



**Herkimer**<sup>TM</sup>  
THE STATE UNIVERSITY OF NEW YORK

Herkimer County Community College

Institutional Effectiveness

Report Card

For the 2018-2019 Academic Year

# Institutional Effectiveness Report Card for the 2018-2019 Academic Year

*This document was prepared by the Associate 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. Both 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 Learning Outcomes Assessment Data  
Institutional Research Data  
Data from College Department Operational Plans and Annual Reports  
Data from US Department of Education, Office of Postsecondary Education  
Audited Financial Statements  
Enrollment Reports  
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 2018-2019 Academic Year

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## **External Assessment Measures**

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

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

Community College Survey of Student Engagement (CCSSE) - This is a nationally administered survey of 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 2018-2019 Academic Year

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## **Internal Assessment Measures**

Herkimer's Survey Team, under the leadership of the Director of Institutional Research, reviews and revises internal survey tools for content, analysis, and application of results on a regular basis in accordance with the Team's goals each year. The following Surveys are represented in this summary and full results available at the Institutional Research and Effectiveness web page at [www.herkimer.edu](http://www.herkimer.edu).

Entering Student Survey- This measurement tool provides data about first time/full time students and the effectiveness of Herkimer College's marketing and orientation 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 as reported in the Department Operational Plan and Annual Report.

Office of Community Education- Provides data centered upon facility usage by off-campus groups.

Public Relations Office – Supporting documentation for meeting Strategic Goal #4 is provided using excerpts from the Department Operational Plan and Annual Report.

Continuing Student Survey- This assessment provides data about the student experience mid-academic career, taking place at the end of their second semester. As a mid-point view, results from this survey can be compared to the Entering Student survey and also the Graduating Senior survey for better indicators of student satisfaction and persistence.

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

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 2018-2019 Academic Year

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## **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**

### **Goal 1: Academic Excellence**

*Herkimer College will provide contemporary programs and services in innovative teaching and learning environments that encourage scholarly inquiry and challenge students to develop and reach their academic goals.*

#### Supporting Initiatives:

- A. Develop and strategically strengthen academic programs.
- B. Align instructional delivery, support services, and co-curricular programming with the learning styles and needs of our students.
- C. Increase collaboration in planning and implementing initiatives to support students.

### **Goal 2: Campus Culture**

*Herkimer College will create and sustain a campus community that promotes student success.*

#### Supporting Initiatives:

- A. Encourage more interaction between faculty, staff, and students.
- B. Cultivate the campus master planning process within its integrated strategic planning system to align all areas of college operations.
- C. Enhance the quality of the student experience by further developing effective support systems.
- D. Implement the tenets of service excellence: communicate, create, commit, care, and connect.

### **Goal 3: Fiscal Stability**

*Herkimer College will ensure that consistent, reliable resources are planned, established, and allocated to adequately meet the College's current and future responsibilities.*

#### Supporting Initiatives:

- A. Assess the types, amounts, and uses of current and planned resources, and identify resource needs in accordance with the College vision.
- B. Maximize efficiencies in the allocation and use of current resources.
- C. Acquire additional sources of revenue and other resources.

# Institutional Effectiveness Report Card for the 2018-2019 Academic Year

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## **Goal 4: Outreach and Community Relations**

*Herkimer College will foster a positive relationship between the College and the community.*

### Supporting Initiatives:

- A. Assess and expand engagement between the College and the community.
- B. Maximize the positive messaging produced by the College.
- C. Build and strengthen partnerships with business, educational, government, and non-profit organizations.

# Institutional Effectiveness Report Card for the 2018-2019 Academic Year

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## **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 2018-2019 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:

<b>Core Values</b>	<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 2018-2019 Academic Year

<p><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.</p>	<p>Incomplete provisions; missed opportunities.</p>	<p>Provides some opportunity for some constituents; no pattern for continual growth in creating/using opportunities is established.</p>	<p>Indications of providing opportunities for growth for most constituents; generally communicated to most constituents.</p>	<p>Provides and uses opportunities for growth and development, based on assessments; communicated to all constituents.</p>	<p>Provides and promotes accessible growth opportunities creatively and continuously to all constituents, with appropriate plans for future development and opportunity.</p>
<p><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.</p>	<p>Not collaborative, nor promoting attributes of community.</p>	<p>Collaborative with some constituents, not all; communication among and between constituents is ineffective or non-existent.</p>	<p>Collaborative with all constituents (students, faculty, staff and public), communicating within a closed circle.</p>	<p>Collaboration with all constituents, based on assessments, practicing open communication using a variety of communication methods.</p>	<p>Collaborative with all constituents, promoting open communication and creativity in future collaborative opportunities.</p>
<p><b>INTEGRITY:</b> To embrace the values of honesty, respect, consistency, diversity and responsibility, in order to provide fair and equal treatment for all.</p>	<p>Fails to embrace attributes of integrity.</p>	<p>Embraces some attributes/values of integrity; questionable fairness and equality</p>	<p>Embraces all attributes of integrity, supported by assessment data.</p>	<p>Embraces all attributes of integrity and fosters sustainability of integrity in practices with all constituents.</p>	<p>Promotes all attributes of integrity and sets high standards with constituents, fostering sustainable integrity in philosophy and actions.</p>

Office of Institutional Effectiveness 2015

## Quality Rubric (QR) Annual Outcomes:

2018-19 – Opportunity: 3.3 average for 11 out of 27 Departments reporting

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

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 department operations appear to have increased their overall compliant level of quality by .4 for the core value, “Opportunity”. However, the response rates from Department Annual Reports have decreased from 62% in '14-'15 to 41% of departments responding in '18-'19. While the QR scores themselves indicate room for improvement, the decreasing response rate decreases reliability of the data. The IE and IR offices will collaborate to consider methods for increasing department response rate.

