



# Herkimer<sup>TM</sup>

THE STATE UNIVERSITY OF NEW YORK

Herkimer County Community College

Institutional Effectiveness

Report Card

For the 2017-2018 Academic Year

# Institutional Effectiveness Report Card for the 2017-2018 Academic Year

---

*This document was prepared by the Assistant Dean of Academic Affairs, Assessment and Institutional Effectiveness, the Director of Institutional Research, and Research Assistant at Herkimer County Community College. Herkimer County Community College is part of the State University of New York and is accredited by the Middle States Commission on Higher Education.*

## **Introduction**

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

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

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

Campus Security Data Analysis  
Community College Survey of Student Engagement (CCSSE)  
Integrated Postsecondary Education Data System (IPEDS)  
General Education Course Assessment  
Institutional Research Data  
Data from the Center of Student Leadership & Involvement  
Data from US Department of Education, Office of Postsecondary Education  
Audited Financial Statements  
Enrollment Reports  
Office of Community Education  
Entering Student Survey  
Graduating Senior Survey  
Continuing Student Survey  
Minutes from Herkimer College's Committees  
Voluntary Framework of Accountability

# Institutional Effectiveness Report Card for the 2017-2018 Academic Year

---

## **External Assessment Measures**

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

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

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

Integrated Postsecondary Education Data System (IPEDS) - This is the nation's core postsecondary education data collection program. This comprehensive system is designed to compare Herkimer College to similar institutions in the following areas, retention, graduation, personnel and finances.

Voluntary Framework of Accountability (VFA) - The VFA is the principal accountability framework for community colleges with measures defined to encompass the full breadth of the community college mission and the diversity of students' goals and educational experiences.

# Institutional Effectiveness Report Card for the 2017-2018 Academic Year

---

## **Internal Assessment Measures**

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

Institutional Research Data-The IR department provides information for both internal and external inquiries about institutional data, and completes required state and federal reporting, as well as compliance reporting for Middle States.

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

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

Continuing Student Survey- This assessment provides data about the student experience mid-academic career, taking place at the end of their second semester. This survey provides a mid-point view that can be compared to the Entering Student survey and also the Graduating Senior survey.

Graduating Senior Survey- This assessment provides data about the student's interpretation of and experience with Herkimer College and the various campus units. The May 2015 Graduating Senior Survey was distributed to 620 students with 320 students responding to some or all of the questions. That was 52% response rate. All questions were optional.

Committee Minutes- Minutes from the various committees on campus are collected by the Office of Institutional Effectiveness, including available End-of-Year reports.

# Institutional Effectiveness Report Card for the 2017-2018 Academic Year

---

## **Mission Statement**

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.

## **Vision Statement**

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

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

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

## **Strategic Goals**

1. **Strengthen Support for Student Success:** Promote student success through relevant programs and support services within an enriched teaching and learning environment.
2. **Campus Life:** Provide a rich two-year college experience for all students.
3. **Institutional Culture:** Create a more engaged and vibrant campus community.
4. **Operational Sustainability:** Ensure the operational sustainability of the institution.
5. **Outreach & Community Relations:** Enhance community connections.

# Institutional Effectiveness Report Card for the 2017-2018 Academic Year

---

## **Institutional Learning Outcomes**

All students who graduate from Herkimer College will have demonstrated competency in the following areas:

### **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.

### **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.

### **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.

### **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.

### **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.

# Institutional Effectiveness Report Card for the 2017-2018 Academic Year

## Core Values

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

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

**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.

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

**Assessment of Quality:** Annual Department Operational Plans identify at least one initiative that addresses the core value being assessed for quality in the given year. The QR (Quality Rubric) Score is a self-reporting scale by which Department administrators score achievement on the pre-determined goal/outcomes set for the given year and the given Core Value. See exhibit below.

## Quality Rubric Based on Herkimer's Core Values

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	<u>Poor- 0</u> <i>No action</i>	<u>Fair – 1</u> <i>Convenient</i>	<u>Good – 2</u> <i>Compliant</i>	<u>Very Good-3</u> <i>Growth</i>	<u>Excellent-4</u> <i>Promotes future growth</i>
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.

# Institutional Effectiveness Report Card for the 2017-2018 Academic Year

<b>OPPORTUNITY:</b> 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.
<b>COMMUNITY:</b> 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.
<b>INTEGRITY:</b> 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.
<b>Comments:</b> Evaluate and Recommend actions and communications.					

Office of Institutional Effectiveness 2015

## Annual Rotation Cycle:

2017-18 – Excellence: 3.3 average for 13 out of 28 Departments reporting

2016-17 – Integrity: 2.99 average for 10 out of 32 Departments (formerly “Units” reporting)

2015-16 – Community: 2.95 average for 20 out of 32 Units reporting

2014-15 – Opportunity: 2.86 average for 18 out of 29 Units reporting

**Reflection Points:** College departments maintained a compliant level of quality operations throughout the first cycle of assessment for all core values. The response rates for reporting, and the scores themselves indicate room for improvement that may be referenced for goal-setting in future operational planning.



# Institutional Effectiveness Report Card for the 2017-2018 Academic Year

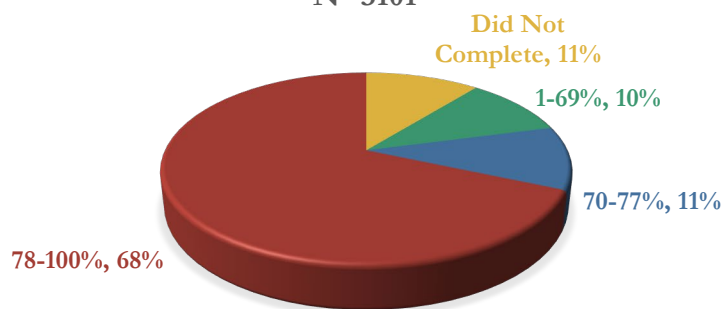
## Strategic Goal 1: Strengthen Support for Student Success

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

Performance Indicators:

### **1. Institutional Learning Outcomes Results** **ILO-C: Problem Solving**

INSTITUTIONAL LEARNING OUTCOME  
ILO-C: PROBLEM SOLVING  
STUDENT LEARNING OUTCOME (SLO) #1  
N=3101



**Students assessed:**  
3101

**Attained 78-100%:**  
2109

**\*Achieved target goal:**  
Below expectations

### **Institutional Learning Outcome ILO C**

**Student Learning Outcome SLO #1:** Ability to use *critical thinking* to systematically and efficiently solve a variety of qualitative and quantitative challenges.

**Results:** 6.8 out of 10 students (68%) scored 78-100%

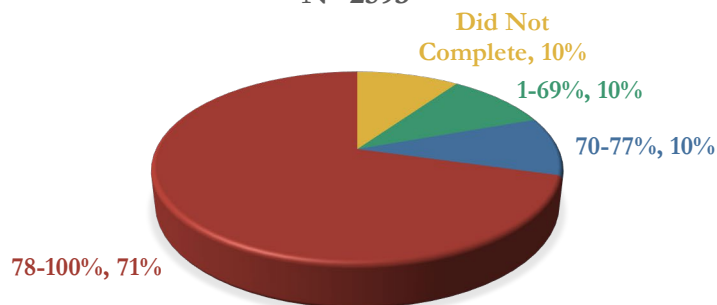
Source: Office of Institutional Effectiveness, Spring 2018

\*Target Goal: 70% of all students assessed (The minimum standard for achievement established by the Academic Assessment Committee for Institutional and General Education assessment.)

**Reflection Points:** While student performance is approaching ideal expectations, it should be noted that 79% of the students did attain an acceptable level for transfer, which would be a minimum standard.

# Institutional Effectiveness Report Card for the 2017-2018 Academic Year

## INSTITUTIONAL LEARNING OUTCOME ILO-C: PROBLEM SOLVING STUDENT LEARNING OUTCOME (SLO) #2 N=2593



**Students assessed:**  
2593

**Attained 78-100%:**  
1841

**\*Achieved target goal:**  
Met expectations

### Institutional Learning Outcome ILO C

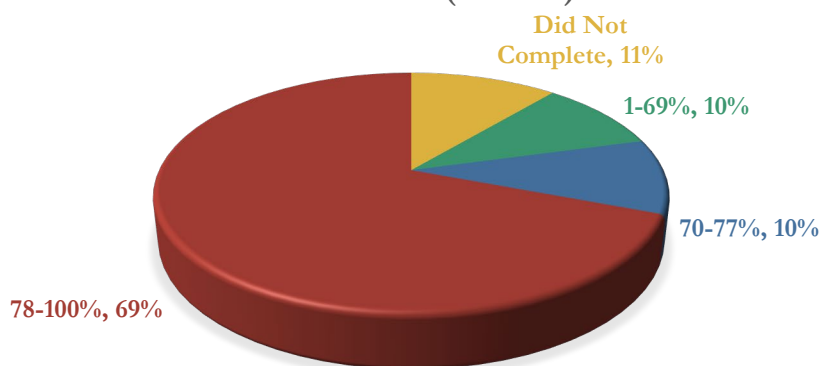
**Student Learning Outcome SLO #2:** Ability to use *integrative decision-making skills* to systematically and efficiently solve a variety of qualitative and quantitative challenges.

