



Herkimer County Community College

Institutional Effectiveness

Report Card

For the 2011-2012 Academic Year

February 1, 2013

Institutional Effectiveness Report Card for the 2011-2012 Academic Year

February 1, 2013

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)
Student Opinion Survey (SOS)
National Community Benchmarking Project (NCBP)
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

External Assessment Measures

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

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

Community College Survey of Student Engagement (CCSSE) - This is a nationally administered survey of student's perceptions about various aspects of a particular campus. This data allows comparisons between 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. Currently, it reports-out on 25 performance indicators.

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

Institutional Effectiveness Report Card for the 2011-2012 Academic Year

February 1, 2013

Internal Assessment Measures

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.

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 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.

Institutional Effectiveness Report Card for the 2011-2012 Academic Year

February 1, 2013

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.

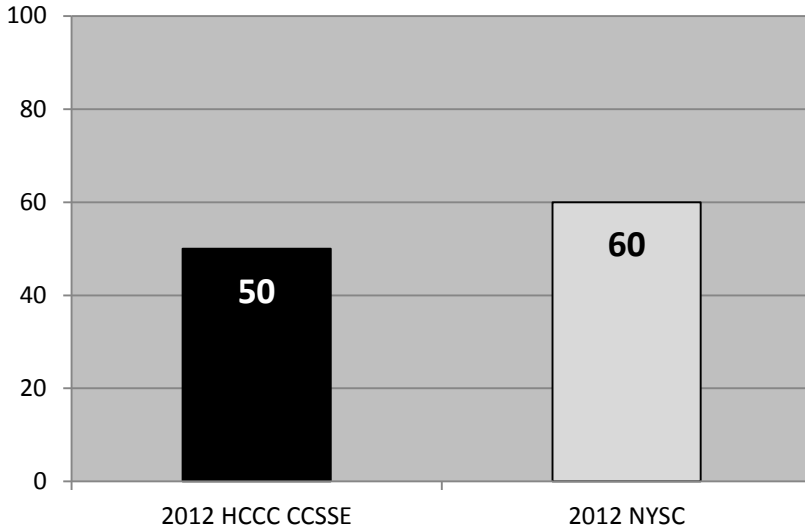
Institutional Effectiveness Report Card for the 2011-2012 Academic Year

February 1, 2013

Academic Programs and Support

Percentage of Students that felt they received prompt feedback from instructors on their performance (often or very often).

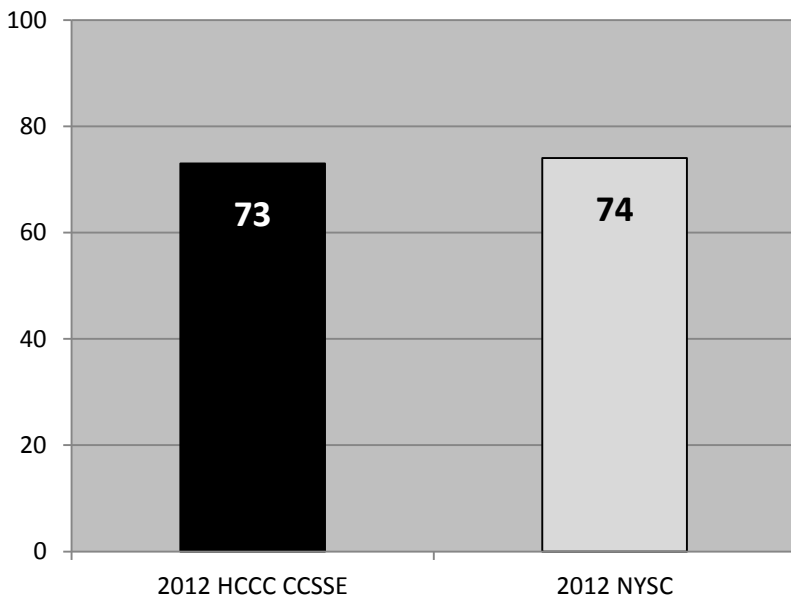
(Source: CCSSE) ◇



Point of Interest:
In 2012, HCCC joined consortia of 9 other SUNY community colleges (NYSC) in completing the CCSSE who believed that the survey was important enough to complete even without SUNY support.

Percentage of Students Satisfied with academic advising and planning.

(Source: CCSSE) ◇



Benchmark: In the next CCSSE assessment round, 2011-12, Herkimer will be at or above its peers in the categories of often/very often and/or quite a bit or very much for the following measures: prompt feedback from instructors; and satisfaction with advising/planning.

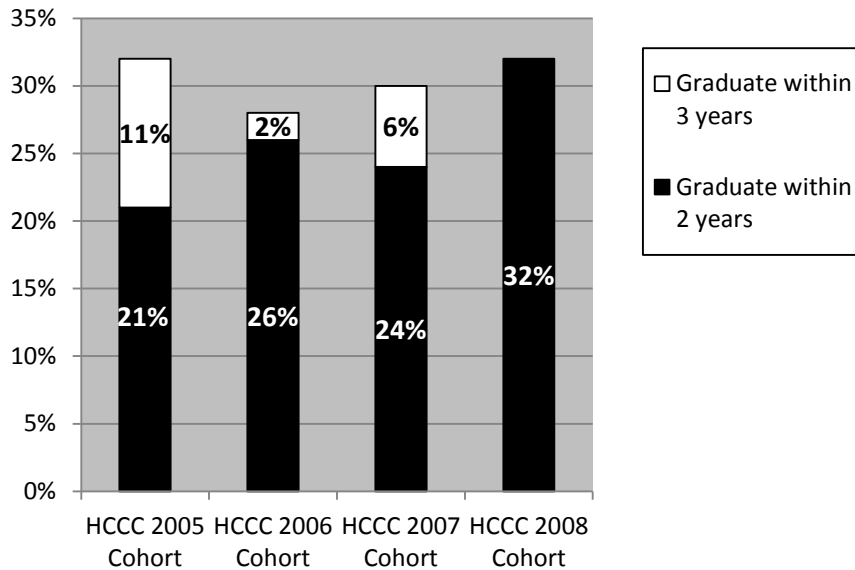
Institutional Effectiveness Report Card for the 2011-2012 Academic Year

February 1, 2013

Academic Programs and Support

Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within normal time, and 150% of normal time to completion: 2005 - 2008 cohorts

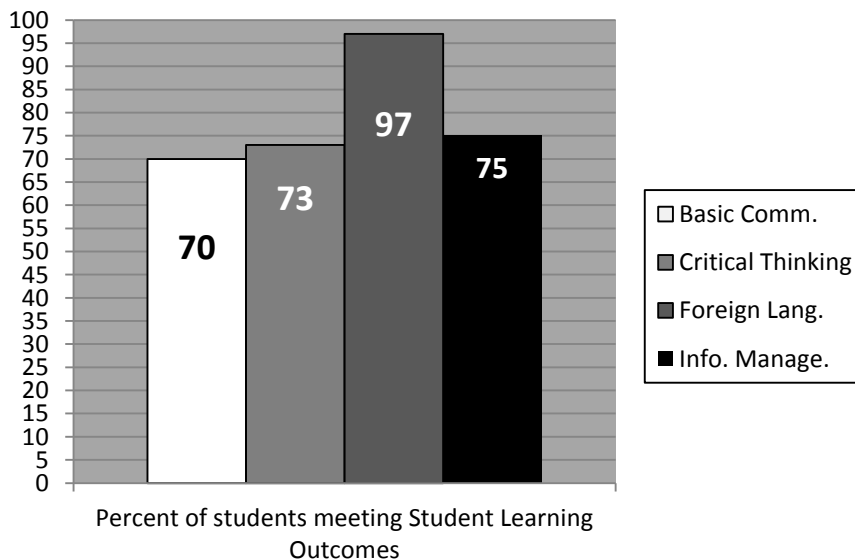
(Source: IPEDS and SUNY Report Card) ◇



Benchmark: Student success will be measured using the Integrated Postsecondary Education Data System (IPEDS). The graduation rates of FT/FT degree/certificate seeking students within normal time (i.e. 2 years) will increase by 1% annually. The graduation rates of FT/FT degree/certificate seeking students within 150% of normal time (i.e. 3 years) will decrease by 1% annually.