# Institutional Effectiveness Report Card for the 2018-2019 Academic Year

## **Strategic Goal 1: Academic Excellence**

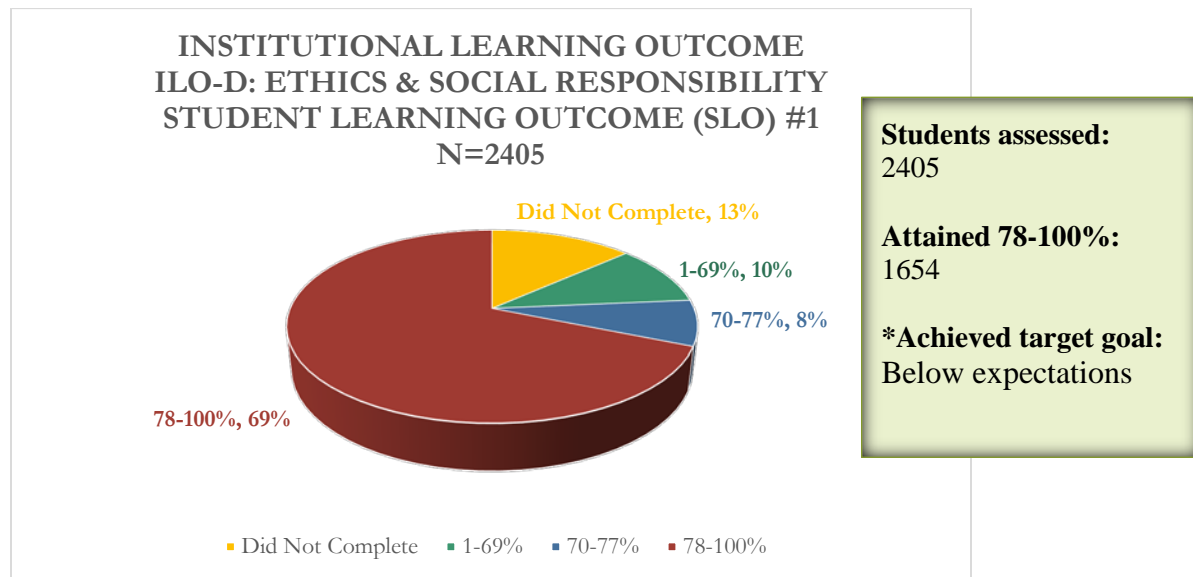
Herkimer College will provide contemporary programs and services in innovative teaching and learning environments that encourage scholarly inquiry and challenge students to develop and reach their academic goals.

Performance indicators:

## **Institutional Learning Outcomes Results**

### **ILO-D: Ethics & 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.



### **Institutional Learning Outcome ILO-D**

**Student Learning Outcome SLO #1:** Ability to adopt and *apply ethical awareness* of program specific codes and/or socially responsible standards that will *serve community needs* on a local, regional, and global level.

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

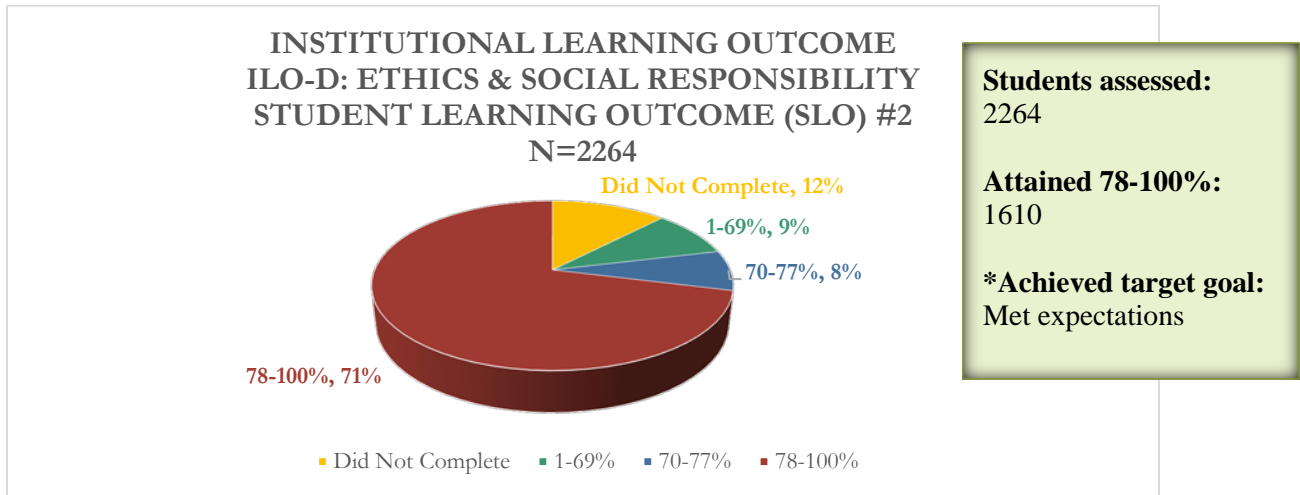
Source: Office of Institutional Effectiveness, Spring 2019

\*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 77% of the students did attain an acceptable level for transfer, which would be a minimum standard.

# Institutional Effectiveness Report Card for the 2018-2019 Academic Year

## Strategic Goal 1: Academic Excellence



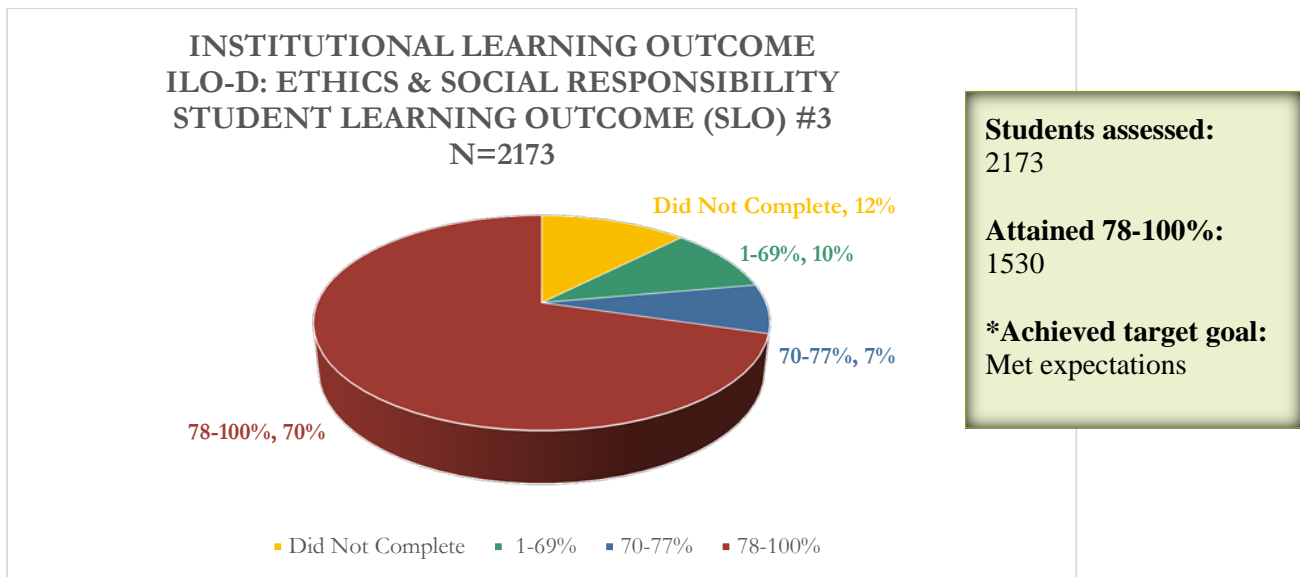
### **Institutional Learning Outcome ILO-D**