**Results:** 7.1 out of 10 students (71%) scored 78 – 100%

Source: Office of Institutional Effectiveness, Spring 2018

\*Target Goal: 70% of all students assessed

## ILO-C: SLO 3 (N=2993)



**Students assessed:**  
2993

**Attained 78-100%:**  
2065

**\*Achieved target goal:**  
Below expectations

**ILO C, SLO3:** Ability to develop well-reasoned *arguments*, and *conclusions* quantifying results through logical cognitive processing through means that may include the *scientific process and mathematical reasoning*.

**Results:** 6.9 out of 10 students (69%) scored 78 – 100%

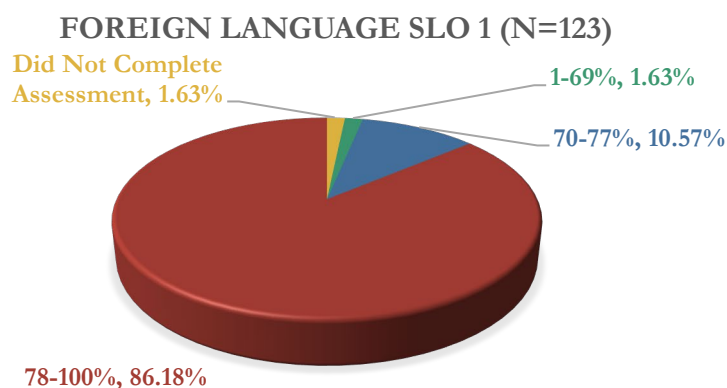
Source: Office of Institutional Effectiveness, Spring 2018

\*Target Goal: 70% of all students assessed

# Institutional Effectiveness Report Card for the 2017-2018 Academic Year

**Reflection Points:** The Academic Team is examining options for increasing both reporting levels for ILO and Gen Ed assessments, and actual outcomes levels. The smaller full-time faculty pool necessitates a higher response rate from adjunct faculty to ensure targets are reached. Extended deadlines for faculty assessment data input, accompanied by increased reminders are planned for the next ILO assessment cycle.

## General Education Student Learning Outcomes



**Students assessed:**  
123

**Attained 78-100%:**  
106

**\*Achieved target goal:**  
Met expectations

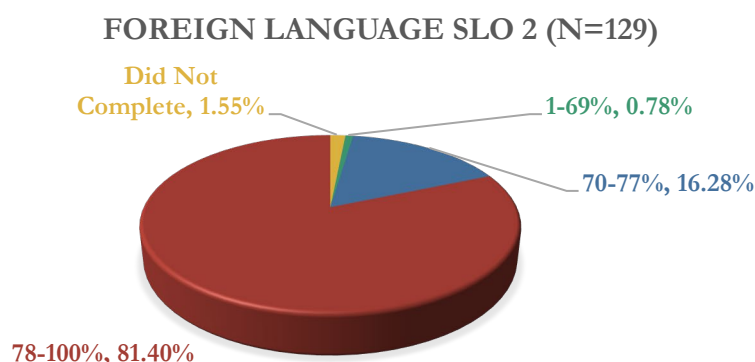
**General Education Category:** Foreign Language

**Student Learning Outcome SLO #1:** Basic proficiency in the use of a foreign language.

**Results:** 8.6 out of 10 students (86.18%) scored 78-100%.

Source: Office of Institutional Effectiveness, Spring 2018

\*Target Goal: 70% of all students assessed (The minimum standard for achievement established by the Academic Assessment Committee for Institutional and General Education assessment.)



**Students assessed:**  
129

**Attained 78-100%:**  
105

**\*Achieved target goal:**  
Met expectations

**General Education Category:** Foreign Language

**Student Learning Outcome SLO #2:** Knowledge of distinctive features of culture(s) associated with the language they are studying.

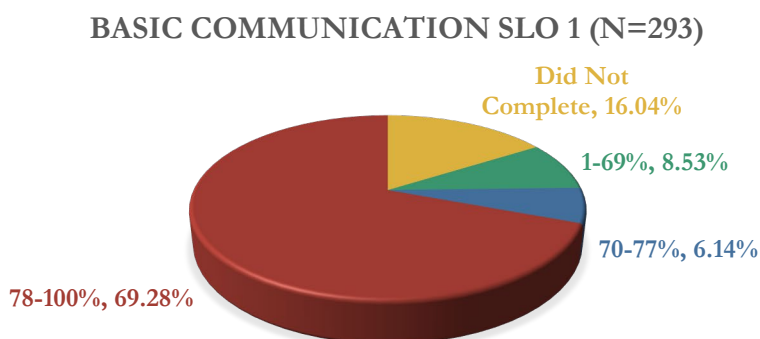
**Results:** 8.14 out of 10 students (81.4%) scored 78-100%.

# Institutional Effectiveness Report Card for the 2017-2018 Academic Year

Source: Office of Institutional Effectiveness, Spring 2018

\*Target Goal: 70% of all students assessed (The minimum standard for achievement established by the Academic Assessment Committee for Institutional and General Education assessment.)

**Reflection Points:** The Foreign Language competency measurements are primarily mined from College Now concurrent enrollment high school courses. The only courses taught on campus that meet foreign language Gen Ed outcomes are Sign Language I and II.



**Students assessed:**  
293

**Attained 78-100%:**  
203 students

**\*Achieved target goal:**  
Below expectations

**General Education Category:** Basic Communication

**Student Learning Outcome SLO #1:** Produce coherent texts within common college-level written forms.

**Results:** 6.9 out of 10 students (69.28%) scored 78-100%

Source: Office of Institutional Effectiveness, Spring 2018

\*Target Goal: 70% of all students assessed (The minimum standard for achievement established by the Academic Assessment Committee for Institutional and General Education assessment.)



**Students assessed:**  
293

**Attained:**  
207

**\*Achieved target goal:**  
Met expectation

# Institutional Effectiveness Report Card for the 2017-2018 Academic Year

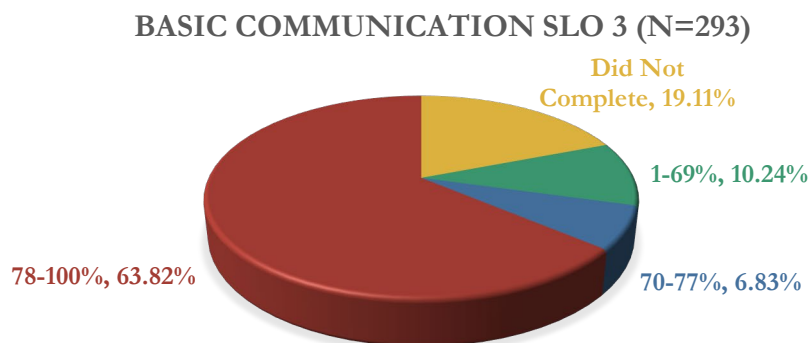
**General Education Category:** Basic Communication

**Student Learning Outcome SLO #2:** Develop the ability to revise and improve such texts.

**Results:** 7.1 out of 10 students (70.65%) scored 78-100%

Source: Office of Institutional Effectiveness, Spring 2018

\*Target Goal: 70% of all students assessed (The minimum standard for achievement established by the Academic Assessment Committee for Institutional and General Education assessment.)



**Students assessed:**  
293

**Attained:**  
187

**\*Achieved target goal:**  
Below expectations

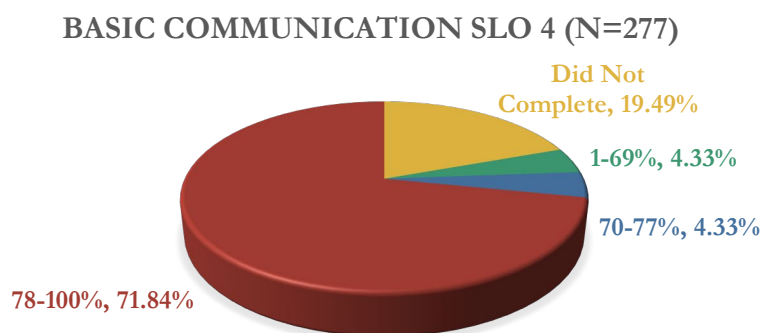
**General Education Category:** Basic Communication

**Student Learning Outcome SLO #3:** Research a topic, develop an argument, and organize supporting details.

**Results:** 6.3 out of 10 students (63.82%) scored 78-100%

Source: Office of Institutional Effectiveness, Spring 2018

\*Target Goal: 70% of all students assessed (The minimum standard for achievement established by the Academic Assessment Committee for Institutional and General Education assessment.)



