

Periodic Review Report
Prepared for
Middle States Commission on Higher Education

Presented by: Herkimer County Community College, Herkimer, NY
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Decennial Report and Team Visit – February 2009
Monitoring Report and Team Visit – August 2010

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Section I. Executive Summary

Introductory Overview

Herkimer College is one of the largest residential community colleges in the State University of New York (SUNY) system, with an average annual enrollment of approximately 3,200 students, out of which more than 600 live on campus. Herkimer students come from all over New York State, as well as from thirty other states and twenty other countries. International enrollment is robust for a public two-year institution located in a highly rural region of “upstate” New York. In Fall 2014, international students comprised roughly 3% of the College’s overall enrollment. Another unique aspect of Herkimer’s student body is that, in contrast to the typical pattern at community colleges, Herkimer tends to have a higher percentage of students enrolled full-time than part-time. The most recent figures for the College have full-time students as 57.3% of overall enrollment, compared to 42.7% of overall enrollment of part-time students.

Herkimer College offers forty-four degree programs, twenty-two of which are offered entirely online. The College also offers three certificate programs completely online, and a full range of support services for online students through its groundbreaking Internet Academy. In addition to the Internet Academy, the College’s credit-bearing programs are provided through two academic divisions: the Humanities and Social Science Division (HU/SS); and the Business, Health, Science and Technology Division (BHST). Also, the College’s concurrent enrollment program, College Now, provides regional high school students the opportunity to earn complete college-level coursework and earn credit that can transfer to a four-year college or university. College Now credits give them an affordable head start on their post-secondary education. Herkimer also offers a diverse assortment of non-credit courses through its Community Education Office.

Herkimer College has achieved strong graduation and transfer rates, earning it a ranking among the top 100 community colleges in the nation for student success by CNN Money in 2012. The Herkimer “Generals” athletic program has also earned national level distinction, being the top-ranked athletic program in the nation among two-year non-scholarship athletic programs. Herkimer placed first in the 2013-14 NATYCAA Cup award based on national championship competitions. The College’s chapter of Phi Theta Kappa has been sending two or three members a year to that organization’s annual International Convention for the past ten years, and it ranked fourth in the New York Region 2015 Hallmark Awards.

Herkimer College is a major contributor to the economic development of Herkimer County. An economic impact study conducted in the spring of 2010 in partnership with Economic Modeling, Inc. (EMSI) estimated that the College has an annual impact of 75 million dollars on the local and regional economy (<http://www.herkimer.edu/explore/socioeconomic-community-impact/>).

Herkimer College also places a priority on maintaining its status as an accessible institution of higher learning. Current tuition is only \$3,840 per year for in-state residents and \$6,300 per year for out-of-state and international students. 80% of Herkimer students receive some form of financial aid. The College also offers high-quality, accredited, on-campus childcare services

through its Herkimer College Children's Center for students, faculty, staff, and community members.

This all supports the mission of Herkimer College, which 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. To fulfill this mission, the College emphasizes the following 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.

As Herkimer College approaches its fiftieth anniversary year, it is taking stock of its history, assessing its present strengths and challenges, and plotting a course for a strong future, one characterized by even greater student success. The process of developing this Periodic Review Report (PRR) afforded Herkimer an excellent opportunity to conduct such a self-evaluation. College leaders have identified challenges the College faces, and areas in which it can build on its strengths and successes to overcome those challenges and move forward.

Approach to the Preparation of the PRR

The College began the research phase of its preparations for writing its PRR in the fall semester of the 2013-2014 academic year by convening an ad hoc committee to collect data connected with the different sections of the PRR. This committee was co-chaired by the Assessment Coordinator and the Assistant to the President. At the time, the College had still not filled its full-time position for an Assistant Dean for Assessment and Institutional Effectiveness. Some of the responsibilities of that position had been assigned to the Assistant to the President to cover on a temporary basis, but the College lacked a dedicated office for overseeing the full scope of its institutional effectiveness efforts. Also, the previous Director of Institutional Research had left the College just prior to the start of that academic year, and that position had also not yet been filled. It became clear that there was an immediate need to fill both positions, in order to provide a stable structure for continued institutional effectiveness efforts, as well as for the further preparation of the PRR. Accordingly, a new Director of Institutional Research assumed the full duties of that position in the spring semester of 2014, and the Assessment Coordinator became the new Assistant Dean of Academic Affairs, Assessment and Institutional Effectiveness for the start of the 2014-2015 academic year. The Assessment Coordinator position was not re-staffed.

Based on the findings and data collected by the committee, an initiative for addressing some of the key areas of weakness that emerged from the PRR committee research was developed. The approach drew on the idea of the importance of fostering a culture of quality, rather than a culture of assessment, since helping ensure the provision of quality programming that will support student success is one of the main goals of assessment activities. The initiative involved convening a number of “Quality Teams” to further research the operational challenges identified by the PRR committee and develop recommendations for how they could be effectively addressed and resolved. The memberships of the quality teams were cross-functional by design to make the process as representative of the entire campus community as possible. The timeline and process for the Quality Teams initiative included regular opportunities for reporting progress to the campus community and collecting feedback on the ideas being developed. The work and output of the Quality Teams was also linked to the ongoing development of the PRR, which was being drafted at the same time. The Quality Teams’ approach allowed the College to move beyond identification of its challenges and opportunities and provide information in the PRR on how challenges were being actively addressed and opportunities were being strategically pursued. The specific areas that the Quality Teams were researching were: academic planning; allocation of resources; enrollment management and marketing; facilities planning; and strategic planning. The work and recommendations of these five teams is described in greater detail in Section III of this PRR. The Assistant Dean of Academic Affairs, Assessment and Institutional Effectiveness and the Director of Institutional Research took the lead in implementing this initiative, with support from the Assistant to the President.

In the spring 2015 semester, the Assistant Dean of Academic Affairs, Assessment and Institutional Effectiveness began arranging regular presentations to the College’s Executive Council and Board of Trustees on the outcomes of the quality teams initiative and the progress of the PRR, inviting their questions and comments. She was joined in these presentations by the Director of Institutional Research and the Assistant to the President, who were both responsible for covering certain sections of the PRR as well. Updated drafts of the different sections of the PRR were posted on the Board of Trustees’ ANGEL site, so they could access the most current version of the report as it was being edited and prepared for final submission. These same drafts were made available to the broader campus community on the “MyHerkimer” web portal as well, so that they could also have access to the document and provide feedback on it as it was being finalized.

While a number of people from both academic and administrative areas of the college contributed to the writing of the PRR, the Director of Community Education (former Assistant to the President), the Assistant Dean of Academic Affairs, Assessment and Institutional Effectiveness and the Director of Institutional Research were primarily responsible for writing, compiling and editing the different draft sections into a cohesive report. They took the lead in convening groups to read through the drafts to identify portions that needed further elucidation, correction, or removal. The Assistant Dean and Director of Institutional Research also wrote major portions of the report themselves, and were ultimately responsible for seeing that the completed document received the approval of the College’s Board of Trustees, and that it was submitted on time in the proper format.

Summary of Major Changes and Developments since the Decennial Evaluation

After being placed on warning status by the Middle States Commission for deficiencies relating to Standards 2, 7, and 14, the College achieved full accreditation status after a successful Monitoring Report and subsequent site visit in 2010. Since this last Commission action on its Monitoring Report, Herkimer has maintained its strategic plan and continued its assessment of student learning outcomes and non-instructional unit assessments, all of which supports institutional effectiveness. The plans and systems established by the College at the time of its Monitoring Report provided a solid foundation for maintaining these efforts, in spite of changes in its senior executive leadership. However, these leadership changes were not entirely without impact on institutional effectiveness processes.

Since the last Commission action, Herkimer College has been under the executive leadership of a president, Dr. Ann Marie Murray, an interim president, Nicholas F. Laino, and as of June 1st, 2015 it begins a new presidency under Dr. Cathleen McColgin. These changes in the senior executive office have detracted from the College's ability to sustain its focus and energy in regard to some key areas of planning that require consistent, active engagement from leadership in order to remain vital and effective. The Interim President brought the College through the transition period between presidents, while still performing the functions of his regular title, Vice President for Administration and Finance. His focus was on navigating challenging financial times and addressing other immediate needs at the College. His primary engagement with Institutional Effectiveness concentrated mostly on sustaining those processes as they were and continuing the work of the quality teams, until a new executive officer could take over.

Another change that occurred at Herkimer College since the last Commission action was the establishment of a Faculty Senate. Like the changes in the Office of the President described above, the creation of a Faculty Senate also relates to MSCHE Standard 4, "Leadership and Governance." The Senate was created to give faculty members a forum for discussing issues of concern to the institution and have a voice in the shared governance of the College. It remains active and continues to develop its collaboration with the College administration in its role as a recommending body.

Enrollment at the College has been in decline since the last Commission action, which has had an impact on the College's financial resources. One result of this change is that as positions become vacant, the College is carefully analyzing each vacancy to determine whether the position needs to be filled, or if its functions can be covered by other positions or offices. The financial constraints brought about by the decline in enrollment have also meant that very few new positions are being approved. One result of this is that the College has fewer people to support its mission and goals. However, Herkimer's approach has allowed it to avoid making layoffs, while other institutions in our region have had to make such cuts. This exemplifies Herkimer's determination to turn challenges into opportunities.

Abstract: PRR Highlights

The report that follows provides an analysis of Herkimer College's progress in achieving its mission and goals within the context of the accreditation standards established by the Middle States Commission. To construct this analysis the report develops a series of sections that examine and demonstrate the College's status from a number of perspectives.

Section Two updates responses the College has made to suggestions and recommendations from MSCHE following the last decennial evaluation. These suggestions and recommendations were all in regard to issues covered under the accreditation standards with which the College was found to be in compliance, (all, except Standards 2, 7 and 14). The section demonstrates the ways in which Herkimer has continued to address and improve these areas. It describes the revitalization of the College's retention strategies under the purview of the Provost. Also, continual improvement of educational offerings such as imbedding information literacy through knowledge management in course work and updating curriculum maps to ensure alignment with targeted Institutional Learning Outcomes (ILO's). This is in response to MSCHE's proposal that the College embed information literacy as a core competency across disciplines. The first assessment of one of the College's ILO's was for "Knowledge Management," which refers to students demonstrating competency with information literacy. This assessment took place in the 2011-2012 academic year and indicated that 81% of Herkimer students met the targeted outcomes for the ILO.

Section Three of the report describes major challenges and opportunities the College will face over the next five years. It frames them primarily in terms of the "Quality Team" initiative the College pursued in order to foster a culture of quality on its campus. This initiative addressed areas of operations that were identified as priorities for improvement, including some systems that were established as a result of the last Commission action. A key example of this is the set of recommendations developed in regard to the College's strategic planning processes, which were designed to reinvigorate those processes and reestablish the Strategic Plan as a vital, "living" document that informs all operational and resource allocation decision making at the College. Over five years of implementing, monitoring, and evaluating the Strategic Plan, Herkimer has become familiar with the challenging aspects of that system and is pursuing a strategy for improving both its efficiency and its effectiveness. Other challenges and opportunities addressed in this section include the potential for new achievements represented by the advent of a new president at the College, the complexities of developing a formal Facilities Master Plan during a period of financial constraints, and the hurdles involved in reorganizing and reenergizing the College's enrollment management and retention efforts.

Section Four takes a deeper look at enrollment through projections of past and anticipated trends, considers policies and practices that impact these numbers, and presents corresponding financial data. This section provides a comprehensive consideration of the College's finances, examining multiyear trends in such areas as state aid, sponsor share, tuition increases, and expendable net assets. The College's financial vitality is directly linked to the strength of its enrollment numbers. This section presents detailed data sets that illustrate the status of this connection over the past few years, and projects how that relationship may look moving forward.

Section Five outlines the College's assessments relating to Standard 7, Institutional Effectiveness, and Standard 14, Student Learning Outcomes. In response to the last Commission action, Herkimer developed a multi-level structure for assessing learning outcomes, starting with specific, individual learning activities and continuing through increasingly comprehensive levels: course, program, and institutional. A detailed description of each stage of this assessment progression is provided and includes examples of assessment tools employed by all departments in this process, such as a sample program map that illustrates the alignment of the courses in the Digital Filmmaking program with the goals identified for that program. The theoretical and practical cohesiveness of the Institutional Effectiveness model and the newly adopted Integrated Sustainability Planning model engages the faculty and staff, and provides the system with stability in times of institutional change.

The final section of this report brings the examination of the College's institutional effectiveness efforts full circle by linking institutional planning, particularly the Strategic Plan, with budgeting processes. An institution's processes for resource allocation planning and decision-making must be aligned with the institution's mission, values, and goals, and they must be based on evidence in the form of data derived from targeted assessment practices. Section VI describes the progress Herkimer has made in developing its budget process that will be more collaborative, transparent and clearly aligned with outcomes. Additionally, the new planning model as presented in Section V is further applied in Section VI.

All sections of the following report are supported by appendices and links further illustrating and developing the ideas presented herein. The report attests to Herkimer College's ability to face challenges and turn them to opportunities for improvement.

Section II. Summary of Institution's Response to Recommendations from the Previous Evaluation and to Commission Actions

Standard 1: Mission and Goals

➤ **Suggestion: Revisit the mission statement as part of the new strategic planning process.**

The current mission statement of the College has been driving institutional planning, programming, and processes since 2010. In Appendix FF of the 2010 Monitoring Report (Carroll, Sargent, & Snyder, 2010), we outlined the inclusive process by which Herkimer College developed a new mission statement as part of the activities involved with drafting a new strategic plan. The President of the College worked with members of the Strategic Planning Committee and senior faculty to create a draft mission statement that was then vetted through the full Strategic Planning Committee. A final draft of the statement was presented to the campus community at a meeting in the spring of 2010, which was also open to the public. A survey was conducted following this meeting with all College constituents that demonstrated 95% approval of the new mission statement. It received final approval from the College's Board of Trustees in June 2010. While the mission statement itself has not been formally reevaluated or revised, it continues to provide a strong foundational reference for the annual monitoring, evaluation, and revision of the College's strategic plan, to ensure the plan continues to serve the institutional mission. The timeless nature of the mission statement provides long-term guidance for strategic planning. As the College receives its fourth President this June, we look forward to her leadership and vision for the future of the College.

At this time, the Mission Statement (Herkimer County Community College, n.d.) is closely tied to our core values, providing guidance and stability for strategic and operational planning across the campus.

Mission

The mission of Herkimer 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.

Standard 3: Planning, Resource Allocation, and Institutional Renewal

➤ **Suggestion: Examine alternatives to the College's self-funded insurance program to help reduce significant costs, particularly in costs related to post-retirement benefits.**

The College's 2010 response to this suggestion stated that an insurance broker had been retained in the spring of that year to provide alternative insurance plans and related cost

estimates for the College to consider. This information was included in negotiations with the College's Professional Association (bargaining unit for full-time faculty members) at that time, but no changes were agreed on as a result of those discussions. Negotiations in 2012 also resulted in no changes to the self-funded insurance program. Since both of the collective bargaining agreements on campus (with the Professional Association and the County CSEA unit) expired in 2014, health insurance is a topic being covered in negotiations again this year. The College still has a self-funded health insurance plan, cost fluctuations are still a factor, and post-retirement costs remain high.

➤ **Recommendation: Upon completion of the new Strategic Plan, Herkimer College should develop an updated Facilities Master Plan to support campus physical development for the next 10-year planning horizon.**

The College's 2010 response to this recommendation stated that "Details directly or indirectly related to the development of an updated Master Plan are covered in the new Strategic Plan, which outlines strategies for identifying priority areas for the physical upgrade of the campus and for identifying resource allocation priorities in support of capital projects." The original 2010 version of the College's Strategic Plan ([Appendix HH](#)) targeted the end of the 2010-2011 academic year for having a new Master Plan completed. The College had already developed a priority list of needed upgrades and repairs to existing facilities and infrastructure, and a set of targeted new construction projects. Since their primacy had already been established, it was decided that rather than make the significant investment that the development of a new formal Facilities Master Plan would require, a better immediate use of those funds would be to address the items on the priority list.

In the 2014-2015 academic year a number of "Quality Teams" were assembled that consisted of representatives from across functional areas of the College to analyze five critical areas of College operations. One of these teams was charged with gathering information, soliciting campus input, and developing recommendations for the development of College facilities. This team's mission was twofold: in the short term it was to create a document to address the best possible use, management and maintenance of the College's current facilities "for the purpose of achieving the institution's mission to serve our learners and the local and regional communities." In the long term, it was to create a ten-year plan to "design, implement, and construct a sustainable, accessible, and cost-effective campus for our students, staff, faculty and our community." The report created by this Quality Team defines a process and a timeline for developing a new ten year Facilities Master Plan for the College. The report and its recommendations will be brought to the College's Executive Council for consideration and further action. The report, along with the reports of the other quality teams, will also be posted on the College's internal web portal where faculty and staff can access it.

Standard 4: Leadership and Governance

➤ **Suggestion: Establish periodic systematic assessment of the effectiveness of the Board of Trustees meeting its stated objectives.**

The College’s Board of Trustees continues to conduct an annual self-assessment each spring. The results are shared with the President of the College and the President’s Executive Council. The trustees review the results of their self-assessment at their annual spring workshop. The categories within which the trustees evaluate themselves correspond roughly to the “Responsibilities of the Board of Trustees” that are outlined in the Board of Trustees Policy Manual:

Self-Assessment Categories	BOT Responsibilities
<input type="checkbox"/> Policy	<input type="checkbox"/> Policy Making
<input type="checkbox"/> Community Relations	<input type="checkbox"/> College Relations
<input type="checkbox"/> Board Relations/Leadership	<input type="checkbox"/> Human Resources and Organizational Administration
<input type="checkbox"/> Planning	<input type="checkbox"/> Financial Administration
<input type="checkbox"/> Meetings	<input type="checkbox"/> Program and Curriculum Administration
	<input type="checkbox"/> Facilities
	<input type="checkbox"/> Student Affairs

Exhibit 1: Responsibilities of the Board of Trustees. Source: Board of Trustees Policy Manual.

As was reported in the College’s 2010 response to this suggestion, the Board of Trustees continues to maintain the four subcommittees it established for itself in the 2009-2010 academic year. These subcommittees were created in an effort to make regularly scheduled meetings more focused and effective. Those subcommittees are: the Executive Committee (consisting of the Board officers); the Personnel Committee; the Finance, Facilities and Audit Committee; and the Nominating Committee.

➤ **Suggestion: Restructure committees to prevent overlap of functions and provide oversight to encourage accountability.**

The College’s 2010 response to this suggestion referred to a process for updating the structure for standing campus committees that was conducted in 2009. The process involved the following components:

- Committee memberships were revised by the Executive Council according to the functional areas of the campus that needed representation.
- Employees were invited to identify changes they would be interested in making to their committee assignments. During revision of the committee memberships, employees’ preferences were honored whenever possible.
- Each committee developed updated mission and charge statements that were vetted through the Executive Committee prior to approval by the President; this helped eliminate overlap of functions between committees.
- Committees’ reporting assignments (i.e. which member of the senior administration each committee reported to) were also reviewed and

updated in the Executive Council as a further measure to help avoid duplication of functions among committees.

A similar review is being prepared for implementation during the spring semester of the 2015-2016 academic year. This review was discussed and approved by the Executive Council with the idea being that it would reintroduce a discontinued college practice of providing faculty and staff with a biennial opportunity to request changes to their committee assignments. This will put committee structure review on a regular schedule with more frequent assessments, which will help prevent functional overlaps and ensure that oversight for the committees is kept similarly up-to-date and effective.

Standard 5: Administration

➤ **Suggestion: Maintain accurate job descriptions that reflect current roles.**

The points that the College provided in 2010 in response to this suggestion are still true: the College does maintain accurate job descriptions that reflect current roles. The College continues to maintain a five-year rotational schedule for reviewing and updating job descriptions. Also, when an employee terminates his/her employment at the College, or if the College terminates their employment, the Human Resources Office works with the supervisor for the position in question to make necessary changes/updates to that job description. In regard to civil service positions at the college, the Human Resources Office must adhere to county civil service job descriptions for civil service classified employees.

➤ **Suggestion: Conduct periodic assessment of the effectiveness of the administrative structure.**

In its 2010 response to this suggestion, the College referred to the organizational chart that is maintained and posted electronically so it would be accessible to all employees. This chart shows the administrative structure for all functional areas of the College. Responsibility for keeping the College's organizational chart up to date and posted has recently been transferred from the President's Office to the Human Resources office. Additionally, the College conducts a Faculty/Staff Opinion Survey that includes a section for faculty and staff to evaluate "Board and Executive Level Leadership." According to the College's Institutional Research operations manual, the Faculty/Staff Opinion Survey is conducted every three to five years. It was last completed in 2012 and so will be due again in the next year or two. The College will participate in the Community College Survey of Student Engagement (CCSSE) in 2015, so the next Faculty/Staff Opinion Survey will most likely be conducted in the 2016-2017 academic year.

➤ **Suggestion: Increase professional development activities on campus and provide opportunities for exposure to new ideas, trends, technologies, and exchanges with other professional colleagues.**

The College's 2010 response to this suggestion referred to a summary of different offices and groups on campus that provide professional development opportunities to faculty and staff. In addition to the Staff Development Committee that the 2010 summary listed, a

Faculty Development Committee that reports to the President of the College's Academic Senate was created in 2012. The Committee identifies areas of needed training for faculty, and organizes professional development events to address those needs. Faculty members are surveyed to collect their input on topics and activities they would like to have covered in support of their professional development. Activities include guest speakers as well as interactive trainings and field trips. Programming is provided by both outside presenters and internal faculty members. The committee also occasionally writes grant applications to help support professional development programming.

In addition to miscellaneous professional development programming organized throughout the academic year, which is open to all College employees, the Faculty Development Committee organizes two Professional Development Days, one each semester, plus a half-day program in the fall semester just prior to the Thanksgiving break that are mandatory for all full-time faculty members to attend. Recent programming topics have included: how to de-escalate unwanted behaviors in the classroom; an information session on gang culture and activity in our region of the state; mental health issues in the classroom; universal design in the classroom; and gender equity ([Appendix – DD](#)).

Additionally, the College continues to make grants available annually to help support individual employees' professional development efforts. Funding for these Faculty/Staff Development Grants comes from the College Foundation (the Herkimer County College Foundation). In the 2014-2015 academic year the College awarded \$3,900 in Faculty/Staff Development Grants. This is a 60% increase in the amount of funds awarded to faculty and staff of the College since the 2011-2012 academic year.

Standard 8: Student Admissions and Retention

- **Recommendation: We concur with the recommendation contained in the Self-Study that the College should develop and implement a new Enrollment Management Plan and a comprehensive Retention Plan.**

The College's 2010 response to this recommendation referred to the Marketing and Recruitment Committee which is responsible for coordinating a campus-wide Enrollment Management Plan. This included monitoring the implementation and results of the plan, and acting in an advisory capacity for the College president and senior administration in regard to planning and execution of the College's marketing and recruitment strategies. The Marketing and Recruitment Committee was chaired by the Associate Dean for Enrollment Management. The Associate Dean resigned in the fall 2013 semester and the position was not filled.

As a result, the Marketing and Recruitment Committee became inactive, and its role coordinating the College's Enrollment Management Plan was left unfilled. That Enrollment Management Plan was created for the period 2009-2014. It is now in the

process of being reviewed and updated for the next 5-year period as part of a “Quality Team” initiative that was begun at the start of the 2014-2015 academic year. These Quality Teams were established to review five key areas of College operations and develop recommendations for actions in each of those areas. The Quality Team reviewing the College’s Enrollment Management Plan had a dual focus on recruitment and retention. The Team’s mission was to develop a new three-to-five-year Enrollment Management Plan that would be approved and in place for the start of the 2015-2016 academic year.

In addition to this initiative, at the start of the 2014-2015 academic year, the management of cross-campus retention initiatives was moved under the purview of the Provost and a standing campus committee to focus on retention efforts was reestablished. This Retention Committee is chaired by the Director of the College’s Academic Support Center. With guidance from the Provost, the committee establishes an annual charge for itself. In 2014-2015 that charge was to create a catalog of campus retention efforts. This will include a description of each effort, its target audience, and the most recent assessment data for the effort. This also includes recommendations for internal communications about current/new retention initiatives, ideas and information that can help improve customer service, and general data regarding retention.

Currently, the Associate Dean of Academic Affairs (retired) is appointed to oversee the Admissions Department, concentrating on recruitment. Since enrollment challenges are of primary concern, extra efforts are being made to reconfigure assignments for Admissions personnel to optimize productivity and yield greater return on recruitment efforts, both locally and internationally.

➤ **Recommendation: The college should continue to seek methods to collect, analyze and use data and direct outcomes assessment measures to inform enrollment management and marketing plans, initiatives and activities.**

The College’s 2010 response to this recommendation stated, “The Office of Enrollment Management continually gathers data that is analyzed and used in various initiatives and activities at the college,” and referred to an appendix listing enrollment management initiatives and corresponding analysis of outcomes data for the 2009-2010 academic year. The College no longer has an Office of Enrollment Management. As was mentioned above, the Associate Dean for Enrollment Management resigned in the fall 2013 semester and that position was not filled.

