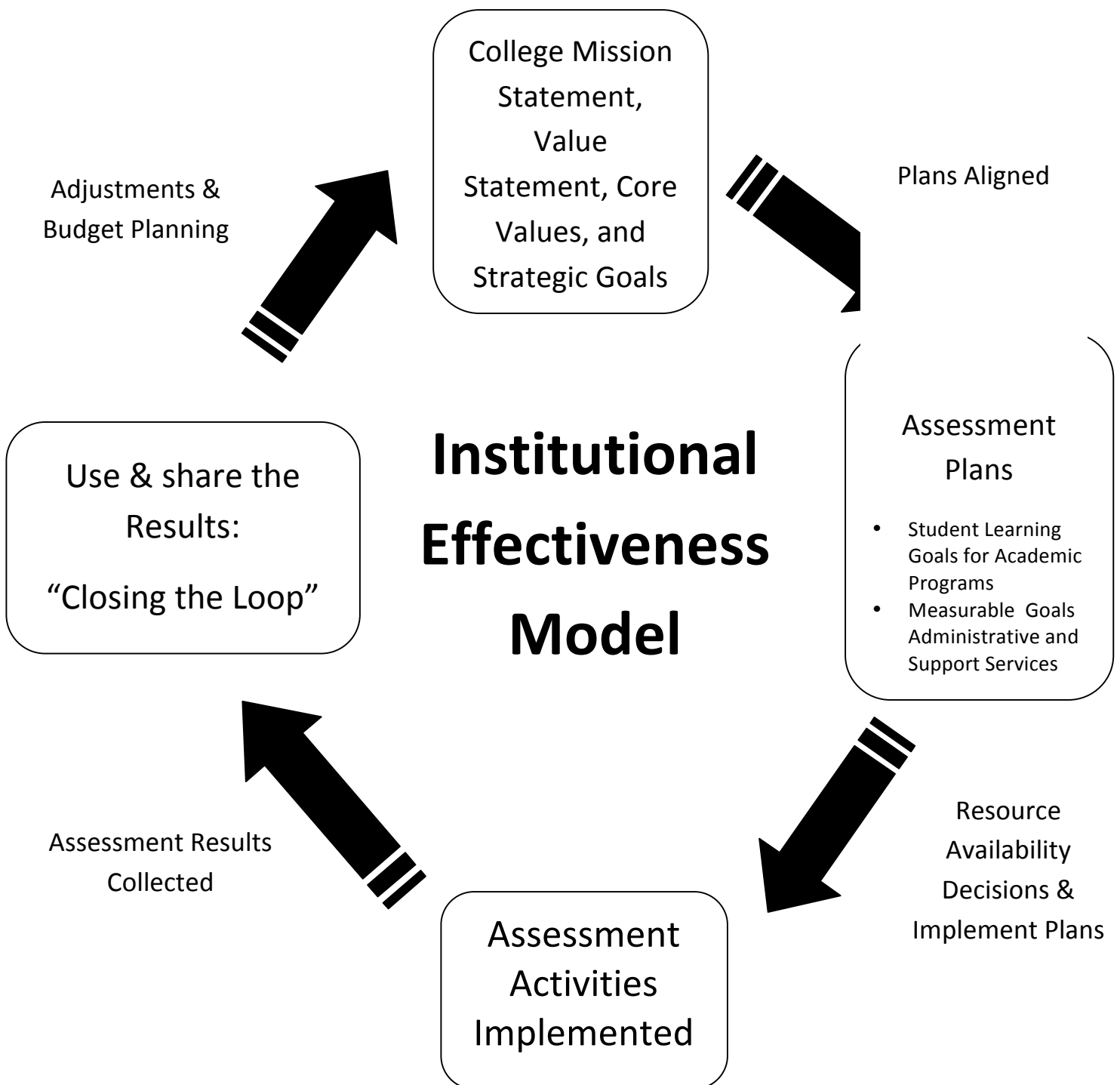
<b>a. Name of Institution (and branch if relevant)</b>		
<b>b. Year of Previous Assessment</b>	<b>c. Year of Current Assessment</b>	
<b>d. Campus Contact Name</b>	<b>e. Email</b>	
<b>f. Student Outcome Areas Included in Report (Check all that apply.)</b>		
<b>American History</b>	<b>Humanities</b>	<b>Other World Civilizations</b>
Basic Communication __ Written __ Oral	__ Information Management	__ Social Sciences
__ Critical Thinking (Reasoning)	__ Mathematics	__ The Arts
__ Foreign Language	__ Natural Sciences	__ Western Civilization



***Assessment of Student Learning Outcomes in General Education:  
Summary Report (GENED-2)***

1. Describe program improvements made as a result of the previous assessment of General Education.
2. In the course of conducting this cycle of assessment, were there any significant deviations from the plan that was approved by the General Education Assessment Review (GEAR) Group? If so, please comment on why the campus felt that it was necessary to make these changes and how these changes may have affected findings, if at all.
3. Describe the major findings of this assessment.
4. Describe the actions to be taken to address these specific findings, showing the relationship between the findings and the response.
5. As applicable, describe what has been learned that could be helpful in your next assessment cycle.