**Students assessed:**  
277

**Attained:**  
199

**\*Achieved target goal:**  
Met expectations

**General Education Category:** Basic Communication

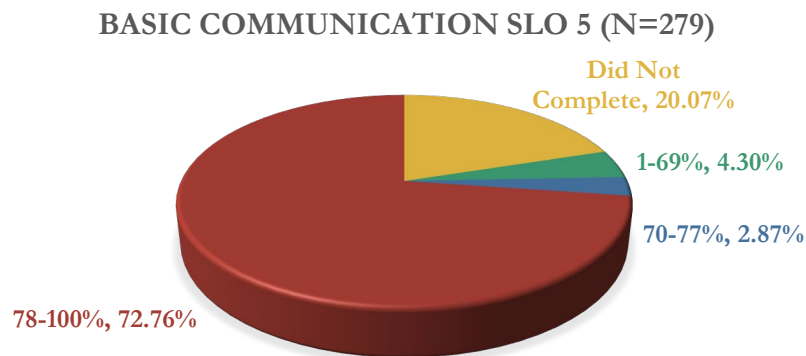
**Student Learning Outcome SLO #4:** Develop proficiency in oral discourse.

# Institutional Effectiveness Report Card for the 2017-2018 Academic Year

**Results:** 7.1 out of 10 students (71.84%) scored 78-100%

Source: Office of Institutional Effectiveness, Spring 2018

\*Target Goal: 70% of all students assessed (The minimum standard for achievement established by the Academic Assessment Committee for Institutional and General Education assessment.)



**Students assessed:**  
279

**Attained:**  
203

**\*Achieved target goal:**  
Met expectations

## General Education Category: Basic Communication

**Student Learning Outcome SLO #5:** Evaluate an oral presentation according to established criteria.

**Results:** 7.2 out of 10 students (72.76%) scored 78-100%

Source: Office of Institutional Effectiveness, Spring 2018

\*Target Goal: 70% of all students assessed (The minimum standard for achievement established by the Academic Assessment Committee for Institutional and General Education assessment.)



**Students assessed:**  
2866

**Attained:**  
2006

**\*Achieved target goal:**  
Below expectations

## General Education Category: Critical Thinking

**Student Learning Outcome SLO #1:** Students will identify, analyze, and evaluate arguments as they occur in their own and others' work.

**Results:** 6.9 out of 10 students (69.99%) scored 78-100%

Source: Office of Institutional Effectiveness, Spring 2018

# Institutional Effectiveness Report Card for the 2017-2018 Academic Year

\*Target Goal: 70% of all students assessed (The minimum standard for achievement established by the Academic Assessment Committee for Institutional and General Education assessment.)



**Students assessed:**  
2801

**Attained:**  
1975

**\*Achieved target goal:**  
Met expectations

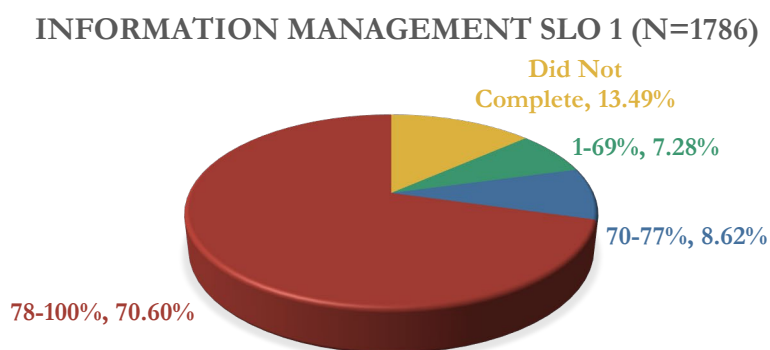
## General Education Category: Critical Thinking

**Student Learning Outcome SLO #2:** Students will develop well-reasoned arguments.

**Results:** 7 out of 10 students (70.51%) scored 78-100%

Source: Office of Institutional Effectiveness, Spring 2018

\*Target Goal: 70% of all students assessed (The minimum standard for achievement established by the Academic Assessment Committee for Institutional and General Education assessment.)



**Students assessed:**  
1786

**Attained:**  
1261

**\*Achieved target goal:**  
Met expectations

## General Education Category: Information Management

**Student Learning Outcome SLO #1:** Perform basic operations of personal computer use.

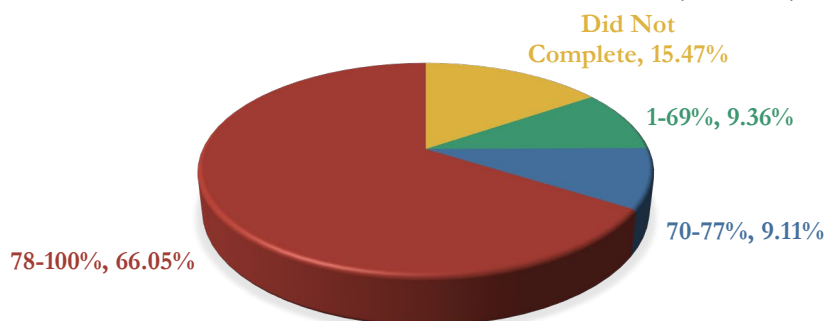
**Results:** 7 out of 10 students (70.6%) scored 78-100%

Source: Office of Institutional Effectiveness, Spring 2018

# Institutional Effectiveness Report Card for the 2017-2018 Academic Year

\*Target Goal: 70% of all students assessed (The minimum standard for achievement established by the Academic Assessment Committee for Institutional and General Education assessment.)

## INFORMATION MANAGEMENT SLO 2 (N=1997)



**Students assessed:**  
1997

**Attained:**  
1319

**\*Achieved target goal:**  
Below expectations

### General Education Category: Information Management

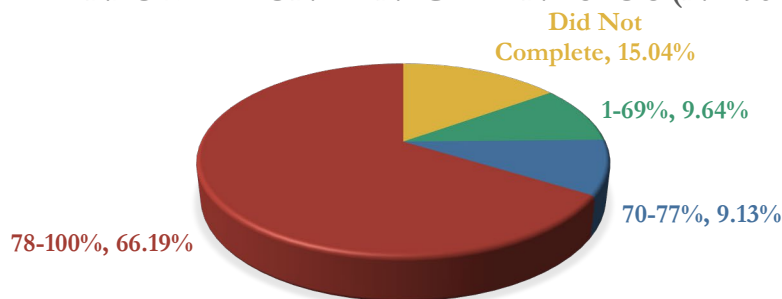
**Student Learning Outcome SLO #2:** Understand and use basic research techniques.

**Results:** 6.6 out of 10 students (66.05%) scored 78-100%

Source: Office of Institutional Effectiveness, Spring 2018

\*Target Goal: 70% of all students assessed (The minimum standard for achievement established by the Academic Assessment Committee for Institutional and General Education assessment.)

## INFORMATION MANAGEMENT SLO 3 (N=1961)



**Students assessed:**  
1961

**Attained:**  
1298

**\*Achieved target goal:**  
Below expectations

### General Education Category: Information Management



# Institutional Effectiveness Report Card for the 2017-2018 Academic Year

---

**Student Learning Outcome SLO #3:** Locate, evaluate, and synthesize information from a variety of sources.

**Results:** 7 out of 10 students (70.6%) scored 78-100%

Source: Office of Institutional Effectiveness, Spring 2018

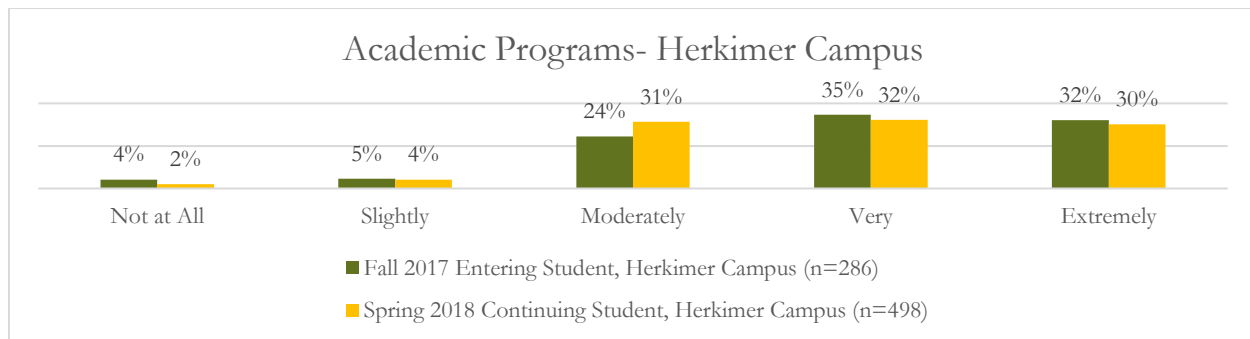
\*Target Goal: 70% of all students assessed (The minimum standard for achievement established by the Academic Assessment Committee for Institutional and General Education assessment.)