At the start of the 2014-2015 academic year the College hired a new Assistant Dean of Academic Affairs for Assessment and Institutional Effectiveness. Together with the Director of Institutional Research, the Assistant Dean of Academic Affairs for Assessment and Institutional Effectiveness developed an office that will focus on collecting and analyzing outcomes data across all functional areas of the College and using it to inform decision making for institutional improvement. A Research Assistant position was established to support the work of this newly created office.

During the 2013-2014 academic year, a newly formed committee led by the Director of Institutional Research was created. They were tasked to develop and maintain a Survey Catalog, to review of all the surveys the College currently implements, to identify areas of overlap, review clarity of questions, and to analyze the type of information trying to be collected.

The Director of Institutional Research, along with the Dean of Student Services worked to develop a survey to reach out to students in good academic standing that chose to not complete their degree programs at the College. The Dean of Student Services also worked on developing a phone script to reach out to students that did not respond to the survey. This was used as a way to collect data on what factors contributed to their decision. These efforts will inform enrollment management planning and initiatives.

Standard 9: Student Support Services

- **Suggestion: The College may want to explore ways to encourage more student participation in all aspects of college planning and assessment. The College may also want to consider how they can more frequently and consistently solicit student feedback on a wide variety of services and programs.**

The College continues to place a priority on including students in shared governance work, special projects, and planning initiatives. Some examples include: having a representative from the Student Government Association on the search committee for a new College president during the fall 2014 semester; recruiting a student representative to serve in a permanent slot on the newly established Retention Committee; and soliciting student input during the planning phase of the renovations that were made to the College's dining and food service facilities in 2013.

The previous President of the College recruited students to participate in a series of all-campus meetings that she referred to as "Conversations on Data." The aim of this series was to review and discuss assessment outcomes. The feedback from the campus community generated by these meetings was used by College leadership to inform administrative decision making.

The College's rebranding process (2012-2013) also included student representation, particularly during focus group sessions regarding applications for mobile devices to provide access to the College's redesigned website.

The President of the Student Government Association continues to serve on the College's Board of Trustees as the Student Trustee.

The report from the 2014-2015 Quality Team that convened to review strategic planning at the College, included the recommendation that a student representative, either from the Student Government Association or from among the College's Student Ambassadors, be added to the revised membership for the Strategic Planning Committee.

A student representative is included in the Perkins Title IV Grant Local Advisory Council. This council is made up of community leaders and Herkimer College Perkins' grant administrative team. It meets twice a year to discuss the local needs for the community as they pertain to the College's Career and Technical Education (CTE) programs. The student, who must be in a CTE program, provides feedback on their experience at Herkimer College and provides recommendations based on their experiences.

➤ **Suggestion: The College may want to consider expanding student development based on programming in the residence halls and continue to explore the development of living-learning environments.**

The development of living-learning environments within the campus residence halls was discontinued due to the inability to partner with academic programs, as that is the essential element of the program. However, as an alternative, efforts are now being directed toward the development of specific themed floors or halls (e.g., substance free, 24 hour quiet, community service, eco-friendly, etc.).

Within the past year, the Office of Residence life worked with Student Activities to sponsor Residence Life Late Night Programming on Friday and Saturday nights from 8pm – 10pm in the College Center. This programming was planned and implemented by the Resident Assistant (RA) staff as a supplement to programming that was sponsored by the Office of Student Leadership and Involvement.

Additionally, the Office of Residence Life created an Academic Success Center in the basement of the Housing & Residence Life office, which offered tutoring in specific subjects, as well as a space for quiet and group study. The Academic Success Center was open from 7pm – 1am, Monday – Sunday.

➤ **Recommendation: Student services units should build on and expand current assessment efforts to include direct outcomes assessment measurements tied to the Institution's Mission and Goals.**

Annual assessment plans that address the College's mission and goals continue to be developed, implemented, and reported on in all Student Services units. In the 2014-2015 academic year the Assistant Dean of Academic Affairs for Assessment and Institutional Effectiveness introduced a redesigned and simplified unit assessment plan document (renamed "Operational Plan") as part of an effort to simplify the process of planning and reporting on assessments for Student Services and other non-instructional units. ([Appendix – A](#))

The former Assessment Coordinator also began re-establishing a collaborative Assessment Day that includes non-instructional unit assessment as well as academic assessment. This was begun in 2009 and continued through 2012, then re-established in the 2013-2014 academic year.

This process involves establishing a stronger and clearer connection between non-instructional units and the College's Institutional Learning Outcomes (ILOs). Streamlining of non-instructional unit assessment process was also helped by the discontinuation of the web-based strategic plan reporting system in which non-instructional units were required to enter information about their activities. This was not an efficient system as the information entered was largely anecdotal and was not based on any measurable performance outcomes. As a result of discontinuing the use of this system, Student Services units are able to focus on their measurable targeted outcomes that they have linked with the College's mission, strategic goals, and ILOs. ([Appendix - A](#))

Standard 10: Faculty

➤ **Suggestion: Herkimer College should continue to make increased diversity of the faculty a priority when recruiting.**

The College continues to place a priority on increasing the diversity of our faculty. Challenges that impact this process include the rural location and prevailing socioeconomic character of the area the College is located in, which do not present incentives that could entice minority candidates to move here. Also, recent downward enrollment trends and their subsequent effects on the budget have curtailed the hiring of new full-time faculty members in general. The Human Resources Office tracks the applicant pool for every job opening using an Affirmative Action Survey (an anonymous survey that goes out to every applicant) that was developed by the current Director of Human Resources, to monitor/measure the diversity of the applicants we get.

Two of the most recent full-time faculty hires are women recruited into non-traditional majors for their gender.

- 2012: Assistant Professor- Science/Technology /Engineering/Mathematics (STEM)
- 2014: Criminal Justice/Cybersecurity Assistant Professor

➤ **Suggestion: Herkimer College should implement a strategy to make faculty accomplishments more visible to the campus community and to the local community.**

Faculty achievements, awards, promotions, publications, community involvement, projects and other successful initiatives are regularly promoted and brought to the attention of the larger community via the College website, employee newsletter, social media outlets, and the semiannual "Connections" alumni magazine. Weekly "Herkimer in the News" emails to faculty and staff provide the same promotion and awareness of faculty accomplishments for the campus community. In 2011, the College worked collaboratively with the local newspaper, the Herkimer *Telegram*, to run a series of faculty profiles. Press releases announcing faculty achievements are submitted to a broad range of regional news media whenever such stories become available, and media

representatives are also invited to cover events and ceremonies on campus recognizing faculty members for their accomplishments. The Provost also provides the College's Board of Trustees with regular reports on faculty accomplishments.

Standard 11: Educational Offerings

- **Suggestion: The team reaffirms the College's efforts to study and pursue college-wide training in information literacy and embed this core competency in coursework across disciplines.**

The College's 2010 response to this suggestion was the development of its Institutional Learning Outcomes (ILOs), one of which was "Knowledge Management". The Knowledge Management competency refers directly to students being able to demonstrate a sufficient level of information literacy. Faculty identified courses from every discipline that aligned with the ILO competencies. Knowledge Management is imbedded in those courses identified in a master list available in the Assessment Handbook ([Appendix P](#)). ILO alignment appears in every curriculum map. The first ILO assessment of Knowledge Management occurred in 2011-2012 and resulted in 81% of our students meeting this standard.

The College's 2010 response referred to the piloting of an information literacy component in first-year seminar (FYS) courses. At this time, all sections of FYS include a broader library services component that covers information literacy. On-campus sections of FYS have this component conducted by the Director of Library Services or the Public Services Librarian. Online sections also include a module on Library Services that covers information literacy.

Standard 12: General Education

- **Suggestion: As the College reviews its Mission and Goal Statements, it should consider whether the current language can be strengthened to include references to core knowledge and skills (SUNY General Education).**

The College recognizes the need for continual training and professional development for all College constituents regarding their role in fostering student success. In-house workshops and training sessions are offered for groups and individuals at which time use of the current language is defined, reinforced and encouraged to strengthen inclusion of references to the core knowledge and skills in all operational and initiative planning and assessment. These sessions include: professional development, Assessment Days, professional consultation, brown bag lunch workshops, and private meetings.

In the 2013-2014 academic year the College initiated a revised assessment process for non-instructional units which required these units to develop mission statements as well as goals. Some units already had mission statements, in which case this was an opportunity for them to review and update those statements. Unit leaders are continually encouraged to use language that refers to student success in their mission and goal

statements, which are two of the main elements of their annual “Unit/Department Operational Plan.” We define student success in terms of meeting the student learning outcomes (SLOs) we have identified internally, as well as in terms of core knowledge and skills identified by Herkimer College’s ILOs as well as SUNY’s General Education learning outcomes.

➤ **Suggestion: Include student learning goals for the College’s General Education program in the College Catalog or some other publication available to students.**

All General Education Outcomes added to course outlines and syllabi in Spring 2012 and going forward were published to Herkimer College’s website and has since been published to MyHerkimer, the College’s portal. These outlines are available to all College constituents.

As part of the College’s rebranding process in 2013, the College’s website was redesigned. The link for bringing students to a list of SUNY-approved General Education courses is still available and connects users via the College’s online catalog. The College’s Assessment Committee agreed, as per SUNY GER, that its separate GEAR Group would be dissolved in favor of simply having the committee handle the General Education assessment process, the consensus being that this would be a more efficient approach.

➤ **Suggestion: Publicize and celebrate assessment results.**

The College continues to publicize and celebrate assessment results at Assessment Day activities that occur at the beginning of each semester. Academic Assessments are input by faculty at the end of each semester. Assessment data is collected in our ANGEL LMS system. The Internet Academy office compiles that data for distribution at Assessment Day where faculty review and compare results of like courses. The Faculty are grouped according to academic discipline so they may exchange ideas regarding course, program, and institutional student learning outcomes.

The “Kiss My Assessment” campaign initiated by the Assessment and Institutional Effectiveness Office and the Assessment Committee in 2011 has remained a common thread in celebrating assessment on campus. The “Kiss My Assessment” awards provide lighthearted recognition for those who have contributed to the improvement of assessment practices and processes, the improvement of teaching and learning on campus, or the development of innovative and successful new approaches to assessment. The awards are inexpensive candy dishes with chocolate “Kisses” that adorn many office desks on campus, but they serve to remind faculty and staff that we are a campus that embraces the value of assessment, student success, and the people who support continual improvement at the College through targeted outcomes and assessment practices.

Also, a location has been established on the College’s web portal for posting the results of both external and internal surveys that assess the College, so that data is accessible for faculty and staff. Additionally, General Education coursework assessment outcomes are published in the Annual Institutional Effectiveness Report Card as one of the measures of student success at Herkimer.

Most recently, campus collaborative planning was celebrated during a Poster Day Event. Participants were given small trinkets to acknowledge their participation and dedication to the campus community. Their work outcomes were publicly displayed and the event was open to the entire campus.

➤ **Recommendation: Document and track recommendations from the assessment of General Education coursework.**

In 2013-2014, the Technical Assistant in the Internet Academy created a drop down menu in a Microsoft Access form to be used in a submission process for all Course Assessments. The Gen Ed menu was designed for faculty to efficiently align outcomes with assessment figures without doing separate paper Gen Ed assessments as was previously done. However, the tabulation process proved to be laborious and the spreadsheet was unmanageable. We were able to produce results, but found that the amount of time spent on creating useful data was not an effective use of time. For the 2014-2015 academic year, we reverted back to the paper Gen Ed assessment process. The College and the Assessment Committee are exploring other reporting tools options for the documenting and tracking of Gen Ed assessment data.

➤ **Recommendation: Document and track activities that result from addressing these recommendations.**

Once Gen Ed results are given to faculty, they meet in their Gen Ed faculty groups discussing the results and possible actions they may take. A response document from their conversations summarizes their discussions. As a follow up, the faculty in the Gen Ed discipline groups are to complete an electronic survey housed in ANGEL the following year to document the changes they have made to their courses for improving teaching and learning based on Gen Ed outcomes.

➤ **Recommendation: Provide evidence of improvements realized by documenting curricular improvements resulting from these activities.**

As was reported in our responses from 2010, outcomes from General Education coursework assessments continue to be shared with faculty and staff at each Assessment Day as part of “follow-through” sessions (formerly referred to as “closing the loop”). At that time, faculty in common academic discipline areas are provided with outcome trends in their courses. These faculty members engage in collegial discussions of these outcomes and develop written conclusions and recommendations for adjustments to their coursework that are meant to address the outcomes trends. Their recommendations are recorded on the ANGEL system. One year after this they receive an email from the Assistant Dean of Academic Affairs for Institutional Effectiveness and Assessment, reminding them to go into the ANGEL system, review their recommendations from a year ago, and complete a survey that is managed in the ANGEL system by the College’s Internet Academy. This survey asks them to report what activities they initiated in their courses in response to the General Education assessment outcomes,

and what the results of those changes to their coursework were. The faculty members complete the survey independently.

Feedback from faculty members had indicated that the reporting mechanisms for General Education assessment that the College had in place were not easy to follow. In response to this feedback, the College's Academic Assessment Committee created a subgroup, which addresses General Education review. This subcommittee is working on simplifying the reporting process, in order to make those reporting mechanisms more meaningful and useful. Curricular improvements are documented on the Program Learning Outcomes form and through the academic program review process.

Gen Ed assessments in Math were producing poor outcomes to a point where the Assessment Committee questioned the methodology for how these assessments were completed. The Math faculty collaborated and devised a new system to calculate the Gen Ed assessment results in their area. ([Math Narrative](#))

Standard 13: Related Educational Activities

➤ **Suggestion: Document and compare student retention and achievement in online and on-campus sections of the same course.**

The Internet Academy continues to analyze data after each semester comparing online and on-campus sections of the same courses as part of their normal operations. The sample size has increased, so the accuracy of data has also increased, and no significant difference in the rates has been seen. This data drives the development of training programs for instructors (online, and on-campus) that is provided through the Internet Academy in the Teaching & Learning Collaborative (TLC) facility that the Internet Academy operates. Examples of programming that were developed based on online/on-campus course sections analyses include an increase in training focused on motivating students, helping them stay the course, and be more interactive with their instructors and their course material. All such data from 1999 and on is included in the Internet Academy's annual report ([Appendix - B](#)).

➤ **Suggestion: Consider revising the on-campus evaluation form to be more relevant to online instruction.**

The Student Opinion Survey has been revised to include new questions that are more specific to students' experiences with online instruction. Many faculty members still use culminating surveys for their online courses as part of the process of continuous improvement.

The Internet Academy posts the Student Opinion Survey for all courses. Faculty have the option of removing the survey link from their course and may use their own culminating survey. Results are shared with faculty on a semester basis. ([Appendix - C](#))

- **Suggestion: Consider expanding options for online tutoring.**
The College's Academic Support Center has piloted real time Skype tutoring for math students and has also begun working with a national online tutoring service. The Internet Academy has noted that access to appropriate technology in rural areas may be a concern for these initiatives as satellite internet is not sophisticated enough for successfully making use of this resource.

- **Suggestion: Continue to enhance online instruction to ensure best practices in online course design.**
In the 2013-2014 academic year, the Internet Academy instituted a Course Quality Self-Review process using a higher education modification of the rubric adopted by iNACOL - the International Association for K-12 Online Learning ([Appendix-D](#)). This self-review was completed by all full-time and adjunct instructors of online courses. Follow-up meetings were held with selected instructors which resulted in pedagogy-driven course design revisions. As a result of Herkimer College's participation in the Open SUNY+ Wave II high-needs program initiative, two degree programs – AAS, Paralegal and AS, Quality Assurance (Business and Science tracks available)– have been modified to include additional student support benefits and curricular modifications designed to enhance student success and completion rates. Additionally, as Herkimer College prepares to migrate from the ANGEL Learning Management System to an alternative LMS, additional funding has been requested for an extensive course refresh effort to facilitate course content and pedagogy revisions, inclusion of credited experiential opportunities, adaptation of Open Educational Resources, and implementation of innovative technology in our online courses. The Teaching and Learning Collaborative (TLC) – an initiative of the Internet Academy - operates an extensive array of professional development opportunities designed to enhance the quality and impact of our online courses and programs. These include “just in time” trainings, which are targeted drop-in sessions with posted times and topics that are designed to encourage instructors to try new practices in their online courses. Training offered at the TLC not only covers online pedagogy but has been expanded to also include guidance in setting up course objectives and student learning outcomes, making it convenient for collecting and submitting assessment data. The TLC has also opened up its training space to other departments to use for other types of trainings beyond just the teaching and technology focus, such as Banner training, IT protocols, and Library staff/student services professional development.

- **Suggestion: Provide students with more specific information regarding the requirements for hybrid courses.**
The number of hybrid courses the College offers has been reduced as they turned out to not be as convenient for community college students as was originally expected. Over the past five years the Internet Academy has been working to develop greater awareness among faculty in regard to what students and instructors need to know and be prepared for when they take hybrid/blended courses. These efforts are informed in part by ongoing

discussions with the College's Advisement Center. They place a strong emphasis on making expectations absolutely clear on the first day of hybrid courses.

➤ **Suggestion: Consider using the same placement instrument for online students and on-campus students.**

The SUNY-supported *Accuplacer* instrument is used only for on-campus students, since it requires a proctor, and is processed by the Academic Support Center (ASC) and the Advisement Center. While the College considered using the placement tool for both online and on-campus students, the Internet Academy (IA) and the Provost do not want to discourage students from applying to Herkimer by then telling them they have to “go find a proctor” for the placement test.

Therefore, since 2012, the College is using a “homegrown” placement test for online students for English and math. The online version for placement is a joint venture between the Math faculty who created the test and the IA. The test's content is determined by the faculty, while the Internet Academy attends to delivery and process for students to take the test. Currently, a system is set up between IA and the ASC that gives the student's writing sample to the ASC Specialist to read. The math instructor who was instrumental in creating the math placement tool, corrects the online Math test. The Internet Academy is in the process of reviewing and updating the math placement test, since it has been in use since 2005.

The College is also exploring new virtual proctoring tools and services that offer a variety of advantages for different areas of the college, as the need for such software and/or service is increasingly more apparent in several offices on campus.

➤ **Recommendation: Routinely assess the effectiveness of Community Education, Internet Academy, and College Now programs and evaluate the impact they have on the College's resources.**

Management by Objectives has been in place at the College since around 2000 and is used to establish a set of approximately ten performance measures for all three of these areas (Internet Academy, College Now, and Community Education). These performance measures are used to set unit goals and evaluate impact in these areas. Performance outcomes are reported in annual reports and assessment summaries for these units. As a result of these procedures, the College Now program was fully reaccredited in the fall of 2013 by NACEP. This is a year-long process, and the reaccreditation is for a term of seven academic years. College Now data has also been published as a representative example of Institutional Effectiveness in the College's IE Report Card ([Appendix-E](#)).

A Community Education evaluation form ([Appendix - F](#)) is given to every student during the final class in each course. The instructor reviews and gives the completed evaluations back to the Community Education office. The Community Education department reviews the evaluation and decides if a change needs to be made, then works with the instructor to do so. Evaluations are filed with other information from that class such as the class roster.

The Internet Academy routinely assesses its effectiveness ([Appendix - B](#)), most recently with a modified version of the Quality Matters Rubric in 2014; faculty took the results, discussed and made suggestions for improvements to all components of courses and delivery, including 508 compliance issues and individual course content changes. These suggestions and modifications will be re-visited in an annual review meeting. This will be the last time the Quality Matters Rubric is used, as the Open SUNY COTE Quality Review (OSCQR) assessment rubric is being phased in.

The following charts indicate the impact the Internet Academy, College Now and Community Education have on the College resources:

Internet Academy Financial Analysis				
		<u>FY 2012</u>	<u>FY 2013</u>	<u>FY 2014</u>
<u>Direct Revenues:</u>				
	Tuition:			
	Full Time	1,577,070	1,592,500	1,615,680
	Part Time	1,408,551	1,525,941	1,498,206
	State Aid	1,634,364	1,794,198	1,886,011
	Est. Chargebacks	383,560	900,258	967,145
	Online Course Fees	<u>419,859</u>	<u>438,516</u>	<u>407,355</u>
		-	-	-
	Total Revenue	<u>\$ 5,423,404</u>	<u>\$ 6,251,413</u>	<u>\$ 6,374,397</u>
<u>Direct Expenditures:</u>				
	Teaching Faculty - Full Time	675,000	690,000	705,000
	Adjunct and Extra Service Teaching	661,234	667,720	675,238
	Course Development Stipends	19,263	21,272	18,760
	Teaching Incentives	93,600	92,400	96,600
	Full Time Support Personnel	180,784	184,899	193,902
	Estimated Benefits	374,272	379,461	385,987
	Supplies, Computer Services, etc	<u>72,758</u>	<u>79,918</u>	<u>72,604</u>
		-	-	-
	Total Expenses	<u>\$ 2,076,911</u>	<u>\$ 2,115,670</u>	<u>\$ 2,148,091</u>
	Net Revenue / (Loss)	<u>\$ 3,346,493</u>	<u>\$ 4,135,743</u>	<u>\$ 4,226,306</u>

College Now Financial Analysis					
			<u>FY 2011-2012</u>	<u>FY 2012-2013</u>	<u>FY 2013-2014</u>
Direct Revenues					
	Tuition		227,470	214,935	217,214
	State Aid*		400,554	378,515	407,784
	Chargebacks		<u>10,707</u>	<u>19,925</u>	<u>24,219</u>
		Total Revenues	\$ 638,731	\$ 613,375	\$ 649,217
Direct Expenditures					
	Direct Support Full Time Personnel		56,631	59,265	34,473
	Faculty Liaisons		5,450	6,450	6,150
	Employee Benefits (estimated)		34,200	30,000	17,250
	Supplies, Marketing, Student Events and Travel		<u>7,317</u>	<u>3,971</u>	<u>9,096</u>
		Total Expenditures	\$ 103,598	\$ 99,686	\$ 66,969
		Net Revenue / (Loss)	\$ 535,133	\$ 513,689	\$ 582,248
	* State Aid revenue received in future year(s)				

Community Education Financial Analysis				
		<u>FY 2012</u>	<u>FY 2013</u>	<u>FY 2014</u>
<u>Direct Revenues:</u>				
	Health & Wellness	29,280.00	18,603.60	19,386.00
	Professional Development	14,188.00	7,553.00	8,153.00
	Special Events	-	700.00	-
	Other Non Credit Programs	7,932.00	14,598.75	11,863.40
	Company Programs	65,410.00	5,904.42	10,225.00
	Ed 2 Go	5,130.00	7,103.00	5,223.00
	Old Forge	-	-	-
	Facilities Rentals	<u>16,744.87</u>	<u>17,160.13</u>	<u>17,660.63</u>
	Total Direct Revenue	\$ 138,684.87	\$ 71,622.90	\$ 72,511.03
<u>Direct Expenditures:</u>				
	Health & Wellness	17,154.60	15,201.00	12,839.00
	Professional Development	8,259.65	5,383.55	7,229.55
	Special Events	-	680.55	575.00
	Other Open Programs	6,447.05	8,322.80	9,431.10
	Company Programs	24,367.39	4,920.35	8,583.44
	Ed 2 Go	3,910.00	2,984.50	4,075.00
	Old Forge	-	-	-
	Facilities Rentals	<u>2,196.24</u>	<u>2,825.70</u>	<u>3,422.51</u>
	Total Direct Expenses	\$ 62,334.93	\$ 40,318.45	\$ 46,155.60
	Net Profit / (Loss)	\$ 76,349.94	\$ 31,304.45	\$ 26,355.43
	Administrative Overhead	\$ 166,801.65	\$ 173,312.43	\$ 177,475.82
	Net Revenue / (Loss)	<u>\$ (90,451.71)</u>	<u>\$ (142,007.98)</u>	<u>\$ (151,120.39)</u>

Exhibit 2: Internet Academy Financial Analysis, Fiscal Years 2012-2014, College Now Financial Analysis, Fiscal Years 2012-2014 and Community Education Financial Analysis, Fiscal Years 2012-2014. Source: Office of the Controller.

Section III. Major Challenges and Opportunities

Background

At the start of the 2013-2014 academic year, Herkimer College convened an ad hoc committee to conduct research and collect data in regard to the different sections of the Periodic Review Report (PRR). This committee consisted of faculty and staff from across all functional areas of the campus. The committee was divided up into a number of subgroups, each of which was assigned one or more of the PRR sections to cover. Their research identified both challenges the College faces and opportunities deemed reasonable for the College to pursue. Based on this research and the committee's discussions, an initiative was developed for implementation in the 2014-2015 academic year that involved the work of a number of "Quality Teams" that were charged with looking at areas in which the College was not fulfilling some key tasks it had set for itself at the time of its last reaccreditation, in 2010.

The Quality Teams were asked to develop plans and sets of recommendations for addressing those areas of deficiency. Five Quality Teams were convened, one for each area that had been identified: academic planning, resource allocation planning, enrollment and retention management, facilities planning, and strategic planning. As was done the previous year with the ad hoc PRR committee, the memberships of the Quality Teams were comprised of faculty and staff from across all functional areas of the College. Although the topics on which the Quality Teams were focusing could be considered challenges, they also present us with excellent opportunities for addressing institutional-level concerns and making critical progress over the course of the next five years.