**Student Learning Outcome SLO #2:** Ability to be socially responsive citizens, committed to developing *ethical* characteristics of civility and integrity for interactions with a diverse population comprised of various cultures, backgrounds, and lifestyles.

**Results:** 7 out of 10 students (71%) scored 78 – 100%

Source: Office of Institutional Effectiveness, Spring 2019

\*Target Goal: 70% of all students assessed



**ILO-D, SLO #3:** Ability to be socially responsive citizens, committed to developing *social* characteristics of civility and integrity for interactions with a diverse population comprised of various cultures, backgrounds & lifestyles.

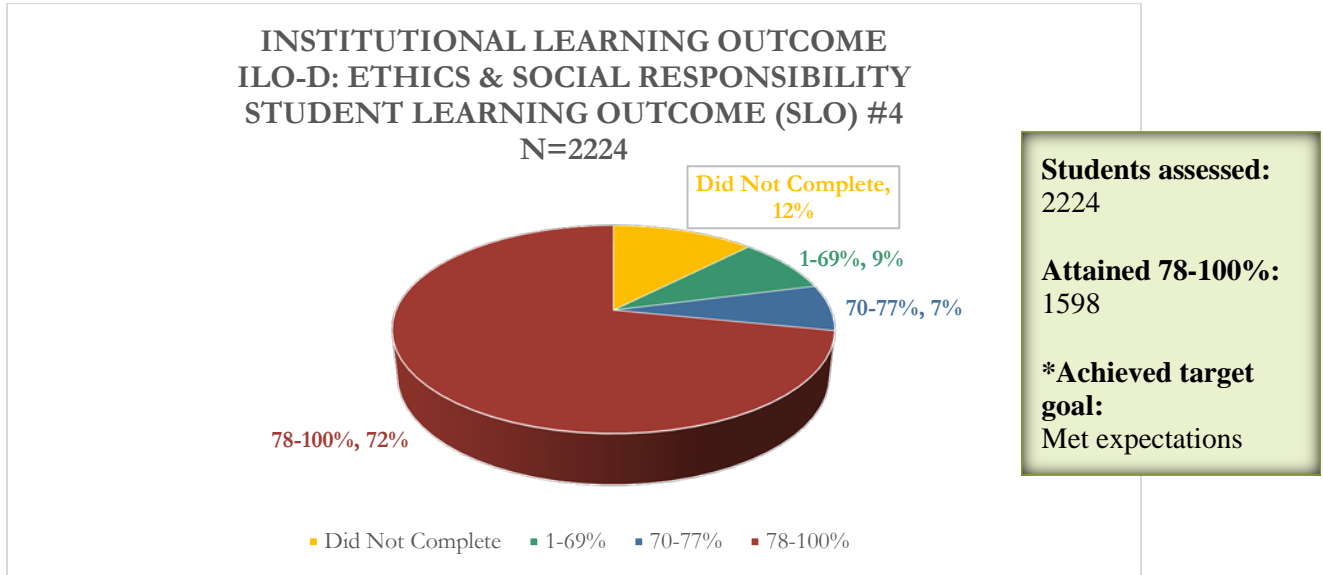
**Results:** 7.0 out of 10 students (70%) scored 78 – 100%

Source: Office of Institutional Effectiveness, Spring 2019

\*Target Goal: 70% of all students assessed

# Institutional Effectiveness Report Card for the 2018-2019 Academic Year

## Strategic Goal 1: Academic Excellence



**ILO-D, SLO #4:** Ability to be socially responsive citizens, committed to developing *professional* characteristics of civility and integrity for interactions with a diverse population comprised of various cultures, backgrounds, and lifestyles.

**Results:** 7 out of 10 students (72%) scored 78 – 100%

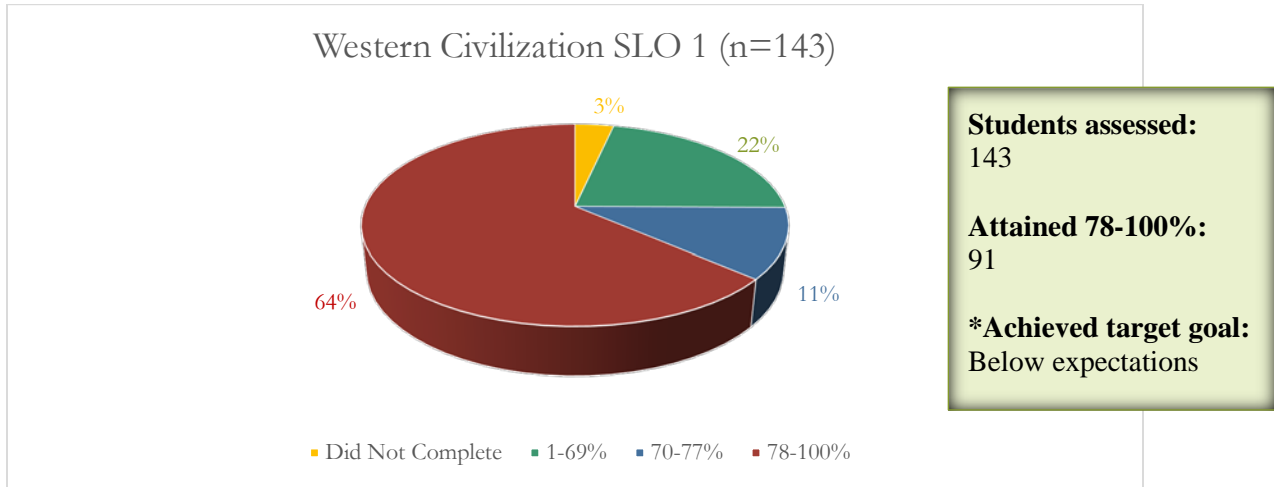
Source: Office of Institutional Effectiveness, Spring 2019