# Institutional Effectiveness Report Card for the 2017-2018 Academic Year

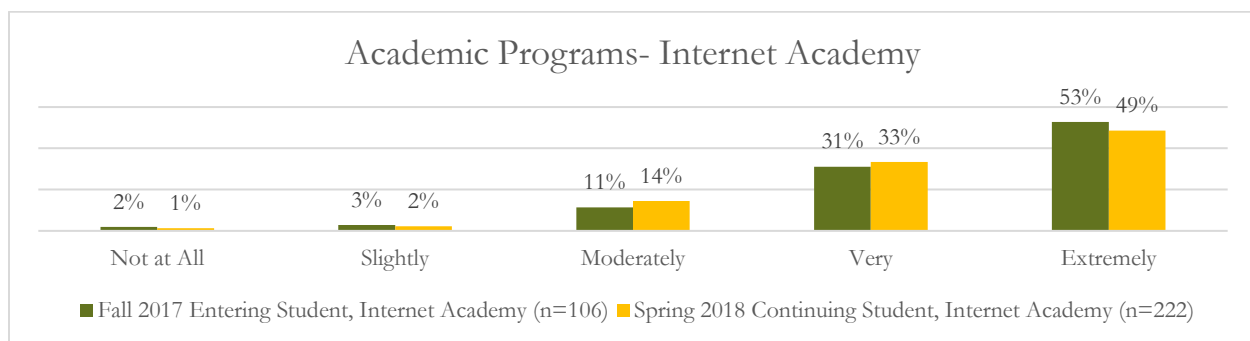
## 2. Student Survey Highlights

- *Fall 2017 Entering Student Survey* for students taking courses on campus and online
- *Spring 2018 Continuing Student Survey* for students taking courses on campus and online
- “n” is equal to the number of responses received

**Question:** How important were each of the following factors in your decision to enroll at Herkimer College?



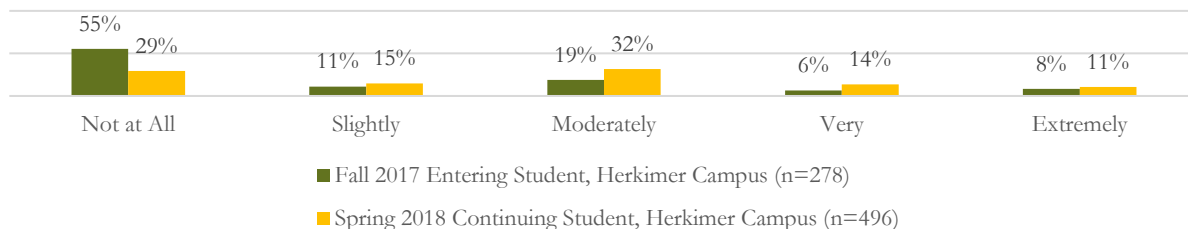
**Reflection Points:** The outcomes of this survey question are similar to those of the prior year, indicating that nearly 70 % of Herkimer students on the campus value the academic program in their decision-making. Nearly 3 out of 10 students do not value the academic program at all in their decision-making. A 5% change in student perception fall to spring.



**Reflection Points:** On-line students value their academic programs in their decision to enroll at the college by nearly 20% more than on-campus students. No significant variation in perception from fall to spring.

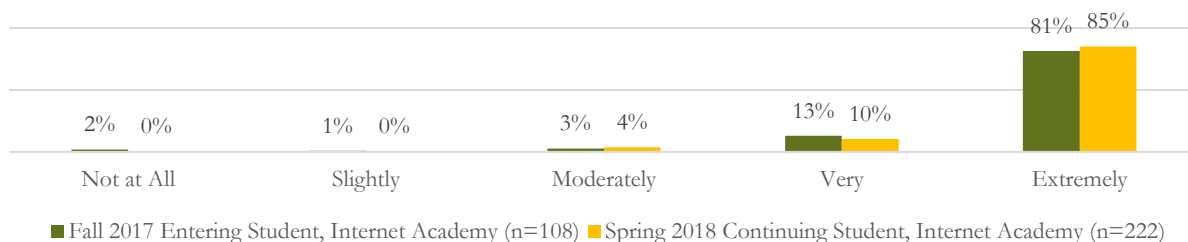
# Institutional Effectiveness Report Card for the 2017-2018 Academic Year

## Take Online Courses- Herkimer Campus



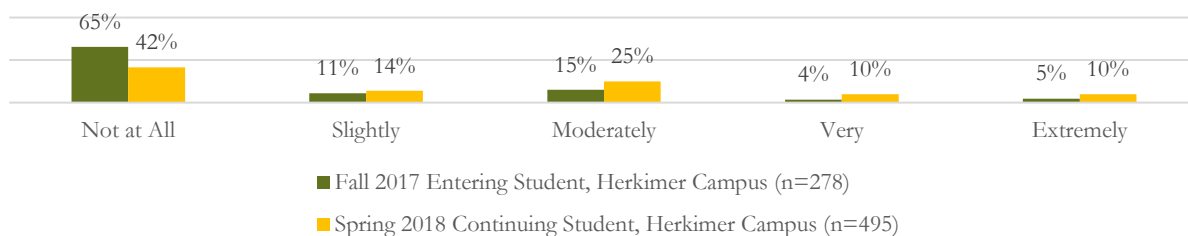
**Reflection Points:** A perception change for on campus students is significant from fall to spring; online courses are more valuable to the in the spring.

## Take Online Courses- Internet Academy



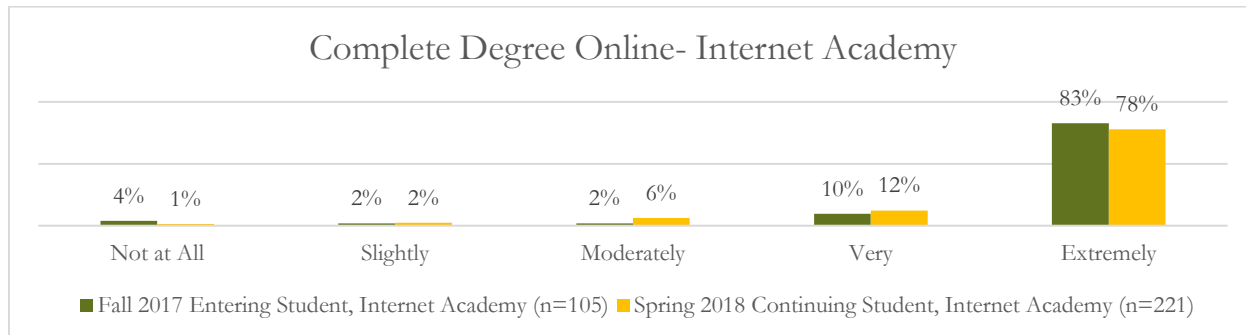
**Reflection Points:** No significant perception difference from fall to spring regarding online courses.

## Complete Degree Online- Herkimer Campus

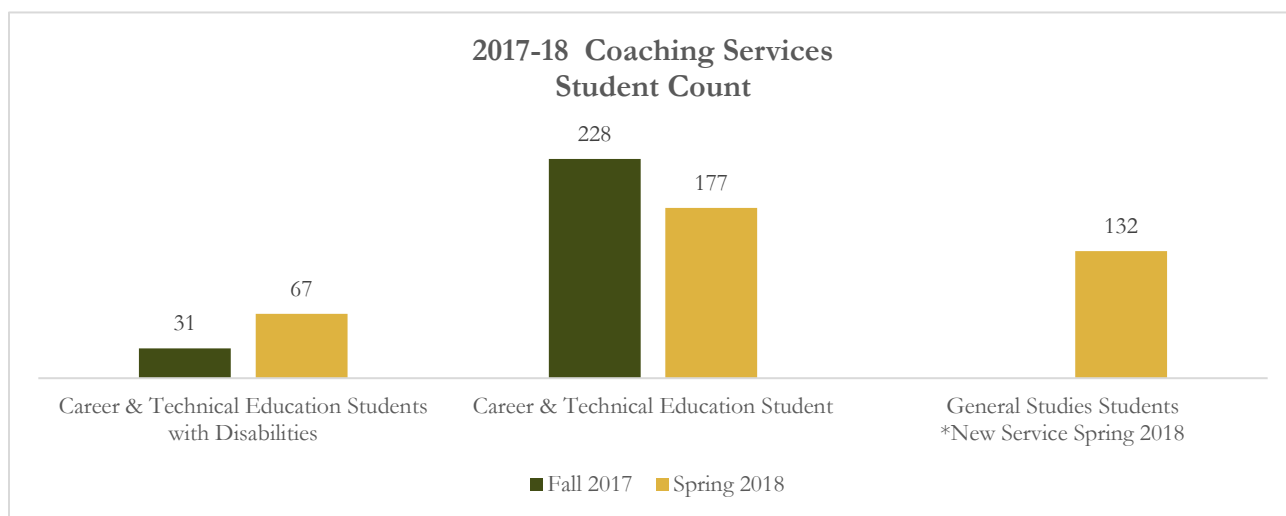


**Reflection Points:** A significant perception difference reveals that 23% found online degree completion more valuable in the spring.