Academic Planning

The challenge presented by the need to develop an academic plan for the College relates most directly to Middle States Standard 2, "Planning, Resource Allocation, and Institutional Renewal," which reads in part: "At many institutions, effective institutional planning begins with the academic plan, which informs the other plans." (Middle States Commission on Higher Learning, 2011) The lack of a formal Academic Plan does not mean that academic planning is not happening in any capacity at the College. However, it is largely done in a piecemeal fashion without broader, cross-functional coordination. A range of functions and activities is being performed separately by different divisions and departments that all fall under the purview of Academic Affairs. There is limited coordination occurring at Academic Team meetings held by the Provost on a monthly basis. The various services and resources discussed at these meetings are informative in nature rather than collaborative toward a unified set of goals. The challenge therefore is to integrate all these functions and departments into a more cohesive, collaborative structure. To achieve this, the Quality Team began by referring back to the College's mission and vision statements and the set of core values that the College had identified for itself five years ago. In this way, the process of developing an Academic Plan provides the College with the opportunity to realign itself with its own mission, vision and values, and to work toward those principles and goals with a renewed purpose.

Moving forward, the process presents the College with the opportunity to establish a context for defining what "student success" means at Herkimer College. The Quality Team for academic

planning selected student success as the first of three critical academic values or priorities that the Academic Plan will serve, the other two being “program/service quality” and “faculty excellence.” The departments comprising academic affairs at the College include: Humanities and Social Sciences Division; Academic Support Center; Advisement Center; Business, Health, Science and Technology Division; Community Education; Library; Internet Academy; Teaching and Learning Collaborative; “College Now” (concurrent enrollment program); Adjunct Instruction; Assessment and Institutional Effectiveness; and Registrar ([Appendix - G](#)).

Allocation of Resources

The challenges involved in updating the College’s processes for resource allocation planning relate most directly with Middle States Standard 3, “Institutional Resources,” which states “The efficient and effective use of institutional resources requires sound financial planning linked to institutional goals and strategies.” (Middle States Commission on Higher Learning, 2011). The College’s Executive Council has given its approval for the formation of a Resource Allocation Committee and for the implementation of a pilot program in the 2015-2016 academic year. The Resource Allocation Committee would review and prioritize budget requests according to the extent to which they are based on assessment outcomes, and how well they are connected with targeted Student Learning Outcomes. This process would also help establish effective communications with the campus community in regard to budget decisions and contribute to the overall transparency of budget development procedures. Although some very positive adjustments to the budget process have been made in recent years, such as connecting departments’ budget requests to goals and objectives outlined in the College’s strategic plan, and requiring that budget requests for substantive new items include justification based on departments’ assessment plans and outcomes, the budget process continues to be rather insular, with communication and decision making being relegated to a small committee comprised of a few members of the College’s senior administration: the President, Controller, HR Director, Provost and Dean of Students.

There are no mechanisms in place for either sharing information on budget process decision making with the campus community, or for soliciting input on that process from the campus community. Also, the budget process lacks a clear framework for connecting with academic assessment targets and outcomes at the institutional level (Institutional Learning Outcomes – ILOs, and Student Learning Outcomes – SLOs), which should inform all resource allocation planning at the College.

To begin the work of addressing these challenges, the Quality Team that was convened to look at Resource Allocation chose as its mission: “To create a process whereby college constituents have the opportunity to align resource allocation with Student Learning Outcomes” and established two goals for its work:

- To ensure the College’s budget planning process supports student success.
- To ensure that the budget planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

The team proposed the creation of the Resource Allocation Committee described above, which would be comprised of representation from the following areas of college operations: instruction

(academic divisions), academic support services, student services, facilities operations, and “general administration.” The committee would represent the broader campus community and act as an initial line of review for budget requests, prior to their being forwarded to the Budget Committee for final processing. The role of the Resource Allocations Committee would be to prioritize budget requests using an [alignment rubric](#). The rubric aligns the strategic plan, department operation plan and ILOs. The Resource Allocation Committee will also rank budget requests based on how well they connect with Program Learning Outcomes (PLOs), academic program reviews, and health, safety or regulatory requirements. The recommended process and timeline includes feedback on budget requests that were denied, so the budget managers who submitted those requests will receive communication regarding why their requests were not approved. In April 2016, after completion of the pilot program, the Resource Allocation Committee will assess how the process worked and develop recommendations for moving forward. ([Appendix – H](#))

[Enrollment Management and Marketing](#)

The challenge of raising and maintaining the College’s enrollment and retention rates relates most directly to Middle States Standard 8, “Student Admissions and Retention,” These issues also relate in the retention context to Standard 9, “Student Support Services,” in that the College provides “support services reasonably necessary to enable each student to achieve the institution’s goals for students.” (Middle States Commission on Higher Learning, 2011). Successful completion of a degree program and graduation are certainly among those goals. As at many other institutions throughout the SUNY system and across the nation, enrollment is a major challenge at Herkimer College.

After peak enrollment numbers in the fall 2009 semester, Herkimer began to see a progressive decline in enrollment. Looking forward to the next five years, finding ways to reverse this trend will be a key focus issue for the College. Part of the enrollment decline is due to downward demographic trends in the local region of the state that the College has traditionally drawn from. Smaller graduating high school classes in Herkimer County and its surrounding counties mean the College has to go farther afield to recruit new students. This will involve expanding our international recruitment as well as our domestic recruitment.

Herkimer already has comparatively robust international enrollment for a rural community college of its size, but new initiatives are being implemented to expand our international recruitment into new countries and regions. In some cases, this has involved developing new programs in response to the interests and needs of those countries’ students. So, the challenge of addressing enrollment needs is revealing opportunities for developing innovative new approaches.

In connection with the need to bring in new students, the College is working on reinvigorating its retention efforts to encourage students who are already enrolled to stay and complete their degree programs. The epicenter for retention efforts at the College has been shifted from our Admissions office to our Academic Support Center (ASC), and the Director of the ASC now chairs the College’s revitalized Retention Committee.

The institution is also adjusting its organizational culture in order to approach retention as a campus-wide concern and responsibility. Employee turnover and changes in leadership in the areas of enrollment management and retention have also contributed to the challenges the College will face in addressing these issues moving forward. The Quality Team that worked on enrollment management and retention planning recommended that the College establish an Enrollment Management office, but financial constraints impacting how existing vacancies are filled and the creation of new positions may limit the College's ability to place a priority on this recommendation. ([Appendix – I](#))

Facilities Planning

The challenge to the College related to developing a new formal Facilities Master Plan relates most directly to Middle States Standard 3, “Institutional Resources,” which reads in part “An accredited institution is expected to possess...a comprehensive infrastructure or facilities master plan and facilities/infrastructure life-cycle management plan, as appropriate to mission, and evidence of implementation.” (Middle States Commission on Higher Learning, 2011).

Herkimer College has not had a formal Facilities Master Plan in place since 2002. Among other factors, financial considerations and changes in leadership have both contributed to the fact that the College has not developed a new Master Plan. While there has not been any construction of entirely new facilities on campus, the College has been able to address needed and prioritized repairs, expansions, and upgrades to existing facilities. As a result of this lack of a formal Facilities Master Plan, the College has initiated capital projects in reaction to needs, rather than adopting a strategic approach that would allow the College to project future needs and plan proactively for new construction. This lack of “Intentional Management” that was cited in the report from the Facilities Planning Quality Team, relates to the College's broader inability to pursue planned growth in other key areas, such as enrollment and retention, which could be positively impacted by the effective development of the College's physical campus. However, as budget constraints continue to be a mitigating factor, rather than recommend an immediate investment in the production of a formal, ten-year Facilities Master Plan, the Quality Team that examined this issue proposed a three-year process leading up to the achievement of a formal Master Plan. This process will include the creation of a Facilities Advisory Team for the fall of 2015 that would conduct research to support the Director of Facilities Operations in establishing the steps for commissioning and completing a new Master Plan. The three-year process proposed by the quality team would be based on an annual assessment cycle. The College's Executive Council approved the creation of a Facilities Advisory Team that would be an extension of the Quality Team and that would begin its work in the fall 2015 semester. ([Appendix – J](#))

Strategic Planning

The challenge of reinvigorating the College's strategic planning processes relates most directly to Middle States Standard 2, “Planning, Resource Allocation, and Institutional Renewal.” The strategic planning Quality Team examined the College's strategic plan and its processes for monitoring and updating its strategic plan. Although an approved strategic plan has been in place since 2010 ([Appendix – HH](#)), there has been a general breakdown in formal, institutional-level strategic planning at the College. This breakdown involves the processes by which the plan is implemented, its outcomes are tracked and evaluated, and by which the plan is updated on an annual basis. At the heart of this problem was a lack of engagement in these processes across all

functional areas of the College, including senior leadership. The situation was exacerbated by the fact that the design of the process for implementing and monitoring the strategic plan was overly complicated and confusing, to the point of being unworkable. Also, the structure of the plan itself was too verbose, which over time shifted the emphasis of strategic planning efforts away from establishing and tracking measurable targeted outcomes, and moved it toward an unproductive process of “wordsmithing.” As a result, the performance measures indicators the College originally established for its Strategic Plan were not kept up-to-date and eventually ceased to be used as a gauge for evaluating the plan altogether.

The challenge to the institution at this point is to agree on a process for re-engaging the campus in an effective process of strategic planning. This engagement must be modeled first and foremost at the highest levels of leadership, and this may be aided by the fact that Herkimer College has a new president coming on board in June 2015. However, that engagement must also include the College’s Board of Trustees and must be enforced as part of a new implementation plan that has strict reporting responsibility and accountability built into it. A revised structure for the plan that is less verbose and based more on a revitalized set of performance measure indicators will also help answer the challenge of making the College’s strategic planning process more workable and effective. The College’s Executive Council approved the proposed revised membership for the College’s Strategic Planning Committee, the proposed revised timeline, and the process for evaluating and updating the strategic plan that was brought forth by the Quality Team that focused on these issues. ([Appendix – K](#))

Additional Opportunities

Although the topics on which the five Quality Teams were focusing are presented here primarily as challenges to be overcome because the College was found to be deficient to some extent in each of them, they also represent excellent opportunities for the College to address institutional-level concerns and make significant positive progress over the next five years. Another key opportunity that will have a critical impact on the College within the next five year that a new president will be assuming leadership of the institution as of June 1, 2015. Since the previous president retired almost a year and a half ago, the duties of the senior college administrator have been performed by the Vice President for Administration and Finance acting as Interim President. The installation of a new president will provide a sense of normalcy for College operations. With the reports and recommendations of the quality teams providing perspective and context, the new president will have an opportunity to hit the ground running in regard to those major areas of concern. It is this ability to pursue a proactive course in addressing these areas that will allow the College to approach them as opportunities.

The College also looks forward to celebrating its 50th anniversary with a variety of events as orchestrated by the 50th Anniversary Committee chaired by the Director of Public Relations. A Community Survey issued, in Spring of 2015 will result in data to guide efforts to better reach the community with targeted messages. The responses to the Community Survey will inform the College of current impressions and needs of local residents.

Section IV: Enrollment and Finance Trends and Projections

[Herkimer College Financials](#)

Herkimer College uses accounting practices as defined by the Governmental Accounting Standards Board (GASB). GASB is a private company established in 1984 and is recognized as the official source of generally accepted accounting principles for state and local governments.

As a part of the State University of New York (SUNY), Herkimer College follows the SUNY guidelines and recommendations and regulations as stipulated in article 126 of the Education Law, the Code of Standards and Procedures for the Administration and Operation of Community Colleges.

- PART 602 ([Appendix - QQ](#)) is a document that contains information pertaining to College Finance and Business Operations (College Operating Fund)
- SUNY also provides the guide for community colleges on the expectations for external auditing as found in the SUNY Procedure Audit of Community Colleges ([Appendix RR](#)) publication.
- The College uses the services of D'Arcangelo & Co. LLP to perform our independent audit. ([Appendix TT](#))

[Back to Institutional Effectiveness \(IE\) - Standard 7](#)

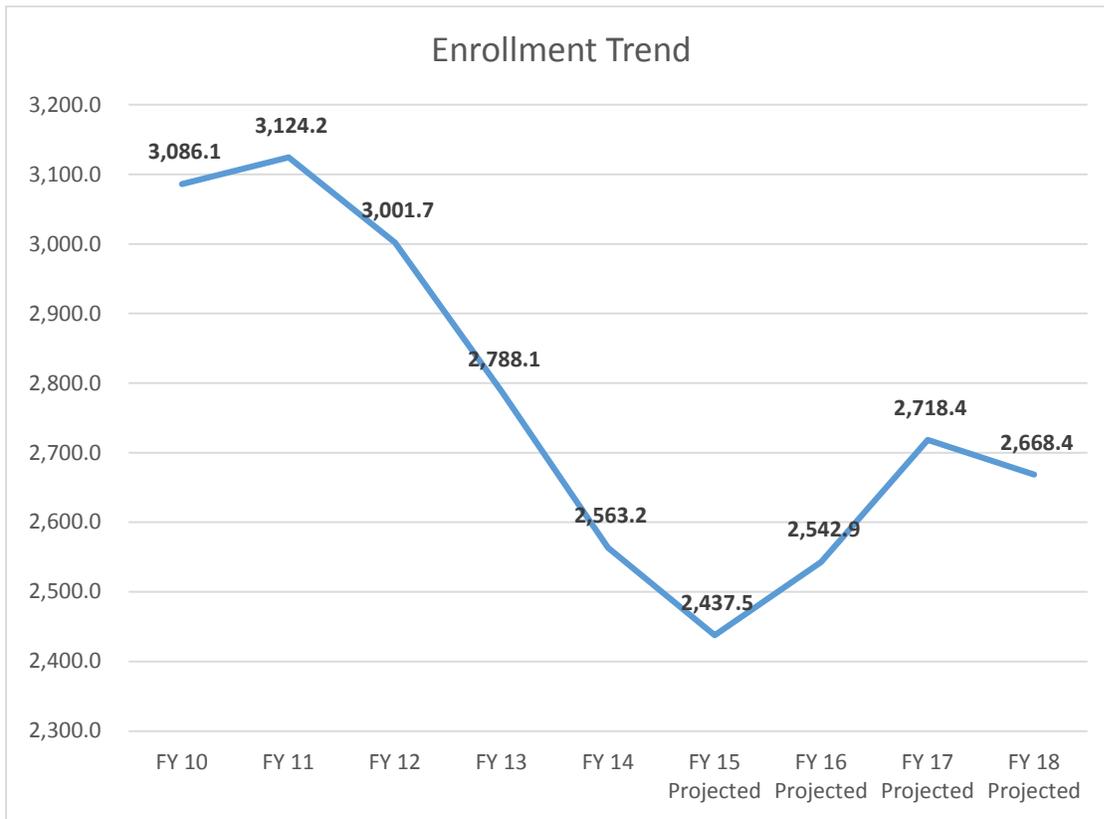


Exhibit 3: Enrollment Trends and Projections, Fiscal Years 2010-2018. Source: Office of Admissions

Enrollment Trends

The Enrollment Trend analysis chart above depicts a declining enrollment since FY11 and it is projected for Herkimer College to remain below the peak enrollment from this time period over the course of the next several years.

As discussed in the Herkimer College Enrollment Management & Marketing plan, a strategic move to improve academic quality on campus was made during this time frame. This included strengthening the Academic Standing policy and the Out-of-County Admission policy. These factors, combined with smaller graduating high-school class sizes and competition from other colleges that have begun to offer on campus housing, have resulted in a drastic decline in enrollment. Herkimer College has begun to re-evaluate the policy changes made, and some modifications to the policies have been adjusted.

Herkimer College is pursuing several new recruitment initiatives. The College is creating ties with education departments in foreign countries resulting in expansion of our International Program thus supporting the College's core values to enrich teaching and learning in a more diverse environment. International recruiting also ties to Goal 1, Object 1.2 of the Enrollment,

Management, and Marketing Plan. This goal stipulates: “Increase the number of international students enrolled.” Additionally, during the 2014-2015 academic year, the College offered College Now, concurrent enrollment courses in high school, at no cost to the student. Herkimer County did subsidize \$200,000.00 of this recruitment effort. This resulted in a 59% increase in College Now enrollment. This supports Herkimer College’s mission statement to provide lifelong learning opportunities at a local and regional level. The College Now office has held a College Now Transfer Day at Herkimer College as a pilot to aid the College Now student in planning their educational career which would include completing their degree at Herkimer College and understanding how to transfer their credits to a four-year school. This activity supports Goal 1, Objective 1.5 of the Enrollment Management and Marketing Plan, “Increase the number of people visiting the campus”. The College Now office is also expanding the number of courses being taught in the high school and is incorporated in the Academic Affairs plan (Appendix - G). The most recent one-year-out follow up survey collected qualitative data from former College Now students recommending that the college provide briefings on where and how Herkimer College credits can be used and also recommending offering more courses. Thirdly, Herkimer College is increasing recruitment efforts in larger metropolitan areas. Specifically, Herkimer College is working closely with the New Visions program and charter schools in the NY Metropolitan Area. To date, Herkimer College has held exclusive campus events for these new recruits and sent teams to visit these new recruits at their high school. Specifically, the “Start Day” that Herkimer College values as a primary mechanism for ensuring committed enrollment, placement testing and registration, is for the first time being offered off-site to these recruits. This activity supports Goal 1, Objective 1.1 of the Enrollment Management and Marketing Plan, “Expand the recruitment effort to address all of New York State and surrounding states.”

Herkimer College is projecting gradual increases over the course of the next few years but will need to monitor and assess results of these initiatives to better project beyond the 3 year time frame.

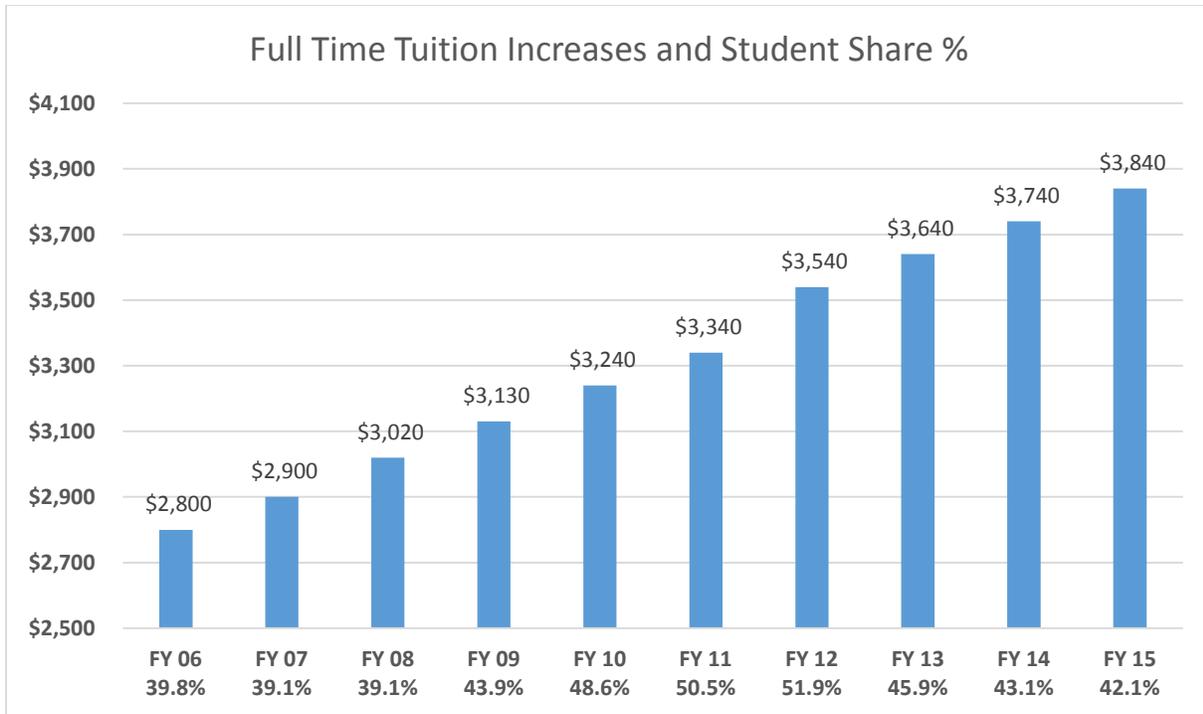


Exhibit 4: Full Time Tuition Increases and Student Share Percentages Fiscal Years 2006-2015. Source: Office of the Controller.

Full Time Tuition Trends

Per 8 NYCRR Part 602.10, "Tuition and student revenue fees shall not exceed, in the aggregate, more than one third of net operating costs." However, during the term covered by this chart the New York State budget has waived this statutory provision, provided that the sponsor has maintained effort. In other words, as long as Herkimer County does not reduce its sponsor contribution, Herkimer College has been allowed to exceed the one-third student share threshold. If Herkimer County does not maintain effort or if the New York State budget doesn't waive the statutory provision, then the College would not be able to use the student share revenue that exceeds the one-third threshold.

Expendable Net Assets										
	FY 05	FY 06	FY 07	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14
Total Net Position/Net Assets	3,087,436	3,225,149	4,742,369	5,359,728	3,785,350	3,082,426	(950,835)	(1,598,620)	12,744,042	11,155,428
Less: Net Investment in Capital Assets	(994,940)	(1,220,133)	(2,311,448)	(2,542,768)	(2,976,369)	(3,545,387)	(1,126,815)	(2,938,613)	(19,447,732)	(20,509,793)
Less: Restricted Expendable Assets	(834,676)	(690,095)	(542,824)	(397,010)	(391,453)	(441,610)	(442,777)	(434,370)	(363,268)	(396,007)
Less: Reserved Net Position/Net Assets	(174,783)	(459,429)	(889,655)	(1,668,689)	(2,158,038)	(3,427,114)	(4,351,913)	(4,040,027)	(4,737,864)	(4,849,513)
Plus: GASB 45 Other Post Employment Health Care Liability	-	-	-	-	2,832,383	5,784,148	8,635,584	11,649,387	14,588,489	17,632,294
Expendable Net Unrestricted Assets	\$ 1,083,037	\$ 855,492	\$ 998,442	\$ 751,261	\$ 1,091,873	\$ 1,452,463	\$ 1,763,244	\$ 2,637,757	\$ 2,783,667	\$ 3,032,409
Subsequent Year Operating Budget	\$ 19,958,122	\$ 21,006,094	\$ 21,800,224	\$ 21,295,536	\$ 22,471,203	\$ 23,306,955	\$ 23,100,621	\$ 25,276,377	\$ 24,026,536	\$ 24,254,395
# of Operating Days in Expendable Net Unrestricted Assets	14	11	12	9	13	16	20	27	30	33
% of Operating Budget	5.4%	4.1%	4.6%	3.5%	4.9%	6.2%	7.6%	10.4%	11.6%	12.5%

Exhibit 5: Expendable Net Assets, Fiscal Years 2005-2014. Source: Office of the Controller.

Expendable Net Assets

The Government Finance Officers Association recommends that general-purpose governments, regardless of size, maintain unrestricted net assets of no less than two months of regular general fund operating expenditures. The State University of New York guidelines state that community colleges should work to maintain unrestricted net assets in the range of 5 percent to 15 percent of its operating expenses, although there may be some instances where it is prudent to have unrestricted net assets that are either less than or exceed this range. Since unrestricted net assets are what provides a safeguard to the college in the event of a major unforeseen expense or loss of revenue and also provides mandatory cash flow during periods where revenues are recorded but not yet received, maintaining an adequate level is crucial. Herkimer College has steadily increased the percent of its operating budget annually since 2009 maintaining SUNY's recommendations.

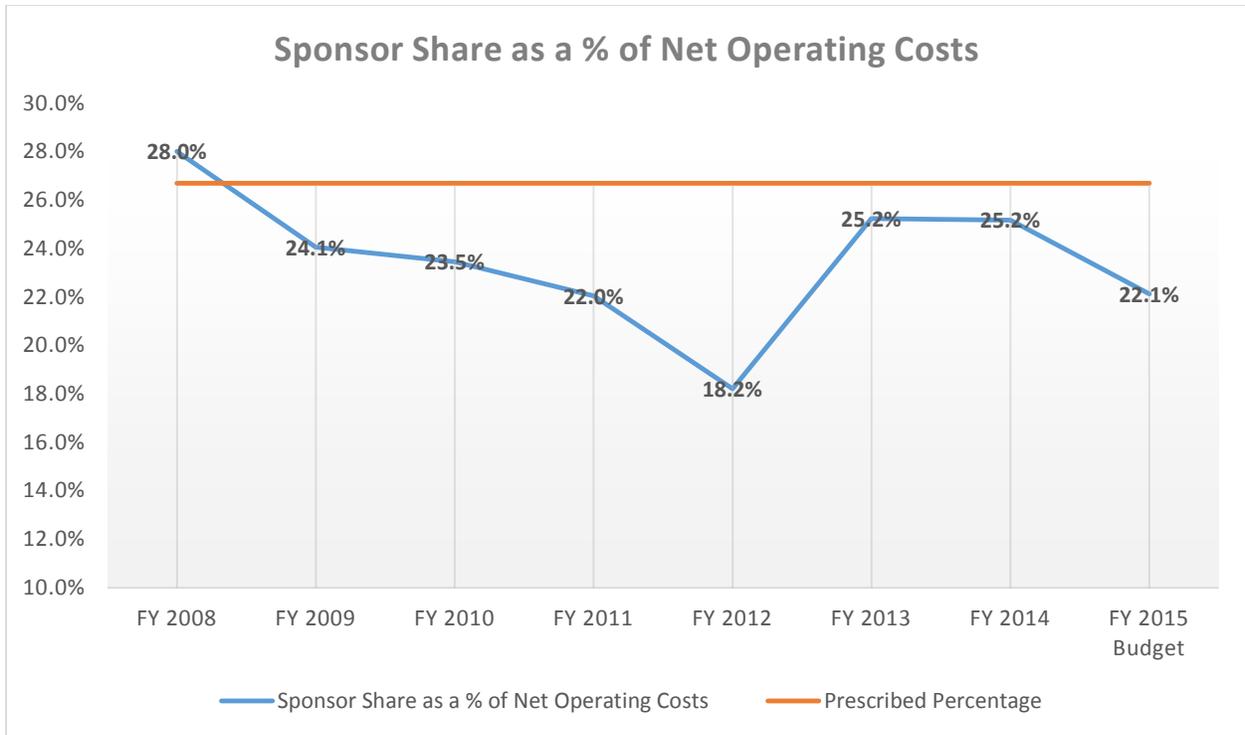


Exhibit 6: Sponsor Share as a Percentage of Net Operating Costs Fiscal Years 2008-2015. Source: Office of the Controller.