\*Target Goal: 70% of all students assessed

# Institutional Effectiveness Report Card for the 2018-2019 Academic Year

## Strategic Goal 1: Academic Excellence

### General Education Student Learning Outcomes



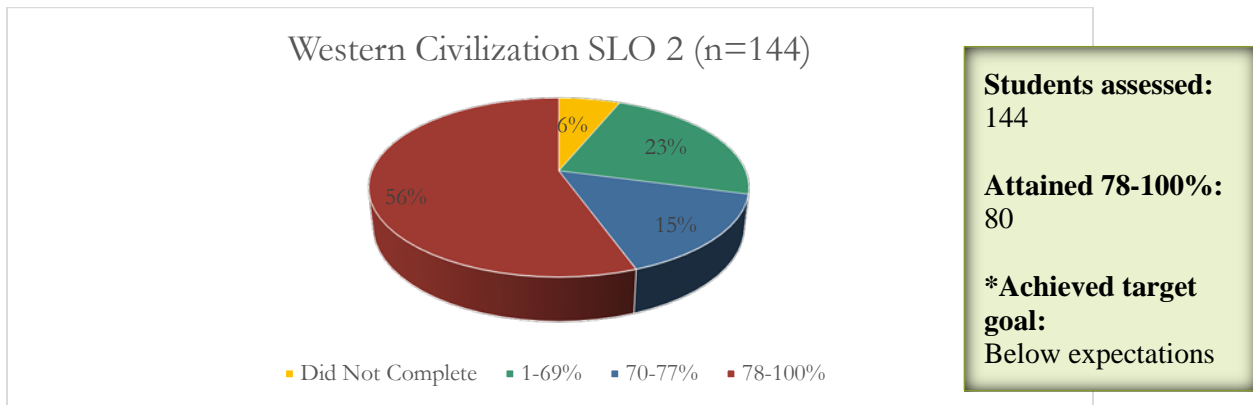
**General Education Category:** Western Civilization

**Student Learning Outcome SLO #1:** Demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization.

**Results:** 6 out of 10 students (64%) scored 78-100%.

Source: Office of Institutional Effectiveness, Spring 2019

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



**General Education Category:** Western Civilization

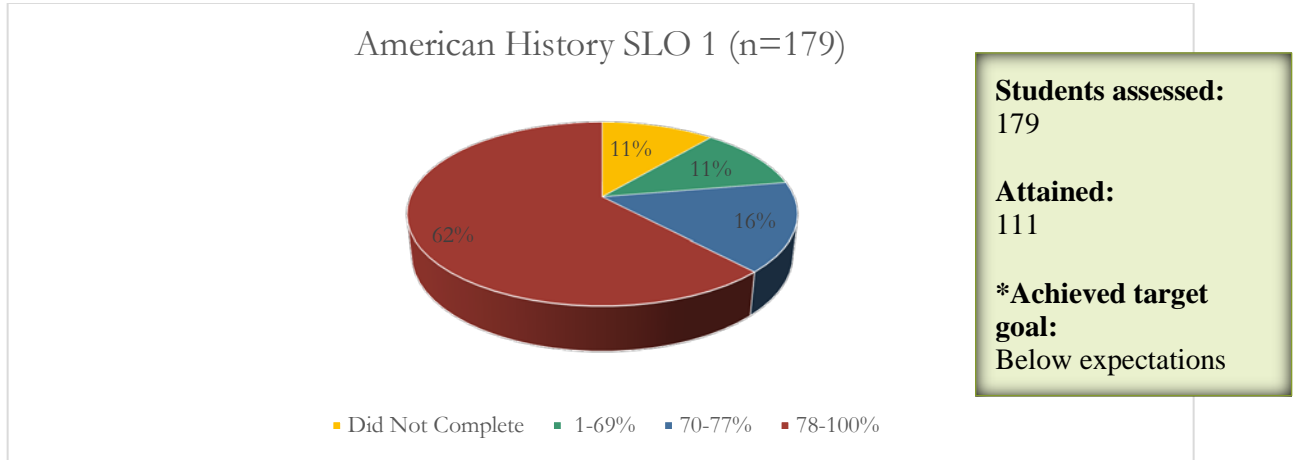
**Student Learning Outcome SLO #2:** Relate the development of Western civilization to that of other regions of the world.