Assessment of Student Learning Outcomes in General Education Courses; 2011. Percentage of students Meeting or Exceeding Standards

(Source: SUNY GENED-2 Campus Report 2011)

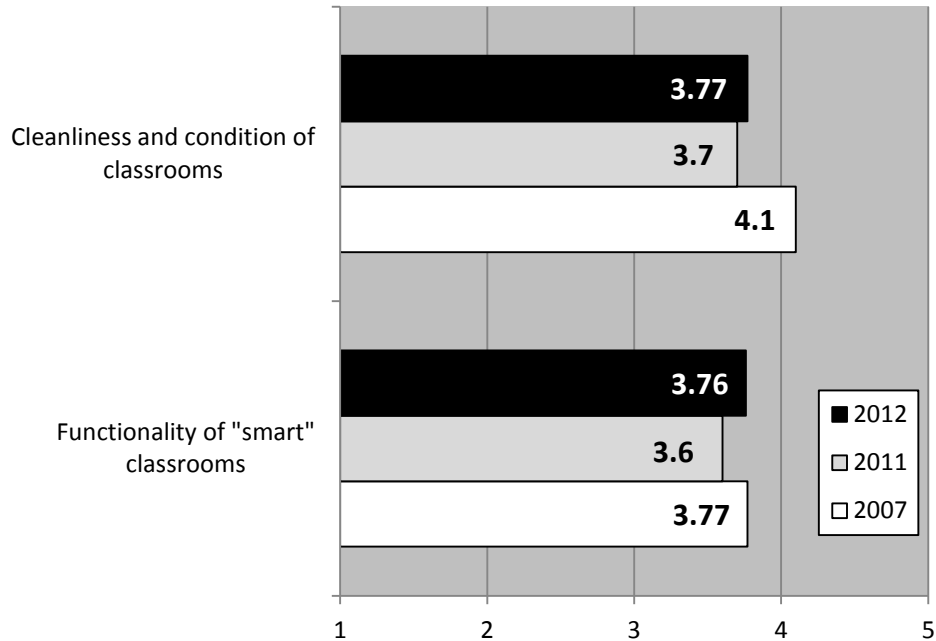


Point of Interest: SUNY requires assessment of General Education outcomes in various competency areas. These are evaluated on a three-year cyclical rotation.

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

Academic Programs and Support

Classroom environment as perceived by faculty. (Source: Faculty-Staff Opinion Survey: 2007, 2011, 2012)

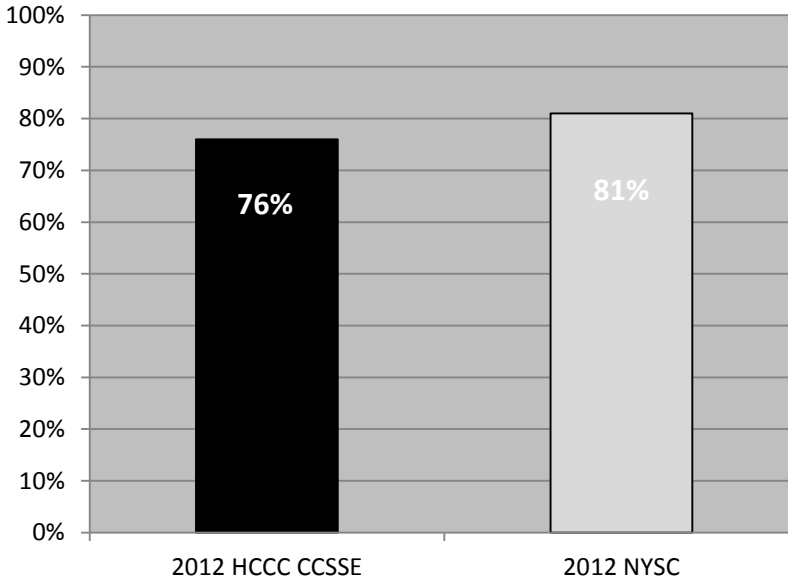


Benchmark: An internal measurement will collect the faculty-staff opinion of the classroom environment. Out of a scale of 0-5, 5 being high, it is expected to remain at 4 or above during each triennial faculty-staff opinion survey.

Academic Programs and Support

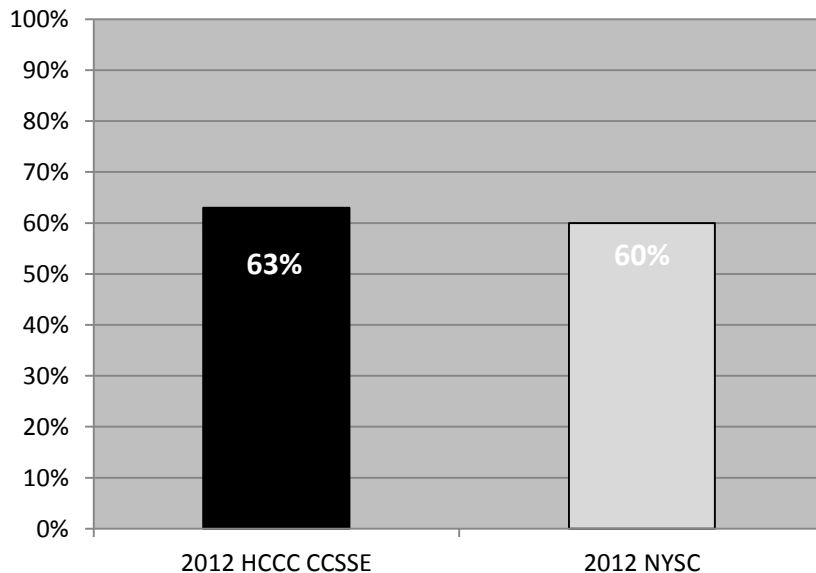
How students perceive instructors; available, helpful, sympathetic.

(Source: CCSSE and Senior Exit Survey)



Benchmark: In the next CCSSE assessment round, 2011-12, Herkimer will be at or above its peers in the categories of often/very often and/or quite a bit or very much for the following measures: student perception of instructors as available, helpful, and sympathetic; and, students' perception of administrative personnel and offices.