Sponsor Share

Per NYS Education Law regarding the financing of community colleges, total sponsor share is prescribed to be a minimum of 26.7% of net operating costs. However, there is no enforcement of this requirement and there are no repercussions to sponsor counties who do not fulfill that obligation. As the chart demonstrates, Herkimer County has not met the 26.7% minimum share of net operating costs since fiscal year 2008.

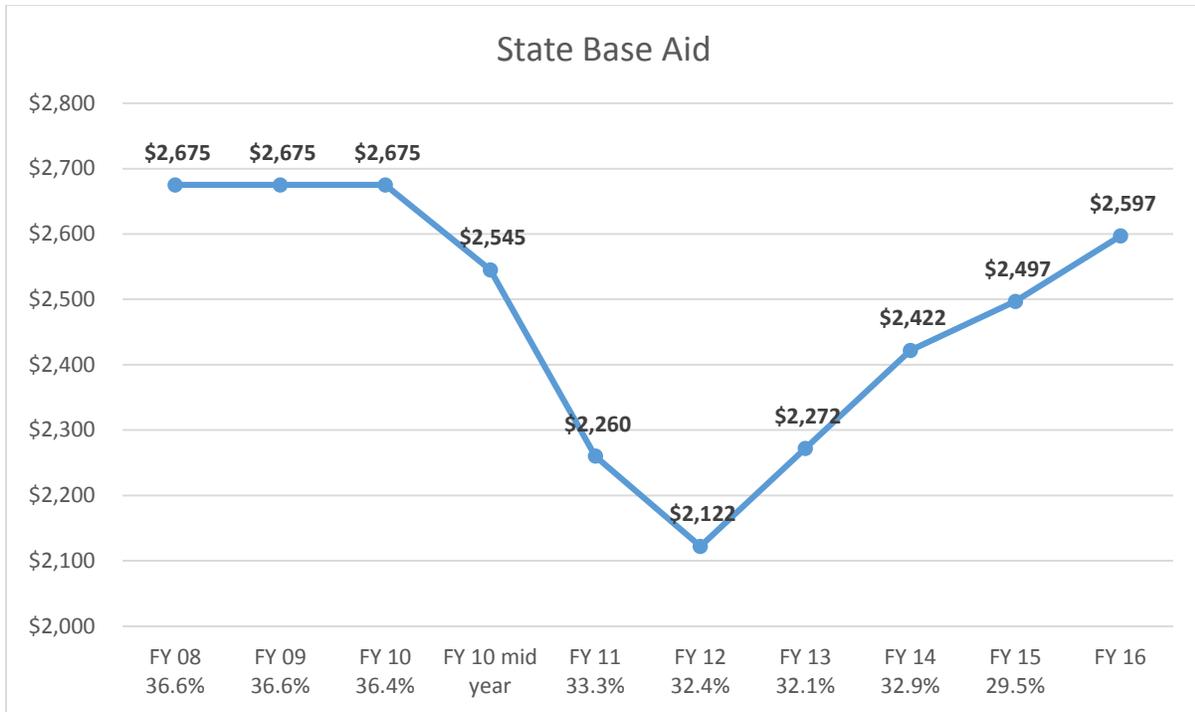


Exhibit 7: State Base Aid, Fiscal Years 2008-2016. Source: Office of the Controller.

State Base Aid

Per the structure of NYS community college financing, the distribution of revenues is roughly 1/3 from the State of New York, 1/3 from student revenues and 1/3 in sponsor share. Due to the reduction in New York State revenue and sponsor share, for most colleges and what is true for Herkimer, is that the student bears the burden of making up the shortfall. This data is provided in a chart regarding changes in full time tuition for Herkimer College. Between the fiscal years from 2010 to 2012, the State of New York made significant reductions in its per FTE student contribution and as of the upcoming fiscal year 2016, the State has not yet returned to its per student rate that was paid in the years 2008 and 2009. In addition, sponsoring counties are not keeping pace and community colleges have had to burden the students with a percentage share in excess of their one-third portion. The College has also taken action to review and reconfigure non-academic programs and services for greater efficiencies and cost savings.

Capital Projects Completed							
Project Description	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Building Improvements							
Sound Room	9,955						
Elevator repair	29,025	29,249	34,309			10,730	
Technology Center Roof Repair			35,261				
Gymnasium Light replacement			15,189				
Technology Center lighting				23,552			
Salt Shed repairs				13,419			2,309
Day Care Center ramp				13,419			
Gym Floor Refinishing / Repair	10,145			7,499			31,405
Physical Education roof repair					92,000	8,000	
Day Care bathroom					10,875		
Physical Education pool lighting					16,540		
Entrance Doors replacement / repairs						3,200	12,603
Science Labs renovations						2,800,189	
Swimming pool renovations						61,609	
Conference room construction							7,150
Alumni Hall / Game Room floor replacement							14,359
Other minor roof repairs							6,216
Cafeteria Renovations							1,541,880
Connecting corridors repair							491,492
Land Improvements							
Softball Field renovations/repairs	12,000	20,331	2,944		10,945		2,600
Baseball Field renovations/repairs		6,318		6,370	8,779	4,356	8,475
Outdoor Lighting		7,290					23,520
Day Care paving				6,350			
Roadway and parking lot repaving						130,980	
Concrete and blacktop repairs						12,876	20,936
Pond retaining wall							6,400
Catch basin replacement							3,475
Infrastructure							
Fire Alarm System Upgrade	70,863	15,501					
Chiller replacement				326,229			
EMS repairs				25,848		12,000	
Boiler repair				7,170		6,582	
Reroute domestic hot water loop						13,428	

Exhibit 8: Capital Projects Completed, Fiscal Years 2008-2014. Source: Office of the Controller.

Capital Projects

As noted in the Facilities planning document, capital projects have multiple funding sources and the majority of the funding does not come from the College's operating budget.

The College has relied on capital funding to make improvements to buildings, land and infrastructure on an annual basis. Fundraising for capital projects has been done primarily through the College Foundation, Faculty-Staff Association, and supplemented by grants and/or SUNY matching funds.

Safety and compliance motivates decision making regarding capital projects. Priorities are founded on matters of the college's responsibility to provide a safety, accessibility for students and properly equipped classrooms and facilities to fulfill academic program goals. The Science Lab renovations were speculated in the last Facilities Master Plan, while funds were being secured, other capital projects were being completed.

Historical Financial Results										
	FY 05	FY 06	FY 07	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14
Operating Revenue	\$ 14,383,685	\$ 14,510,532	\$ 14,545,657	\$ 16,022,358	\$ 8,394,801	\$ 8,348,160	\$ 8,818,321	\$ 8,679,898	\$ 9,433,021	\$ 9,187,918
Nonoperating Revenue	<u>12,347,973</u>	<u>13,017,803</u>	<u>14,490,338</u>	<u>15,470,837</u>	<u>22,406,216</u>	<u>25,605,974</u>	<u>25,629,302</u>	<u>24,940,383</u>	<u>23,421,548</u>	<u>22,608,151</u>
Total Revenue	26,731,658	27,528,335	29,035,995	31,493,195	30,801,017	33,954,134	34,447,623	33,620,281	32,854,569	31,796,069
Operating Expenses	24,767,264	25,775,369	26,004,383	27,637,093	30,802,407	33,611,693	34,206,828	33,455,088	33,537,491	33,333,436
Nonoperating Expenses	<u>1,724,772</u>	<u>1,417,875</u>	<u>1,683,704</u>	<u>3,266,809</u>	<u>1,572,988</u>	<u>1,556,050</u>	<u>1,307,153</u>	<u>1,355,238</u>	<u>141,394</u>	<u>51,247</u>
Total Expenses	26,492,036	27,193,244	27,688,087	30,903,902	32,375,395	35,167,743	35,513,981	34,810,326	33,678,885	33,384,683
Net Increase/(Decrease) in Total Net Assets	<u>\$ 239,622</u>	<u>\$ 335,091</u>	<u>\$ 1,347,908</u>	<u>\$ 589,293</u>	<u>\$ (1,574,378)</u>	<u>\$ (1,213,609)</u>	<u>\$ (1,066,358)</u>	<u>\$ (1,190,045)</u>	<u>\$ (824,316)</u>	<u>\$ (1,588,614)</u>
Adjustments:										
Net Increase/(Decrease) in Net Assets available for Operations	<u>\$ 239,622</u>	<u>\$ 335,091</u>	<u>\$ 1,347,908</u>	<u>\$ 589,293</u>	<u>\$ (1,574,378)</u>	<u>\$ (1,213,609)</u>	<u>\$ (1,066,358)</u>	<u>\$ (1,190,045)</u>	<u>\$ (824,316)</u>	<u>\$ (1,588,614)</u>

Exhibit 9: Historical Financial Results, Fiscal Years 2005-2014. Source: Office of the Controller.

Historical Financial Results

The trend of using a significant level of net assets in order to balance the budget since FY 2009, demonstrates that the College is challenged with exploring new funding sources to close the financial gap. As an example, the College is in negotiations with constituents to install a field of solar energy panels that could ultimately create a considerable energy cost savings for the campus.

Budget Projection			
	FY 2016	FY 2017	FY 2018
FTE Enrollment	2,542.9	2,718.4	2,668.4
Student Revenues	10,680,000	11,090,000	11,240,000
State Aid	6,660,000	6,660,000	7,330,000
Sponsor Contribution	1,630,612	1,630,612	1,630,612
Operating Chargebacks	3,420,000	3,910,000	3,715,000
Other Revenues	<u>560,000</u>	<u>560,000</u>	<u>560,000</u>
Total Revenues	\$ 22,950,612	\$ 23,850,612	\$ 24,475,612
Personal Services	12,300,000	12,550,000	12,800,000
Employee Benefits	6,570,000	6,650,000	6,780,000
Equipment	25,000	25,000	25,000
Contractual Expenses	<u>5,600,000</u>	<u>5,720,000</u>	<u>5,830,000</u>
Total Expenses	\$ <u>24,495,000</u>	\$ <u>24,945,000</u>	\$ <u>25,435,000</u>
Budget Deficit	\$ <u>(1,544,388)</u>	\$ <u>(1,094,388)</u>	\$ <u>(959,388)</u>

Exhibit 10: Budget Projections for Fiscal Years 2016-2018. Source: Office of the Controller.

Budget Projections

Assumptions:

- 2% increase on most expenditures annually
- No increase in sponsor contribution
- \$100 increase in full time student tuition annually
- \$50 increase in base state aid for FY 2017 and FY 2018

Since Herkimer College is sponsored by Herkimer County, the College itself does not have any legal debt. All debt incurred on behalf of the College is the legal responsibility of Herkimer County. However, the College currently provides the cash to pay said debt through the capital chargeback revenue received from the other NYS counties. The other NYS counties are required to pay Herkimer College \$300 annually per full time headcount student whose residence is in that county. These capital chargebacks are required to be reserved for the purposes of capital construction, renovation and/or dissolution of capital project debt.

Mapping Our Future				
Herkimer County Community College Strategic Plan - Resource Allocation				
Goal Statement	Amount of Resources Allocated			
	2010-2011	2011-2012	2012-2013	2013-2014
1. Academic Programs & Support Promote student success through relevant programs and support services with an enriched teaching and learning environment.	11,722,740	11,720,684	12,081,922	12,091,332
2. Campus Life Cultivate a campus environment that complements the academic missions, enhances student development, and provides broad social and educational	2,693,918	2,576,979	2,770,046	2,753,960
3. Institutional Culture Encourage and sustain a campus culture where the core values of the College are embraced, implemented and rewarded.	2,788,901	2,669,477	2,925,979	2,934,406
4. Operational Sustainability Enhance operational sustainability through creative planned growth	2,583,569	2,551,933	2,742,174	2,904,942
5. Outreach and Community Relations Cultivate mutually beneficial relationships with the community and enhance the image of HCCC	2,131,205	2,117,718	2,258,670	2,289,540
Totals	\$ 21,920,333	\$ 21,636,791	\$ 22,778,791	\$ 22,974,180

Exhibit 11: Mapping Our Future: Resource Allocation, Fiscal Years 2011-2014. Source: Office of the Controller.

Resource Allocation

Herkimer College had developed a web based reporting tool for entry of unit goals that tied to the College's Strategic Plan. The Strategic Plan goals are illustrated in the chart above. Upon reviewing the data collected over the past several years, it was apparent that the information was inclusive enough to show a true depiction of the resource allocation per strategic goal. The process required each department to enter at least one goal that would tie to the strategic plan annually, to describe the activities to support this goal and the final outcome. The units' alignment should include more than the goal reported; rather it should include all activities within the fiscal year.

The closest depiction to resource allocation that we are able to supply is estimated amounts based on the budget allocation for each funded department distributed amongst the goal statements the department would support. To accomplish obtaining these estimates, each department that is budgeted for by the College was reviewed to determine which of the strategic plan goals the department would support. In the event there were multiple goals supported by the department, an even distribution of the budget allocation was used. The only exception to this formula was the allocation distribution for funding received from the Perkin's Title IV

Grant. Fifty percent of the funding received from this grant was distributed to Goal Statement 1-Academic Programs & Support and the remaining 50% was evenly distributed amongst Goal Statements 2, 3, 4 & 5.

Financial Auxiliary Reporting

Current Status of Herkimer County College Foundation

The position of Executive Director of the Foundation was filled in late March of 2014. The eighteen months prior to that the position was vacant. Since March of 2014, the Foundation has begun a process of locating and connecting with its alumni, as well as hosting various alumni events with an emphasis on educating the alumni base about the current and future plans of the college. The Foundation has made progress in these areas, with its alumni throughout New York State. A successful event hosted in the fall of 2014 in New York City provided alumni and current students an opportunity to mingle as the Communication Arts students produced a television production of an art auction that raised \$143,850.00 for the Foundation.

The Foundation has also worked closely with members of the faculty and staff to identify and discuss projects the Foundation can be involved with that will improve the educational opportunities available to students. Some of those potential projects involve construction of an outdoor education center as well as improvements to some existing buildings. The Foundation has been enthusiastically received by the faculty and staff which has contributed to a 16% increase in faculty/staff contributions to the Annual Fund.

Currently, the strategy for locating and building relationships with the alumni is to utilize small group gatherings whenever possible. Once a few alumni in a geographic region have been contacted and correspondence has begun, then the Foundation will make every attempt to bring that small group together with representatives of the College and the Foundation in an effort to inform the alumni about the current status of the College as well as to strengthen the relationship.

Additionally, a need was identified regarding financial support of the Athletic Department and in response to that, an endowment has been created. The Foundation is playing a central role in hosting a fundraising event in support of this endowment. The Athletics Department and the Foundation continue to work closely together in order to ensure that the endowment can grow and that the student athletes will continue to be afforded the opportunity to compete at the highest levels.

The last major capital project involved a complete upgrade of the Herkimer College Science labs. It was a \$2.8 million dollar project toward which the Foundation contributed \$1.1 million dollars. This project was successfully completed in 2012. With the College awaiting the arrival of its new president, the Foundation intends to continue the pursuit of its current objectives and looks forward to participating in bringing to fruition the vision for the future of Herkimer College.

Herkimer County College Foundation Fund Raising Summary

	2015	2014	2013	2012	2011
Annual Giving	119,400	127,912	157,975	206,460	74,357
Stock Donation		557,648			
Events	75,000	44,738	46,049	66,013	60,678
Capital Campaigns		-	-	398,550	45,800
5% fee from Housing	181,195	176,602	177,866	177,843	172,535
Total	375,595	906,900	381,890	848,866	353,370
Contributions to College	57,000	323,563	78,925	1,116,833	9,885

Exhibit 12: Herkimer County College Foundation Fund Raising Summary, 2011-2015. Source: Herkimer County College Foundation.

Highlights:

- From 2009-2012 the Herkimer County College Foundation sponsored a President’s Gala annually as a major fund raiser. This event has been cancelled since 2013 and will be re-evaluated with the new president, Dr. McColgin. At this time, there are currently two signature fundraising events for the Foundation: The Foundation Golf Tournament and the Arts & Craft Fair.
- The Foundation and the Athletic Department are working together to raise money for an endowment to help support our athletic teams in the post season. HCCC Housing Corporation donated \$100,000 to start the endowment. There is an event planned for May 16, 2015 to support the endowment.
- Some stock that was donated by an alum more than 10 years ago went public in May 2014. The stock was valued at \$557,648 on 8-31-14.
- In 2012, the Foundation wrapped up of the Capital Campaign to support the renovations of the Science Labs. The Foundation contributed \$1.1M.
- In 2014, the Foundation assisted the College to close the gap on its budget by contributing \$300,000 of unrestricted revenue.

- The Foundation receives a fee of 5% of the rents from the Housing Corporation. This is unrestricted revenue for the Foundation from the property.

Faculty Student Association of HCCC	Budget 2015	2014	2013	2012
Revenue and Other Support				
Sales	2,035,700	2,035,002	2,281,567	2,533,118
Cost of Goods Sold	-1,513,195	-1,451,808	-1,633,951	-1,810,195
Gross Margin	522,505	583,194	647,616	722,923
Commissions		0	605,328	105,416
College Fees	576,000	559,451	614,231	671,748
Interest Income	1,400	1,401	1,253	1,169
Buy-Back Commissions and Rebates	20,000	18,318	33,459	33,030
Cardsmith ID Fees	38,000	37,529	44,066	40,550
Other Income	50,000	63,328	92,021	74,750
Total Revenue and Other Support	1,207,905	1,263,221	2,037,974	1,649,586
Expenses				
Program Services				
Bookstore Operations	583,732	559,182	667,046	716,539
Student and Faculty Services	478,000	528,128	557,851	537,401
Food Services	6,943	6,943	563,343	106,484
Supporting Services				
Management and General	129,000	129,481	156,238	180,992
Total Expenses	1,197,675	1,223,734	1,944,478	1,541,416
Changes in Net Assets	10,230	39,487	93,496	108,170
Net Assets, Beginning of Year	1,974,135	1,934,648	1,841,152	1,732,982
Net Assets, End of Year	1,984,365	1,974,135	1,934,648	1,841,152

Exhibit 13: Faculty Student Association of HCCC, Budget Years 2012-2015. Source: Herkimer County College Foundation.

Faculty Student Association of HCCC

- Faculty Student Association will see a significant decrease in sales and student fees. These decreases are a result of the decline in enrollment. The Herkimer Bookstore has almost \$2m in net assets and will use some of the reserves during the next couple

of years to provide funding to student activities and athletics until enrollment stabilizes. In an effort to avoid downsizing extracurricular student activities, the Foundation continues to provide fundraising solutions as needed.

- Bookstore sales are projected to be \$400K short of budget for 2015. This decrease is partially the result of the decline in enrollment but the availability for used books for sale on the internet to students has reduced their need to purchase from Herkimer. The Bookstore needs to increase its used book inventory with alternative resourcing to provide our students with low cost alternatives. We cannot rely on the traditional way of purchasing books. The Bookstore has increased offerings of E-Books and rental books.

FSA committed \$1,000,000 to the Library project in 2007, 10 years at \$100,000. The final payment will be made in Fall 2017. This was made possible from bookstore profits. FSA also contributed \$500,000 in 2013 to help renovate the much needed dining center. These funds were part of the 10 year contract with American Food and Vending for dining services on campus.

Herkimer County Community College Housing Corp

Herkimer County Community College Housing Corp				
Debt Service Coverage				
Before Transfers				
	2015 Budget	2014	2013	2012
Revenues	3,730,958	3,667,067	3,725,155	3,700,092
Expenses	2,659,824	2,241,947	2,357,527	2,592,203
Cash Available before Debt Service	1,071,134	1,425,119	1,367,628	1,107,888
Debt Service	860,869	901,605	1,061,689	843,233
Excess Revenue from Operations	210,265	523,514	305,939	264,656
Foundation Fee	181,195	176,602	177,866	177,843
Debt Ratio	1.45	1.78	1.46	1.52
Goal	1.25	1.25	1.25	1.25

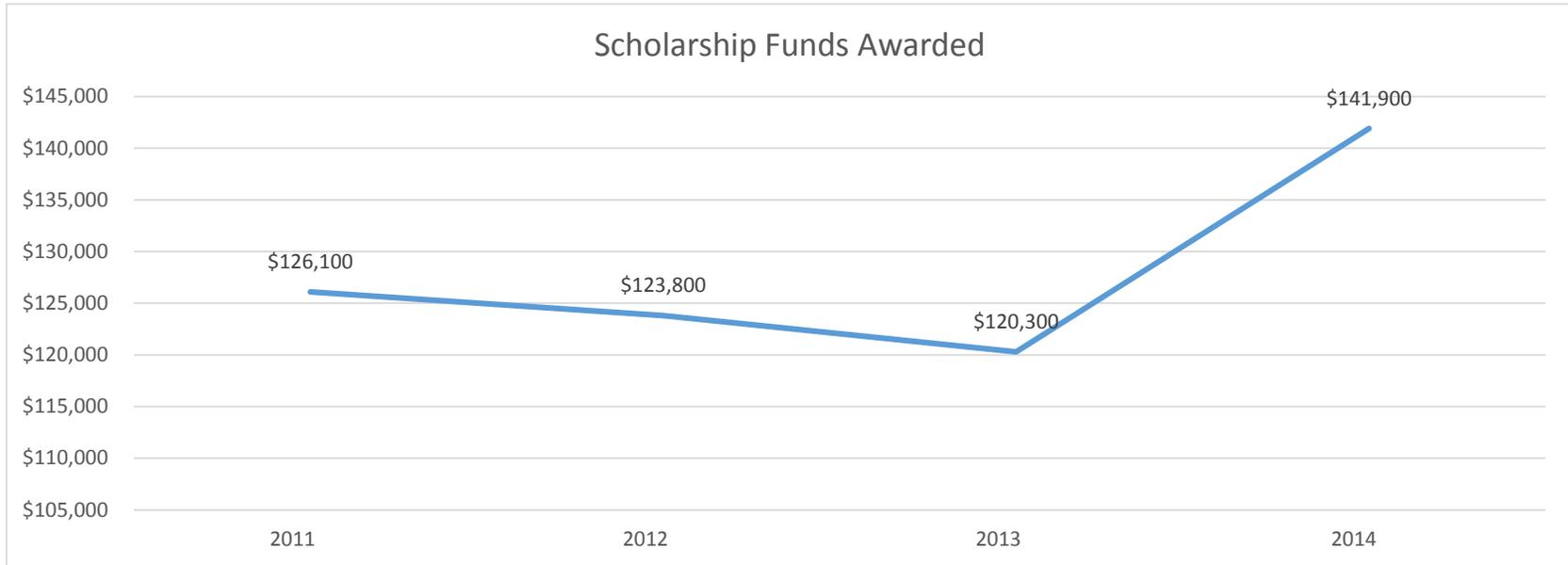
Exhibit 14: Herkimer County Community College Housing Corp. Debt Service Ratio, 2012-2015. Source: Herkimer County College Foundation.

Herkimer County Housing Corp. – Capital Improvements

Housing continues to budget funds for Capital Improvements. Summer of 2015 plans to renovate 45 bathrooms in Campus Meadows.					
Budget 2015	2014	2013	2012		
425,000	316,000	528,000	737,000		
Reduced loan debt by retiring bonds and taking out a 1st and 2nd mortgage					
July 2013	12 Years	Retired College Hill/Campus Meadows Bonds - Yr 2030			
Nov 2014	11 Years	Retired RR Bonds -Yr 2034			
Fund Balance continues to increase					
2014	2013	2012			
1,619,577	1,413,011	1,227,566			

Exhibit 15: Herkimer County Housing Corp. Capital Improvements 2012-2015. Source: Herkimer County College Foundation.

Scholarship Funds Awarded



*Exhibit 16: Scholarship Funds Awarded, Years 2011-2014. Source: Herkimer County College Foundation. *Estimated \$129,000.00 for 2015*

These numbers consist of our Foundation Tuition scholarship awards, which are given to eligible Herkimer County high school seniors who place in the top 15% of their graduating class. Included in these figures are, the Hope & Commitment Scholarships, Empire Diversity Scholarships, and the Foundation named scholarship awards which are funds donated to the Foundation by donors, and awarded via donor established criteria. Our annual scholarship reception recognizes the student recipients of all of the above mentioned awards.