**Results:** 5 out of 10 students (56%) scored 78-100%. Source: Office of Institutional Effectiveness, Spring 2019

# Institutional Effectiveness Report Card for the 2018-2019 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.)

## Strategic Goal 1: Academic Excellence



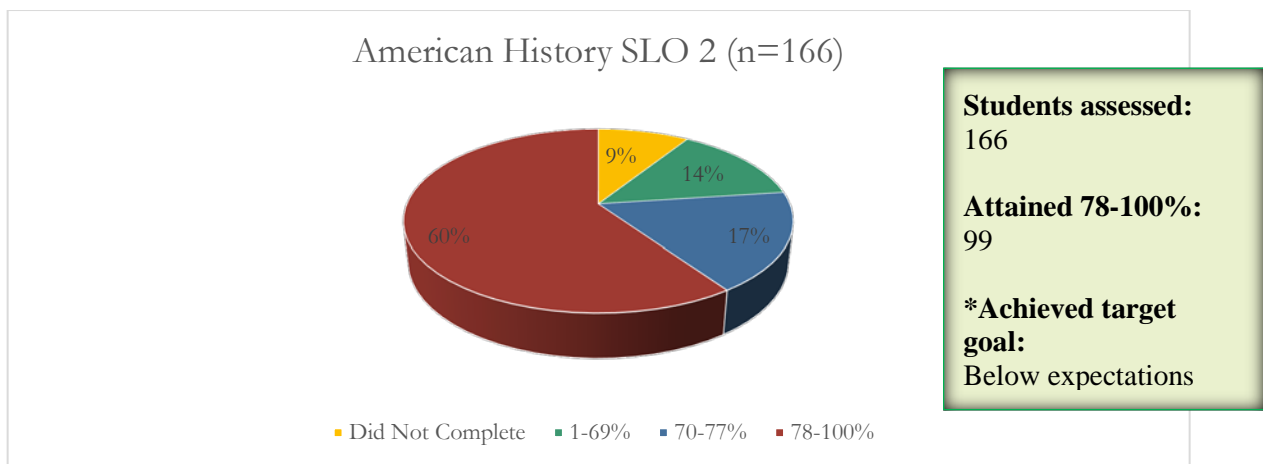
**General Education Category:** American History

**Student Learning Outcome SLO #1:** Knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society.;10

**Results:** 6 out of 10 students (62%) scored 78-100%

Source: Office of Institutional Effectiveness, Spring 2019

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



**General Education Category:** American History

**Student Learning Outcome SLO #2:** Knowledge of common institutions in American society and how they have affected different groups.

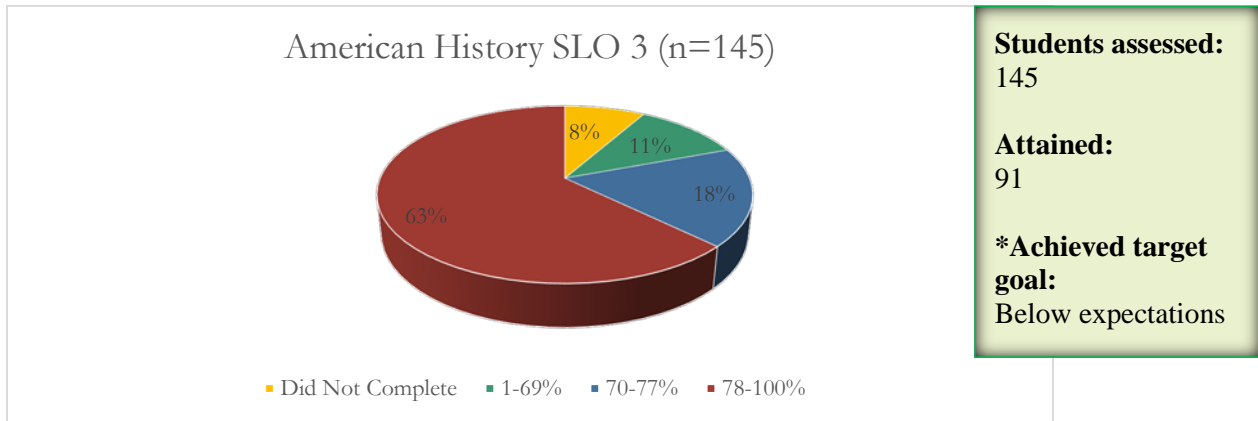
**Results:** 6 out of 10 students (60%) scored 78-100%

Source: Office of Institutional Effectiveness, Spring 2019

# Institutional Effectiveness Report Card for the 2018-2019 Academic Year

## Strategic Goal 1: Academic Excellence

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



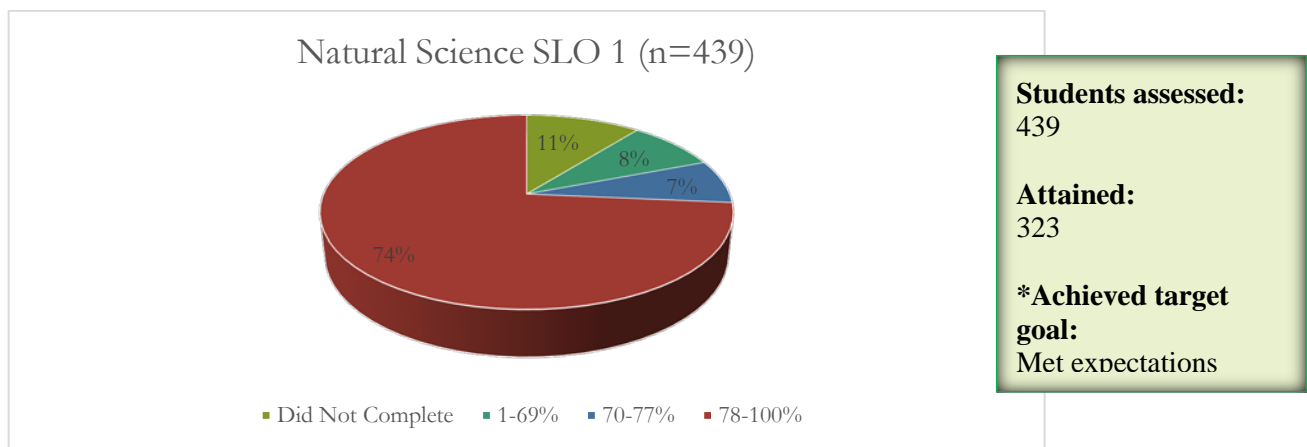
**General Education Category:** American History