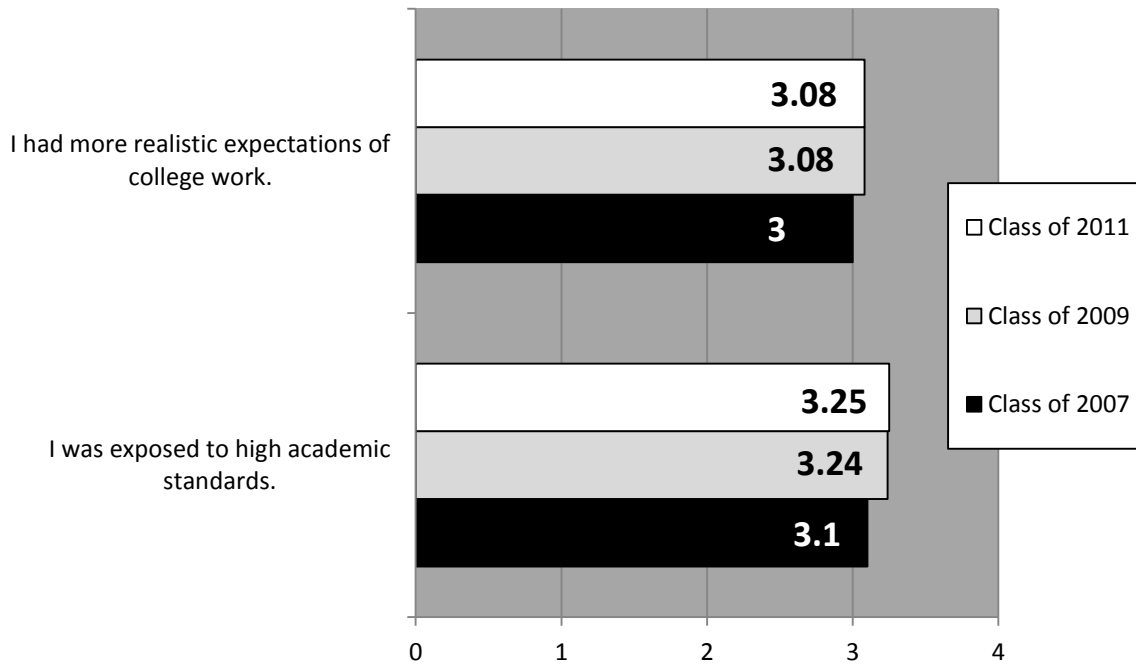
How students perceive administrative personnel and offices; helpful, considerate, flexible. (Source: CCSSE and Senior Exit Survey)



Academic Programs and Support

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

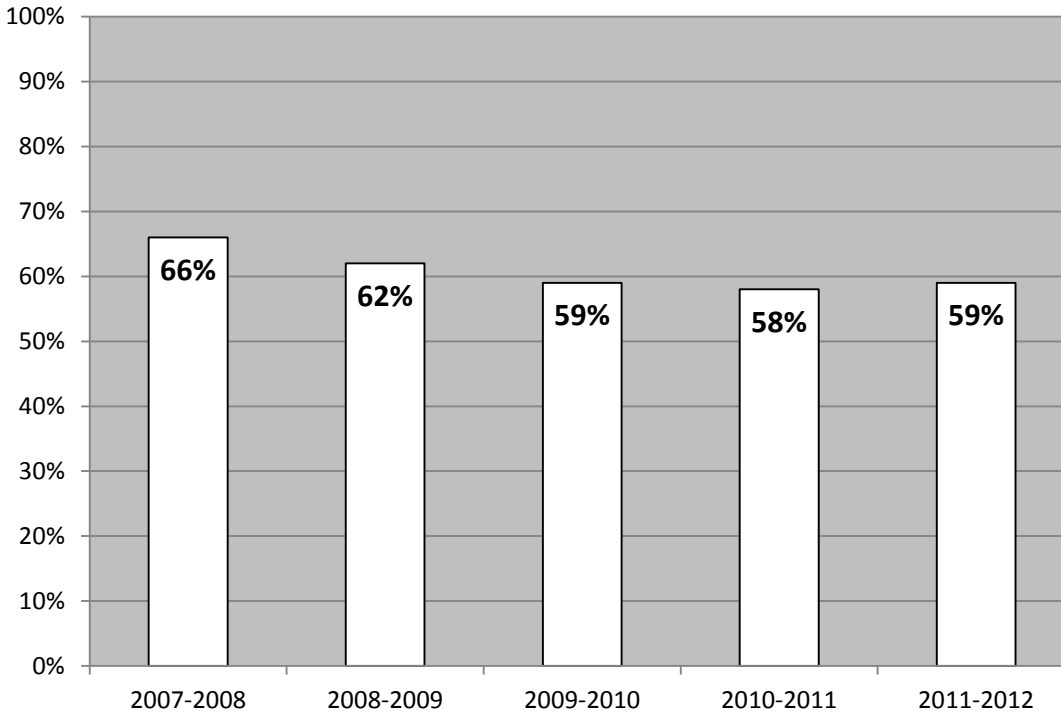
(Source: College Now Graduate Follow-Up Study: Class of 2007, 2009, & 2011) ◇



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

Academic Programs and Support

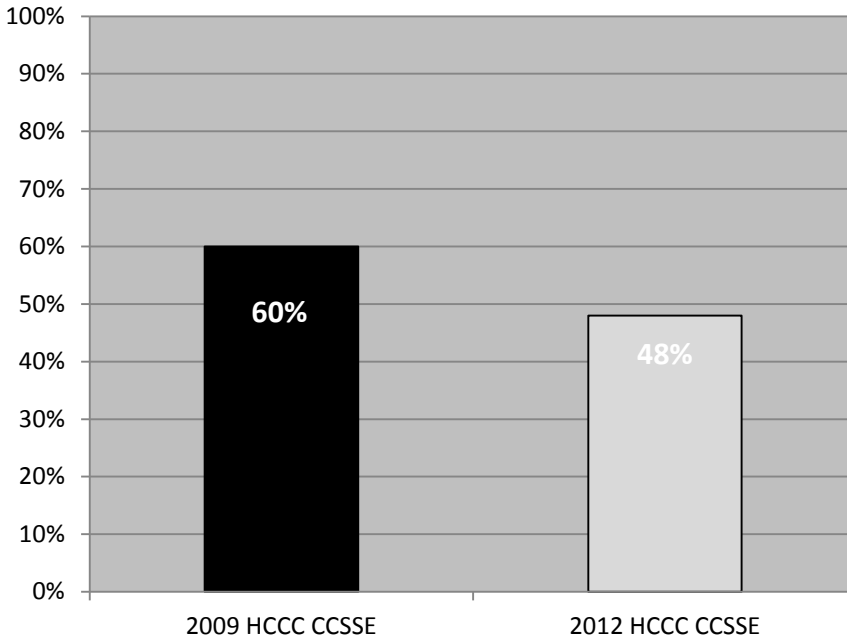
Percentage of students completing at least one online course of instruction. (Source: Department of Institutional Research)



Benchmark: Having exposure to education from a technological venue is critical for student success. Institutional Research will collect data that indicates students have completed one online course of instruction. By 2012-2013, 75% of Herkimer full-time students will have completed one online course.