Section V. Assessment Processes and Plans

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. In fulfillment of its mission, Herkimer continues to offer high quality and accessible educational opportunities on four platforms: on-campus classrooms, online classes through the Herkimer Internet Academy, blended on-campus/online hybrid courses, and the College Now concurrent enrollment program. Services for students and assessments are both campus-based and online.

Assessment of student learning at Herkimer is infused in the four-step teaching-learning-assessment cycle, as noted in the MSCHE Characteristics of Excellence (Middle States Commission on Higher Learning, 2011). The assessment processes at Herkimer have produced evidence that has supported continuous improvement in many ways since the last MSCHE Self-Study and Monitoring Report from 2010. An Institutional Effectiveness Plan for the College shepherds assessment processes that have been maintained and improved through a variety of academic and non-academic unit assessments. Below is a list of some of the internal assessments that serve the College in decision-making for teaching and learning, and unit/departmental planning and improvement:

- **Learning activities assessment**
- **Course Assessment (CLOs)**
- **Program Assessment (PLOs)**
- **General Education Assessment**
- **Institutional Learning Outcomes Assessment (ILOs)**
- **Program Review – SUNY Assessment of the Major**
- **Self-assessment of online course quality for faculty**
- **Professional development assessment training**
- **Faculty Focus Groups and Surveys on Assessment**
- **Assessment Committee Self-Assessments**
- **Unit Assessments**
- **Board of Trustees Self-Assessment**
- **Assessment Day Evaluation feedback**
- **Faculty Observations on rotation as noted in the Faculty Handbook**

SLO Assessment – Standard 14

Student Learning Outcomes are assessed at four levels: learning activities assessments, course (CLO), program (PLO), and institutional (ILO). Each course provides the learner with foundational, common teaching objectives and student learning outcomes (CLOs), as specified in the college's common course outlines. These individual courses result in learning that informs and enables students to achieve the program learning outcomes (PLOs) and institutional learning outcomes (ILOs). Additionally, General Education Outcomes are assessed annually in accordance with the SUNY General Education Outcomes proficiencies.

Herkimer College Learning Outcomes Assessment Plan

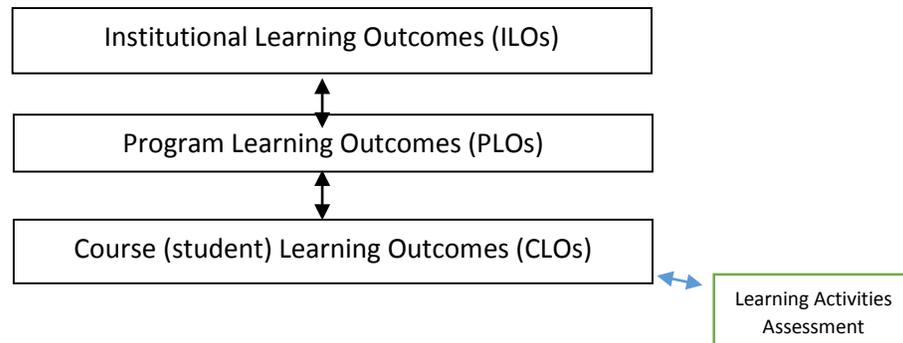


Exhibit 17: Herkimer College Learning Outcomes Assessment Plan. Source: Herkimer College Assessment Handbook.

- Assessment of CLOs results in data that determines how course objectives are met.
- PLOs are served by the assessment results from CLOs, which determine whether program goals are met.
- ILOs are assessed by using assessment data from PLO and CLO assessment.
- Closing the loop on SLO assessment includes modifications to goals, outcomes, methods and techniques that are informed by assessment of CLOs, PLOs and ILOs.
- Learning Activities Assessment was added to the assessment flow in 2013-14, as all faculty were invited to choose one learning activity and assess it, using the Teaching Goals Inventory ([Appendix - L](#)) as a guide for prioritizing expectations and helping to design appropriate, purposeful learning activities and assessments. While learning activities assessment remains optional for faculty, it is used by many as an improvement gauge and a best practice documentation.

CLOs – Each course has a standard course outline ([Appendix - OO](#)) that was created using a common template, the contents of which are included in every course syllabus. Common student learning outcomes in individual courses are determined, reviewed and revised by faculty who teach the course. Individual faculty members identify assessment tools that will effectively measure the common outcomes. Faculty keep their own assessment tools and discuss the value of using those particular tools during Assessment Day collegial conversations about the assessment data from the previous semester. At the end of each semester, or upon completion of the course assessments, faculty input the data into an in-house Microsoft Access form housed in the ANGEL delivery platform to which all faculty, full time, adjunct and College Now, have access. Faculty record the number of students who achieve three proficiency levels: 70-100% competency, 1-69% competency, and “0” – those who did not complete the assessment. The standard is based on transferability of credit. A “C” grade is transferable, and therefore, our cut-off for competency.

While faculty began assessment by only documenting assessments from one course each semester, as the process commenced, the assessment committee realized that faculty were needing to figure out how many different courses needed to be assessed to align with assessment at the course, program, institutional and general education levels. The confusion caused by the rotation schedules for each type of outcomes assessment prompted the decision to assess all courses, and then to extrapolate the data for each area from reports created in-house.

Faculty close the loop, or follow through, on using the results of those assessments through documentation in the ANGEL reporting system. Instructions for the recursive process of assessment are clearly stated in the Assessment Handbook in ANGEL.

Steps in the Herkimer Course Assessment Process ([Appendix – II](#))

1. Create the common course outline
2. Create the syllabus
3. Assess the common course objectives and record the results
4. Submit the assessment results
5. Close the loop

A Quick-Start instruction sheet was developed as a result of faculty feedback given at a Faculty Focus Group for assessment in the summer of 2012 ([Appendix - M](#)). This was used to improve the process and to give faculty tips on navigating within ANGEL, which was especially useful to adjunct faculty and new full-time faculty when they called upon assessment leaders for help with the assessment process.

The all-faculty Academic Assessment Committee facilitates the documentation and learning outcomes training for faculty members. The ongoing success of the course assessment process is ingrained in the culture at Herkimer College, as evidenced in the following chart:

Herkimer College Course Assessment Initiative
Fall 2009 to Fall 2014

Faculty members assessed courses with respect to student achievement of common course objectives.

Semester	# Courses Assessed
F09	22 (pilot)
S10	160
F10	254
S11	232
F11	313
S12	196
F12	241
S13	480
F13	343
S14	422
F14	436
Total	3099

Assessment of Common Course Objectives

Student achievement was categorized as follows:

- Assessed Success (70% - 100%)
- Assessed Failure (1% - 69%)
- Not Assessed (0%)

	70% - 100%		1% - 69%		0%	
	# grades	% grades	# grades	% grades	# grades	% grades
Obj. 1	47,580	73.2%	12,388	19.1%	5,012	7.7%
Obj. 2	47,169	73.1%	11,779	18.2%	5,622	8.7%
Obj. 3	35,941	73.8%	8,434	17.3%	4,346	8.9%
Tot. / Avg.	130,690	73.3%	32,599	18.3%	14,980	8.4%

Exhibit 18: Herkimer College Assessment Initiative, Fall 2009-Fall 2014. Assessment of Common Course Objectives. Source: Herkimer College Assessment Handbook.

Total number of student learning outcomes assessed F09 – F14: 178,269

Results show that 73% of the students attain 70% or higher mastery of the assessed Common Course Objectives and their associated Student Learning Outcomes.

PLOs – Program learning outcomes for each curriculum are mapped to align course learning outcomes with the PLOs and the Institutional Learning Outcomes. Curriculum maps have been updated since their original implementation in 2010, and are currently on a two-year revision cycle. The next revision will be in 2016-2017, when faculty who teach in the programs, led by the designated faculty contact, will convene to review and revise the curriculum maps. Each map further indicates whether course proficiencies aligned with the PLOs are introduced, applied and/or practiced at a proficient level (IAP). These are indicated with I/A/P notations on the maps.

Program Map - Course alignment to the program goals

*As of **Spring 2014***

Program: Digital Filmmaking						
Program Goals <i>A goal of this program is to ...</i>	...prepare students to engage in pre-production, production and post-production related to the creation of visual digital media content for distribution via disc, internet, broadcast, satellite or other means.	...prepare students to analyze target audiences and create messages designed to satisfy the expectations of a target audience.	...prepare students to operate and utilize the equipment involved in digital image and sound production, both on location in a remote setting or in a studio environment.	...prepare students to work collaboratively with other team members to achieve stated digital media project objectives.	Meets General Education Requirements	Meets Graduation Requirement
ILO Reference To which ILO(s) do the PLO(s) link?	ABCE	ABD	ABE	ABCDE	ABCDE	ABCDE
Program Learning Outcomes <i>Successful graduates from this program will be able to...</i>	...produce effective visual digital media content for distribution via various media technologies.	...identify target audiences and produce messages designed to satisfy target audience expectations.	...utilize digital media production technologies to create images and sounds in a variety of production settings.	...collaborate with production team members to achieve desired digital media project objectives.	---	---
Assessment Tools	Student portfolio of digital media content (HU 255)	Student script portfolio (RT 145)	Practical Examinations on technologies (RT 151 and RT 225)	Qualitative evaluation of group collaborations on capstone projects (HU 255)	General Education Assessments	Graduation Rate Data
HU 159	I	I	I			x
EN 111					X	x
FS 100						x
IS 115						x
HU 161					X	x
RT 225	I/A	A/P	I/A	I/A		x
EN 112					X	x
HU 146	I/A		I/A	I/A	X	x
RT 151	I/A	A	I/A	I/A		x
HU 165	I	I/A			X	x
HU 148	I/A		I/A	I/A		x
RT 145	A/P	A/P		I/A		x
HU 255	A/P	A/P	A/P	A/P		x
SS 151					X	x
AH/WC/OW selective					X	x
Phys. Ed Activity x 2						x
Lab Science elective					X	x
Soc. Sci. elective					X	x
Math elective					X	x
Literature elective					X	x
Science elective					X	x

Key:

- X - Course outcomes assessments serve the PLO
- I – Introductory Level Outcomes
- A – Applied Level Outcomes
- P – Proficiency Level Outcomes

ILOs – A. Communication, B. Knowledge Management, C. Problem Solving, D. Ethics & Social Responsibility, E. Aesthetic Responsiveness

Exhibit 19: Sample PLO/IAP Program Map. Source: Herkimer College Assessment Handbook.

The College is committed to maintaining its Curriculum Mapping protocol as a means of substantiating the assessment process and documenting a clear alignment of course outcomes with program learning outcomes and institutional learning outcomes. When the mapping process began in 2010, two maps existed for each program, one with alignment and the other with IAP designations on major courses. When maps were reviewed and revised in 2014, the information was combined onto one map for each program, thus clarifying information through consolidation and eliminating duplicate maintenance efforts.

Faculty use multiple direct measures to assess the program learning outcomes, and supplement their data with indirect measures. The assessment faculty contacts are those who take responsibility for leading their departments or discipline groups in identifying the PLO that will be assessed each year. The faculty contact gathers assessment results from colleagues whose courses align with the PLO that year, records the results and lead the collegial conversation regarding those results. The faculty contact then documents the actions and expectations for the next year on the Annual PLO form ([Appendix – KK](#)).

As programs are proposed and approved, maps are developed for those programs and they are included in the next round of map revision.

[Program Review](#)

Timing of the assessment process is cyclical, with all courses assessed and documented on a semester basis. Program learning outcomes are assessed one PLO per year using the new Annual PLO Assessment form ([Appendix – KK](#)) that replaced the use of the SUNY Major-2 form annually ([Appendix – NN](#)), reserving the Major-2 for the Program Review only. The Annual PLO form is filled out by the faculty to identify intentions and expectations for the year's assessments, then stored in the ANGEL PLO drop box until after assessments for that PLO had all been completed. Faculty then schedule their own meeting or use Assessment Day to collaborate on action plans before closing the loop in the assessment documentation. The drop box was designed for easy access by the faculty who are recording the assessment results and using those results for assessing the major through Program Review. Program Reviews are completed every five years ([Appendix PP](#)), in accordance with the SUNY University Faculty Senate *Guide for the Evaluation of Undergraduate Programs*, in support of the *SUNY Mandated Campus-Based Assessment of the Major* ([Appendix - N](#)).

A mid-cycle review is done at about 2 1/2 years into the Program Review cycle for each program. This mid-cycle report helps the program review faculty groups monitor and report out progress made on recommendations and goals identified in the review. The mid-cycle reports are uploaded to ANGEL by academic division clerical assistants ([Appendix - O](#)).

ILOs – Institutional Learning Outcomes are those established by the College, describing the proficiency expected for/from all Herkimer graduates. Each program is mapped to the ILOs, indicating the PLOs that inform them. The assessment results from the course learning outcomes are linked to those informing program outcomes, serving also the institutional outcomes. Unit/Departmental assessments in non-instructional areas are also linking to ILOs, where

appropriate. An ILO reference list, available in the Assessment Handbook, aligns courses that have been identified by faculty to measure the given ILO ([Appendix - P](#)).

General Education Outcomes Assessment

Herkimer's General Education curricula 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. General Education Outcomes Assessment is performed and documented on an annual basis with each Gen Ed category rotating on a three-year cycle. Faculty update Gen Ed course lists per category approximately every two years, on schedule with the College catalog updates, where the Gen Ed list of courses is published.

Herkimer College's 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, as noted in the assessment rubric ([Appendix - Q](#)). Herkimer assesses student achievement in SLOs based on a representative sample of 50 percent of students taking courses identified by Herkimer as General Education courses in the competency area, particularly in areas with high numbers of students. If few courses are running in which the Gen Ed competencies are assessed, Herkimer assesses all of those courses.

When hard-copy assessments are being used at Herkimer, General Education evaluations (tests, research papers, portfolios, etc.) are administered by faculty who teach General Education courses. This work is scored by faculty using a paper rubric and then individually sent back to the assessment office for tallying. The Herkimer assessment/IR office is responsible for compiling the data and posting the aggregate results in the ANGEL Assessment Handbook. When the Gen Ed assessments are input electronically, the Internet Academy coordinator runs the appropriate reports for each category. The difficulty in creating those reports, and the questionable reliability of the methodology has caused the college to reconsider this version of electronic assessment, and to temporarily revive the more labor intensive paper assessment method for the 2014-2015 year. This seemed particularly prudent, as Critical Thinking and Information Management are embedded competencies that require a large sample of courses from across campus to return the assessment results. The results will be more consistent for comparison with the last assessment for the same categories ([Appendix - R](#)).

Those faculty members who taught a course that was part of a General Education SLO Assessment, close the loop on the past year of course changes based on those assessment results, using a survey in ANGEL to document a more detailed account of individual follow-through activities. Gen Ed faculty close the loop on their results by analyzing the data, responding with conversations and plans ([Appendix - LL](#)), and by documenting actions taken based on the results of the previous year's data. A Gen Ed survey is posted on ANGEL for faculty response ([Appendix - S](#)).

Follow-through activities 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. The following is an example of a Gen Ed case study demonstrating use of assessment data to make improvements.

These assessments have informed changes in processes and improved data since the organized, goal-oriented assessment initiative began at Herkimer in 2009.

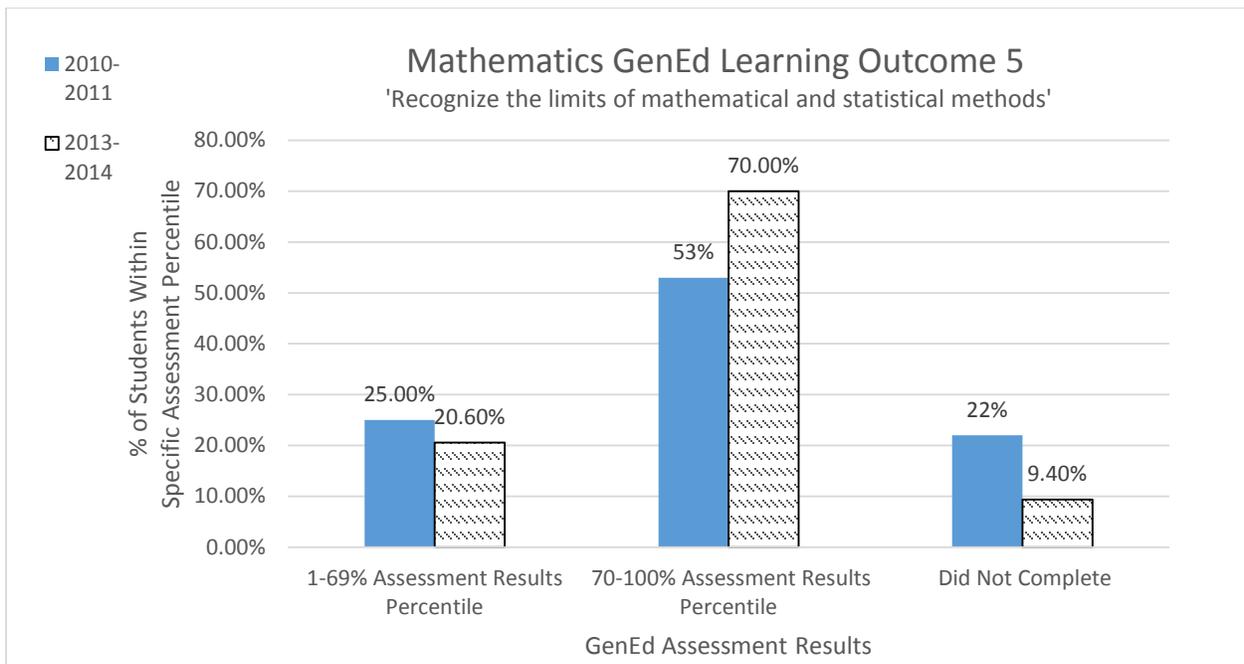


Exhibit 20: Mathematics Gen Ed Learning Outcome 5 Trend Analysis Chart. Source: Herkimer College Assessment Handbook.

Review of Mathematics Practices Between 10-11 and 13-14 Academic Years

Mathematics Gen Eds were among those assessed in the 2010-2011 Gen Ed assessment cycle. The results were well below the desired standard of 70% (coming in around the low to mid 50% range). In between that assessment cycle and the next (2013-2014), the Mathematics faculty met to discuss ways to improve results, and came up with the following measures:

- To review their assessment tools and make necessary modifications to those tools
- Use a wider variety of assessment tools to more accurately assess learning outcomes
- Devoting more instructional time to the course learning outcomes
- Non-tenured staff were reviewed for effectiveness through faculty observation, resulting in a change of faculty teaching the general education math courses

-
- Consult with the Associate Dean and the Advisement Center to work on proper placement in mathematics courses
 - Share and adopt best teaching practices

In the 2013-2014 assessment cycle, the results of these changes were distinctly positive. All the Mathematics General Education learning outcomes met or exceeded the desired standard of 70%, showing a definitive improvement over the previous assessment cycle.

[Back to General Education](#)

Institutional Effectiveness (IE) – Standard 7

Assessment Plans have been developed and are currently documented in all areas of the College, divided into 32 instructional and non-instructional units or departments. Those plans, goals, assessments and outcomes are shared between Units and Departments, align with the Strategic Plan, and are used to identify Key Performance Indicators that are incorporated into the Institutional Effectiveness Report Card ([Appendix - E](#)) in a summative assessment for the College's Institutional Effectiveness.

The assessment and institutional effectiveness practices introduced at Herkimer as presented in the monitoring report to MSCHE in June 2010, have been sustained and revised to help improve both the processes and the results. Annual assessment documentation for all non-instructional units had been shared with supervisors and housed in a designated electronic folder for access by all Unit leaders and administrators ([Appendix – MM](#)).

The position of Assistant Dean of Academic Affairs, Assessment and Institutional Effectiveness was vacant at Herkimer from 2012-2014. During that time, some of the responsibilities of the position were reassigned to the Assistant to the President and the part-time Assessment Coordinator. While the basic functions were being attended to, upholding a cohesive and effective process was challenging and in some cases little planning was evident.

The Assessment Coordinator was a full time Associate Professor, with a course load reduction and half time responsibilities as the academic Assessment Coordinator and Chair of the Assessment Committee from 2012 to 2014. Herkimer's Assessment Committee at the time was comprised of primarily faculty, with four administrators, including the Director of IR. Non-Academic Unit Assessment was previously facilitated by the Assistant Dean, but the Assistant to the President became the point person for facilitating upkeep of the Unit Assessment plans and reports when the Assistant Dean resigned.

The following is the Institutional Effectiveness Model from 2010, which is still in use, but up for review in 2015-2016.

Foundations of HCCC Institutional Effectiveness Model

- Strategic Assessment Plan
- Unit (non-instructional) Assessment Plan
- SUNY Mandated Campus-based Assessment of the Major (Program) Plan
- General Education Assessment Plan
- Student Learning Outcomes Course Assessment Plan

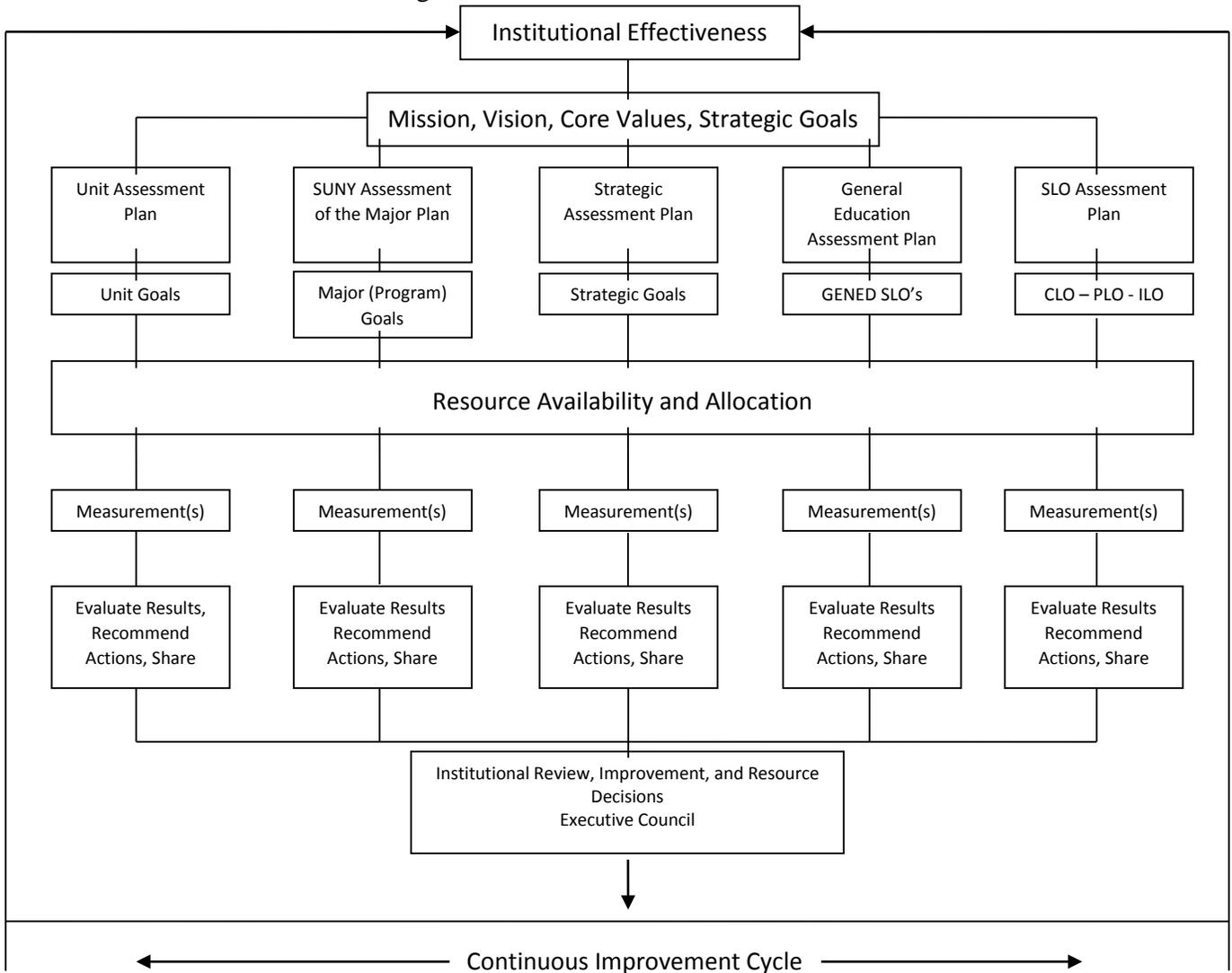


Exhibit 21: Foundations of HCCC Institutional Effectiveness Model from Quality Team Documents. Source: Office of Institutional Effectiveness.

The Academic Assessment Committee

How do we get the campus to see how to complete these levels of assessment and WHY they should do this regularly?