**Student Learning Outcome SLO #3:** Understanding of America's evolving relationship with the rest of the world.

**Results:** 6 out of 10 students (63%) scored 78-100%

Source: Office of Institutional Effectiveness, Spring 2019

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



**General Education Category:** Natural Science

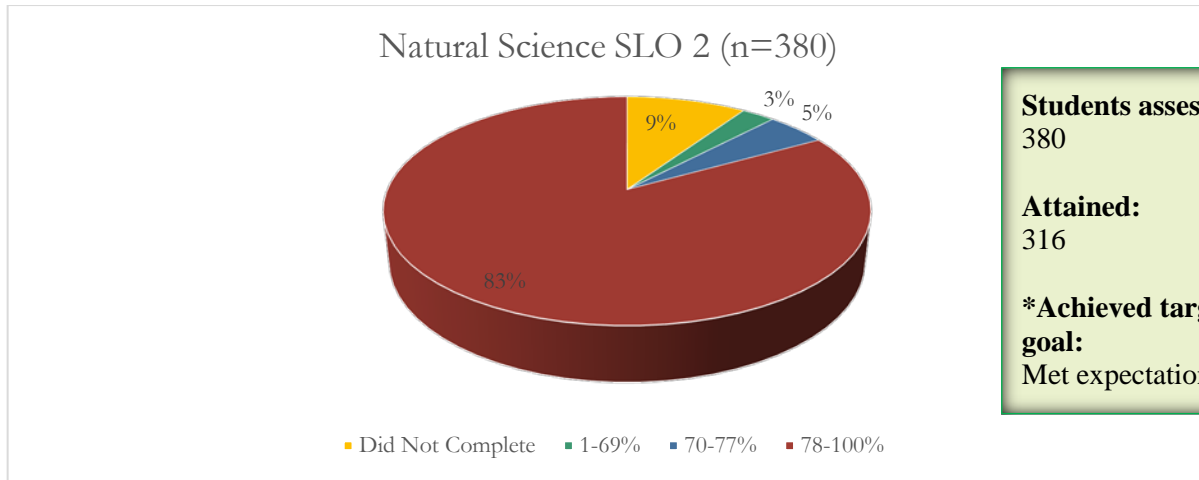
**Student Learning Outcome SLO #1:** Understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis.

**Results:** 7 out of 10 students (74%) scored 78-100%

Source: Office of Institutional Effectiveness, Spring 2019

# Institutional Effectiveness Report Card for the 2018-2019 Academic Year

## Strategic Goal 1: Academic Excellence



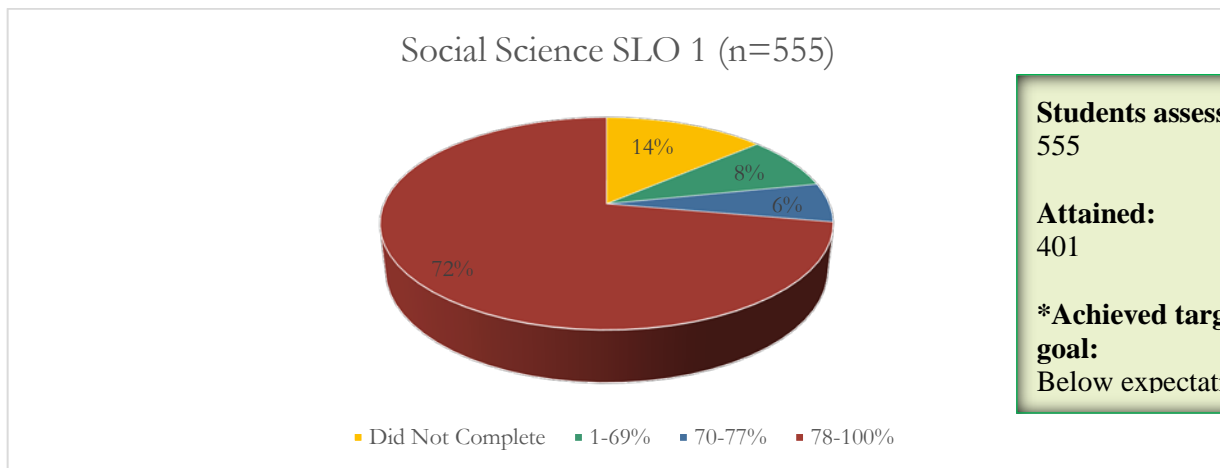
### **General Education Category:** Natural Science

**Student Learning Outcome SLO #2:** Application of scientific data, concepts, and models in one of the natural (or physical) sciences.

**Results:** 8 out of 10 students (83%) scored 78-100%

Source: Office of Institutional Effectiveness, Spring 2019

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



### **General Education Category:** Social Science

**Student Learning Outcome SLO #1:** Understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis.

**Results:** 7 out of 10 students (72%) scored 78-100%

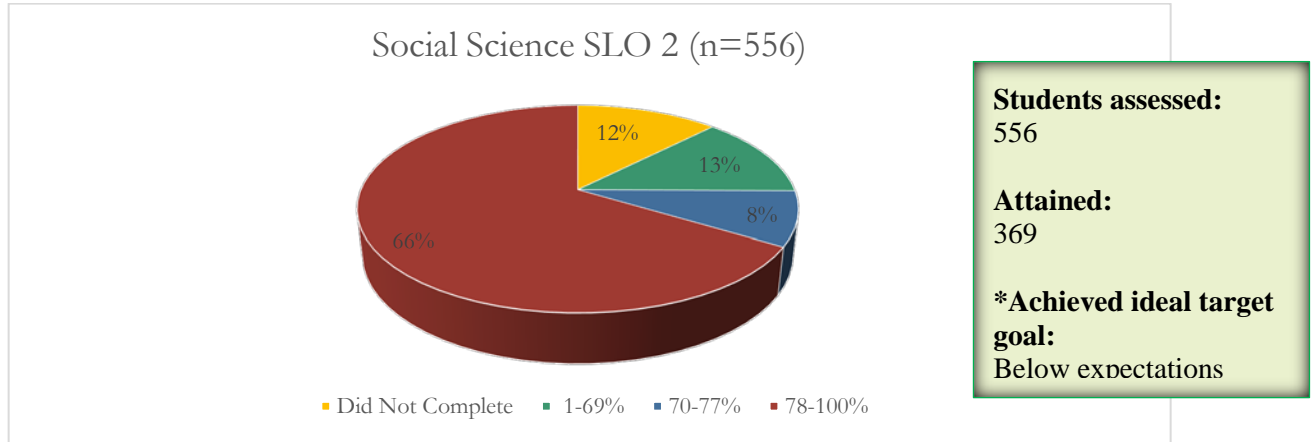
Source: Office of Institutional Effectiveness, Spring 2019

\*Target Goal: 70% of all students assessed (The minimum standard for achievement established by the Academic Assessment Committee for Institutional and General Education assessment.) Minimum Target – 70%; Ideal Target – 78-100%



# Institutional Effectiveness Report Card for the 2018-2019 Academic Year

## Strategic Goal 1: Academic Excellence



**General Education Category:** Social Science

**Student Learning Outcome SLO #2:** Knowledge of major concepts, models and issues of at least one discipline in the social sciences.