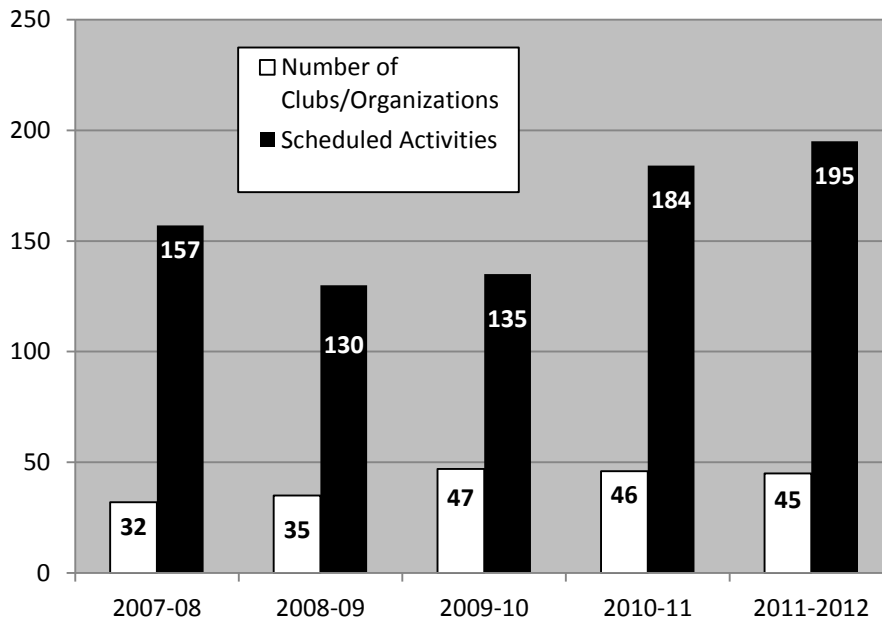
Campus Life

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



Benchmark: Encouraging contact with different economic, social, and racial or ethnic backgrounds will reach 65% or better in the combined categories of quite a bit and very much by 2011-12.

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

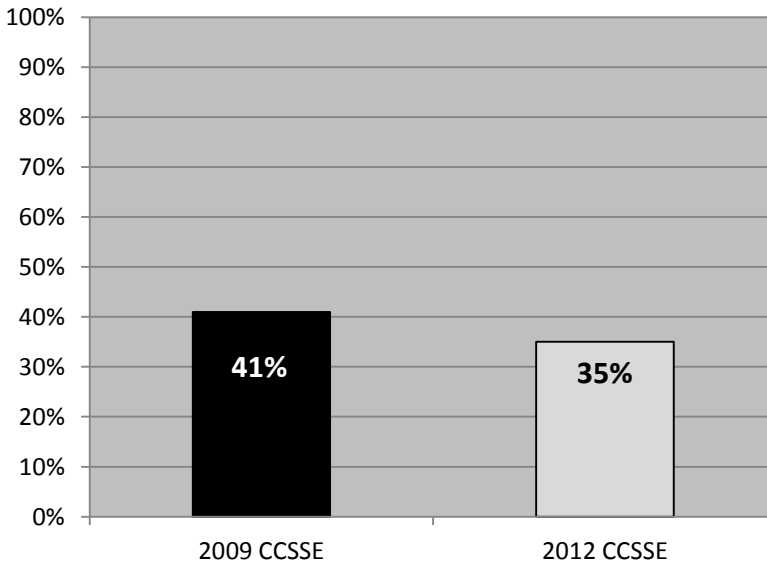


Benchmark: The department of Student Activities enhances student development and provides broad social and education experiences through clubs and organizations and scheduled social activities. The number of these two indicators will equal or exceed the previous year. This data is reported by the Office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

Campus Life

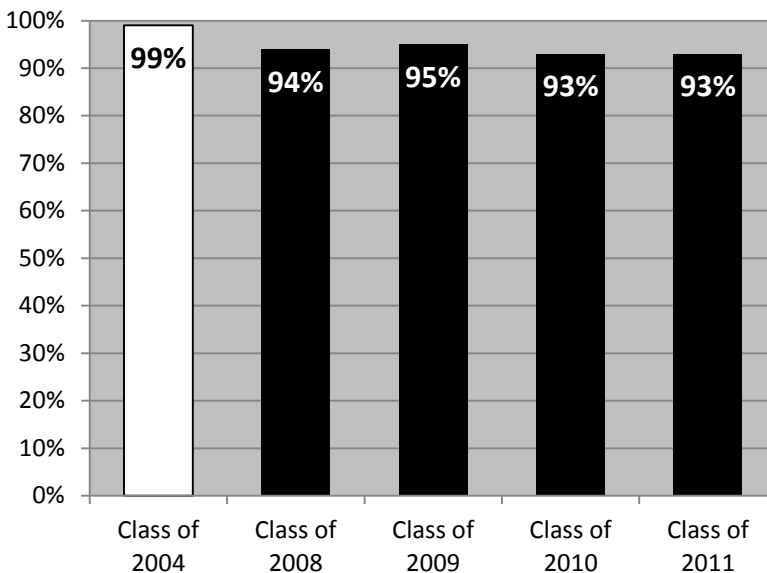
Students feel they are provided the support needed to thrive socially.

(Source: CCSSE) ◇



Benchmark: To enhance student development and provide broad social and educational experiences, the CCSSE will be used as the measurement. Students will indicate that they receive the support they need to thrive socially in the combined categories of quite a bit and very much. This data point will increase by 1% per year.

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

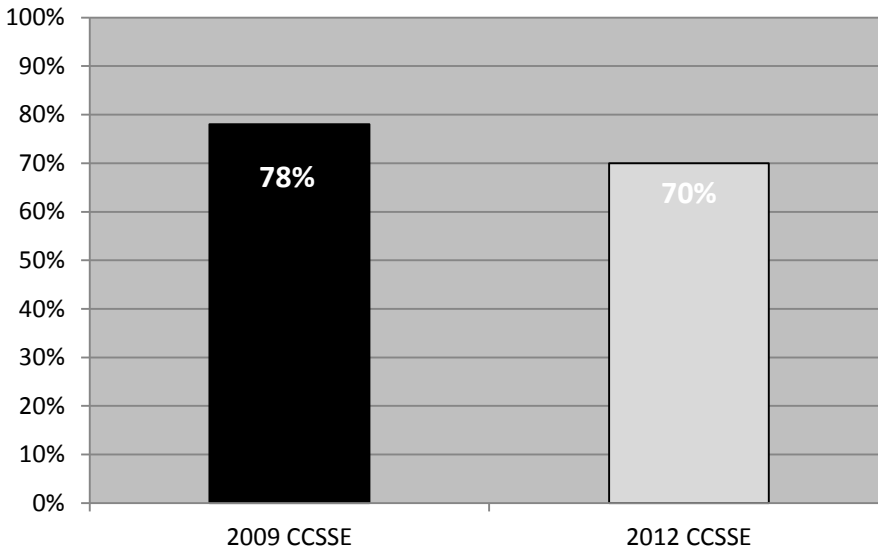


Benchmark: The Graduate Follow-up Survey will capture data to identify student satisfaction as it relates to faculty-student relationships. It is expected to remain at or above 98% in the combined categories of very satisfied and satisfied during the next assessment round in 2010-11.

Institutional Culture

Providing the support needed to help you succeed at this college.