**Please use additional space if needed. Additional information to meet campus needs may also be included.**



## Herkimer County Community College Proposed Budget Time Line

Yearly Timeline	Event
January	<ul style="list-style-type: none"> <li>• Budget packet distributed to Budget Managers</li> </ul>
February- early	<ul style="list-style-type: none"> <li>• Preliminary Budget requests, with Strategic Plan Goal alignment, due to Deans/VPs and Controller (using assessment results as needed)</li> </ul>
February - late	<ul style="list-style-type: none"> <li>• Final Budget requests due to Controller</li> <li>• Final enrollment projections for FY identified</li> </ul>
March-April	<ul style="list-style-type: none"> <li>• Executive Committee Hearings to vet preliminary figures</li> <li>• Department managers scheduled to discuss submittals as needed (using assessment results as needed)</li> </ul>
April	<ul style="list-style-type: none"> <li>• Preliminary Budget reviewed with Board of Trustees</li> <li>• Budget and Tuition &amp; Fee Schedule presented to Board of Trustees</li> </ul>
June	<ul style="list-style-type: none"> <li>• Budget presented to the County Education and Finance Committee (using assessment results as needed)</li> </ul>
July	<ul style="list-style-type: none"> <li>• Legislature Public Hearing scheduled</li> </ul>
July-August	<ul style="list-style-type: none"> <li>• Legislature Public Hearing held</li> <li>• Budget adopted by Herkimer county Legislature</li> </ul>

Appendix P

<b>Course Assessment Cycle</b>		
<b>Timeframe</b>	<b>Activity</b>	<b>Notes</b>
Fall 2009	Pilot course assessments	23 courses volunteered
Spring 2010	One course per faculty member  CTL report introduced	Concentrate on courses that align with PLO's & ILO's.
Fall 2010	One course per faculty member  CTL report on these courses	Should not be the same course as Spring '10 and must serve the PLO's
Spring 2011	One course per faculty member  CTL report on these courses.	Should be a course not previously assessed and must serve the PLO's
Fall 2011- Spring 2016	50% of courses will be randomly selected per semester under each ILO silo.  CTL Reports completed for ILO courses	Assessment results for each course under the ILO will be submitted; only 50% will assess the ILO category.  Each faculty will submit an individual CTL report if their course falls under the ILO silo for that semester
Assessment Committee will gather ILO data and CTL reports. This will be shared with the Division Associate Deans to be shared with faculty members. DoAA receive results and confirmation of dissemination of those results		

<b>Examples of Direct &amp; Indirect Measures</b>	
(Adapted from MSCHE Student Learning Assessment: Options and Resources. Chapter 3, Evaluating Student Learning)	
<b>DIRECT MEASURES</b>	<b>INDIRECT MEASURES</b>
<p><b>(ACADEMIC)</b></p> <ul style="list-style-type: none"> <li>• Course/Homework assignments evaluated using a rubric</li> <li>• <i>Observations</i> of field work, internship, performance, service learning, or clinical experience, with notes recorded systematically</li> <li>• Summaries/analyses of electronic discussion threads</li> <li>• Evaluation of capstone experiences, senior theses, exhibitions, portfolios, performances, research projects, presentations, dissertations, or oral defenses</li> <li>• Scores and pass rates on appropriate licensure/certification exams (e.g., Praxis, NLN) or other published tests</li> <li>• Employer and internship supervisor ratings of student skills</li> <li>• Score gains between entry and exit on published or local tests or writing samples</li> <li>• Grades based on explicit criteria related to clear learning goals</li> <li>• Rubric scores for class assignments in General Education, core courses, or interdisciplinary core courses</li> <li>• Explicit self-reflections on what students have learned related to institutional programs</li> </ul>	<p><b>(ACADEMIC)</b></p> <ul style="list-style-type: none"> <li>• Course/ Assignment grades</li> <li>• Reflective essays</li> <li>• Number of student hours spent at intellectual or cultural activities related to course</li> <li>• Focus Group/Exit Interviews with students, faculty/staff</li> <li>• Registration or course enrollment information</li> <li>• Placement rates of graduates into appropriate career positions and starting salaries</li> <li>• Alumni, employer, and student surveys (including satisfaction surveys)</li> <li>• Quality/reputation of graduate and four-year programs into which alumni are accepted</li> <li>• Length of time to degree</li> <li>• Course evaluations</li> <li>• Program review data</li> <li>• Transcript studies to find trends/patterns</li> <li>• Annual reports including graduation rates, GPA, etc.</li> </ul>
<p><b>(UNITS)</b></p> <ul style="list-style-type: none"> <li>• Benchmarking</li> <li>• Discussions</li> <li>• Doc. Analysis</li> <li>• Evaluations</li> <li>• Government Standards</li> <li>• Professional Standards</li> <li>• Content-oriented interviews</li> <li>• Observations/assessment</li> </ul>	<p><b>(UNITS)</b></p> <ul style="list-style-type: none"> <li>• Activity Volume</li> <li>• Benchmarking</li> <li>• Efficiency</li> <li>• Focus Groups</li> <li>• Satisfaction Survey</li> <li>• Service Quality</li> <li>• Locally developed or external measure that survey student perceptions (CCSSE, SOS)</li> </ul>

## Appendix R

**HERKIMER COUNTY COMMUNITY COLLEGE  
COURSE OUTLINE**

**DIVISION:**  
**COURSE TITLE:**  
**COURSE NUMBER:**  
**CREDITS:**  
**DATE:**  
**GRADE TYPE:**  
**PREPARED/REVIEWED BY:**

**COURSE DESCRIPTION**

Provide the catalog description.

**COURSE OBJECTIVES**

“This course is designed to...”

(A description of specifically what you expect to teach. Number each objective and write measurable, demonstrable, student-centered objectives. **Include Gen Ed objectives as needed.**)

**STUDENT LEARNING OUTCOMES:**

“The student who successfully completes this course will be able to...”

(A description of specifically how you can see that the student is achieving the course objectives. What will the student be able to DO? List and reference objectives met by each SLO.)

**If the course is General Education, the objectives should reflect the category’s purpose and SLOs should show what the student has learned toward meeting those objectives.)**

**MAJOR DIVISIONS OF SUBJECT MATTER**

Outline of topics to be covered.

**GRADE DETERMINANTS**


Each instructor will determine the relative importance of the evaluation strategies used in accordance with their pedagogical preferences and course assessment results, as well as the specific grading scale used to determine course grades. Student achievement will be evaluated using a variety of objective and subjective instruments. Each instructor will determine the specific instruments to use for evaluation. See individual instructor’s syllabus for details.