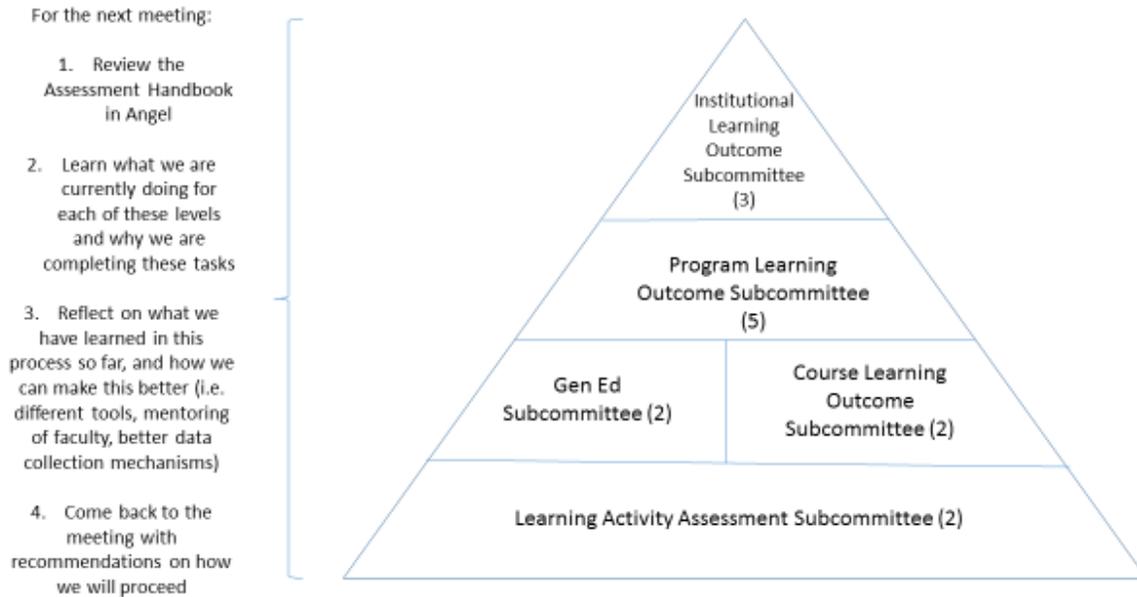


Exhibit 22: Herkimer's Academic Assessment Committee Structure and Instructions Communicated to the Committee before One of its Meetings. Source: Herkimer College Academic Assessment Committee.

As of 2014-2015, Herkimer's Academic Assessment Committee (AAC) has become an entirely faculty-run committee under the leadership of faculty co-chairs, in collaboration with the Assistant Dean of Academic Affairs, Assessment and Institutional Effectiveness. The AAC was updated as a faculty-only committee as of the implementation of the new Quality Movement on campus. The natural turn-over of committee assignments provided the opportunity to make the change, and to allow the committee to chart its course to improvement of the committee's functioning toward its mission and goals. The committee is responsible for maintaining and improving student learning outcomes assessment practices for enhancing teaching and learning, in support of Institutional Effectiveness.

Academic Assessment Committee 2014-2015:

Co-Chair: Jennifer Herzog, Associate Professor of Science

Co-Chair: Blake Pitcher, Instructor of Communication Arts

Christian Avis, Assistant Professor of English

Randolph Baker, Assistant Professor of Computer Science

Karen Evans, Associate Professor of Business

Dr. Clifford Flamm, Professor of Math and ESL

Robert Gassmann, Associate Professor of Communication Arts

Jessica Kelly, Assistant Professor of Engineering
Patricia McDaniel, Professor of Human Services
Dr. Nicole McDaniels, Assistant Professor of Science
Steven Sydoriw, Instructor of Physical Education
William Pelz, Professor of Social Science/Instructional Designer for Online Learning

Herkimer's Assessment Committee has, since 2009, focused on modeling for the faculty what it expected would become the assessment culture on campus. In doing so, the committee took deliberate steps to assess itself often and to use those assessments to better the assessment processes on campus and to assist faculty in maintaining and using assessment of student learning outcomes to improve teaching and learning ([Appendix - T](#)).

Assessment Results Communicated

Assessment results have been and continue to be shared in useful forms and discussed widely with appropriate constituents. The new IE Committee that is being re-established in Fall 2015 is slated to review these methods, per the results of the Quality Team efforts. The Academic Assessment Committee continues to discuss and make recommendations regarding changes to assessment processes and procedures.

- The IE Dashboard reports were issued from 2009 – 2012.
- Institutional Effectiveness Report Cards are posted on the website and used for review of the data by top administrators and the Board of Trustees.
- IR provides data for sharing in discussions to close the loop (follow-through) on Assessment Day.
- ILO data is collected by the Assessment Committee and shared with Associate Deans to discuss with faculty at Academic Division meetings and on Assessment Day.
- All-campus meetings are held where the topic is “Conversations on Data”, as scheduled by the College President, in collaboration with the Assistant Dean of Academic Affairs, Assessment and Institutional Effectiveness. This is also discussed at Assessment Day sessions.
- 2013-2014 Unit Assessment Meetings were held to discuss alignment of ILOs with Unit goals and outcomes and to improve goal-setting and assessment measures. These meetings will continue to be held at least once a semester.
- The Internet Academy is in the final stages of the nearly year-long Open SUNY Institutional Readiness Initiative. Herkimer College is one of the first institutions to participate in the initiative with two programs.
- Perkins Grant assessment of non-traditional student success is discussed during meeting between the Director of IR, the Academic Team, Perkins Committee members and academic deans.

-
- The College, through the IR Department, engaged in The Power of SUNY Refresh self-assessment to determine proxy measures for the 2014 initiative.
 - The Board of Trustees is assessing its goals and outcomes annually each spring. With the implementation of the approved updated Strategic Plan, the BOT will increase communications through quarterly reports on Key Performance Indicators beginning in Fall 2015.
 - The *Assessment Bytes* Newsletter shares assessment results, promotes assessment events and provides assessment and accreditation information to faculty and staff; published at least twice a year and sometimes more ([Appendix - U](#)).
 - Students receive assessment information in their classes on course syllabi and/or in the online ANGEL learning environment, and through student government, as the president of SGA (Student Government Association) is on the BOT.

Herkimer College's Institutional Learning Outcomes

Students who graduate from Herkimer have demonstrated competency in the following areas, known as Institutional Learning Outcomes. Students are informed of the ILOs in their student orientation packet. The ILOs had been established in 2010 and since then, the College has been on an assessment cycle of assessing one of the following ILOs per academic year. The results are as follows:

A. Communication:

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

(65% of the students assessed in the 2010-2011 academic year met the standard; 72% in fall and 63% in spring)

B. Knowledge Management:

Herkimer College graduates will demonstrate a level of information literacy that enables them to manage knowledge by locating, organizing and analyzing research gathered via traditional and contemporary methods. Students will develop computer technology competency in research, communication and discipline specific software applications. (81% of the students in the 2011-2012 academic year met the standard; 83% in fall and 78% in spring)

C. Problem Solving:

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

(82% of the students on the 2012-2013 academic year met the standard; 84% in fall and 81% in spring)

D. Ethics and Social Responsibility:

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

(62% of the students assessed, in 2014 spring term only, met the standard.) Currently, the measurement formula and methodology is being reviewed by the Academic Assessment Committee, and options explored; assessment leaders on campus are concerned that the data are not reliable, nor the process for ILO assessments reliable. When the Gen Ed outcomes were added to the drop down menu, it created some confusion, and therefore, the data sets are unreliable.

E. Aesthetic Responsiveness:

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

(Results to be tabulated after May 2015 assessments)

While the ILOs have been systematically and collaboratively developed by faculty and unit staff, the Assessment Committee and unit leaders have begun working on developing detailed rubrics for each ILO to better clarify and measure expectations. Using AAC&U rubrics as guides, conversations between faculty and unit staff at several meetings have taken place with the first round of recommendations for rubrics submitted during the 2013-2014 academic year. The rubric development was put on hold during the Quality Team effort. The groups, however, are re-convening during the 2015-2016 Assessment Day activities, with a completion target of May 2016, for implementation of new rubrics beginning in fall 2016.

Assessment Results and Improvements

Assessment results have led to appropriate decisions and improvements about curricula and pedagogy, programs and services, resource allocation, and institutional goals and plans. The following initiatives and outcomes provide evidence that the results from closing the loop on assessments have led to "decisions about changing courses and curricula to improve student learning, for institutional budgeting and resource allocation", in accordance with Herkimer's Reciprocal Student Learning Outcomes Assessment Plan. The following examples are initiatives and achievements based on assessment results that align with strategic goals.

Curricula

- New STEM curricula have been approved and are being offered in Engineering (AS), Laboratory Technology (AS), Quality Assurance (AS) – Science and Business tracks, Computer Science (AS) and Mobile Apps Development (AAS); LAS: Mathematics (AS) and LAS: Science (AS) STEM approval pending
- Communication Arts programming has been researched and assessments have led to decisions regarding the naming of and collaboration between: Radio-TV Broadcasting (AAS), Digital Filmmaking (AS), Music Industry (AS), and New Media (AS); These programs have been renamed to have a “Communication Arts:” umbrella title, which will make collaborative promotion and services of these like programs more effective.
- Herkimer College has entered into an agreement with Cazenovia College to allow Cazenovia to offer on-site Bachelor’s degrees in Cybersecurity and in Early Childhood education. ([Appendix - V](#)) This partnership allows Herkimer students to complete coursework on the Herkimer campus for four years, obtaining both two-year and four-year degrees. The benefit to the student is the convenience of less travel and lower cost.
- Sports and Recreation Management assessments ([Appendix -O](#)) have inspired new program development in Recreation Leadership (AAS), which has already been approved by Herkimer’s Curriculum Committee.
- An Ecotourism and Adventure Travel program is being developed as a result of a strengthening relationship with the Ecuadorian Department of Education. As the College is recruiting students from Ecuador, their government is expressing a need and interest in such a major.
- The College has reviewed and revised all its curricula to align with SUNY Transfer Pathways and to comply with SUNY’s mandate that all program requirements must not exceed 64 credit hours (2013-2014). Also, all programs have been reviewed and revised to meet the required 7 out of 10 Gen Ed courses completed within the first two years of a transfer program toward a four year degree ([Appendix - W](#)). However, most of Herkimer’s programs had already included such. Continual improve of academic programs is reflected in the representative Curriculum Committee Annual Reports and the Program Statuses monitoring form ([Appendix – X](#)).

Pedagogy

- A \$500.00 Assessment mini-grant was awarded for faculty to improve teaching and learning, in this case, to explore the use of portfolios in Science and General Studies. The portfolio trial revealed that the hard copy portfolios created with direct faculty contact yielded much better response than the electronic versions that were guided by advisors, but through less direct and more infrequent contact.

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- Recognition and rewards for innovative assessment techniques- “Kiss My Assessment” awards are light-hearted recognitions for innovative and/or best practices in assessment, given on Assessment Day.
 - Professional Development Days devote time to presentation of evidence of improved curricula and best practices for better teaching and learning.
 - All on-line instructors, as of Fall 2013, participate in a self-assessment of their course quality followed by a consultation with Herkimer’s Instructional Designer or Internet Academy Coordinator. This is one way that Herkimer recognizes and encourages best practices in on-line pedagogy.
 - Assessment Days - Faculty are presented with aggregate data of all course assessments by term, which includes ILO and CLO closing the loop data; Closing the loop data indicates changes proposed by faculty to improve student learning, as documented in the Data by Course – Closing the Loop samples ([Appendix - Y](#)).

Programs & Services

- A student access center combining student services into one central location has been created in the Campus Center; one central office for counseling, advisement center, career center, and one central area for admissions, financial aid, registrar and the bursar’s office.
- Non-academic Units have continued assessing, documenting plans, and aligning outcomes with SLOs in their annual assessment reporting document and assessment summary ([Appendix - Z](#)). Those documents have been shared with the supervising deans for the given units. Additionally, as the Assistant Dean of Academic Affairs and Institutional Effectiveness consults with each Unit leader, the plans, assessments, outcomes and summaries are also shared, during which time key examples are chosen as best practices for Assessment Day review.
- The Advisement Center has explored and implemented ways to make advisement a more accessible academic service to the students of Herkimer College. In addition to three advisors available to work with students in person, by phone, or email for eight hours a day, the advisement center makes services available to students through “Advisement on the Run.” After returning student registration opens, an advisor is available daily in the cafeteria for two hours to help students with registration. This has been a very popular initiative. In ten “Advisement on the Go” sessions in the Fall 2014, the Advisement Center assisted 110 students including 51 schedule registrations. The Advisement Center Staff also utilizes ANGEL community groups to manage assigned advisees. Recently the Advisement Center has started group advisement sessions to allow more students to be seen at once, increasing office efficiency and giving students a shorter wait time to receive advisement. To increase accessibility, the Advisement Center is looking into software or cheaper alternatives to text students as email and phone calls are less likely than text messages to get through to the student ([Appendix - AA](#)).

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- The Herkimer Retention Committee is chaired by the Director of the ASC with committee members representing all areas of the campus, including a student representative(s). This is a new standing committee for the Herkimer campus, begun in November 2014 and reporting to the Provost. The committee's preparation for the monthly agenda always includes relevant local data points provided by our Director of Institutional Research along with pertinent studies which highlight best practices. Recent items for discussion have included among others: the importance of advisement to retention, transitional and contact points from first contact through sophomore year, and the importance of a connected delivery of initiatives along that continuum with assessment and improvements in a continuous review process. As a result of this committee's work, advisement models have been researched and a study will be done over the summer to make a recommendation for budget purposes and Executive Committee review.
 - Library assessments of students have been designed and results used for determining the best hours to open the library, creating the best opportunities for students to use the facilities, and to be sure that library time and staff resources are efficient. The library has also acquired ten new e-readers, with plans to acquire more, in an effort to foster and encourage greater use of technology by making it more accessible for students and faculty and offering them training.
 - The Academic Support Center staff meet frequently. A continuous quality improvement strategy is utilized by the ASC. Currently there are five Unit assessment plans in motion for the year; review of these and planning for the coming year is beginning in June. All ASC student contacts are tracked with AccuTrack. AccuTrack reports provide information on-demand. An example of a current initiative is to see if students are getting what they need from tutoring, in their opinion. A student survey of tutoring services satisfaction is now built into the AccuTrack system, allowing them to quickly provide feedback after a session ends. Another example of data-driven decision-making is the regular review of high risk courses so that adequate support for those courses is planned. Student focus groups and impromptu interviews with students also provide the ASC director and staff with regular feedback. Faculty feedback is also important, and one of the ASC's unit initiatives this year gave every faculty member the opportunity to talk one-on-one with a member of the ASC staff. Interview answers were compiled and reviewed at a recent staff meeting for use in formulating new departmental objectives for the 2015-16 academic year.
 - As a result of the Retention Committee's analysis of student needs, START Days have been revamped and now include sessions which provide an early orientation to the college along with placement testing and advisement/registration for classes. After conversations regarding the success of the new START days, Convocation Day is now undergoing a similar review.

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- Late night tutoring sessions have been added in student housing areas.
 - Academic Coaching for student athletes and select at-risk students is practiced through the ASC in support of student success
 - The Fall 2014 Learning Community was offered to new entering freshmen who scored below cutoff in both reading and math on their placement test. Any major was accepted into the Learning Community. Fifty (50) students participated. Impact on Retention: Spring 2015 registration (the subsequent semester) was 15% higher for those who participated in the Learning Community as compared to those who were eligible to join but opted out.

Resource allocation

- Science Lab renovations in 2011-2012 improved safety: a separate microbiology lab was previously shared with chemistry and physics; it now has better ventilation, cold storage of preserved specimens, and updated equipment.
- All CTE programs are eligible for Title IV Perkins grant funding as faculty, deans, and the Institutional Research department work together to identify key areas that could demonstrate improvements through major purchases provided by the grant. Assessments on those projects will be completed in accordance with the grant guidelines, and demonstrated to the grant officials at the on-site annual visit.
- Students will have the benefits of cutting edge technology with the purchase of a 3-D Laser Scanner for in-lab use, a new Program Server in the Radio-TV department for disseminating live and/or pre-recorded programming, as well new digital cameras, funded through the Perkins grant.
- Capital projects completed: [See Finance Section IV](#)

Assessment Processes Reviewed

Assessment processes continue to be reviewed regularly by the Academic Assessment Committee and the Assistant Dean of Academic Affairs and Institutional Effectiveness. Those reviews have led to appropriate decisions and improvements in assessment processes and support for them.

- Quality Planning Teams developed proposals and plans to bring Herkimer toward a more systematic, integrated model of sustainable planning and decision-making.
- Faculty Focus Group Assessment was conducted in summer 2012 ([Appendix – BB](#)), just prior to the Assistant Dean of Assessment and IE leaving. The Assessment Coordinator worked with the Assessment Committee to address results of Focus Groups by creating a simple “cheat sheet” called Assessment Quick Start Instructions ([Appendix - M](#)), disseminated to all faculty at Assessment Day, via e-mail and posted in the Assessment

Handbook. Faculty Focus Group results are documented and concerns from that time are added to AAC agendas as feasible.

- The Academic Assessment Committee has used a Middle States assessment rubric ([Appendix - T](#)) to assess its processes in informal planned discussion groups, first in committee meetings, then at Assessment Day. Also, the committee has used a rubric to assess Herkimer's progress toward building an Effective Framework for Student Learning Outcomes Assessment for each of its SLO levels, CLO, PLO and ILO. The attached outcomes have helped guide the committee in forming its global agenda for improving each level in the coming year ([Appendix -T](#)).
- The Institutional Effectiveness Committee was taken over by the Assistant to the President until the Assistant Dean of Academic Affairs was hired, at which time the IE Committee was put on hiatus as Quality Teams took over the task of initiating better planning in key areas across campus. The IE Committee will re-convene in Fall 2015.
- A Unit Assessment workshop conducted in 2013 reviewed the results of assessments from the previous year and clarified Unit assessment alignment with ILOs, resulting in improved expression of goals, well-chosen assessments and better aligned outcomes.
- The Assessment Committee was maintained and chaired by what was the Assessment Coordinator at the time of the Monitoring Report through September 2014. At that time, the Academic Assessment Committee became an all faculty group, re-named to include the word "Academic", and co-chaired by two faculty members. That group continues to maintain processes and procedures in course, program, institutional and general education student learning outcomes assessment. Documentation of goals and activities toward IE are established in minutes, annual reports and semester updates to the Provost. ([Appendix – JJ](#)).

Herkimer College's Core Values:

The College established and embraced its core values as a major step in creating its Strategic Plan in 2009-2010. Since then, the core values not only adorn the walls of the campus, they guide major efforts in planning and decision-making as apparent in the representative examples below. Additionally, they have become the basis for our quality standard of measurement, as noted in Herkimer's Quality Rubric (2014).

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.

- Collaborative campus environment: Events from among all areas working together, including the Employee Benefits Fair, student activities/leadership programs for clubs and classes, and the Student Success Fair

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- Civility: A successful *We Choose Civility* campaign, initiated through the Dean of Students' office, has had an effect on diminishing unwanted behaviors and establishing right behaviors through communications in on-going emails, posters, speeches and other promotional methods. "Take Back the Night" events, focused on domestic violence prevention and awareness are held annually.
 - Creativity: The Phaethon literary magazine has been revived and elevated in quality and promotion; Students and faculty in the music programs are now offering concerts and casual performances throughout the year as course assessments; an annual film showcase is held for student work from the Digital Filmmaking curriculum; the Cogar Gallery runs a student and a faculty exhibit annually, and various alumni exhibits periodically.
 - Diversity: Annual events offered to students and faculty highlight Amnesty International, Women's History Month, Black History Month, International students' mixer and events in the Global Learning.
 - Open Communication: The Public Relations office is currently administering a Community Survey as an assessment of the effectiveness of the College re-branding initiative that took place in 2013; *Herkimer in the News* e-mails; all-campus meetings, department/unit and Division meetings; Herkimer website; MyHerkimer Web Portal; BOT meetings
 - Social Responsibility: The College community takes part in the 9/11 Remembrance Ceremony, annual community park clean-up, Red Cross blood drives, Butterfly Release Ceremony for Oneida-Herkimer County Hospice; collaboration with Herkimer County Veterans Services to maintain the Veterans Memorial on campus
 - Mutual Respect: Transparent policies and procedures in syllabi, on the web site, in College handbooks; shared governance including a representative on the BOT; student representation on several College committees; and Faculty Senate representation

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

- SUNY Chancellor's awards for both students and staff (12 recipients over the last two years)
- National athletic and academic championships
- "Who's Who" awards and recognitions for both students and faculty
- Phi Theta Kappa Induction Ceremony
- Herkimer Scholarship Committee recognition event
- Tenure, Promotion, and Merit awards
- Associated Press Awards for student news production

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

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- Policies and procedures are established across campus in support of honest, respectful and consistent practices.
 - Workplace preparedness sessions through the Human Resources Department.
 - Advisory Committees of volunteer professionals meet with faculty annually to discuss program elements and to solicit input regarding workplace expectations from graduates.
 - Senior administrators hold monthly meetings with their middle managers, individually and as a department.
 - See PRR Compliance document for regulatory compliance practices.

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

- Professional development opportunities are consistently provided for faculty and staff.
- The College Now concurrent enrollment program has grown and is providing additional opportunities for high school students to begin their college experiences early.
- The Center for Student Leadership and Involvement provides opportunities for students to participate in a wide variety of clubs (35) and programming (250 scheduled activities) to develop leadership skills, to use talents and interests, and to interact with diverse student groups to increase their cultural literacy. Students have fun while they learn. Club advisors are faculty and staff who work with the students on a regular basis.
- The College is taking the opportunity to use the PRR self-assessment to set Unit goals for the year and to assess them in 2015 for the first time using the new Quality Rubric.
- Each Unit has stated outcomes from aligned goals and action plans to support the “opportunity” core value ([Appendix - CC](#)).

Sustainability

There is indeed sufficient engagement and momentum to sustain the assessment processes that have been put into place since the Monitoring Report of 2010. Improving assessment processes across campus has been more challenging. While some Units have greater momentum than others, their Unit Assessment planning has been changing with the implementation of the new Operational Planning initiative. Upon adoption of the new planning system and the implementation of a new annual reporting process, the opportunity for improvement and sustainability is greater because of the direct alignment through integrated planning. Unit Assessment includes non-academic departments and academic divisions. Sustainability exists through efforts such as professional development, the IE plan, PRR committee recommendations and Quality Team planning, specifically the Model of Integrated Sustainability Planning.

Professional Development

Professional Development in the areas of Assessment and Institutional Effectiveness have continued throughout the past five years.

Off-Campus:

- MSCHE Annual Conferences 2010 – 2014 – Assistant to the President, Assessment Coordinator/Assistant Dean of Assessment & Institutional Effectiveness, Associate Dean of Academic Affairs, Dean of Academic Affairs, Director of Institutional Research; *Presenters 2011 Conference* – Assessment and IE Team of four
- AIRPO Annual Conference – Assessment Coordinator/Assistant Dean of Assessment & Institutional Effectiveness, Director of Institutional Research
- MSCHE PRR Preparation Workshop – Assistant to the President and Assessment Coordinator/Assistant Dean of Assessment & Institutional Effectiveness
- SUNY Council on Assessment- Town Hall meetings, Drive-in sessions – Assessment Coordinator/Assistant Dean of Assessment & Institutional Effectiveness, Assistant to the President, Director of Institutional Research
- ANNY drive-in sessions – Assessment Coordinator/Assistant Dean of Assessment & Institutional Effectiveness, Director of Institutional Research
- Perkins Annual Training - Director of Institutional Research
- IPEDS Training - Director of Institutional Research
- SUNY Business Analytics Training - Director of Institutional Research
- National AIR Forum - Director of Institutional Research
- Monroe CC Assessment Workshop - Assessment Coordinator/Assistant Dean of Assessment & Institutional Effectiveness
- ANNY – Annual Conferences, 2014 and 2015 – Assessment Coordinator/Assistant Dean of Assessment & Institutional Effectiveness, Director of Institutional Research
- MVCC Assessment Workshop (Dr. Sean McKittrick) - Assessment Coordinator/Assistant Dean of Assessment & Institutional Effectiveness
- Various workshops, webinars, and trainings on Assessment and Institutional Effectiveness
- National Student Clearinghouse Training - Director of Institutional Research

On-Campus:

- Professional Development Committee ([Appendix - DD](#))
- Assessment Day – Assessment Committee faculty presentations on Backward Design, Classroom Assessment Techniques and Learning Activities Design and Assessment, prepared and offered by Herkimer professors. ([Appendix - EE](#))
- Curriculum Mapping– Group training sessions offered in the Teaching and Learning Cooperative and personal appointment training sessions as needed, were conducted by the Assessment Coordinator.
- All-campus meetings and academic division meetings take place monthly.

PRR Committee Process

The PRR process began when the former President of the College appointed three staff members, the Assessment Coordinator, the Assistant to the President, and the Director of Institutional Research to take charge of the process in Spring 2013. The three began by investigating the task independently and at MSCHE conferences and workshops. The Executive Council, in August 2013, established a PRR committee of members from across campus in various positions that would reflect the major areas of consideration for the College. Members were appointed to the committee for one academic year of service for fact-finding and recommendations. The group

met approximately twice monthly and held two lengthier half-day retreat work sessions. The PRR Committee split into smaller task groups by PRR section, compiling existing data and acquiring new data using in-house surveys and interviews of faculty, staff and students. Of note, when in October 2013, the Director of Institutional Research resigned, the position was filled in-house by the current director, who also joined the PRR committee. Several of the PRR Committee members were also called back to participate in read-throughs during the editing process. The PRR Committee:

- Mary Ann Carroll, Assessment Coordinator
- Daniel Sargent, Assistant to the President
- Marie Miknavich, Director of Institutional Research(former)
- Karen Ayouch, Director of Institutional Research
- Patricia Miller, Senior Financial Aid Assistant
- Stacie Shepardson, Senior Accountant
- William Pelz, Professor of Social Science/ Instructional Designer of Internet Academy
- Blake Pitcher, Assistant Professor, Digital Graphics
- Dr. Justin Alger, Director of Residential Life
- Rebecca Ward, Assistant Professor-Biology
- Lindsey Taube, Instructor - Mathematics
- Annette Yauney, Associate Professor – Information Systems

The Internet Academy ANGEL platform was used as an archive and discussion forum for the committee, allowing all committee members access to resources from all task groups.