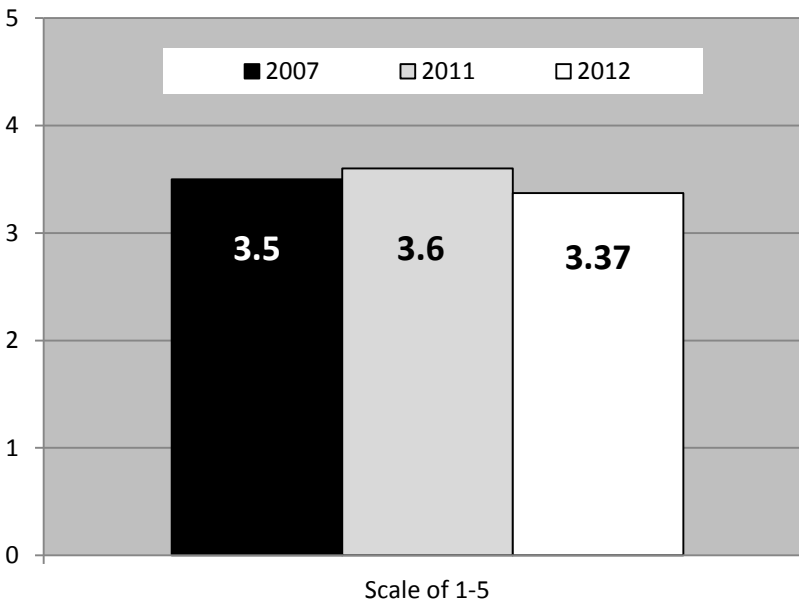
(Source: CCSSE) ◇



Benchmark: Herkimer's Core Values are involved in a student's entire educational experience. Students will indicate on the CCSSE they received the support needed to help them succeed at Herkimer. An annual increase of 1% is expected in the combined categories of quite a bit and very much.

Assessment information is used to improve teaching and related educational services (faculty only).

(Source: Faculty-Staff Opinion Survey: 2007, 2011, & 2012)

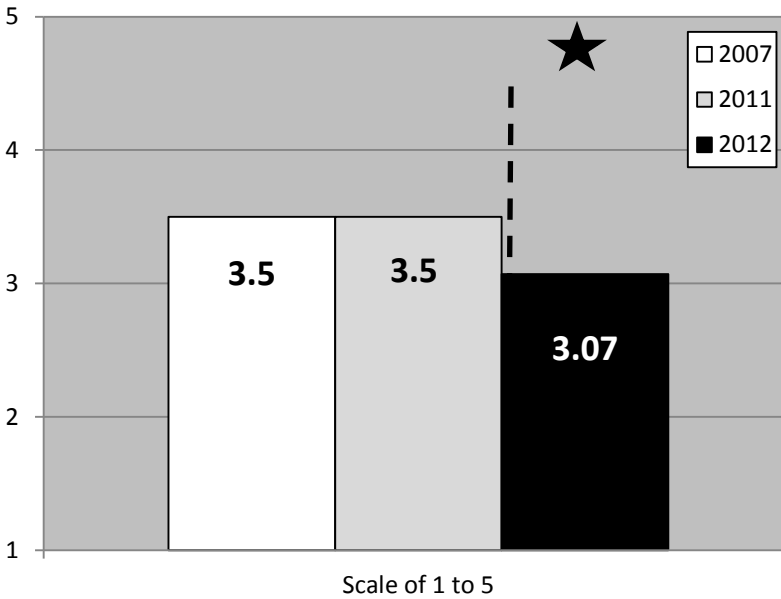


Benchmark: Herkimer's Faculty-Staff Opinion Survey will measure how employees perceive the use of assessment information to improve teaching and related educational services. This performance indicator will increase to 4.0 or higher out of a scale of 0 to 5, 5 being high, by 2010-11.

NOTE: Data from 2011 are from a January 2011 "snapshot" survey conducted by the College, not from a full Faculty-Staff Opinion Survey.

Institutional Culture

The College fosters an environment of ethical behavior (2007, 2011) / College leadership acts as role model for ethical behavior (2012). (Source: Faculty-Staff Opinion Survey)



Point of Interest:

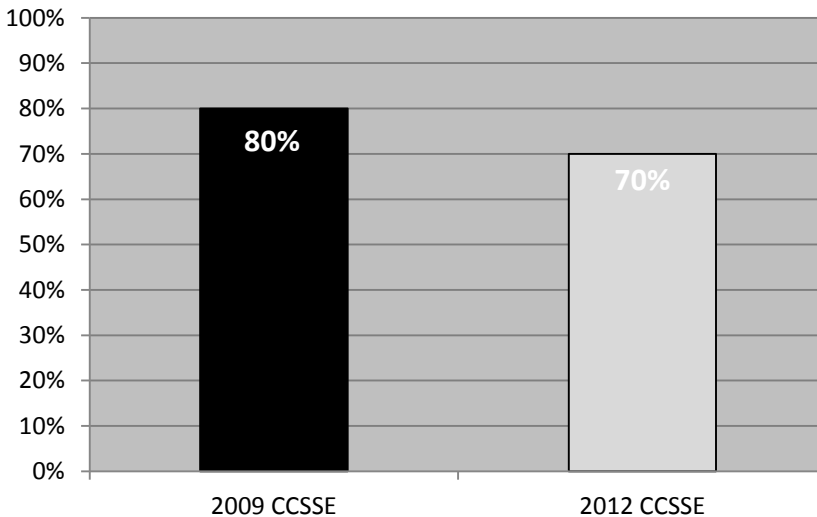


The Faculty/Staff survey question was edited in 2012 from an ethical environment question to one that asks for opinions regarding the ethical behavior of the institution's leadership.

Source: Institutional Effectiveness Committee

Benchmark: Herkimer's Faculty-Staff Opinion Survey will measure employee perception of Herkimer's environment of ethical behavior. This performance indicator will increase to 4.0 or higher out of a scale of 0 to 5, 5 being high, by 2010-11.

Students positive evaluation of their entire educational experience at HCCC. (Source: CCSSE) ◇

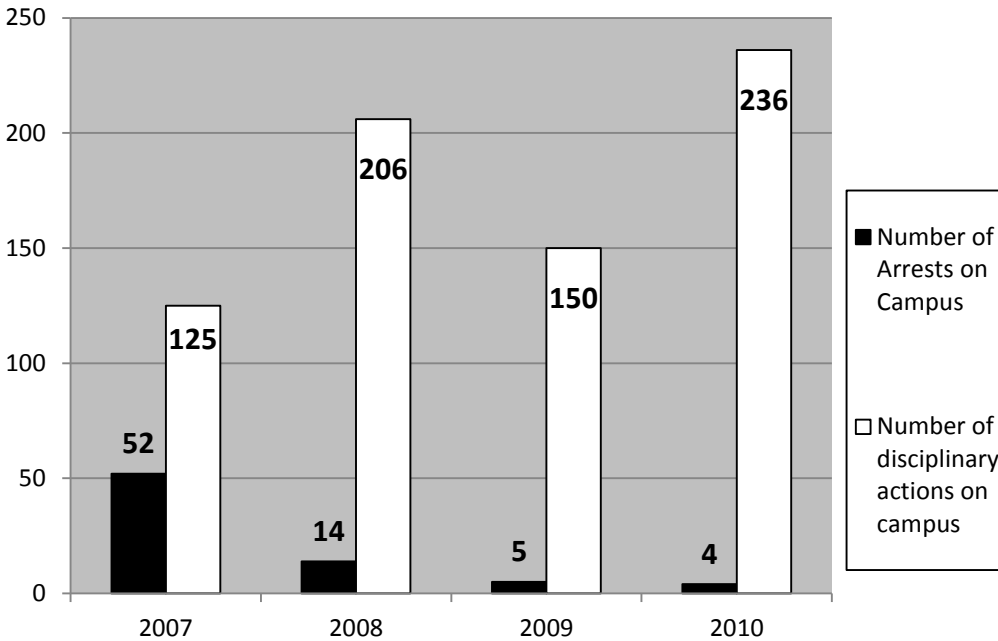


Benchmark: Herkimer's Core Values are involved in a student's entire educational experience. 85% of the students will respond on the CCSSE in the combined categories of quite a bit and very much to the question that asks students to evaluate how positive their entire educational experience at Herkimer was.