**COURSE ASSESSMENT**


Each course instructor is committed to modifying and improving the course learning activities based upon the feedback provided by the course assessment process. Students will have achieved the learning outcomes if they demonstrate mastery at the 70% level.

Appendix S

Program Map sample (Course Learning Outcomes mapped to Program Learning Outcomes)

Program: LAS: Communication Arts: New Media					
Program Goals <i>A goal of this program is to...</i> 	...Prepare students to apply and adapt to emerging communication technologies	...Provide students with a foundation in digital design including Web design, digital graphics, multimedia and photography	...Provide students with a foundation in professional writing and communication including corporate communication, marketing, technical writing and journalism	Meets General Ed Requirement	Meets Graduation Requirement
ILO Reference To which ILO(s) do the PLO(s) link?	A B C D	B E	A B D		
Program Learning Outcomes <i>Successful graduates from this program will be able to...</i>	Evaluate and use emerging communication technologies to present information.	Create, organize and present graphic projects.	Communicate information verbally and in print, adhering to a standard of journalistic ethics.		
Assessment Tools	Portfolio/HU 280 Final Grades HU 280	Portfolio/HU 280 Final Grades HU 280	Portfolio/HU 280 Final Grades HU 280		
BU 141			X		X
BU 221			X		X
EN 111				X	X
FS 100					X
HU 113		X		X	X
HU 120		X		X	X
HU 140		X		X	X
HU 165	X			X	X
EN 112				X	X
EN 171			X		X
EN 225			X		X
EN 228			X		X
HU 146	X	X		X	X
EN 161			X	X	X
RT 145	X		X		X
HU 148	X	X			X
HU 223	X	X	X		X
EN 163			X		X
HU 144		X	X	X	X
HU 205	X	X		X	X
HU 280	X	X	X		X
Soc. Sci. elective				X	X
Physical Ed elective x 2					X
Math elective				X	X
Lab Sci elective				X	X
Science elective				X	X
Soc. Sci. elective				X	X
				X	X

IAP Curriculum Map

Program: LAS: Communication Arts: New Media			
<p><b>Program Goals</b></p> <p><i>A goal of this program is to...</i></p> 	<p>...Prepare students to apply and adapt to emerging communication technologies</p>	<p>...Provide students with a foundation in digital design including Web design, digital graphics, multimedia and photography</p>	<p>...Provide students with a foundation in professional writing and communication including corporate communication, marketing, technical writing and journalism</p>
<p><i>IAP Curriculum Map</i></p>	<p>Place a letter in the appropriate box where the program goal is Introduced, Applied, and/or Proficient</p> <p><b>I</b> = Introduced; program goal is introduced</p> <p><b>A</b> = Applied; provide practice opportunities for the goal</p> <p><b>P</b> = Proficient; develop proficiency of the goal.</p> <p>Some courses may have two letters (I/A or A/P)</p> <p>Not all courses will list a letter</p>		
BU 141	I/A		I/A
BU 221	I/A		I/A
EN 111			I
FS 100			
HU 113		I/A	
HU 120		I/A	
HU 140		I/A	
HU 165	I/A		I/A
EN 112			I
EN 171			I/A
EN 225			A/P
EN 228			A/P
HU 146	I/A	I/A	
EN 161			I/A
RT 145	I/A		I/A
HU 148	A/P	A/P	
HU 223	I/A	I/A	I/A
EN 163			A/P
HU 144	I/A	I/A	
HU 205	I/A		
HU 280	A/P	A/P	A/P
Soc. Sci. elective			
Physical Ed elective x 2			
Math elective			
Lab Sci elective			
Science elective			
Soc. Sci. elective			



Appendix U

Unit Mapped to Mission, Strategic Goals, and ILO's

Unit : Counseling Center- Career Services			Person Completing: Suzanne Paddock					Date: 5/19/10						
Mission reference:	I. Serve learners by providing high quality, accessible educational opportunities			II. Serve learners by providing high quality, accessible services					III. Respond to the needs of the local and regional communities					
Strategic initiatives:	1. Academic Programs & Support		2. Campus Life		3. Institutional Culture		4. Operational Sustainability		5. Outreach & Community Relations					
ILO (if applicable)	A. Communication		B. Knowledge Mgmt.		C. Problem Solving		D. Ethics & Soc. Responsibility		E. Aesthetic Responsiveness					
Goals (3-5 only)	Goals are based upon a unit's purpose and are consistent with the mission of the College, strategic initiatives, and institutional learning outcomes (where applicable)													
Goals		Mission reference			Strategic initiatives					ILO				
Goal 1:		I.	II.	III.	1	2	3	4	5	A	B	C	D	E
<b>Provide counseling to students regarding career development.</b>		X	X			X				X	X	X	X	
Goal 2:		I.	II.	III.	1	2	3	4	5	A	B	C	D	E
<b>Coordinate and facilitate programming related to the career development needs of students.</b>		X	X		X	X				X	X	X	X	
Goal 3:		I.	II.	III.	1	2	3	4	5	A	B	C	D	E
<b>Provide Orientations and on-going training to students working on campus</b>		X	X	X	X	X			X	X	X	X	X	
Goal 4:		I.	II.	III.	1	2	3	4	5	A	B	C	D	E
<b>Engage local and regional employers and government agencies through outreach activities.</b>			X	X	X	X			X					

ILO Assessment Cycle

1. Communication	2. Knowledge Mgmt.	3. Problem Solving	4. Ethics & Soc. Responsibility	5. Aesthetic Responsiveness
<p>HCCC 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.</p>	<p>HCCC 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.</p>	<p>HCCC 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.</p>	<p>HCCC 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.</p>	<p>HCCC 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.</p>
<p>2010-2011</p>	<p>2011-2012</p>	<p>2012-2013</p>	<p>2013-2014</p>	<p>2014-2015</p>
<p>2015-2016</p>	<p>2016-2017</p>	<p>2017-2018</p>	<p>2018-2019</p>	<p>2019-2020</p>