The Findings:

Since the Monitoring Report of 2010, Herkimer College has experienced significant growth in sustainable assessment and Institutional Effectiveness, despite dramatic transitions in leadership, including:

- College President- resigned fall 2013; replaced by Interim President, Herkimer College CFO 2014 - 2015
- Director of Admissions- new position 2013
- Associate Dean of Enrollment Management- resigned 2013; position dissolved
- Director of Institutional Research- resigned and new hire in 2013
- Administrative Assistant to the DOAA- resigned and replaced in 2013
- Library Director- resigned in 2012; new hire in 2013
- Associate Dean of Humanities/SS- resigned in 2012; new hire in 2012
- Registrar- resignations and new hires in 2012 and 2015)
- Associate Dean of BHST- retired and filled Spring 2015

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- Webmaster- resigned 2013; web services outsourced
 - Assistant to the President- position dissolved; moved to Director of Continuing Education
 - Assistant Dean of Assessment and IE- resigned 2012- some duties distributed to maintain academic assessment and strategic plan/unit assessment; new hire from within Fall 2014
 - Associate Dean of Academic Affairs - retired from BHST; temporarily assigned to oversee Admissions Department 2015

The sustainability of assessment practices on campus resulted largely from the establishment of a solid model for Institutional Effectiveness (IE) that had been firmly planted across campus in 2009-2010, as noted in the Monitoring Report that same year. The Assessment Coordinator and Assistant to the President had been splitting duties to maintain Academic Assessment, the Strategic Plan and Unit Assessment during the absence of an Assistant Dean of Assessment and IE from 2012-2014. The IE plan had been well established such that it could survive the loss of the major administrators, and live to be rejuvenated into an even stronger mechanism for improved planning and use of data across campus.

Assessment Sustained and Improved

The PRR Committee found that Academic Assessment of Student Learning Outcomes is indeed sustained at Herkimer, and undergoes continuous improvements as a result of the processes established.

Academic Program Reviews are being completed on schedule, after a transition from one Associate Dean to another resulted in several Program Reviews that were off the usual five year cycle. As a means of preventing future breaks in the cycle, the current Academic Assessment Committee is creating a quick checklist for Program Review procedures, per request by the faculty. However, the Assessment Handbook ([Appendix - SS](#)) already offers all instructions, guidelines and examples as resources for completing the Program Review assessment process. Division Associate Deans use ANGEL as a communication forum during the Review process. The Provost and IE offices now keep program review audit forms on file to monitor completion.

Program assessment was not only sustained, but improved. New academic assessment initiatives were piloted, internal training continued, and successes and failures were measured. Example: A General Studies e-portfolio project was piloted, but the students did not respond. The effort itself failed, but the premise is good in theory. The General Studies faculty are still reviewing its possibilities, but continue to grapple with a clearly defined means of effective assessment of such an eclectic program. Currently under consideration is a portfolio based on acquiring evidence of competency for each of the five Institutional Learning Outcomes. Faculty were offered an opportunity for a mini-grant of \$500.00 toward an assessment effort. Two Science department faculty used it for incentives for students to complete senior portfolios at the same time as the General Studies pilot. The findings revealed that the Science department achieved 82% return

and success rate from their students, largely because of their face-to-face contact with the students, who were also their advisees. This effort proved the portfolio to be a viable assessment, and obtainable, however with the investment of more faculty time and effort. The students took far less ownership of the project than the faculty. While several faculty on campus use portfolios as an assessment tool, the global use of them for the broad programs, such as General Studies and Science, has not yet become streamlined at the College. The option will be revisited by the Assessment Committee and in program assessment meetings.

Faculty have repeatedly asked for full-time assessment support, specifically in Focus Group and Assessment Day responses. In response to this request, and to ensure sustainability and improvement, an office suite has been established providing shared space for the Assistant Dean of Academic Affairs, Assessment and Institutional Effectiveness, the Director of Institutional Research, and a shared Research Assistant (hired in April 2015). The office is in a prominent location to create a higher profile on campus and a collaborative working environment.

The Institutional Research Department has developed a Survey Committee that reviews all campus surveys for quality and quantity of questions, acquired data and need. Surveys are adjusted accordingly and are being catalogued for easier access and use by the campus community ([Appendix - FF](#)). A master Data Sourcebook has been updated, and individual departmental catalogues are being established as support resources for the newly proposed Integrated Sustainability Planning Model. Consideration of some changes based on other models is still underway, though the concept has been approved for adoption by both the Board of Trustees and the Executive Council. The Survey Committee is expected to become a standing committee, rather than its original ad hoc status.

The Gaps: Widespread Collaboration and Planning Needed

The biggest gaps found by the PRR Committee were in Institutional Planning and communication between departments. While the College had a Strategic Plan through 2014, collaborative, data-driven updating was necessary in its review cycle. Additionally, the College had not established its Academic Plan; its Enrollment Management Plan had run out and not been updated; no Marketing Plan existed; and the College had no Facilities Master Plan. Some of these had been recommended in the decennial self-study in 2009 and the Monitoring Report of 2010. Issues other than planning, included little engagement in decision-making and documentation by the Faculty Senate, dramatic drops in enrollment, Board of Trustees changes in directors, and no clear plan for/from assessments was evident from the Board during transition.

The College still had no formal collaborative process for resource allocation planning based on program and student learning outcomes assessment. While assessment practices have been on – going and informing the academic programs and non-academic units on campus, the integration of documented strategic planning between departments and divisions was sparse. Documentation within divisions and departments existed for alignment with mission and

strategic goals and objectives, and unit assessments were indeed aligned with student learning outcomes, but all of them did not come together to align with resource allocation. An initial plan to align student learning outcomes via a budget request form for academic programs developed in 2010 did not yield widespread use in the wake of changing administration within the academic divisions.

The College website had undergone a major transformation with the implementation of the College's re-branding campaign in 2013. Under the direction of Trainor and Associates, the web page design, upkeep and analytics would be provided by the ad agency. The transition from an in-house web master to an out-sourced service, created a delay in getting documentation on the web accurately and in a timely fashion. While the work flow had been arranged for better maintenance of the web page, and several representatives from various offices were given some training on updating, the drastic change of protocol resulted in documentation delays, causing some out-of-date materials to be posted on the website. Documentation of results and publishing to the web that had been "behind", is being continually reviewed and made current by the office of IE/IR, in collaboration with the Public Relations office and other offices on campus that have direct editing access.

Closing the Gaps: Institutional Effectiveness Quality Team Planning

The August 2014 All-Campus Meeting launched the first stage of the Institutional Effectiveness Quality Team Planning effort that would begin the growth of Institutional Effectiveness practices to fulfill the established IE patterns and better serve the College mission and goals. The newly hired Assistant Dean of Academic Affairs, Assessment and IE initiated the Quality Team plan by reminding the faculty and staff of the PRR process and promoting the upcoming initiative to fulfill efforts toward increased quality. The quality plan provides resources and direction for improved departmental planning and assessment and increased collaboration in strategic planning. Such planning would address the major issues that had been dormant and/or needed renewal in preparation for our report.

The Quality Team Planning initiative was rolled out as a collaborative, transparent and highly targeted method of getting the entire campus to recognize its strengths and identify how it could best use them to achieve goals. The resulting plans and recommendations would become the basis for Herkimer College's future with a new president, who will take office in June 2015.

The Actions: *5 Teams/6 Months: Transforming Lives through Quality Education.* The "transformation" theme grew out of a presentation given a year earlier by the PR firm, Trainor and Associates, with the roll-out of Herkimer College's re-branding initiative. Trainor's research revealed the response of Herkimer alumni, that Herkimer had transformed their lives. Having sustained its assessment processes in academic and non-academic units, it was time for Herkimer to move forward with improved quality in its use of data to make improvements across campus, particularly in key strategic planning areas.

The Assistant Dean of Academic Affairs created and introduced to the campus a new Quality Rubric based on the College's core values: Excellence, Opportunity, Community and Integrity. Since "assessing what you value" has been a mantra in the world of higher education assessment and IE, it made sense that the campus should assess itself and make plans that would uphold its core values in all departments to better serve Herkimer College's mission and strategic goals. The non-academic units, in particular, had been using their assessment reporting form continually during the time when the Assessment and IE position was vacant. However, the planning behind the targeted measurements was often inconsistent and vague. The research and writing of the PRR was a perfect "opportunity" for building a reasonable, comprehensive planning structure that could be measured in terms of the College's core values. The Quality Rubric is adaptable to all departments and designed to be able to grow as departments adopt even more specific standards based on each of the levels of achievement. That is a goal of the next Unit Planning Stage II for 2016.

A conference call discussion in August 2014, with Dr. Debra Klinman, VP of Institutional Field Relations for MSCHE, helped the Assistant Dean, Assistant to the President, the ALO, and the Director of IR to prioritize the planning that was essential for reinvigorating the journey toward improved assessment, outcomes and data-driven collaborative strategic planning. Five planning teams were created to research and develop a proposal for: an Academic Plan, an Enrollment Management/Marketing Plan, a Resource Allocation Plan for Alignment with Student Learning Outcomes, a Facilities Plan, and an update for the existing Strategic Plan.

The teams were tiered to give support for all involved, as the campus community has diminished in number, requiring personnel to carry more responsibility than ever before at Herkimer. The Executive Team (Interim President, Provost, and Dean of Students) oversaw the Targeting Team (Assistant Dean, Director of IR, Assistant to the President, two senior faculty members), which guided the Steering Team (Associate Deans, Faculty and Directors from various departments) who were writers and facilitators for the entire Quality Team, comprised of approximately 16 people from various departments across campus.

The following is the initial planning document distributed to campus, September 2014:

Institutional Effectiveness Planning

IE Executives: Pres. Laino, Dean Oriolo, Dean Hawes

Goals:

- A. Improve quality of Institutional Planning
- B. Complete Institutional Planning to lead quality initiatives into the future of the college
- C. Meet MSCHE planning compliance
- D. Provide timely achievement of planning goals



1. **IE Targeting Team:** Guides and establishes structures and goals, work flow to accomplish each plan; Will meet with steering teams to assist with targeting and organizing; will assist in programs for all-campus meetings.
M. Carroll, D. Sargent, K. Ayouch, Mark Polkosnik, Cynthia Gabriel

2. **IE Steering Team:** Leaders will coordinate work groups within the Quality Team; Responsible for editing and assembling plan; will plan Quality Team meetings, ensure oversight of researching, idea formation and planning. Creates timeline for QT in preparation for presentation at all-campus meetings
Linda Lamb – Academic Plan -- MAC
Jackie Harrington – Enrollment Mgmt./Marketing Plan -- Karen
Fred Berowski – Strategic Plan -- Dan
Bob Woudenberg – Facilities Master Plan -- Mark
Nora Dusseault – Process Plan to Align SLO Assessment with Resource Allocation --Cynthia

3. IE Quality Team:

MAC	DAN	KAREN	MARK	CYNTHIA
Academic Plan	Strategic Plan	Enrollment Mgmt./Marketing Plan	Facilities Plan	Align Resource Allocation with SLO's
<i>L. Lamb/H. Testa/R. Voetterl-Riecker/A. Cronauer (1/2015)</i>	<i>F. Berowski/A. Getman/P. Dusseault (Replaced by D. Sargent 1/2015)</i>	<i>J. Harrington/J. Belisle/R. Kohler (moved to QT per consultation)</i>	<i>(M. Carroll 1/2015) R. Woudenberg/ A. Ambrose/R. Neary</i>	<i>N. Dusseault/ S. Tripp/M. Harris</i>
*Mission: To create a 5 Year academic plan that will meet the quality standards of core values to support success of students...	*Mission: to review, revise and establish a 5-year Strategic Plan for the future of the college, in accordance with the mission and core values...	*Mission: to create a 5 year Enrollment Management Plan, incorporating a Marketing Plan that will facilitate enrollment and retention growth...	*Mission: to create a 10 year Facilities Master Plan that will meet the needs of the institution, based on assessment	*Mission: to create a process whereby college constituents have the opportunity to align resource allocation with

			outcomes and needs...	Student Learning Outcomes...
Jen Herzog Cathy Delorme Amy Dommer John Campagna Eileen Hart Jason Davis Steve Sydoriw Jeff Steele Kathy De Angelis Cathy Marrotta Gale Farley Lindsey Taube Katie Scanlon Cliff Flamm Alan Cronauer Michelle List Rocco Cornnachio	Don Dutcher Joanne LeClair Jason Brown Katie Schwabach John McLean Lorraine Siniscarco Chris Avis Nicole McDaniels Debra Sutliff Amber Stone Rebecca Ward Eric Vernold Jackie Woudenberg Joe Matteson Cara Boepple	Marjorie Moore Erin Bailey Smith Douglas Flanagan Mary Jo Kelly Blake Pitcher Andrew Devitt Sharon Howell Monika Polkosnik Kalman Socolof Karen Nagle Lisa Elwood-Farber Wendy Marchese April Harris Dianna Ste. Marie Vicki Brown Becky Ruffing Deb Sutton	Mary Greene John Cook Maryann Wrinn Lisa Calli Karen Evans Bob Schultz Tim Rogers Faith Thompson Leslie Cornish Dave Higgins Richard Dawkins Randy Baker Steve Mezik Pepe Aragon Dan Thompsune Jeremy Cingranelli	Karen Jones Guy Devitt Tim McLean Jessica Kelley Katie Stables Joy Edmunds Annette Yaune Cheryl Netti Matt Powers Janet Ciccarelli Julie Todd Bob Gassmann Bill Stack Suzanne Paddock Julie Lewis George Smith

*Quality Teams will refine mission statements to serve the college mission and support assessment outcomes.

4. IE Quality Team members – will contribute research, organizational support, ideas, writing – Proofreading: Ellen Curry
5. Academic Assessment Committee – Jennifer Herzog/Blake Pitcher co-chairs
Team: Patricia McDaniel, Bill Pelz, Bob Gassmann, Jessica Kelly, Nicole McDaniels, Karen Evans, John McLean, Randy Baker, Chris Avis, Cliff Flamm, Steve Sydoriw
6. Justification premises:
 - a. Diverse input from across campus on issues affecting all stakeholders (constituents).
 - b. Create opportunity for all departments to use the strength of college personnel.
 - c. Same people are on several committees, which causes the following problems: weak attendance at meetings, productivity in meetings is low because of attendance, lack of interest in committee work, confusion regarding needs on campus (credibility of priorities), generate a positive collaborative result
7. Proposed Committee Changes:

Hiatus: Diversity, Campus Accessibility, Marketing, Library, Internet Academy Advisory, Hazardous Waste, Sabbatical Leave, Staff Development

Re-structure: Institutional Effectiveness Committee becomes IE Team ; Assessment Committee; Downsize: Cogar Gallery, Admin. Computing, Strategic Planning (integrated within IE Quality Team)

Remains the same: Academic Senate Committees – members placed within Quality Teams; Curriculum Committee; all others not listed above; If possible, standing committees should reduce the number of meetings for the next 6 months.
8. Timeline - (Some teams may need to meet twice a month) Each Steering Team will create a schedule and timeline for operations of their IE Planning Quality Team, based on the following:

Sept. 18th – All Campus Meeting – issue overall plan; assign mission and allow members to arrange first meeting
Sept. – Meetings of IE Quality teams begin/monthly
Oct. – All teams meet with Steering Leader
Oct. --All-Campus Meeting – report out on initial plan
Nov. --TBA; complete timelines for meeting and action items for outcomes; finished plan by March 2015
Nov. 2014 – March 2015 – IE Team develops and implements plans in five key areas
March 2015 - May 2015 – Write, distribute, edit, approve PRR
May 2015 – Distribute final PRR to MSCHE and Community

Exhibit 23: Institutional Effectiveness Planning Documentation. Source: Office of Institutional Effectiveness.

Each team was given an idea of its mission, but was asked to devise its own mission statement and model for completion of its goals. A monthly all-campus meeting took place to inform college employees of the progress and to share the data, goals and methods that had been adopted by each team. Ultimately, the teams' work would be synthesized into a cohesive planning model for future collaborative, data-driven integrated sustainability,

PROPOSED MODEL OF INTEGRATED SUSTAINABILITY PLANNING

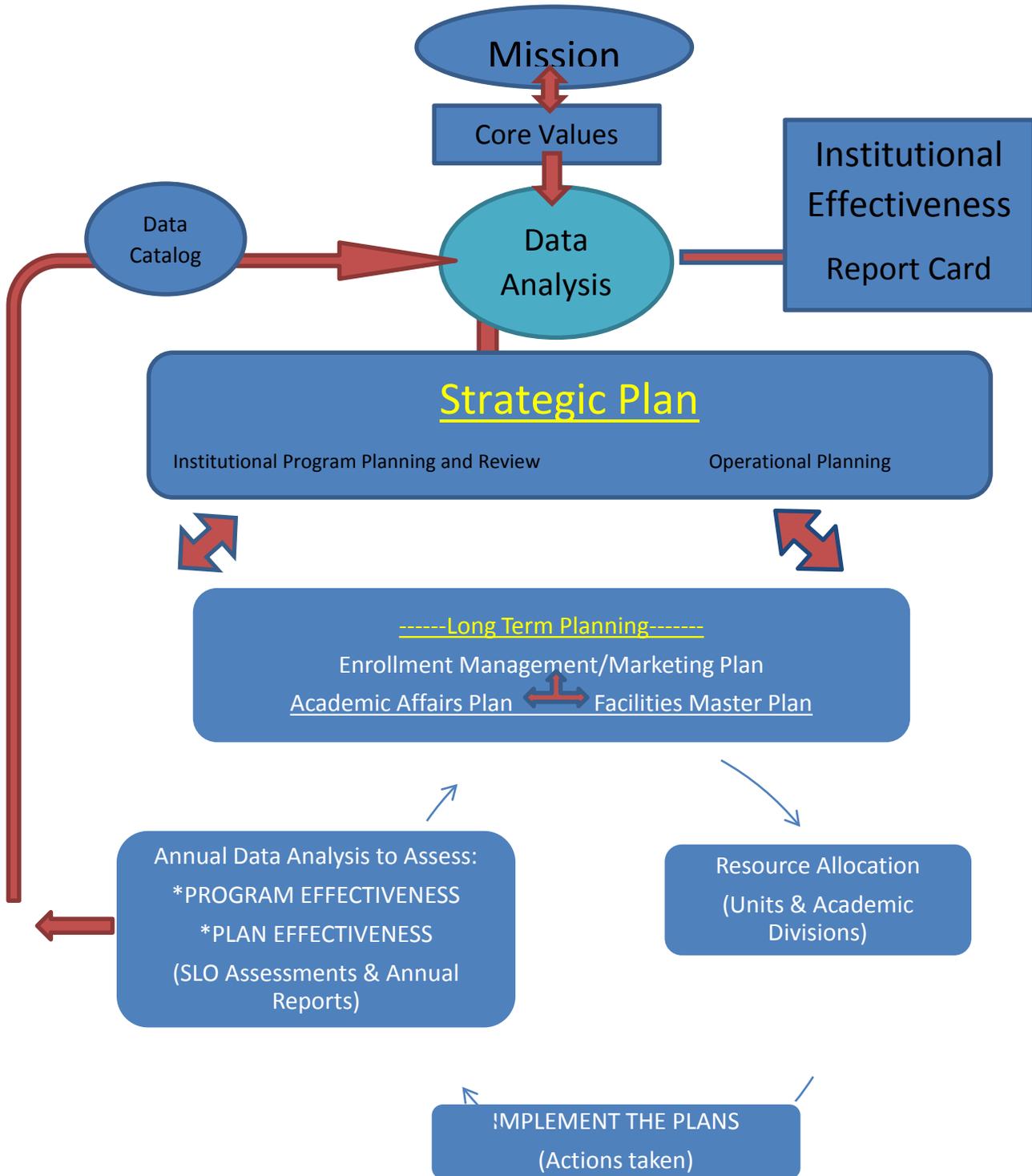


Exhibit 24: New Proposed Model of Integrated Sustainability Planning. Source: Office of Institutional Effectiveness/Quality Teams Documents.

All academic program areas were represented on the teams, as well as all student services areas. Faculty Senate representatives were also included in each group.

Communications for the project included: the welcome back all-campus meeting, four monthly all-campus meetings, emails, targeting team, steering team and combined quality team meetings, scheduled weekly team meetings, ANGEL discussion platforms for each group, and a Professional Development Day in November 2014. Also, teams split into task groups that met separately, while many individuals from the groups conducted on-campus interviews and other types of collaborative research. Presentations on the project were given to the Executive Council and to the Board of Trustees when the project was introduced, and followed up with a report on the results and recommendations. The Quality Team results are found with the reports.

The Results:

- The IE Quality Team approach to rallying the faculty and staff at a time when high turnover at all levels of operation at the College and shrinking office staffing has served to focus the College community on how its work at the College is supportive of the mission and success of its students. It also provides shared goals so that focused unity in actions for all offices should help efficiency by eliminating wasted, and perhaps outdated efforts, in our changing campus environment.
- Five reports offering concrete, data-driven recommendations and plans were submitted and presented to the Executive Council and Board of Trustees.
 - Academic Affairs Plan – Academic Affairs Priorities defined ([Appendix – G](#))
 - Enrollment Management/ Marketing Plan – Goals and Action Plans ([Appendix I](#))
 - Alignment of Resource Allocation with SLOs – Alignment Document with Rubric and Budgeting Alignment Process ([Appendix - H](#))
 - Facilities Planning Report with Recommendations for “Intentional Management” ([Appendix - J](#))
 - Strategic Plan – The Strategic Plan document with goals, objectives and action alignment with Unit Operational Plans ([Appendix - K](#))
- The Executive Council, as of April 15, 2015, approved the implementation of four teams’ proposed committees for Fall 2015; approved the conceptual presentation of the above proposed integrated planning model, with a few changes from the new president; approved a retroactive trial of the Resource Allocation Form and Process, though the budgeting process for 2015-2016 has already begun.
- The campus committee structure was changed to accommodate the need for faculty and staff to make time for the Quality Team project. Therefore, several committees were put on hiatus during this time, others eliminated, and all reviewed for effectiveness. Results from the teams also influenced further review of the necessary committees, offering recommendations for creating and/or maintaining committees for high-need issues, and

perhaps consolidating smaller committees. As the staff has diminished in size, the number of committees may also, in favor of task groups from within larger committees.

- Herkimer began a collaborative planning process that strengthened the prospect of future collaboration beyond what it has ever known.
- Faculty and staff had the opportunity to learn about areas of College operations that they had not known and to provide input into planning.
- An all-day “Poster Day” open house celebration culminated the Quality Team program with hearty refreshments, small award recognitions, music and collegial discussion about the content of each plan, displayed in a festive setting. The entire campus was invited.

The Quality Movement:

Herkimer College began to position itself as moving from a “culture of assessment”, which had already been established and sustained since 2009, to a “culture of quality” in 2014. The College would take steps to improve quality of the processes, the planning and the outcomes in all Units/Departments, and therefore, per the institution. Standards were developed in a rubric based on the core values of Excellence, Opportunity, Community and Integrity, that the College had initially embraced in 2009-2010, to fulfill its mission and support its strategic goals. The standards for quality are based on no action (poor), convenient action (fair), compliant action (good), purposeful goal-oriented growth action (very good) and purposeful goal-oriented growth action toward future sustainability (excellent). For sustainability of the new quality process and growth for the process itself, the rubric is inherently designed to provide opportunity for each Unit/Department to create its own competencies and benchmarks per standard, which will be a core component during review of annual reports and annual planning meetings beginning with Stage II implementation in 2015-2016. This should allow for future growth stages of the Institutional Effectiveness quality movement itself.

Quality Rubric Based on Herkimer's Core Values

Department: _____

Contact: _____

Initiative: _____

Date: _____

The mission of Herkimer 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. We emphasize the following core values as we strive to achieve this mission:

Core Values	Poor- 0 <i>No action</i>	Fair – 1 <i>Convenient</i>	Good – 2 <i>Compliant</i>	Very Good- 3 <i>Growth</i>	Excellent-4 <i>Promotes future growth</i>	Meas urem ent/ Score
EXCELLENCE: To encourage all constituencies of the college community to pursue the highest standards of performance in their academic and professional work.	Performance is insufficient, yielding few or no outcomes.	Performance outcomes are convenient; completed, but without significant contribution to goals.	Performance outcomes are compliant with regulatory mandates, supported by assessments.	Performance outcomes are compliant with mandates, resulting in growth for the department and/or initiative; based on direct outcomes assessment.	Performance outcomes are compliant & measured, with documented contribution to goals; established growth and plans promote future excellence.	
OPPORTUNITY: To provide access to quality, affordable lifelong learning opportunities and to maintain an environment that fosters individual growth and development for all.	Incomplete provisions; missed opportunities.	Provides some opportunity for some constituents; no pattern for continual growth in creating/using opportunities is established.	Indications of providing opportunities for growth for most constituents; generally communicated to most constituents.	Provides and uses opportunities for growth and development, based on assessments; communicated to all constituents.	Provides and promotes accessible growth opportunities creatively and continuously to all constituents, with appropriate plans for future development and opportunity.	
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.	Not collaborative, nor promoting attributes of community.	Collaborative with some constituents, not all; communication among and between constituents is ineffective or non-existent.	Collaborative with all constituents (students, faculty, staff and public), communicating within a closed circle.	Collaboration with all constituents, based on assessments, practicing open communication using a variety of communication methods.	Collaborative with all constituents, promoting open communication and creativity in future collaborative opportunities.	