**Results:** 6 out of 10 students (66%) scored 78-100%

Source: Office of Institutional Effectiveness, Spring 2019

\*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 General Education and Institutional Learning Outcomes meet the minimum outcome level of 70% achievement. However, the desired level of 78-100% was achieved in two ILOs.

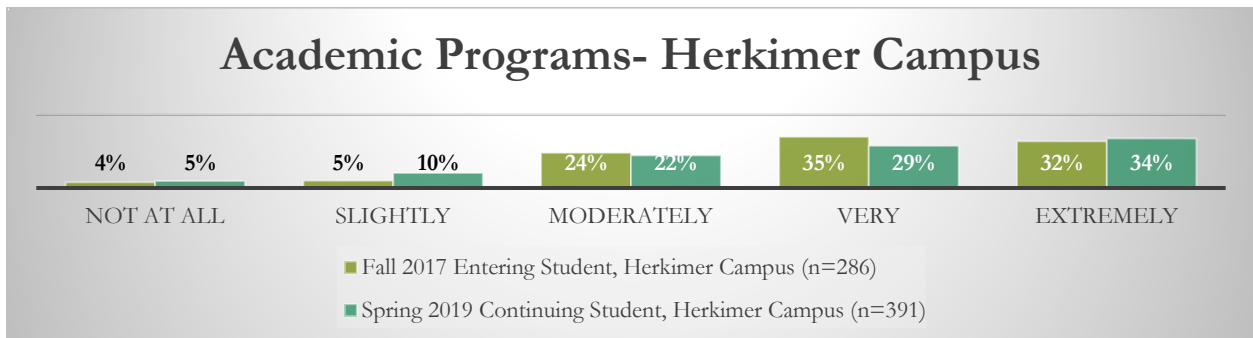
# Institutional Effectiveness Report Card for the 2018-2019 Academic Year

## Strategic Goal 1: Academic Excellence

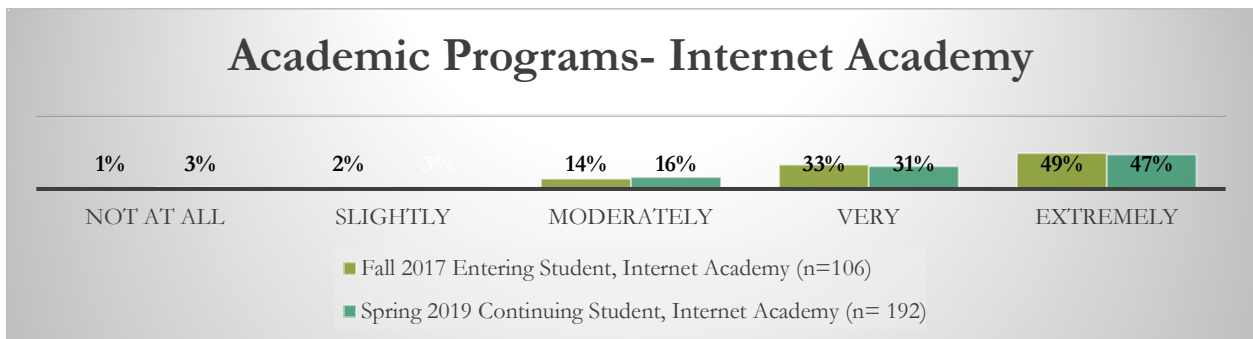
### Student Survey Highlights

- *Fall 2017 Entering Student Survey* for students taking courses on campus and online
- *Spring 2019 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 more than 80% of Herkimer students on the campus at least moderately value the academic program in their decision-making.

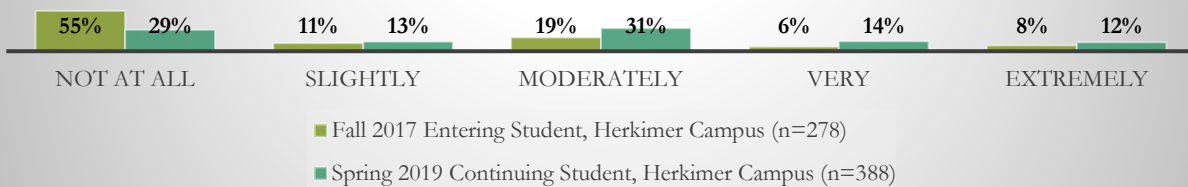


**Reflection Points:** On-line students value their academic programs in their decision making. No significant variation in perception from fall to spring.

# Institutional Effectiveness Report Card for the 2018-2019 Academic Year

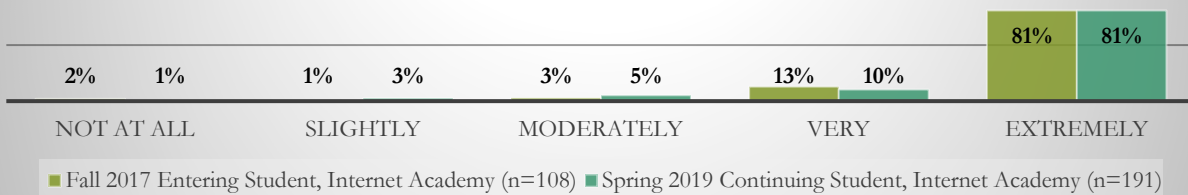
## Strategic Goal 1: Academic Excellence

### Take Online Courses- Herkimer Campus



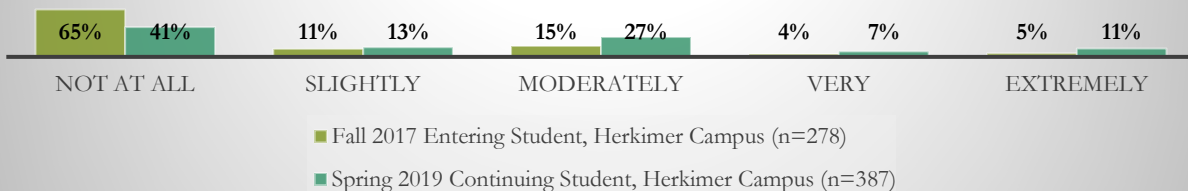
**Reflection Points:** A perception change for on campus students is significant from fall to spring; online courses are more valuable to students in the spring.