## Appendix W

## Program / Discipline Assessment Day summary of actions for 2010-11

Program / Discipline	Contact person(s)	Actions
Humanities (English, Philosophy)	L. Elwood-Farber J. Verri B. Schwabach C. Gabriel	<ul style="list-style-type: none"> <li>• Possibility of creating a one-credit course entitled "Academic Writing" that would be staffed with program specific teachers. This course would provide extra writing help to our students in specific subject areas, as well as with their use of grammar and mechanics. The course will also be a viable way for adjunct development.</li> <li>• Formed and staffed a committee to help develop said course.</li> <li>• Suggested that we incorporate more creative projects into EN 112 so students can apply and practice skills and terminology rather regurgitate them for an exam.</li> <li>• Stressed the importance of aiding our struggling students with citation practice and research skills.</li> <li>• Create a capstone project for the program to show goals have been met.</li> </ul>
Early Childhood	M. List	<ul style="list-style-type: none"> <li>• Collaborate with other instructors who are responsible for the additional required coursework.</li> <li>• Meet with practicum supervisors separately to access more in-depth feedback regarding our students' skill requirements.</li> </ul>
Art Studies	B. Schwabach	<ul style="list-style-type: none"> <li>• Meet with students individually who at midterm have a grade of U, to formulate a plan for successful completion of the course.</li> </ul>
PTA	C. Delorme K. Jones	<p>Based upon board exam results the following Program revisions have been created and will be implemented:</p> <ul style="list-style-type: none"> <li>• Increased lab time to practice techniques.</li> <li>• Develop an advanced technique class that addresses wounds in great depth.</li> <li>• Added additional neuro topic lecture time.</li> </ul>
Sports Recreation Management	S. Howell	<ul style="list-style-type: none"> <li>• Expose students to increased situational experiences.</li> <li>• Increase hands-on activity within industry</li> <li>• Increase use of interactive technology</li> <li>• Increase graduation rate of Sport and Recreation major.</li> <li>• Implement job skills training/internship training within Sports and Recreation industry.</li> <li>• Secure funding through grant development for equipment needed for outdoor recreation and adventure curriculum.</li> </ul>
Business Administration	K. Nagle	<ul style="list-style-type: none"> <li>• Modify how learning is assessed.</li> <li>• Review/redesign common course objectives.</li> <li>• Possibly add additional learning activities.</li> <li>• Possibly add new courses to support program goals.</li> </ul>
Physical Education	S. Howell	<ul style="list-style-type: none"> <li>• More collaboration among teachers.</li> <li>• Increase hands-on activities.</li> <li>• Incorporate more technology in the classroom.</li> <li>• Increase graduation rates for PE students.</li> <li>• Need Biology and A+P 1 course for PE majors.</li> <li>• Implement a required GPA for 2<sup>nd</sup> year PE majors based on PE activity classes.</li> </ul>
Accounting	A. Cronauer	<ul style="list-style-type: none"> <li>• Meet collectively (and regularly) to monitor, revise, and discuss assessment data.</li> </ul>
Arts	G. Farley B. Schwabach M. Wrinn B. Pitcher	<ul style="list-style-type: none"> <li>• Meet with students who receive a U on the midterm grade reports to discuss a strategy for student success in the course.</li> </ul>
Digital Filmmaking	R. Gassmann	<ul style="list-style-type: none"> <li>• Continue weekly meeting to collectively assess the success of student learning outcomes achieved by students in the commonly-taught RT courses.</li> </ul>
Mathematics	A. Getman M. Wasson J. Angelichio C. Flamm L. Taube	<ul style="list-style-type: none"> <li>• Would like to identify a stricter way of placing students in appropriate level courses for their abilities.</li> <li>• Address improper placements sooner.</li> <li>• Enforce prerequisites.</li> <li>• Continued meetings with instructors teaching the same courses.</li> </ul>
Travel and Tourism: Hospitality and Events Management	D. Sutton	<ul style="list-style-type: none"> <li>• Redesign the travel suite's physical layout, technology, and aesthetics.</li> <li>• Redesign specific existing learning activities.</li> <li>• Introduce technology into TT130.</li> <li>• Introduction to Travel &amp; Hospitality course through a Hospitality interactive website.</li> <li>• Use program review outcomes and feedback to improve program.</li> </ul>
Music Industry	J. Davis	<p>Curriculum changes were needed to ensure the experience of the students by:</p> <ul style="list-style-type: none"> <li>• Making sure they are entering the concentration that best meets their future goals;</li> <li>• Enroll in the proper courses per concentration to ensure that topics covered are</li> </ul>