Institutional Culture

Arrests and Disciplinary Actions: on campus

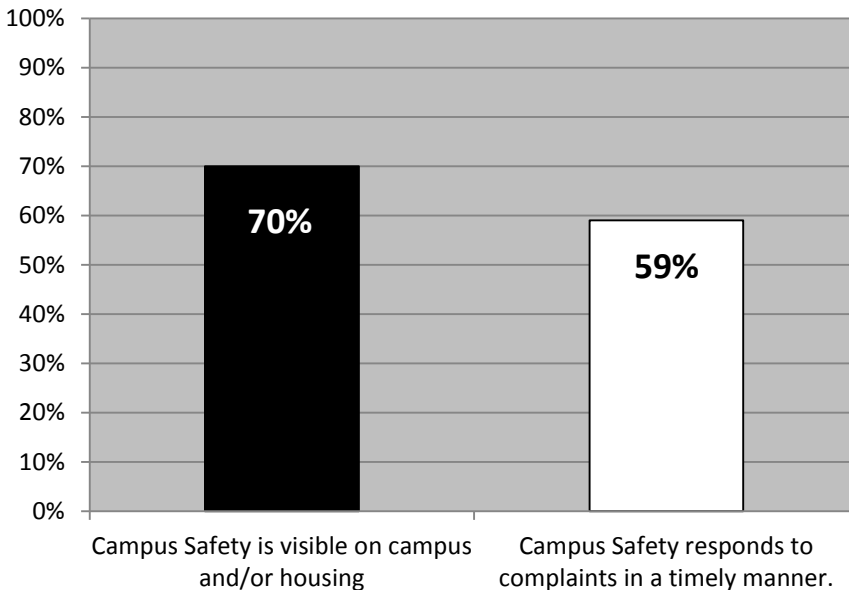
(Source: US Department of Education, Office of Postsecondary Education)



Benchmark: Maintaining a safe and orderly campus is critical to institutional culture. The Office of Postsecondary Education's Campus Security Data Analysis for Herkimer will decrease by 10% in the areas of arrests and disciplinary actions.

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

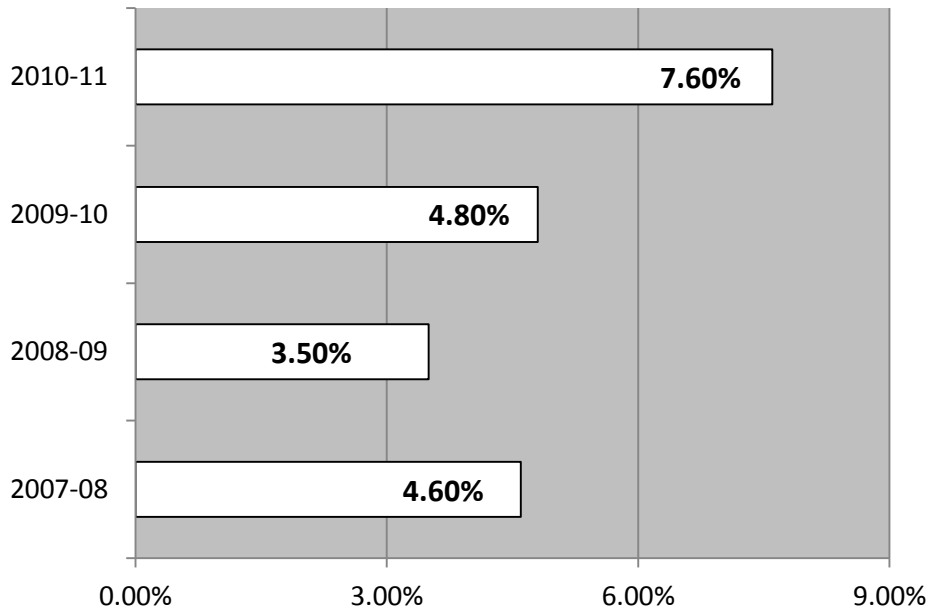
(Source: Senior Exit Survey 2011)



Operational Sustainability

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

(Source: HCCC Audited Financial Statements)

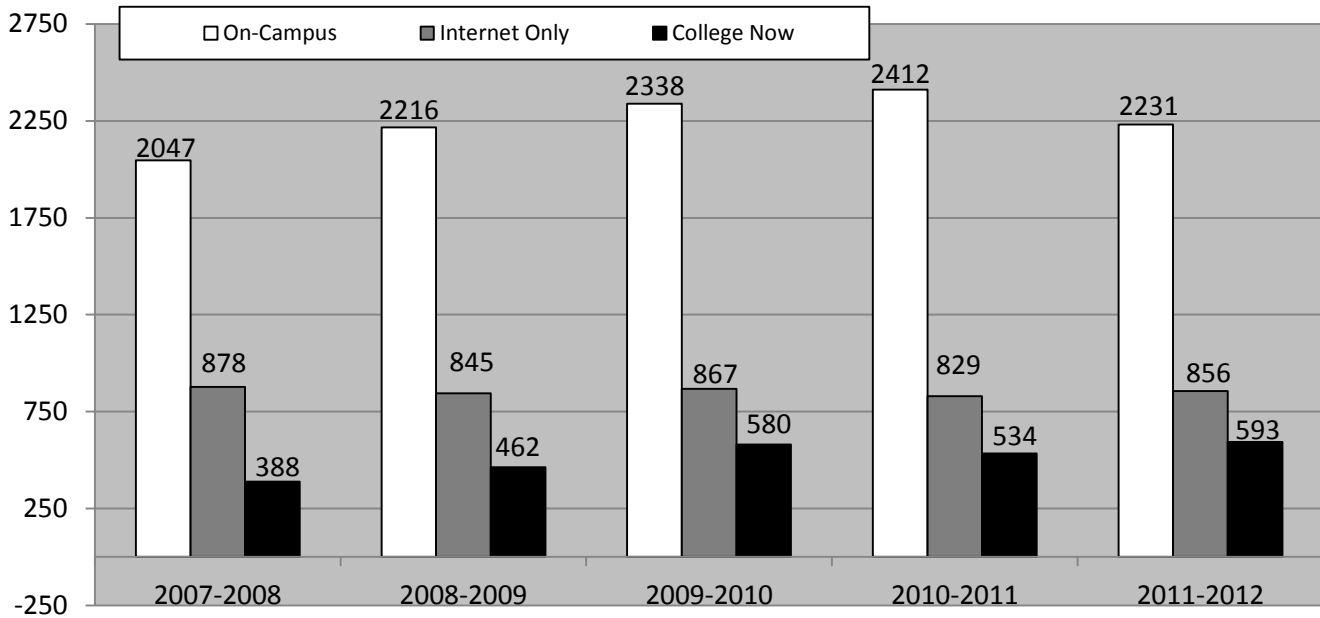


Benchmark: Herkimer has an identified growth goal of ½ week per year to the unrestricted unreserved fund balance. This indicator keeps a pulse on operational sustainability.