# Institutional Effectiveness Report Card for the 2017-2018 Academic Year



**Reflection Points:** Internet Academy students reveal no significant fall to spring perception changes.



**Reflection Points:** In the Spring of 2018, the College implemented coaching services to student enrolled in the General Studies program. This program mirrors the services already being provided to the students with majors in the Career & Technical Education field.

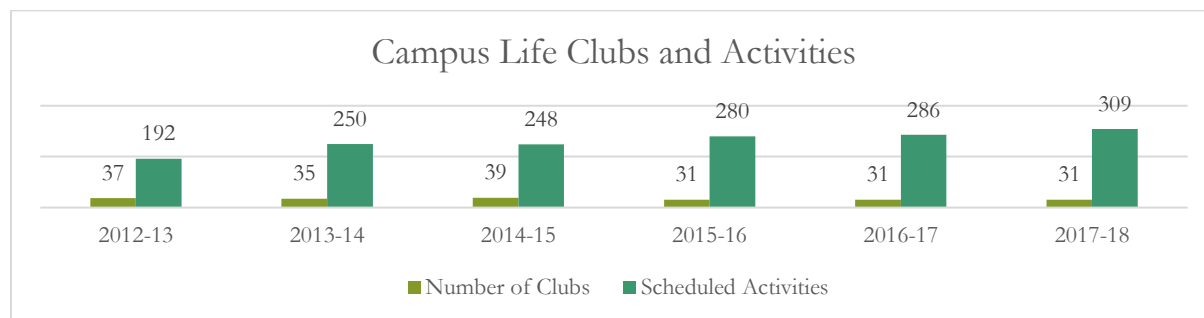
# Institutional Effectiveness Report Card for the 2017-2018 Academic Year

## Strategic Goal 2: Campus Life

Provide a rich two-year college experience for all students.

Performance Indicators:

### 1. Center for Student Leadership and Involvement Data

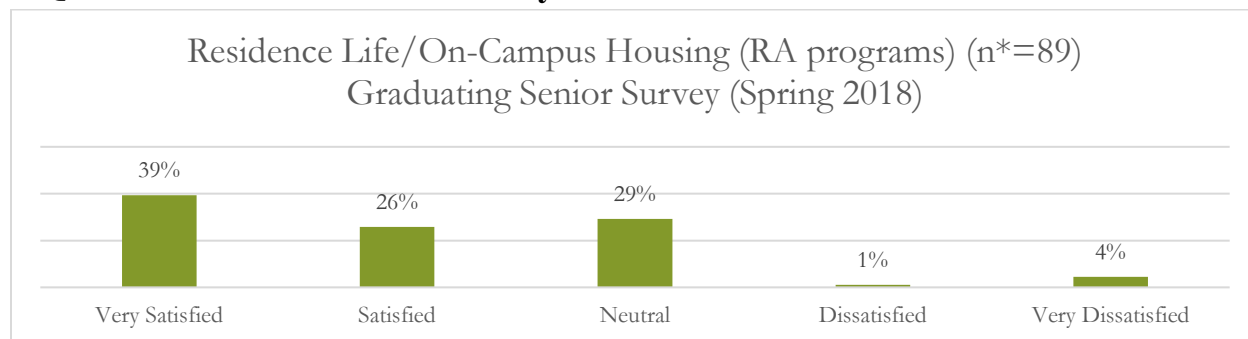


**Reflection Points:** Scheduled activities have increased over the past three years, while the number of clubs has decreased. Student clubs assess their outcomes based on submitted goals that further serve student learning and the overall effectiveness of the Center for Student Leadership and Involvement.

- *Spring 2018 Graduating Senior Survey*
- *Spring 2018 Continuing Student Survey*
- “n” is equal to the number of responses received

### 2. Student Survey Highlights

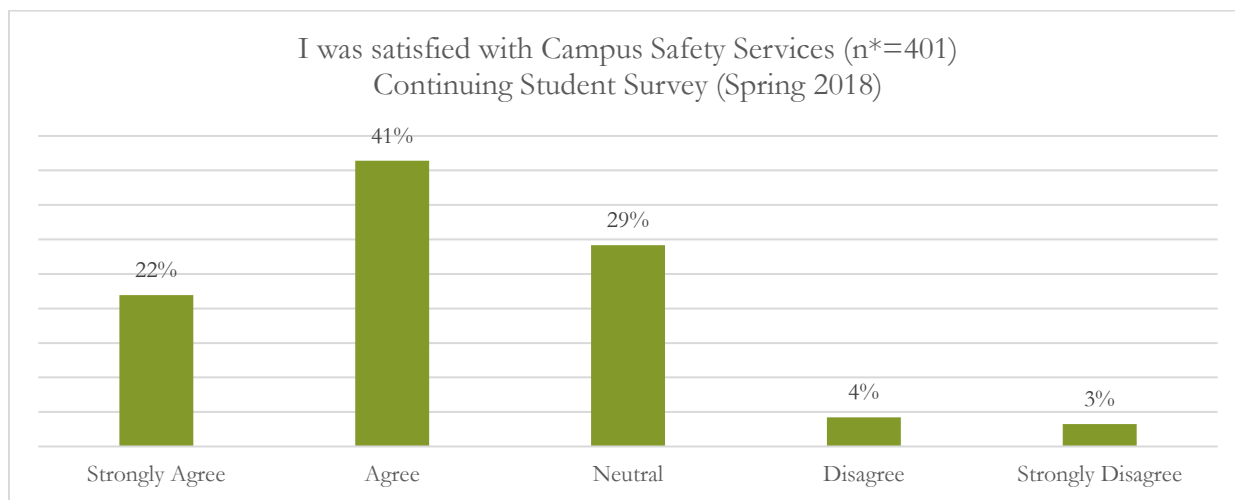
**Question: To what extent were you satisfied with:**



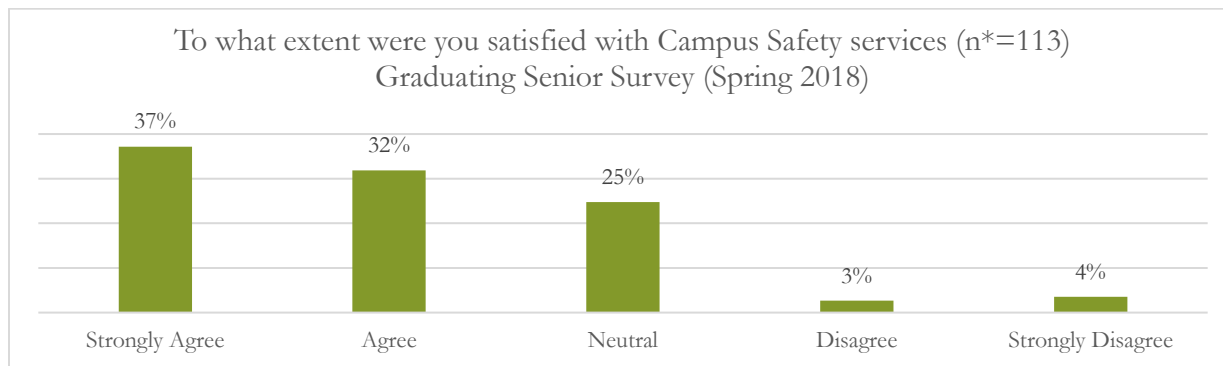
**Reflection Points:** n\*- excludes the ‘not applicable’ response; While the level of satisfaction is acceptable at 75%, it is noteworthy that the level of dissatisfaction is very low.

# Institutional Effectiveness Report Card for the 2017-2018 Academic Year

**Question: To what extent were you satisfied with:**



**Reflection Points:** Students in their second semester are more likely to engage with campus safety services than those graduating seniors, and they are about 10% more likely to agree that they are satisfied with campus safety services. n\*- excludes the 'not applicable' response



**Reflection Points:** About half of the students are strongly satisfied or satisfied with campus safety services, and the students reveal a very low dissatisfaction level. Nearly one-third of students do not directly deal with campus safety services at all.  
n\*- excludes the 'not applicable' response

# Institutional Effectiveness Report Card for the 2017-2018 Academic Year

## 2017 Herkimer College Crime Statistics

	On Campus	Campus Housing	Non Campus	Public Property
<b>Homicide</b>				
Murder & Non Negligent Homicide	0	0	0	0
Negligent Manslaughter	0	0	0	0
<b>Sex Offense</b>				
Forcible	0	0	0	0
Non-forcible	0	0	0	0
Fondling	1	1	0	0
Incest	0	0	0	0
<b>Robbery</b>				
	0	0	0	0
<b>Aggravated Assault</b>				
	0	0	0	0
<b>Burglary</b>				
	1	1	0	0
<b>Motor Vehicle theft</b>				
	0	0	0	0
<b>Arson</b>				
	0	0	0	0
<b>Liquor Law</b>				
Arrests	10	09	0	0

# Institutional Effectiveness Report Card for the 2017-2018 Academic Year

Referrals	48	46	0	0
Drug Law				
Arrests	08	07	0	0
Referrals	61	60	0	0
Illegal Weapons Possessions				
Arrest	1	1	0	0
Referrals	3	3	0	0
VAWA Crimes				
Dating Violence	3	2	0	0
Domestic Violence	3	2	0	0
Stalking	0	1	1	0

Source: Office of Campus Safety

**Reflection Points:** Liquor Law arrests and referrals are down significantly over the previous year, both on and off-campus. Drug law referrals were up more than 20% from the previous year, but arrests were down by approximately 20%.