		<p>pertinent to their future goals; and,</p> <ul style="list-style-type: none"> <li>• Provide courses that are more accepted in other four-year institutions to set them up for success when transferring.</li> </ul>
Childhood Education	J. Brown	<ul style="list-style-type: none"> <li>• Meetings within the discipline.</li> <li>• Formal formation of a department.</li> <li>• Continual refinement of assignments.</li> </ul>
Paralegal	M. Polkosnik	<ul style="list-style-type: none"> <li>• Construct the Paralegal “exit exam” which will measure fundamental knowledge of each legal content area.</li> <li>• Increase use of computer technology in the following courses: PL 100, PI 110, PL 112, and additional courses in subsequent years.</li> </ul>
Criminal Justice	L. Snyder	<ul style="list-style-type: none"> <li>• Implement a variety of methodologies and learning activities to suit various learning styles of students.</li> <li>• New orientation program specific to CJ students to communicate program outcomes, objectives, and goals relating to student achievement.</li> <li>• Pre-test/post-test program for all CJ programs.</li> </ul>
Freshman Seminar	J. Vivlamore	<ul style="list-style-type: none"> <li>• Customize student handbook ANGEL resources for all students.</li> <li>• Additional presentations on time management, prevention counseling, and campus safety.</li> <li>• Collaborate with other community colleges regarding delivery of material.</li> <li>• Research professional development opportunities.</li> </ul>
Marketing	J. Ciccarelli	<ul style="list-style-type: none"> <li>• Review adjuncts.</li> <li>• Review student performance and modify evaluation/assessments.</li> </ul>
Social Science	J. Verri	<ul style="list-style-type: none"> <li>• Review data collected this semester to share and discuss with colleagues, revisit and revise and rectify.</li> <li>• Discuss ways in which students can learn to assess themselves in first year seminar.</li> <li>• Have future discussions on how to adapt the “scientific method”.</li> <li>• To implement a professional development opportunity of reading and discussing a book about social science teaching.</li> </ul>
Business	N. Dusseault	<ul style="list-style-type: none"> <li>• Include learning outcomes for all courses.</li> <li>• Will set meeting times once a month to discuss discipline assessments and other issues.</li> <li>• At the end of the academic year we will evaluate curriculum hardware and software needs.</li> </ul>
R-TV	K. Socolof	<ul style="list-style-type: none"> <li>• Continue to revise the assessment process.</li> <li>• Better define final assessment activities concerning exit exam.</li> </ul>
Human Resource Management	K. Evans	<ul style="list-style-type: none"> <li>• Fewer adjuncts.</li> <li>• Monitor student performance.</li> </ul>
Medical Transcription	B. Marrotta	<ul style="list-style-type: none"> <li>• Monitor and review student performance.</li> <li>• Update classrooms and equipment.</li> </ul>
Science	F. Thompson	<ul style="list-style-type: none"> <li>• Investigate developing a Capstone project/seminar; possibly online and a 1 credit course.</li> <li>• Investigate developing a Science Freshman Seminar section for incoming Science majors.</li> </ul>

Appendix X

Unit Goals Mapped to College Mission, Strategic Goals, and Institutional Learning Outcomes 2010													
<u>Mission Reference</u>	III. Serve learners by providing high quality, accessible educational opportunities. IV. Serve learners by providing high quality, accessible services. V. Respond to the needs of the local and regional communities.												
<u>Strategic Goals</u>	1. Academic Programs and Support 2. Campus Life 3. Institutional Culture 4. Operational Sustainability 5. Outreach and Community Relations												
<u>Institutional Learning Outcomes (not all units will align with ILO's)</u>	A. Communications B. Knowledge Management C. Problem Solving D. Ethics and Social Responsibility E. Aesthetic Responsiveness												
<u>Unit Name</u>	<u>Mission</u>			<u>Strategic Goals</u>					<u>ILO's</u>				
<b>- Identified Goals</b>	I	II	III	1	2	3	4	5	A	B	C	D	E
<b>Academic Support Center</b>	I	II	III	1	2	3	4	5	A	B	C	D	E
- Support student learning goals through academic support services including labs, disability services, workshops, and course embedded remediation.	X	X	X	X	X	X	X	X					
- Foster independent student learning through collaborative partnerships with students, faculty, administration, and staff.	X	X	X	X	X	X	X	X	X	X	X	X	X
- Recognize student learning achievement of ASC users.	X	X		X	X	X							
- Facilitate the College placement assessment process and utilize data to develop supportive programming.	X	X	X	X	X	X	X	X	X		X		
<b>Admissions</b>	I	II	III	1	2	3	4	5	A	B	C	D	E
- To provide quality customer service and clear communications about Herkimer to prospective students, families and friends.	X	X	X	X	X	X	X	X	X	X	X	X	
- To improve the academic quality and college preparedness of incoming undergraduate students.	X	X	X	X	X	X	X	X					
- To efficiently facilitate all Admission office functions and responsibilities.	X	X	X	X	X	X	X	X					
- To offer high quality on-campus and off-campus visit experiences for prospective students, families and friends.	X	X	X	X	X	X	X	X	X	X	X	X	
<b>Advisement Center</b>	I	II	III	1	2	3	4	5	A	B	C	D	E

- To provide students ( <i>currently enrolled and prospective</i> ) information about academic advisement services, processes, and procedures	X	X		X	X	X				X	X	X		
- To offer probationary students specialized advisement programming to increase academic success and use of support services.	X	X		X	X	X				X	X	X		
- To provide faculty academic advisors professional development and advisement resources.		X		X	X	X								
<b>Assistant Dean of Academic Affairs , Adjunct Faculty</b>	I	II	III	1	2	3	4	5	A	B	C	D	E	
- Create a forum in which part-time faculty can meet with the Assistant Dean of Academic Affairs, Associate Deans, or other members of the campus community to share information and ideas.	X	X	X	X	X	X	X							
- Provide on-going assessment training for part-time faculty members.	X	X	X	X		X	X							
- Increase recognition of part-time faculty members' contributions to the campus community.	X			X		X	X							
- Promote greater collaboration between part-time and full-time faculty.	X	X	X	X	X	X	X							
<b>Assistant Dean of Academic Affairs, Assessment and Institutional Effectiveness</b>	I	II	III	1	2	3	4	5	A	B	C	D	E	
- Create and maintain an organized and sustainable assessment process that evaluates and improves IE of the College.	X	X	X	X	X	X	X	X						
- Gather internal and external data, that is both direct and indirect, to help with planning and decision-making.	X	X	X	X	X	X	X	X						
- Provide professional development to all areas of the campus as it relates to campus-wide assessments.	X	X	X	X	X	X	X	X						
- Serve as liaison for SUNY assessment initiatives and other external organizations as warranted.	X	X	X	X	X	X	X	X						
<b>Assistant to the President</b>	I	II	III	1	2	3	4	5	A	B	C	D	E	
- To facilitate the implementation, assessment, and continuous improvement of the College's strategic plan.	X	X	X	X	X	X	X	X						
- To manage the College's shared governance structure.	X	X		X	X	X	X							
- To serve as the internal and external liaison for the President of the College.	X	X	X	X	X	X	X	X						
<b>Academic Affairs, Division of BHST and HUSS</b>	I	II	III	1	2	3	4	5	A	B	C	D	E	
- Continual planning and assessment of student learning at the institutional, programmatic, and course levels, including SUNY General Education Competencies.	X		X	X		X	X	X						
- Systematic review of academic programs to meet the needs of a changing world and society.	X		X	X		X	X	X						