Operational Sustainability

Fall Enrollment by Learning Environment; On-Campus, Internet Academy, or College Now; 2006-07 to 2011-12 fall head Count

(Source: Institutional Research)

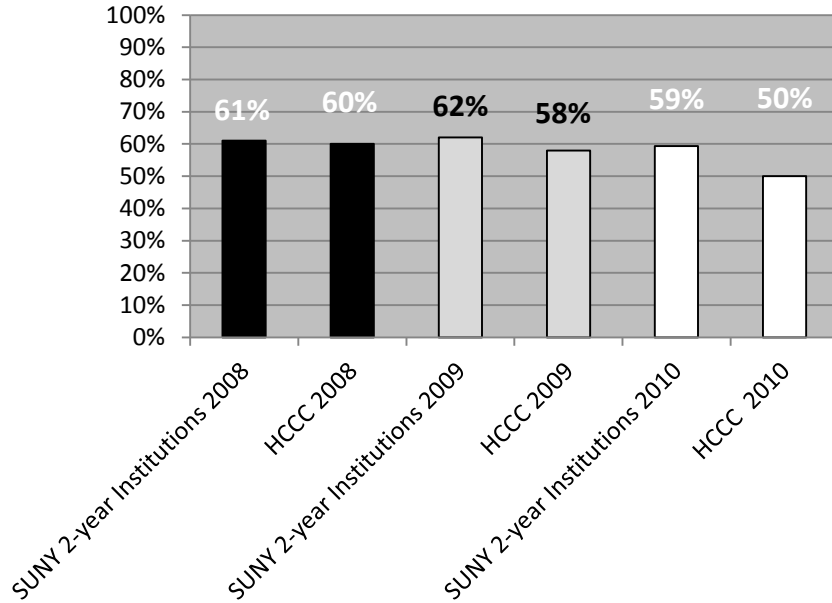


Benchmark: Enrollment is a vital piece of operational sustainability. Annual internal enrollment reports in the areas of on-campus, Internet Academy, and College Now will remain steady.

Operational Sustainability

Retention rates of first-time, degree/certificate seeking undergraduate students, by full-Time enrollment status: 2008, 2009, 2010; fall first-year to fall second-year

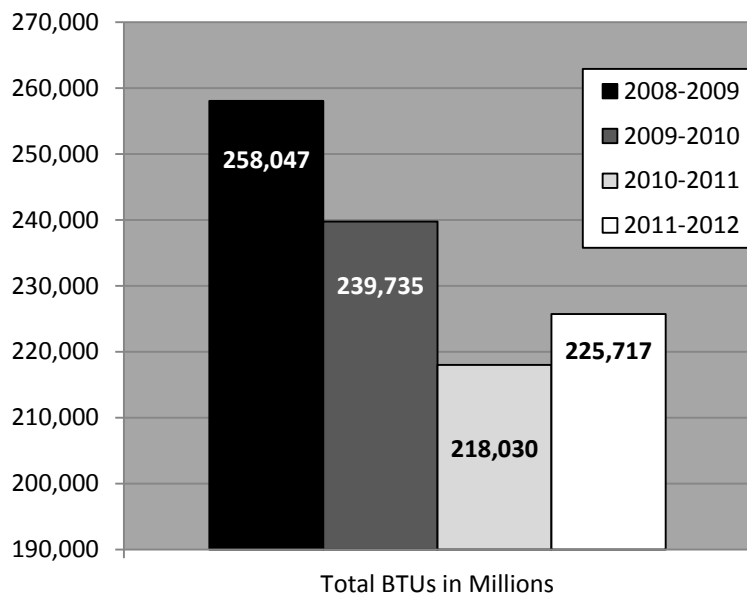
(Source: IPEDS, SUNY Report Card and SIRIS dashboard) ◇



Benchmark: Retention of Herkimer students has been a focus for the Enrollment Management office and has become an important indicator for creative planning around sustainability. IPEDS FT retention data will indicate annually that Herkimer is above its peers.

Total Energy Used, academic year: BTUs in millions

(Source: HCCC Facilities Report) ◇



Benchmark: Using the facilities annual report and the Fiscal 2008-09 baseline BTU, energy used (BTU's) will decrease 1% annually.

Baseline Year '08-'09: 258,047

2009 – 2010: -7.09% (239,735)

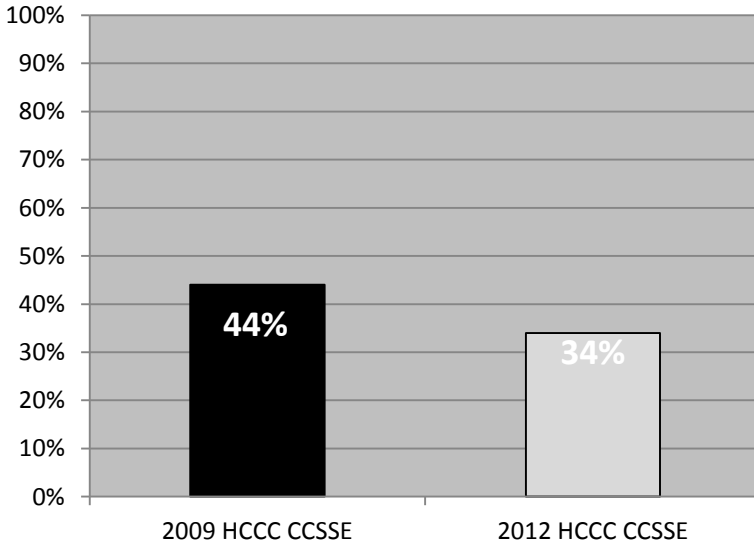
2010-2011: -9.05% (218,030)

2011-2012: +3.5% (225,717)

Outreach and Community Relations

Students contributing to the welfare of your community.

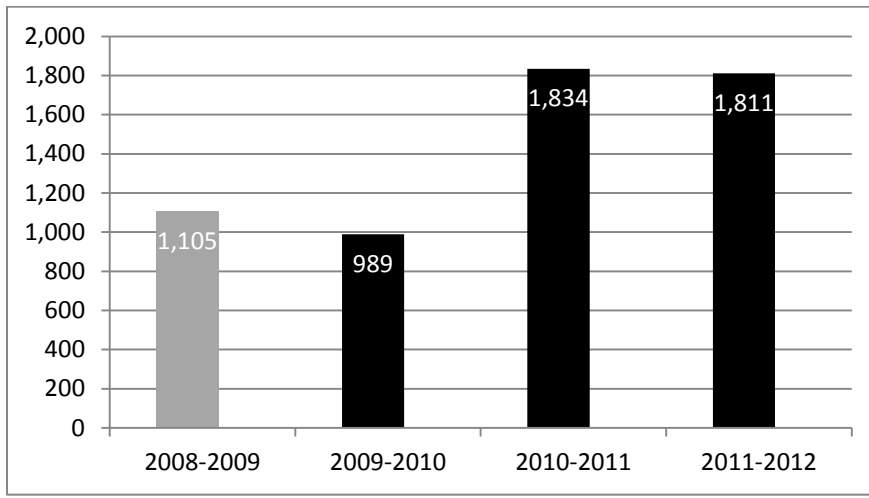
(Source: CCSSE 2009) ◇



Benchmark: The students and faculty members of HCCC continually volunteer in and around the Herkimer community. Students contributing to the community will show growth 1% annually as identified by CCSSE.