INTEGRITY: To embrace the values of honesty, respect, consistency, diversity and responsibility, in order to provide fair and equal treatment for all.	Fails to embrace attributes of integrity.	Embraces some attributes/values of integrity; questionable fairness and equality	Embraces all attributes of integrity, supported by assessment data.	Embraces all attributes of integrity and fosters sustainability of integrity in practices with all constituents.	Promotes all attributes of integrity and sets high standards with constituents, fostering sustainable integrity in philosophy and actions.	
Comments: Evaluate and Recommend actions and communications.						

Exhibit 25: Herkimer College Quality Rubric, based on Core Values. Source: Office of Institutional Effectiveness.

The 2014 Steps to Improved Quality:

1. The Quality Rubric was created, disseminated and explained to the entire campus community along with a list of tips for creating better communication and unity toward setting and achieving goals within departments.
2. Departmental/Unit Operational Planning forms and Department Initiative Planning forms were created and distributed, as well. The Assistant Dean of Academic Affairs met with all Unit/Department leaders to train them to use the new planning system forms and to focus on more comprehensive, data-driven goal-setting. The new system began for the 2014-15 year.
3. The Director of IR and Assistant Dean of Academic Affairs, Assessment and IE are currently designing an Annual Reporting system for Units that combines a new reporting structure with alignment of assessment results and Strategic Goals, in an electronic form. This should eliminate the paperwork that some administrators and staff perceived as cumbersome, and of little assistance in their planning. The alignment of the reporting system with the Strategic Plan will become an improved method of measuring Strategic Goal outcomes and creating efficient electronic reports.

Further, investigation of College protocol by the PRR Committee and the Quality Teams revealed inconsistencies in evaluating employee performance. The College is improving its processes, planning and outcomes for Institutional Effectiveness by reviewing and revising current personnel assessments through a Performance Review Committee designed to create a Performance Review form and new review protocol that emphasizes Quality, as noted in our Quality Rubric, based on campus Core Values. The Performance Review form is expected to create consistency in personnel evaluation across campus, with consideration of both CSEA and NYSUT union contracts. The committee expects to have the form and process approved by Executive Council in summer 2015, for implementation to begin in late fall 2015. The Performance Review Committee is comprised of key administrators, faculty and staff.

Section VI. Linked Institutional Planning and Budgeting Process

Strategic Plan – Standard 2

The momentum of Herkimer’s assessment processes would not be apt to slow but rather increase and improve, as expectations for the current plans are met with reasonable progress per year and communicated regularly to all constituents. The Quality Movement at Herkimer includes building stages for strategic planning, student learning outcomes assessment and Unit Assessments, with even greater attention to detail as the new annual reporting system is implemented and assessed. The annual reporting system further links goals and outcomes with resource allocation.

The Quality Team plans that now serve the College and the committees that represent the planning areas are equipped with support to keep their momentum for follow-through.

The renewed Strategic Plan has been approved by the Herkimer College Board of Trustees, with implementation to be overseen as indicated in the following documentation taken from the Strategic Plan Quality Team document.

The following is an excerpt from the Strategic Plan documentation as submitted by the Strategic Planning Quality Team.

History

A review by the College’s accrediting body, the Middle States Commission on Higher Education (MSCHE), of the College’s required ten-year self-study report and a campus visit by a review team selected by MSCHE in 2009 found the College to be in non-compliance with three of the MSCHE “Standards of Excellence” on which approval for continued accreditation is based. One of those standards was “Planning, Resource Allocation, and Institutional Renewal,” which requires that “implementation and subsequent evaluation of the success of the strategic plan...support[s] the development and change necessary to improve and to maintain institutional quality.” At the time, the College did not have an approved, updated strategic plan in place. A process was begun in the fall 2009 semester to develop a new strategic plan for the College, and a structure for monitoring and evaluating progress being made toward fulfilling the goals and objectives of the plan. This process continued throughout the 2009-2010 academic year and culminated with the College’s Board of Trustees approving a new five-year strategic plan, “Mapping Our Future,” for the start of the fall 2010 semester. However, over the course of the next five years, the strategic planning process progressively broke down, until the process of monitoring and evaluating the plan – the process by which it is maintained as a relevant, “living document” – was scarcely functioning. Connections between the strategic plan and the College’s larger Institutional Effectiveness and assessment efforts likewise atrophied. A key contributing factor in this process of breakdown was the lack of engagement in the College’s strategic planning process by the senior leadership of the institution. As a result, the performance measures indicator benchmarks by which outcomes tied to the progress of the strategic plan were allowed to become outdated. Instead, progress made on implementing and fulfilling the goals of the College’s strategic plan was evaluated on the basis of mostly anecdotal data that were tied to no established, approved performance measures, which were entered in a “Strategic Plan Reporting System” database by unit supervisors. Accordingly, the strategic plan itself became progressively less measurable and less meaningful as an outline of a strategy for guiding the institution.

Process Used by the Quality Team

The Strategic Planning Quality Team first met as a single group and identified its mission. From there it was decided that the team would divide into three subgroups to develop sets of recommendations for three areas of the College's strategic planning: the structure of the strategic plan itself, priority areas that the College's campus community felt the strategic plan should address, and the process for monitoring and evaluating the strategic plan. A good portion of the research conducted by the Quality Team members involved looking at systems other institutions of higher education, particularly those that could be considered "peer" institutions for Herkimer, had in place and discussing their relative merits and detractions as possible models for Herkimer to use. The subgroup that was focusing on the College's process for monitoring and evaluating implementation of the Strategic Plan also referred to a set of recommendations developed by the Assistant to the President in the summer of 2014 for revising the membership of the college's Strategic Planning Committee, and for establishing a new timeline and process for the annual evaluation and updating of the strategic plan. This process was designed to specifically provide multiple opportunities for communicating evaluation results and proposed updates to the plan to the campus community (faculty, staff and students), and for collecting and incorporating their feedback in the development of those updates. There was some slight overlap among the subgroups' recommendations, but in so doing they tended to complement one another's ideas.

The recommendations of the Strategic Planning Quality Team are presented herein as follows:

- I. Recommended revised structure for a new strategic plan
- II. Recommended revised implementation and reporting process and timeline
- III. Recommended priority areas to be addressed in future strategic planning

I. Recommended revised structure for a new strategic plan

One of the main frustrations experienced by faculty and staff participating in the Strategic Planning Committee over the past five years was how the discussions always seemed to quickly devolve into a drawn-out process of "wordsmithing," rather than a productive examination of what the plan should cover, how those objectives should be addressed, and how the College should measure whether it was meeting its stated goals. The subgroup that researched alternative models used by other institutions decided that the Herkimer Strategic Plan would be more effective if it had a less complicated structure and more targeted and measurable content. They redesigned the document by revising some of the goal statements, replacing the old objectives with "targeted outcomes," and dispensing with the old "action steps" in favor of new benchmarks for performance measures indicators that would be developed by the senior administrators and their supervisors and staff for each of the goals and corresponding targeted outcomes they are responsible for overseeing and reporting. The new plan structure lists this responsibility with each goal.

The following are goal statements and targeted outcomes as proposed and approved by the Board of Trustees in May 2015.

Goal 1: Strengthen Support for Student Success *(Responsibility: Dean of Academic Affairs)*

Goal Statement: Promote student success through relevant programs and support services within an enriched teaching and learning environment.

Targeted Outcome 1.1: Manage academic programs to ensure continuing relevance and meet academic demand, and advertise/promote the significance of program completion for career success.

Targeted Outcome 1.2: Improve student preparedness/college readiness by expanding programming both on campus and in partnership with regional school districts, and provide academic financial and social support for current students.

Targeted Outcome 1.3: Provide teaching and learning environments that foster excellence and encourage innovation/creativity.

Goal 2: Campus Life (*Responsibility: Dean of Students*)

Goal Statement: Provide a rich two-year college experience for all students

Targeted Outcome 2.1: Create a campus climate that embraces diversity, promotes intercultural exchange, and fosters collaboration and civility among faculty, staff, and students.

Targeted Outcome 2.2: Cultivate programs and services that will serve the co-curricular and extracurricular needs of students and community.

Targeted Outcome 2.3: Provide services to increase engagement from non-residential and non-traditional students.

Targeted Outcome 2.4: Ensure the safety of the campus.

Goal 3: Institutional Culture (*Responsibility: TBD*)

Goal Statement: Create a more engaged and vibrant campus community.

Targeted Outcome 3.1: Invest in innovative talent and increase faculty involvement in professional development opportunities, including sabbatical leave.

Targeted Outcome 3.2: Ensure the safety of the campus and the security of all its people.

Targeted Outcome 3.3: Pursue enrollment, recruitment, and financial aid plans which promote and support a diverse campus community.

Targeted Outcome 3.4: Provide the resources necessary, including a robust global learning center, for international student success.

Targeted Outcome 3.5: Ensure transparency through the creation and/or maintenance of clear lines of communication from administration to campus constituents.

Targeted Outcomes 3.6: Hold regular meetings at which administrators present the state of the college and take questions from the college community.

Goal 4: Operational Sustainability (*Responsibility: VP for Administration & Finance*)

Goal Statement: Ensure the operational sustainability of the institution.

Targeted Outcome 4.1: Maintain a sufficient revenue stream to meet expenses and support a responsible fund balance.

Targeted Outcome 4.2: Control expenses by improving efficiency and effectiveness of all departments and ancillaries, and by exercising fiscal discipline of academic and administrative budget managers.

Targeted Outcome 4.3: Identify new sources of revenue and increase philanthropic support.

Targeted Outcome 4.4: Ensure optimum use of existing facilities and properties and update the existing facilities master plan to reflect priorities of the current strategic plan.

Goal 5: Outreach & Community Relations (*Responsibility: Director, Public Relations*)

Goal Statement: Enhance community connections

Targeted Outcome 5.1: Reinforce the positive of the college and promote its strengths.

Targeted Outcome 5.2: Continue to build and strengthen partnerships with business, educational, governmental and non-profit organizations to support regional economic development.

Targeted Outcome 5.3: Provide opportunities for community engagement and enrichment.

II. Recommended revised implementation and reporting process and timeline

This subgroup of the Strategic Planning Quality Team also researched models and practices at other institutions, as well as a set of recommendations developed by the Assistant to the President, to which they added their own recommendations. This group found that the college's current strategic plan and its implementation had many areas of concern that needed to be addressed. They focused on the following:

- The Strategic Planning Committee did not represent the entire campus
- Many of the objectives and action steps in the strategic plan were written by individuals working outside of their areas of expertise
- The current strategic plan contains action steps that are vague and make it difficult to measure success
- There was a lack of enforcement of the strategic plan
- The timeline of the strategic plan did not give faculty, staff and students adequate opportunity for input
- The implementation matrix was too ambitious and needs to be simplified and made more user-friendly

Proposed Membership Structure of the Strategic Planning Committee

1. BHST Division Faculty Member
2. HU/SS Division Faculty Member
3. Faculty Senate Representative
4. Student Representative (SGA President or other)
5. Dean of Academic Affairs
6. Associate Dean of Academic Affairs (BHST)
7. Associate Dean of Academic Affairs (HU/SS)
8. Associate Dean of Academic Affairs (IA / Continuing Education)
9. Dean of Students
10. Director of Admissions
11. Vice President for Administration and Finance
12. Director of Public Relations
13. Assistant Dean of Academic Affairs for Institutional Effectiveness and Assessment
14. Non-Faculty Representative (staff)

To be called in as needed:

- Controller
- Director of Human Resources
- Director of Residence Life
- Director of the Academic Support Center
- Director of Athletics
- Director of Institutional Research
- Executive Director of Information Services
- Director of Campus Safety
- Director of Facilities Operations
- Director of Continuing Education
- Director of Financial Aid

- Bursar
- Registrar
- Assistant Dean of Academic Affairs for College Now and Adjunct Instruction

A deadline for each of the quarterly reports to the Board of Trustees will be integral to the implementation timeline. Additionally, if a student representative is not added to the Strategic Planning Committee, the plan will be brought to a meeting of the Student Government Association to allow input and feedback from the students. Benchmarks will be developed and Unit Plans will include action items in support of the targeted outcomes. Further, resource allocation will continue to be linked to the Strategic Plan in an organized, defined, measurable, systematic fashion.

Strategic Plan Reporting Cycle

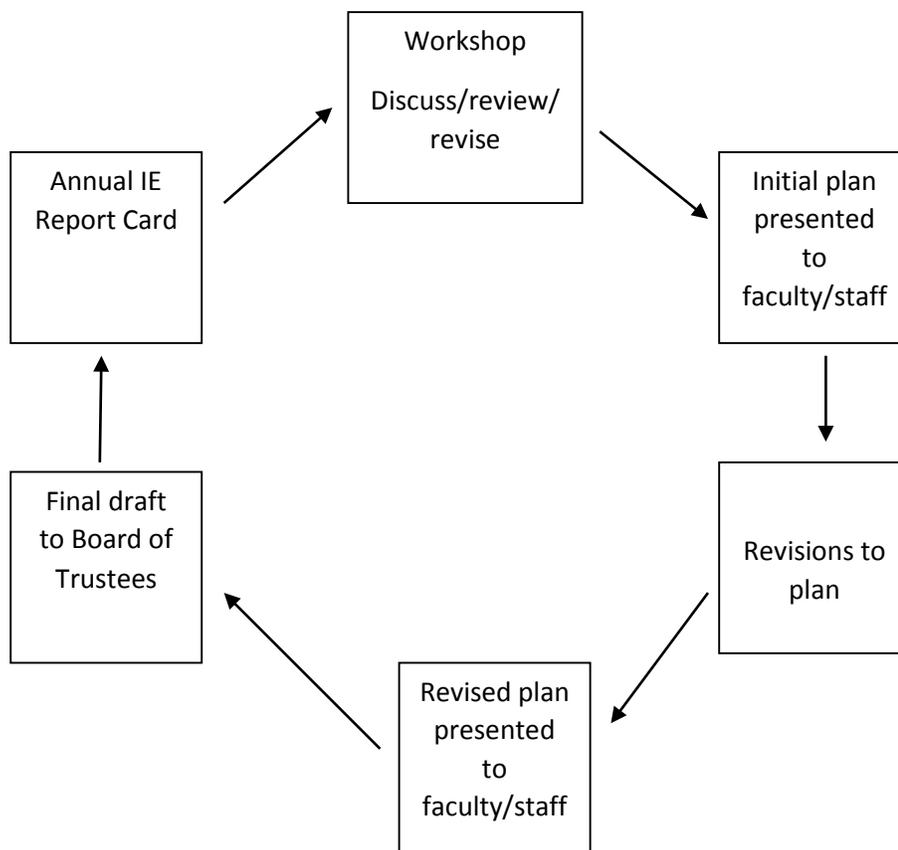


Exhibit 26: Strategic Plan Reporting Cycle. Source: Office of Institutional Effectiveness.

Alignment of Resource Allocation and Student Learning Outcomes Assessment

The Quality Team for Alignment of Resource Allocation and Student Learning Outcomes Assessment has designed a succinct, targeted and reasonable plan and rubric for Herkimer’s process. The following is the major portion of the report and the Resource Allocation Rubric itself.

The Team’s Mission: To create a process whereby College constituents have the opportunity to align resource allocation with Student Learning Outcomes.

The Team’s Goals:

-
- 1) To ensure the College's budget planning process supports student success.
 - 2) To ensure that the budget planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

History:

The Committee created a questionnaire and interviewed budget managers in each of the areas throughout the College to find out the following:

- Who initiates their budget process?
- Who has input for the budgeting in their area, and how is it submitted?
- Who fills out the Excel budget request?
- Who approves the department's budget request?
- How do you know what is approved in your department's budget?
- Is there any justification given as to why items are not approved?
- When money is left over, who decides where that money is used?

Findings for the current budget process were as follows ([Appendix - GG](#)):

In late January, early February, the College Controller sends Excel workbooks to all budget managers. The workbooks contain the pages for the detailed requests along with the documents to explain the process, the deadlines, and the overall timeline for the budget process. Each budget manager works with the employees that report to him/her in order to complete the Excel workbooks with the appropriate request items. The budget manager reviews the initial requests and then sends a draft budget to the supervisor, along with a copy to the Controller for preliminary review for placement of items (not for approval/disapproval of any requests). Any new items must tie to the Strategic Plan and/or assessment. When filled in on the appropriate sheet on the Excel workbook, it is automatically filled into the appropriate place in the workbook. The budget manager's supervisor will then bring it to the Budget Committee. Once the supervisor says the budget is acceptable and wants to bring it forward, the final budgets are sent to the Controller. Calculations are done to project revenue. Summary documents are created by the Controller for the Budget Committee. The Executive Council looks at the gaps in the budget to see where additions or deletions can be made. Once the committee has agreed to a budget, it is forwarded to the Board of Trustees. It is up to the individual budget managers to give feedback as to what items have been approved or denied from the budget requests. In most cases, the reason for a budget request being denied is not given. When money is left over, the budget manager makes the decision as to where it will be spent.

Process Used to Develop Plan:

The committee decided to:

- 1) Create a Resource Allocation Committee that would have representatives from all areas of the College.
- 2) Develop a Resource Allocation form to insure budget requests are tied to one or more of the following areas: Strategic Goals, Department/Unit Operational Plan Objectives, Program Learning Outcomes, Academic Program Review or Audit, Alignment with Institutional Outcome(s), and/or Health Safety or Regulatory Requirements.

Proposed Plan with Timeline and Recommendation:

Resource Allocation Committee:

-
- The College will appoint a Resource Allocation Committee which will consist of representatives from the following areas:
 - Instruction—4 with 2 from each Academic Division
 - Academic Support—2
 - Student Services—2
 - Maintenance and Operation (Operational Plans)—1
 - General Administration—1
 - General Institution—1

 - The committee will develop its own by-laws, including the minimum number of members required at a meeting for a quorum.
 - Resource Allocation Committee members will have term limits of three years. Department heads cannot serve on the Committee. One person cannot represent more than one of the above areas. The first year appointments will be staggered to allow continuity of membership (3 and 4 years).
 - Budget requests submitted to the Resource Allocation Committee will be required to use the Resource Allocation Form that ties the requested initiative to one or more of the following:
 - Alignment with the Strategic Goals
 - Alignment with Department/Unit Operational Plan
 - Program Learning Outcomes
 - Academic Program/Audit Reviews
 - Alignment with Institutional Learning Outcomes
 - Health, Safety or Regulatory

In addition, budget requests must be accompanied by a description of how and when data will be collected to assess whether the requested budget item has helped to achieve strategic goal(s), learning outcome(s), program review recommendation(s), facilities' plan(s), or health, safety, or regulatory requirement(s). Requests for funding are prioritized by the Resource Allocation Committee using a Resource Allocation rubric.

The recommended prioritized list, along with the Resource Allocation rubrics, will be forwarded to the Budget Committee for consideration. Approved budgeted initiatives will be assessed to determine whether they have helped to achieve one or more strategic goal(s), learning outcome(s), program review recommendation(s), facilities plan(s) or health, safety, or regulatory requirement(s). For denied requests, feedback as to why the request was denied will be passed on to the budget manager.

Resource Allocation Form:

- Budget requests submitted to the Resource Allocation Committee will use the Resource Allocation Form that ties the requested initiative to one or more of the following:

-
- Alignment with the Strategic Goals
 - Alignment with Department/Unit Operational Plan
 - Program Learning Outcomes
 - Academic Program/Audit Reviews
 - Alignment with Institutional Learning Outcomes
 - Health, Safety or Regulatory

The current administration has approved the Resource Allocation Committee and the Resource Allocation Rubric.

Future Sustainability of Plan – including assessments, responsibilities and training:

The Resource Allocation Committee, which consists of representatives from all areas of the college, will have to develop its own by-laws. The suggestion is to have the first appointments to the Resource Allocation Committee be made from the original Institutional Effectiveness team: “Align Resource Allocation to Institutional Learning Outcomes.” This would enable the Resource Allocation Committee to be up and running at a faster pace.

A pilot will run starting fall 2015, consisting of two budget managers who will submit their budgets with the Resource Allocation Form to the Resource Allocation Committee, one from academics and one from a non-academic unit. The two budget managers will meet with the Resource Allocation Committee, along with the Controller, in September to get an overview of what is expected and to provide them with the opportunity to ask questions regarding the Resource Allocation Form and also to create a timeline as to when the forms need to be submitted to the Committee.

By the second week in November, the two budget managers will submit the Resource Allocation forms they have reviewed and approved to the Resource Allocation Committee for review.

The Resource Allocation forms will need to be assessed to determine whether the requested items have helped to achieve one or more strategic goal(s), learning outcome(s), program review recommendation(s), facilities plan(s) or health, safety, or regulatory requirement(s). These requests will be ranked and sent on to the Executive Council for review. In April, once the budget has been approved by the Board of Trustees, the Resource Allocation Committee will meet to evaluate how the process worked and to make recommendations for changes. For denied requests, feedback as to why the request was denied will be passed on to the budget manager. The Resource Allocation committee will make final revisions by the end of April and be fully implemented starting fall 2016.



Resource Allocation Rubric 2015

Requesting Department/Budget Manager _____ Funding Year: _____

Designator: _____ One time: _____

Total Amount Requested: _____ Recurring: _____

Justification – based on evidence of need (for example: advisory committee recommendation, employers, alumni, or enrollment usage data) or attach justification. List number of students effected.

Budget requests must be accompanied by a description of how and when data will be collected to assess whether the requested budget item has helped to achieve strategic goal(s), learning outcome(s), program review recommendations, facilities’ plan(s), or health, safety, or regulatory requirement(s).

Scoring Area	TO BE FILLED OUT BY PERSON REQUESTING FUNDS Description/Alignment	FOR COMMITTEE USE Scoring Rubric	Score
Alignment with Strategic Goals	<input type="checkbox"/> Academic Program & Support <input type="checkbox"/> Campus Life <input type="checkbox"/> Institutional Culture <input type="checkbox"/> Operational Sustainability <input type="checkbox"/> Outreach @ Community Relations (10 point total)	Max * points: Sum points for demonstrated	
Alignment with Department/Unit Operational Plan Objectives	<input type="checkbox"/> Department Goals <input type="checkbox"/> Unit Goals (10 point total)		
Program Learning Outcomes	List of PLO's: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ (10 point total)		
Academic Program Review or Audit	<input type="checkbox"/> Identified areas of need based on program review or audit (10 point total) _____		
Alignment with ILO	ILO's your request supports: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ (10 point total)		
Health, Safety, or Regulatory	<input type="checkbox"/> Specific health, safety, or regulatory issue for course, program, department or institution (10 point total)		
		Points (Max 60):	
		Total Points	

Committee Comments:

Exhibit 27: Resource Allocation Rubric. Source: Office of Institutional Effectiveness.
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Conclusion

In the October 2014 webinar, “The 5 Dimensions of Quality”, with Dr. Linda Suskie (Suskie, 2014), the emphasis on quality as defined by evidence was a reassurance to the Herkimer assessment leaders that Herkimer College is indeed on trend with growth in assessment and institutional effectiveness. The current assessment system on campus continues to include foundations of: usefulness, cost-effectiveness, reasonable accuracy and truthfulness, planned, organized, systematized and sustained practices (Middle States Commission on Higher Learning, 2011). The academic assessment processes, however, are sustained and maintained using the ANGEL learning management system, which will be changing within two years. The Assessment Committee and assessment leaders on campus are currently investigating various solutions to the impending change from one learning management system to another. In the meantime, sustaining current assessment and institutional effectiveness practices is key. Funding considerations for potential new assessment software will be a major challenge, as will be creating a new “home grown” assessment system. The Institutional Effectiveness and Academic Assessment Committee agendas for the 2015-2016 year will include as a primary goal to explore and propose preferred system option(s) with recommendations for trials and implementation.

Herkimer College has used the opportunity provided in preparing this Period Review Report to assess its level of excellence in service to its mission. While the College continues to identify areas of need, Herkimer also continues to maintain its high standards through what are sometimes turbulent changes. As noted throughout this report, Herkimer has met its issues of compliance and continues to assess itself, improving in areas of academic programming and services. The institution, through Quality Team planning efforts and achievements, is poised to continue offering its students a “*premiere community college experience through quality education*”, helping students to achieve success in their programs and chosen career fields, increasing the number of those students they serve, assisting their growth as responsible citizens, and upholding a proud heritage of education that has transformed lives since 1966.

Herkimer County Community College
PRR June 2015

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References

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