- Ensure collaboration and promote communication with all areas of the College to develop the whole student.	X	X	X	X	X	X	X							
- Support Professional Development Opportunities for faculty to remain current in their respective academic field and best practices in education pedagogy.	X		X	X		X	X							
- Offer enrichment opportunities for students outside of required course work to complement academic programming.	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>Assoc. Dean of Student Services</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
- Provide and support professional development opportunities for my direct reports.	X	X	X	X	X	X		X						
- To efficiently operate the department of Student Services as it relates to personal counseling, career and transfer services, student activities, and health services.	X	X	X	X	X	X	X	X						
- To continue to identify the best practices as they relate to student services to meet the needs of all Herkimer learners.	X	X	X	X	X	X		X						
- To collaborate with all constituents of the college including on campus departments and the community at large.	X	X	X	X	X	X		X						
<b>Athletics</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
- Educational Achievement – Provide a viable student development program that guides and assists student athletes to achieve educational goals.	X	X	X	X	X	X			X	X		X		
- Facilities – Ongoing representation during development of college master plan to support programs that meet recreational and competitive needs.	X	X	X	X	X	X	X	X						
- Athletic Competition – Increase overall recruitment of students, who are capable, prepared and motivated to succeed academically and athletically for all sports.	X	X	X	X	X	X		X						
- Community – Foster a sense of responsibility in staff and athletes towards community involvement.	X	X	X	X	X	X		X	X			X		
<b>Bursar</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
- Improve and refine communications to students and families regarding student account information.	X	X	X	X		X	X	X						
- Provide students with accurate and timely billing statements.	X	X		X		X	X							
- Pursue collection of aged accounts receivables.	X	X		X		X	X							
<b>Campus Safety</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
- Provide protection for all students, faculty, staff and visitors.	X	X	X	X	X	X	X	X						
- Safeguard all real and personal property.	X	X	X	X	X	X	X	X						
- Enforce College policies and regulations, and the laws of the State of New York.	X	X	X	X	X	X	X	X						
- Provide awareness and education of Campus Safety services available to the campus community.	X	X	X	X	X	X	X	X	X		X	X		
<b>Counseling Center- Career Services</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
- Provide counseling to students regarding	X	X			X				X	X	X	X		

career development.														
- Coordinate and facilitate programming related to the career development needs of students.	X	X		X	X				X	X	X	X		
- Provide Orientations and on-going training to students working on campus	X	X	X	X	X			X	X	X	X	X		
- Engage local and regional employers and government agencies through outreach activities		X	X	X	X			X						
<b>Child Care Center</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
- To work with academic departments to use childcare center as a teaching site	X	X	X	X	X	X		X	X		X	X		
- To provide consistent high quality child care to children of HCCC Students, staff, and the community	X	X	X	X	X	X		X	X		X	X		
- To reduce barriers in achieving educational goals by providing affordable services to students who are unable to afford child care.	X	X	X	X	X	X	X	X	X	X	X	X		
- Provide an ongoing opportunity for families to network and build relationships and share ethnic cultures and values	X	X	X	X	X	X		X	X	X	X	X	X	
- To continue to assess the program and meet the National Academy for Education of Young Children accreditation highest standards of performance.	X	X	X	X	X	X	X	X	X		X	X		
<b>College Now</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
- Promote an exchange of ideas for teaching and learning among CN faculty and HCCC liaisons	X	X	X	X		X	X	X						
- Increase awareness of College Now to high school students, parents and the community.	X	X	X	X		X	X	X						
- Prepare College Now students for the transition from high school to college.	X	X	X	X	X	X	X	X	X	X	X	X	X	
- Ensure HCCC's CN program remains aligned with NACEP accreditation standards.	X	X		X		X	X	X						
- Promote ongoing collaboration with regional high schools	X	X	X	X		X	X	X						
- Evaluate cost effectiveness of the College Now Program.	X	X	X	X		X	X							
<b>Continuing Education</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
- Expand internal and external collaboration to further enhance outreach efforts	X	X	X	X	X	X	X	X						
- Identify and offer non-credit, fee based courses that serve educational or workforce goals, but do not require college credit	X	X	X	X	X	X	X	X	X	X	X	X	X	
- Provide conference and training facilities to service the needs of internal and external constituents	X	X	X	X	X	X	X	X						
- Evaluate cost effectiveness of Community Education.	X	X	X				X	X						
<b>Controller</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
- Monitor all expenditures to ensure compliance with Federal and State laws and SUNY accounting practices and policies.	X	X	X	X	X	X	X	X						
- Provide financial information on a timely basis to enhance the educational process.	X	X	X	X	X	X	X	X						
- Identify suggests for optimizing college	X	X	X	X	X	X	X	X						