# Institutional Effectiveness Report Card for the 2017-2018 Academic Year

## Strategic Goal 3: Institutional Culture

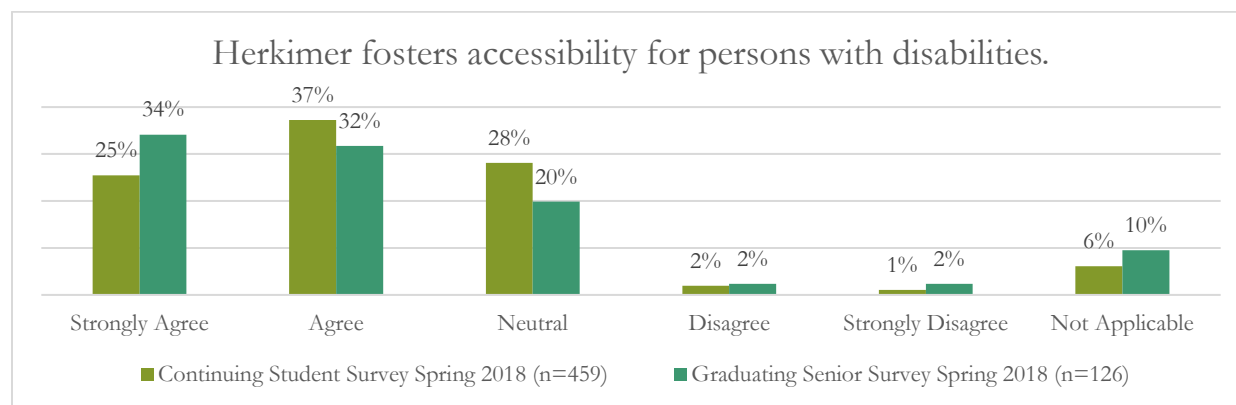
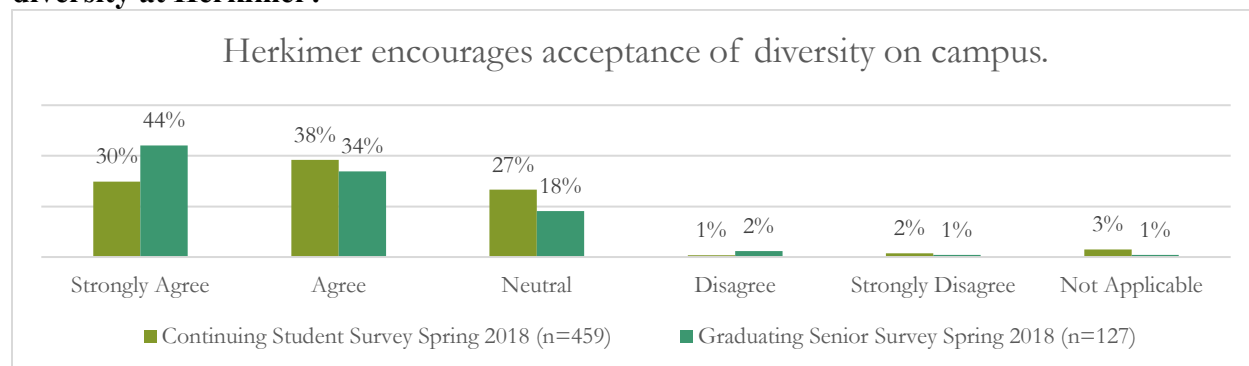
Create a more engaged and vibrant campus community.

Performance Indicators:

### 1. Student Survey Highlights

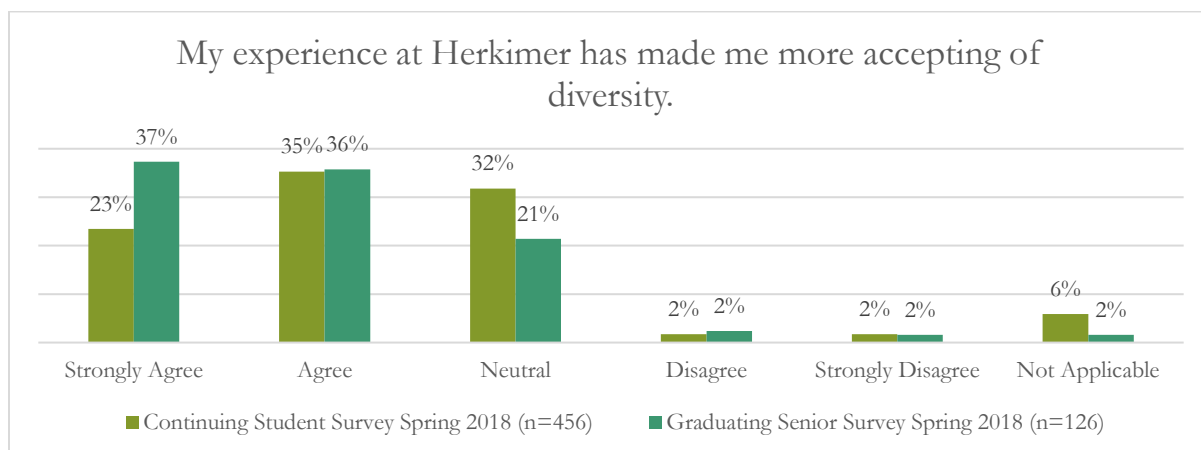
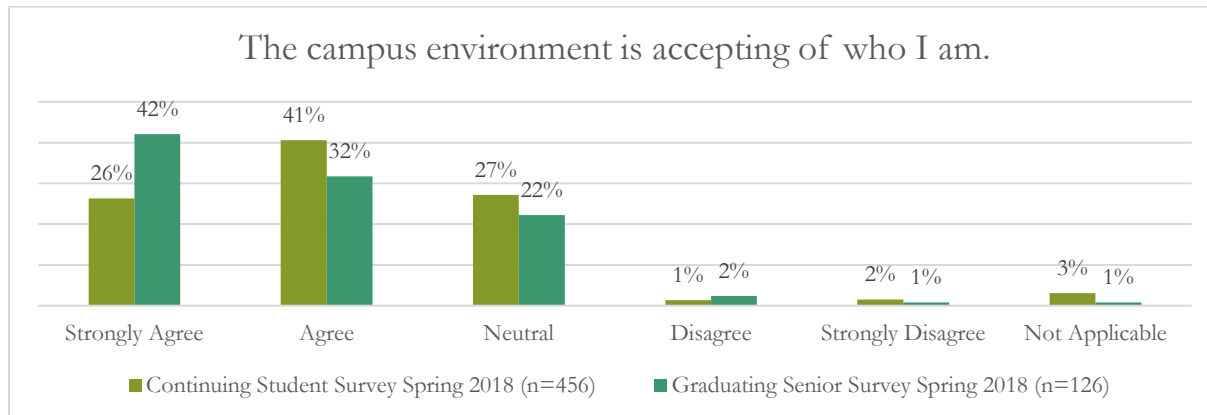
- Spring 2017 Graduating Senior Survey
- Spring 2017 Continuing Student Survey
- “n” is equal to the number of responses received

**Question: To what extent do you agree or disagree with the following statements about diversity at Herkimer?**



**Reflection Points:** Student opinion about diversity and accessibility remains positive and rather constant, with insignificant disagreement from the start of college at Herkimer through graduation.

# Institutional Effectiveness Report Card for the 2017-2018 Academic Year



**Reflection Points:** Approximately 30% of student respondents consider personal acceptance a non-issue, as evidenced in the N/A responses. More than 65% of student respondents were consistently in agreement that they were accepted and accepting of others on campus.