Non-credit registration including fitness center

(Source: Office of Continuing Education)



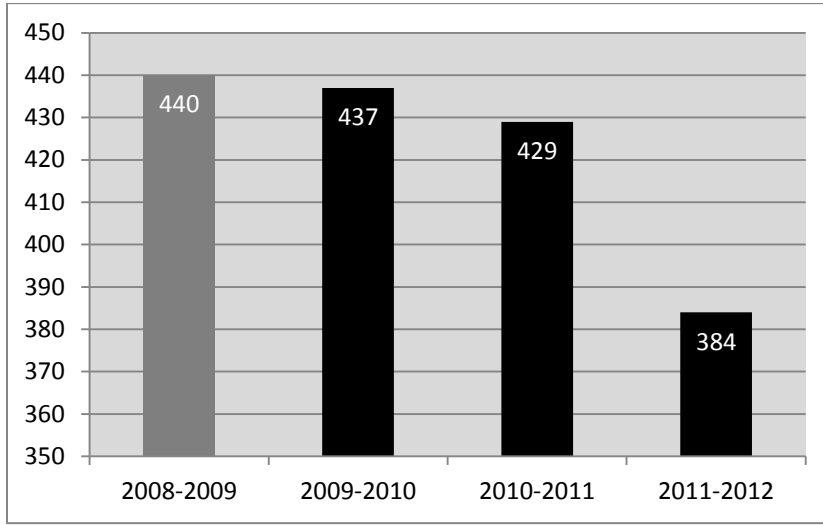
Benchmark: The Office of Community Education will provide an internal annual report of non-credit registrations, which are expected to increase 5% by 2012-13.

Baseline Year '08-'09:	1,105
2009 – 2010:	-10.49% (989)
2010-2011:	+65.97% (1,834)
2011-2012:	+63.89% (1,811)

Outreach and Community Relations

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

(Source: Office of Continuing Education)

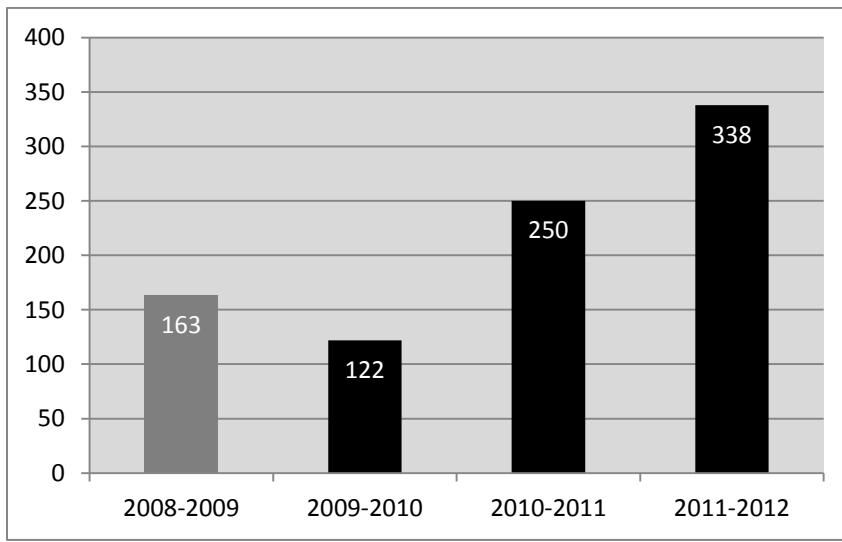


Benchmark: The Office of Community Education will provide an internal annual report of the booking of rooms and facilities, which are to increase by 5% annually.

2008-2009:	0% (440)
2009-2010:	-0.68% (437)
2010-2011:	-1.83% (429)
2011-2012:	-10.48% (384)

Annual Workforce Development Participants.

(Source: Office of Continuing Education)◇



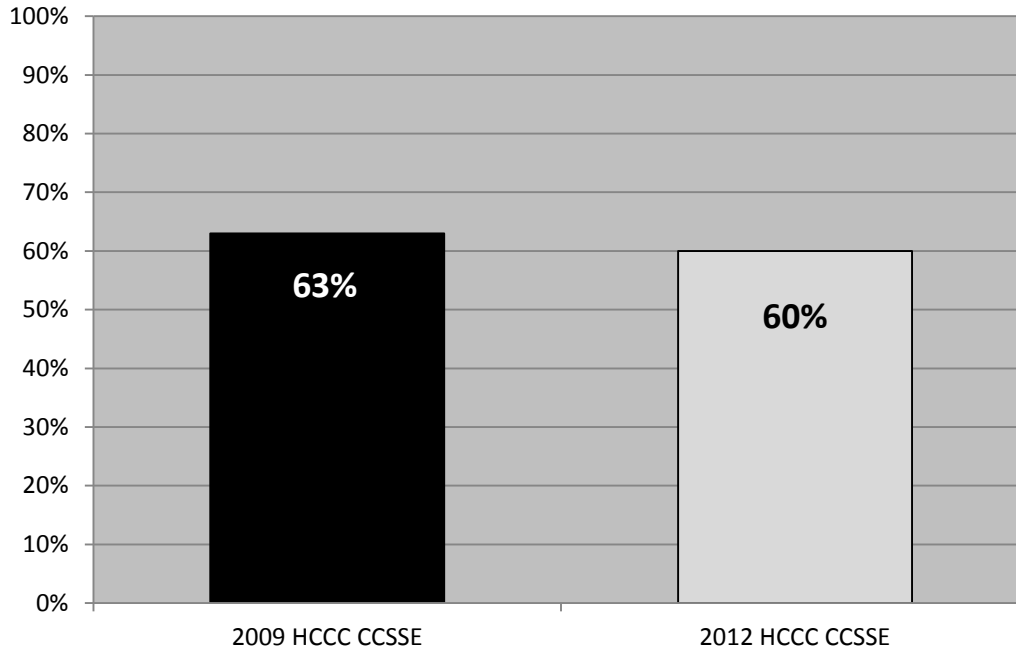
Benchmark: The Office of Community Education will provide an internal annual report of the number of workforce development programming participants, which in comparison to 2008-09 baseline year data will increase by 25% by 2010-11.

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

Outreach and Community Relations

Percentage of HCCC students employed in the surrounding communities.

(Source: CCSSE)



Benchmark: Herkimer students are engaged in the community through various employment opportunities. The locally developed Entering Student Survey will present data that identifies the percentage of students employed in the surrounding college communities. The annual percentage will remain at 50% or higher.

Institutional Effectiveness Report Card for the 2011-2012 Academic Year

February 1, 2013

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

- Daniel Sargent, Assistant to the President (Acting Chair)
- Dr. Matthew Hawes, Dean of Students
- Hank Testa, Associate Dean of Academic Affairs, Business, Health, Science, and Technology Division
- Christian Avis, Assistant Professor, English
- Cheryl Netti, CPA, Assistant Controller
- Karen Ayouch, Senior Systems Programmer/Analyst
- Rebecca Ruffing, Director of Public Relations

With advisement from:

- Marie Miknavich, Director of Institutional Research
- MaryAnn Carroll, Associate Professor, Radio-TV