resources.														
<b>Copy Center</b>	I	II	III	1	2	3	4	5	A	B	C	D	E	
- Maintain multifunctional units that copy, print, scan, and fax to increase efficiency and control costs while reinforcing the colleges green initiatives and policies	X	X	X	X		X	X							
- Assist HCCC departments and offices in utilizing more efficient and green practices.	X	X	X	X		X	X							
- Document and track usage to monitor efficiency.	X	X	X	X		X	X							
<b>Enrollment Management</b>	I	II	III	1	2	3	4	5	A	B	C	D	E	
- To achieve or exceed college enrollment targets for the next five years to support operational sustainability.	X	X	X	X	X	X	X	X						
- To facilitate collaboration with all offices to ensure that policies and procedures support enrollment goals.	X	X	X	X	X	X	X	X						
- To utilize data and analysis for informed decision making and continuous improvement	X	X	X	X	X	X	X	X						
<b>Facilities – Physical Plant</b>	I	II	III	1	2	3	4	5	A	B	C	D	E	
- Effectively maintain the buildings and grounds and the inherent infrastructures involved with those campus components, to a high state of efficient and cost effective standard.	X	X	X	X	X	X	X	X						
- Actively look for new opportunities to reduce energy consumption on campus and in the process ‘green’ our facility to reduce our carbon footprint and operating costs.		X	X		X	X	X	X						
- Provide training to all staff at all levels in the Maintenance Department that will introduce or expand upon their knowledge base to embrace new technologies and then to put into practice that newly gained information.	X	X	X	X	X	X	X	X						
<b>Faculty-Student Association FSA</b>	I	II	III	1	2	3	4	5	A	B	C	D	E	
- Provide services to student and staff that are allowed by law.		X	X	X	X	X	X	X				X		
- Efficiently manage all FSA operations.		X	X	X	X	X	X	X	X	X	X	X		
- Maintain fiscal responsibility and stewardship of the FSA.		X	X		X		X	X	X	X	X	X		
<b>Financial Aid</b>	I	II	III	1	2	3	4	5	A	B	C	D	E	
- Assist students in achieving their educational goals by providing professional assistance and timely financial aid resources through personalized attention and state-of-the-art technology.	X	X	X	X	X	X	X	X						
- Work with key offices to enhance student service, promote institutional effectiveness and insure consistency with the missions	X	X	X	X	X	X	X	X						

and goals of Herkimer County Community College.														
- Market and provide updated regulatory consumer information needed to make informed decisions about financing an education.	X	X	X	X	X	X	X	X						
- Keep abreast and informed about current and upcoming regulatory updates and changes from internal, federal, state and other organizations.	X	X	X	X	X	X	X	X						
- Develop workshop opportunities for students and staff.	X	X	X	X	X	X	X	X	X	X	X	X		
<b>First Year Seminar</b>	I	II	III	1	2	3	4	5	A	B	C	D	E	
- Through cooperative efforts with various campus departments/units, the FS 100 curriculum will include collaborative planning.	X	X	X	X	X	X								
- Explore and implement alternative delivery of FS 100 course content.	X	X	X	X	X	X		X	X	X		X		
- Continual research and training of best practices in the area of first year student experience.	X	X	X	X	X	X	X	X						
<b>Foundation</b>	I	II	III	1	2	3	4	5	A	B	C	D	E	
- TBD when Foundation Director is appointed														
<b>Health Services</b>	I	II	III	1	2	3	4	5	A	B	C	D	E	
- Educate students to take responsibility for their own Health.	X	X	X	X	X			X					X	
- Increase students' knowledge of Health related issues	X	X	X	X	X			X					X	
- Reduce barriers to student healthcare and improve timely healthcare service to students.	X	X	X	X	X			X					X	
<b>Human Resources</b>	I	II	III	1	2	3	4	5	A	B	C	D	E	
- To offer training programs and development workshops to faculty and staff.	X	X	X	X	X	X								
- To effectively recruit and hire candidates to fill various administrative, faculty and staff positions.	X	X	X	X	X	X	X	X						
- To serve as a useful source of employee and benefit information.	X	X	X	X		X	X							
<b>Information Technology</b>	I	II	III	1	2	3	4	5	A	B	C	D	E	
- Provide campus-wide leadership and the framework for evaluating new technologies and facilitating IT solutions.	X	X	X	X	X	X	X	X						
- Ensure access to appropriate information and services through technology for Herkimer's students, faculty, and staff.	X	X	X	X	X	X	X	X						
- Efficiently and effectively manage all IT operations, resources, technology projects and software contracts for the College.	X	X	X	X	X	X	X	X						
- Serve as a useful, friendly, knowledgeable technical resource to the campus community.	X	X	X	X	X	X	X	X						
<b>Institutional Research</b>	I	II	III	1	2	3	4	5	A	B	C	D	E	
- Complete state, federal, accreditation, and all external	X	X	X	X	X	X	X	X						

reporting.														
- Disseminate data in a usable format as appropriate.	X	X	X	X	X	X	X	X						
- Collaborate, create and implement internal surveys to meet needs of campus.	X	X	X	X	X	X	X	X						
<b>International Program</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
- To establish programming that improves services and support for international students.	X	X	X	X	X	X	X		X	X	X	X	X	
- To collaborate and communicate with international countries to develop faculty/student exchange programs.	X	X	X	X	X	X	X	X						
- To efficiently facilitate all International Program functions and responsibilities.	X	X	X	X	X	X	X							
- To recruit and admit students from around the globe.	X	X	X	X	X	X	X	X						
<b>Internet Academy</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
- Foster student achievement in IA courses that is comparable to student achievement in campus courses.	X	X	X	X	X				X					
- Develop and offer training and technical assistance to faculty in regards to online instruction, hybrid, and/or web enhanced courses.	X			X	X	X								
- Provide students with technical assistance and online access to high quality services as it relates to online, hybrid, or web enhanced courses.		X		X	X				X		X			
- Promote and market the IA focusing upon complete programs.			X			X		X						
- Evaluate cost effectiveness of the IA.	X		X				X							
<b>Personal Counseling</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
- Provide training for gatekeepers to improve their communication and listening skills necessary to make appropriate referrals.	X	X	X	X	X	X			X		X	X		
- Provide educational and prevention programs to students and staff in regards to sexual assault, mental health, and substance abuse awareness.	X	X	X	X	X	X			X		X	X		
- Provide personal counseling services to students.	X	X	X	X	X			X	X		X	X		