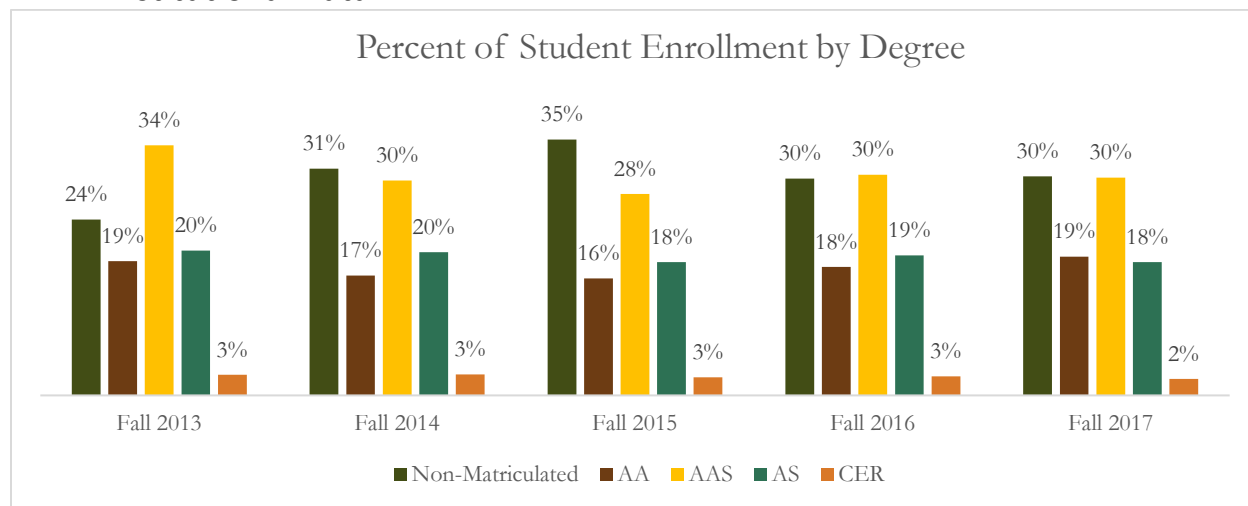
# Institutional Effectiveness Report Card for the 2017-2018 Academic Year

## Strategic Goal 4: Operational Sustainability

Ensure the operational sustainability of the institution.

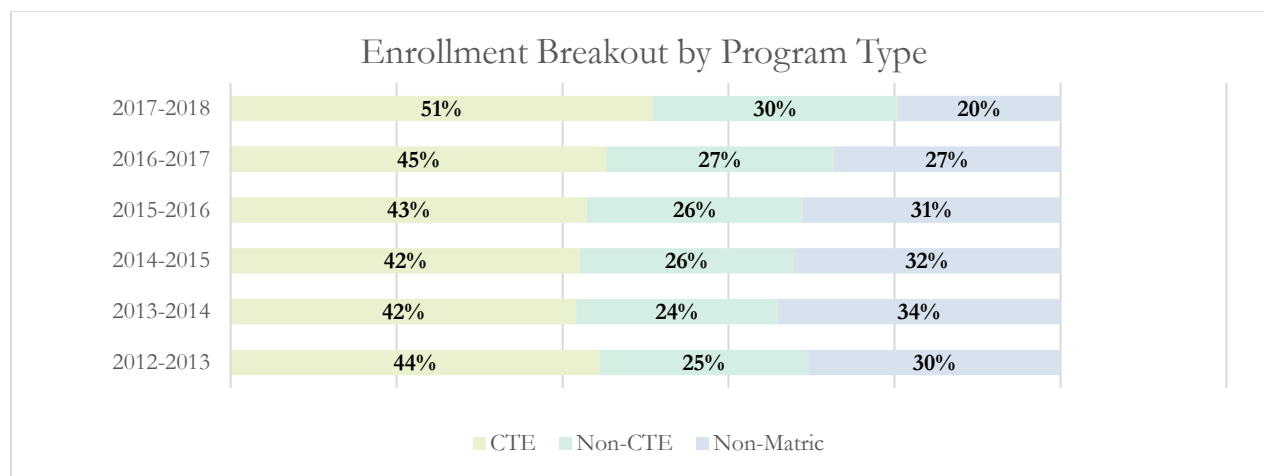
Performance Indicators:

### 1. Institutional Data



**Reflection Points:** The College Now Concurrent Enrollment program continues to be a significant source of enrollment for the College.

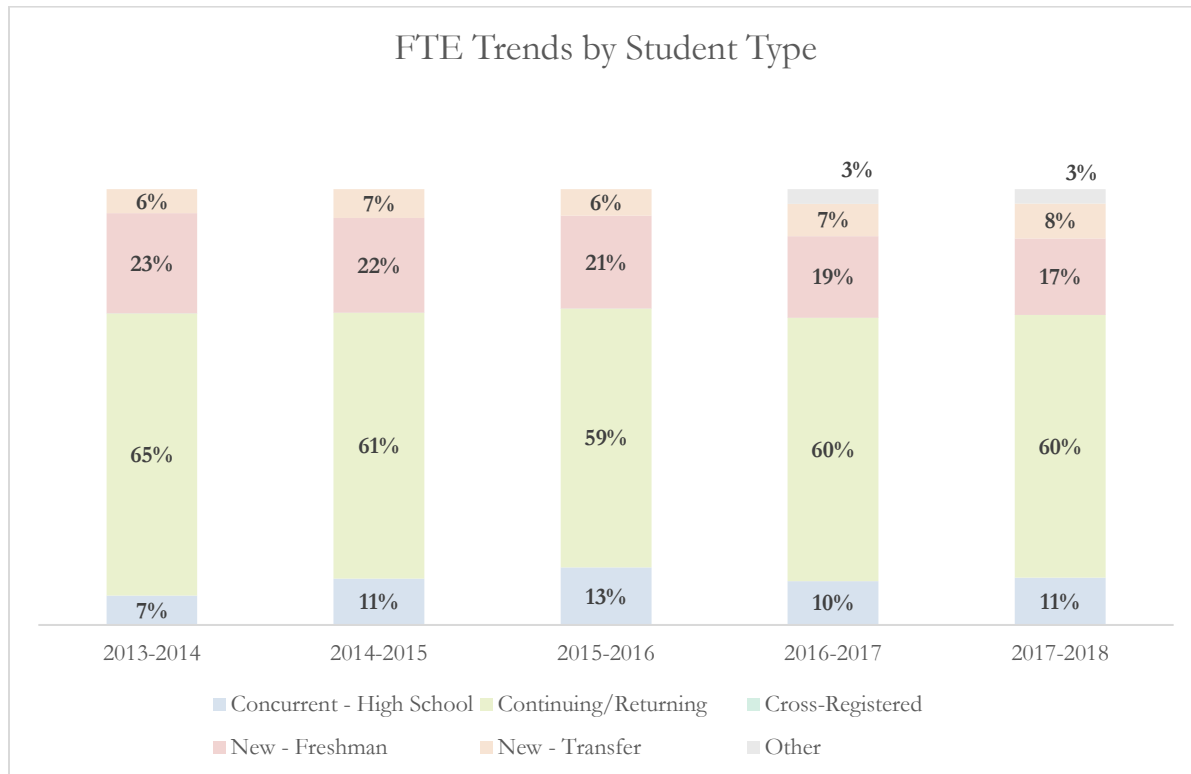
\*Fall 2014 & Fall 2015 – Concurrent Enrollment for High Schools students at no cost to them.



Source: Office of Institutional Research

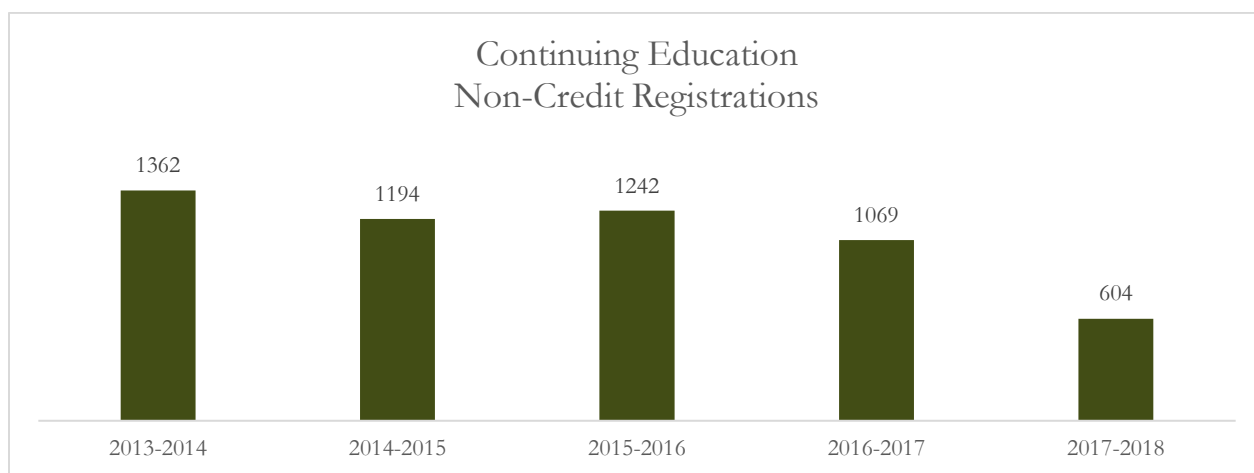
**Reflection Points:** A growing number of matriculated CTE students increases the potential for growing graduation rates. Additionally, non-matriculated student numbers are decreasing. Note: The potential for Perkins Grant funding increases as CTE programs strengthen.