<b>Public Relations</b>	I	II	III	1	2	3	4	5	A	B	C	D	E
- Provide marketing and public relations for the college.	X	X	X			X	X	X					
- Identify and implement new strategies to promote the college.	X	X	X			X	X	X					
- Develop and maintain strategies for gathering community input and feedback related to the college.	X	X	X			X	X	X					
- Manage internal and external communications for the College.	X	X	X	X	X	X	X	X					
- Plan press conferences and other institutional events such as commencement.	X	X	X			X	X	X					
<b>Purchasing</b>	I	II	III	1	2	3	4	5	A	B	C	D	E
- Assist HCCC departments with a better understanding of Purchasing Procedures.	X	X	X			X	X	X					
- Create and maintain a Purchasing Guide	X	X	X			X	X	X					
- Maintain communications with external vendors.	X	X	X			X	X	X					
<b>Registrar</b>	I	II	III	1	2	3	4	5	A	B	C	D	E
- Provide efficient course-credit registration service to college constituents.	X	X	X	X	X	X	X	X					
- Educate and inform students, faculty, and staff about education planning.	X	X	X	X	X	X	X	X		X	X		
- Document and certify all academic degrees and certificates.	X	X	X	X		X	X	X					
- Respond and complete external requests for transcripts, enrollment, and others as needed.	X	X	X	X		X	X	X					
<b>Residential Life (draft)</b>	I	II	III	1	2	3	4	5	A	B	C	D	E
- Foster residential communities that support opportunities for student learning and personal development.	X	X	X	X	X	X	X	X	X	X	X	X	X
- Collaborate with College units and the community to provide social and educational programming.	X	X	X	X	X	X	X	X					
- Provide facilities that are clean, safe, and functional.	X	X	X	X	X	X	X	X					
<b>Retention</b>	I	II	III	1	2	3	4	5	A	B	C	D	E
- To offer programming and initiatives that support students to persist and graduate from HCCC.	X	X	X	X	X	X	X	X	X	X	X	X	X
- To develop and refine a more effective early warning system.	X	X	X	X	X		X	X	X	X	X		
- To efficiently facilitate all Retention office functions and responsibilities.	X	X		X	X		X						
- To have one of the highest retention and graduation rates in the SUNY community college system.	X	X	X	X	X	X	X	X					
<b>Student Activities</b>	I	II	III	1	2	3	4	5	A	B	C	D	E
- Aid new students in making the transition from their previous environment to HCCC.	X	X	X	X	X	X		X				X	

- Promote and build a community environment.	X	X	X	X	X	X		X				X	
- Utilize efficient and effective promotions and marketing	X	X	X		X	X		X	X			X	
- Offer initiatives that engage campus participants.	X	X	X	X	X	X		X	X			X	X
- Identify and implement co-curricular opportunities that enhance ILO's.	X	X	X	X	X	X			X	X	X	X	X
- Update and stay current with best practices as it relates to Student Activities.	X	X	X		X		X						
<b>Transfer Counselor</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
- Offer students one-on-one opportunities and group workshops to identify and communicate the processes that lead to successful transfer to a four year college or university.	X	X	X	X	X				X	X	X		
- Collaborate, communicate, and establish articulation agreements with four-year colleges and universities.	X	X	X	X	X		X	X					
- Coordinate and promote transfer special events.	X	X	X	X	X	X		X	X	X	X		

End of document.

## Glossary

**Assessment plan-** is the structured documentation of the activities the unit will perform to measure its effectiveness and identify where it needs to make improvements. It allows insights into processes and operations by requiring the unit to identify the objective it plans to achieve and define performance measures to determine whether the objective was achieved.

**Course Learning Outcome (CLO)-** what a learner will know or be able to do upon successful completion of a course. These are measured and identified on each course outline.

**Closing the Loop (CTL)-** how the assessment results are used to improve units or academic programs/courses.

**Criteria for success-** is the expected level of performance for successful achievement of the outcome. It identifies the data that will be used to determine the achievement of the outcome.

**Direct measure-** a display of knowledge or skills in response to the measurement itself.

**IAP Map-** Academic Program Curriculum Map that identifies in which courses Program Goals are introduced, applied, and proficiency is made.

**Indirect measure-** usually is a reflection about knowledge or a skill, or it could be a benchmark such as GPA or graduation rates.

**Institutional Learning Outcome (ILO)-** what all learners will know or be able to do upon commencement from HCCC. These are measured and identified prominently on the campus.

**Learning outcomes-** are what learners will know or be able to do.

**Outcome-** describes the intended results of the unit's efforts to deliver its function. An outcome must be specific enough to be measured.

**Performance measure-** can be a direct or indirect measure.

**Process outcomes-** are accomplishments of the unit's function(s).

**Program Learning Outcome (PLO)-** what a learner will know or be able to do as a part of a program of study. These are measured.

**Satisfaction outcomes-** are ratings of how well the unit is meeting the needs of those it serves.

**Unit-** a unit is an office or department that provides services or products to beneficiaries. Beneficiaries may include students, faculty, staff, administrators, the Herkimer community, employers, etc.

**Unit-level assessment-** occurs as a systematic process of gathering, interpreting, and using assessment data to enhance the functioning of a unit. Assessment provides units valuable feedback about overall performance that supports the mission of the college and meeting the needs of those it serves.

**Unit summary-** is a description of the findings of the unit's assessment plan that documents the results and identifies the adjustments the unit intends to make to enhance the quality of its performance. By documenting this it provides data-driven information the unit can use as the basis for the unit's planning activities next year.

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