# Institutional Effectiveness Report Card for the 2017-2018 Academic Year



Data Source: Institutional Research

**Reflection Points:** FTE trends remain proportionately constant, despite decreased enrollment.



Data Source: Institutional Research

# Institutional Effectiveness Report Card for the 2017-2018 Academic Year

2015/2016	2016/2017	2017/2018
Perkins: \$245,879.00	Perkins: \$204,062.00	Perkins: \$197,485.00
CC Block Grant: \$12,000.00	CC Block Grant: \$23,000.00	CC Block Grant: \$17,000.00
SUNY CC Operating: \$39,941.00	SUNY CC Operating: \$40,000.00	SUNY CC Operating: \$42,000.00
CACFP: \$5,874.00	CACFP: \$8,195.75	CACFP: \$8,848.92
Library CCD: \$6,123.00	Library CCD: \$6,387.00	Library CCD: \$6,238.00
Community Foundation "Mini Grant": \$11,500.00	Achieving the Dream (3- year grant; 06/01/16 – 12/31/18): \$55,500.00	SUNY OER: \$62,666.00
SUNY/DOL Career Centers Funding Grant "MV Connections": \$69,308.50	SUNY Recruitment ("2017"): \$8,700.00	NYS OASAS College Environmental Prevention Grant: \$92,200.00
		SUNY CC Workforce Dev. Training Grant: \$20,546.00
		SUNY Quantway Grant: \$63,000.00
		SUNY "ALP" Developmental English Learning Community Grant: \$5,000.00
<b>Total: \$390,625.50</b>	<b>Total: \$345,844.75</b>	<b>Total: \$514,983.92</b>
<b>Three-Year Grand Total:</b>		<b>\$1,251,454.17</b>

Source: Assistant to the President

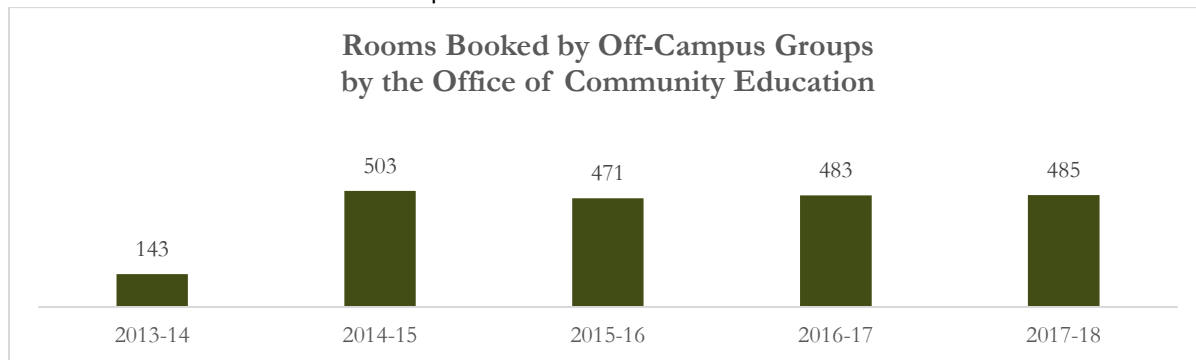
**Reflection Points:** Herkimer's Department Leaders collaborate with the Assistant to the President to provide input on grant acquisition, as appropriate.

# Institutional Effectiveness Report Card for the 2017-2018 Academic Year

## **Strategic Goal 5: Outreach and Community Relations**

Enhance Community Connections

Performance Indicators: Department and Institutional Research Data



Number of rooms booked by off-campus groups by the Office of Community Education

Source: Office of Community Education

Five Areas in High Demand	
2016-17	Enrollment Count
Medical and Health Related	221
Recreation	105
Engineering and Math	30
Computer and Information Technology	20
Manufacturing and Construction	8

Five Areas in High Demand	
2017-18	Enrollment Count
Medical and Health Related	151
Other	18
Engineering and Math	17
Business, Management, Accounting and Related	11
Driver's Education	5

Source: Non-Credit Instructional Activities (NCIA) Annual Surveys

**Reflection Points:** Shifts in College workforce are leading to changes in the Community Education offerings. The College is encouraging more use of campus facilities by community groups and organizations, and less use of open enrollment courses. Workforce Development, grant-funded programs, and company paid enrollment are targeted areas of growth in community outreach. Details are in departmental reports.

# Institutional Effectiveness Report Card for the 2017-2018 Academic Year

## Institutional Priorities

### Key Performance Indicators



Access &  
Enrollment



Student  
Success



Fiscal  
Stability

Access and Enrollment					
	Baseline Fall 2014 2014-2015	Achieved Fall 2015 2015-2016	Achieved Fall 2016 2016-2017	Achieved Fall 2017 2017-2018	Achieved Fall 2018 2018-2019
<b>Total Headcount</b> Time Period: Fall Semester Source: SIRIS End-of-Term Files	3258	3279	2849	2800	2567
<b>AAFTE</b> Time Period: Academic Year Source: SIRIS End-of-Term Files	2501	2463	2105	2102.5	1848
Average Annual Full-Time Equivalent Enrollment (AAFTE) Formula used in calculation: Total Credit Hours for Fall term/15					

**Reflection Points:** The College's Executive Council continually monitors enrollment levels, taking responsive action as indicated by data at all stages of the enrollment funnel. Data are provided by the Director of Institutional Research, Director of Admissions, and other EC members, as needed.

Student Success					
	Reporting Period 2013-14	Reporting Period 2014-15	Reporting Period 2015-16	Reporting Period 2016-17	Reporting Period 2017-18
<b>Retention</b> Time Period: Fall to Fall Source: IPEDS Fall Enrollment	58%	56%	61.0%	58%	56%

# Institutional Effectiveness Report Card for the 2017-2018 Academic Year

## Retention: First-Time Full-Time Undergraduate Students

**Reflection Points:** The Office of Institutional Effectiveness and Office of Institutional Research collaborate to provide additional progression and persistence data per academic program to inform PLO assessment, Program Review, and teaching and learning improvement toward retention.

Student Success					
	Reporting Year 2014	Reporting Year 2015	Reporting Year 2016	Reporting Year 2017	Reporting Year 2018
Graduation Rate (3 years)	29%	36%	35%	34%	33%
Source: IPEDS Graduation Data Report					

**Reflection Points:** Herkimer College's graduation rate remains significantly higher than peer institutions.

Fiscal Stability				
	Achieved 2014-2015	Achieved 2015-2016	Achieved 2016-2017	Achieved 2017-2018
Local Sponsor Share of Operating Budget	27.9%	26.9%	25%	26.8%
Funds Raised	\$278,266	\$357,541	\$235,733	\$194,713
Source: Controller: Local Sponsor Share of Operating Budget Director of Business & Finance (Foundation, FSA, Housing): Funds Raised				

**Reflection Points:** The above is a representative highlight of fiscal health indicators. The Executive Council, particularly the Senior VP of Administration and Finance, provides the President and BOT with regular updates on various revenue streams.



# Institutional Effectiveness Report Card for the 2017-2018 Academic Year

---

## Conclusion:

Herkimer College approaches Institutional Effectiveness using data gathered from a variety of sources, both external and internal. Strategic planning, assessments from instructional and non-instructional departments, and analysis of the data reveals performance indicators for use by College decision-makers, as evidence of achievement and effectiveness, as well as evidence of gaps in institutional performance.

Herkimer College shows consistent strength for the 2017-18 year in: graduation rates, affordability, campus climate, diversity and inclusion, and overall access, as in the previous year. Some of the challenges and gaps include: decreasing enrollment levels, level of academic rigor, and student learning outcomes in Writing and Critical Thinking. The College has already been addressing these areas with operational and strategic plan initiatives to improve each area. Additionally, in the Institutional Learning Outcomes in Problem Solving and other General Education areas, achievement is average at best. The College may consider, through its governance and operational planning structures, developing methodologies for increased performance. Faculty may address these issues at Assessment Days in both fall and spring semesters, as well as through both departmental and committee structures.

Planning and outcomes measurements will be further developed within the context of delivering an effective student experience that leads to student success and educational effectiveness. Such a paradigm is critical as the college approaches its MSCHE Self-Study, which is slated for completion in 2020.

The Academic Assessment processes will remain as is, until the current reporting system is transitioned from one software to another. Trends will continue to be analyzed by appropriate groups, as assigned. This document, as well as past IE Report Cards will be used in evidence for Herkimer's MSCHE Self-Study.

Further information regarding data and use of outcomes for planning and improvement may be obtained by inquiring at the Office of Institutional Effectiveness, [ie@herkimer.edu](mailto:ie@herkimer.edu).