### Take Online Courses- Internet Academy



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

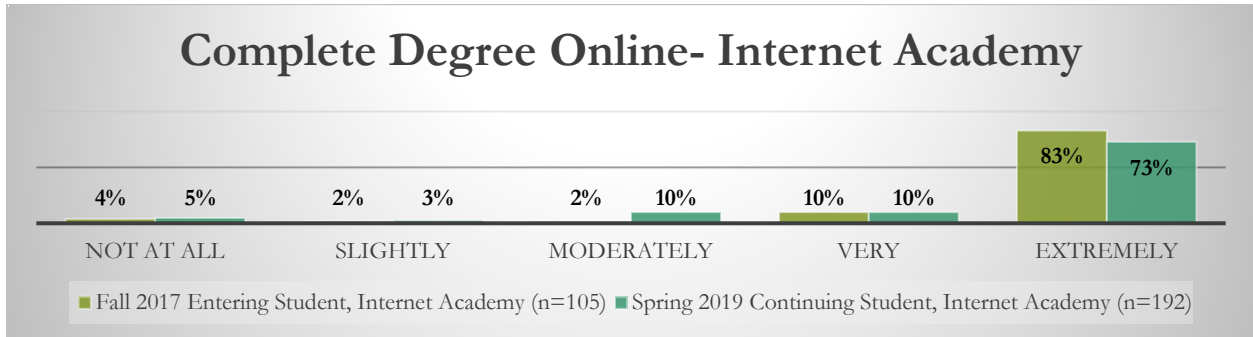
### Complete Degree Online- Herkimer Campus



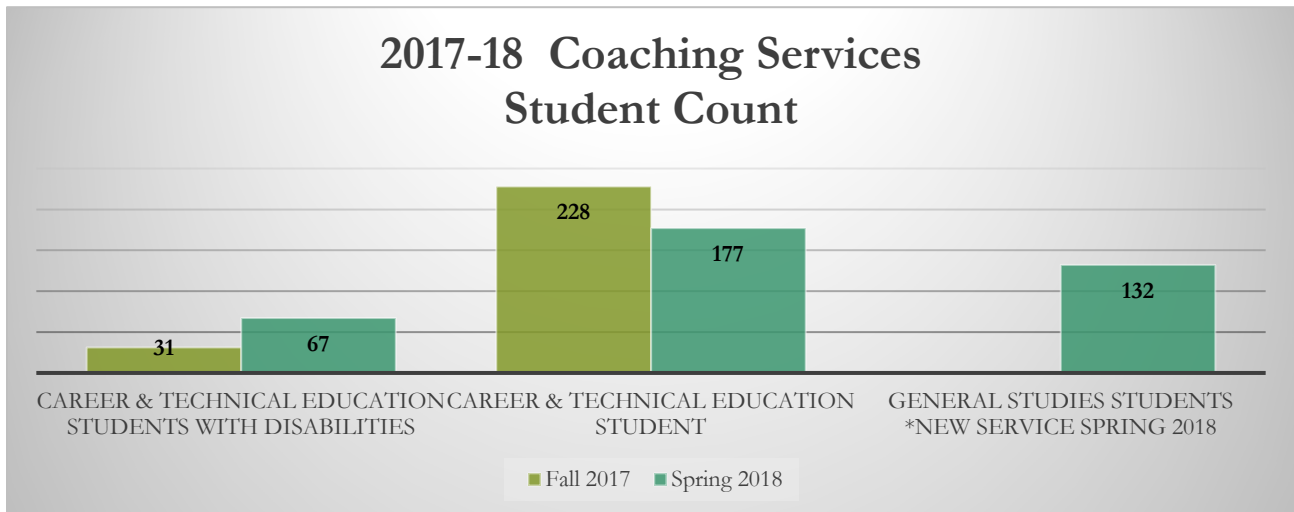
**Reflection Points:** A significant perception difference reveals that 23% found online degree completion more valuable in the spring.

# Institutional Effectiveness Report Card for the 2018-2019 Academic Year

## Strategic Goal 1: Academic Excellence



**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 students enrolled in the General Studies program. This program mirrors the services already being provided to the students with majors in the Career & Technical Education fields. Note that CTE students with disabilities more than doubled in number. How did this impact the delivery of services?

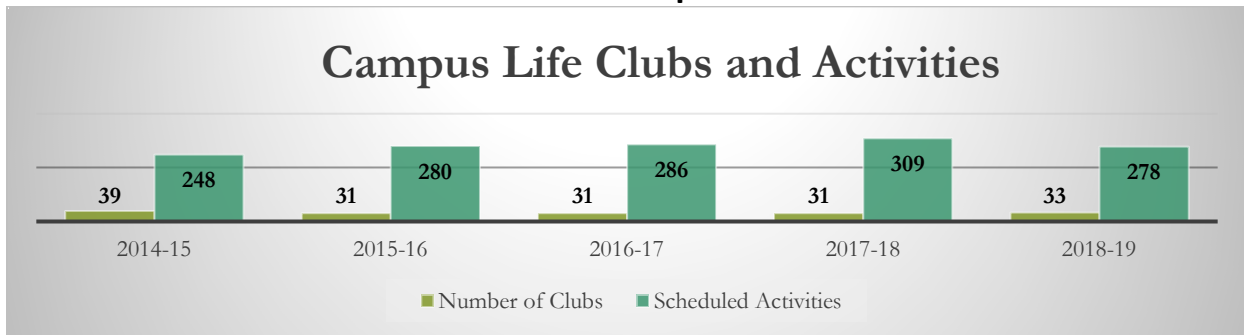
# Institutional Effectiveness Report Card for the 2018-2019 Academic Year

## **Strategic Goal 2: Campus Culture**

**Herkimer College will create and sustain a campus community that promotes student success.**

Performance Indicators:

### **Center for Student Leadership and Involvement Data**

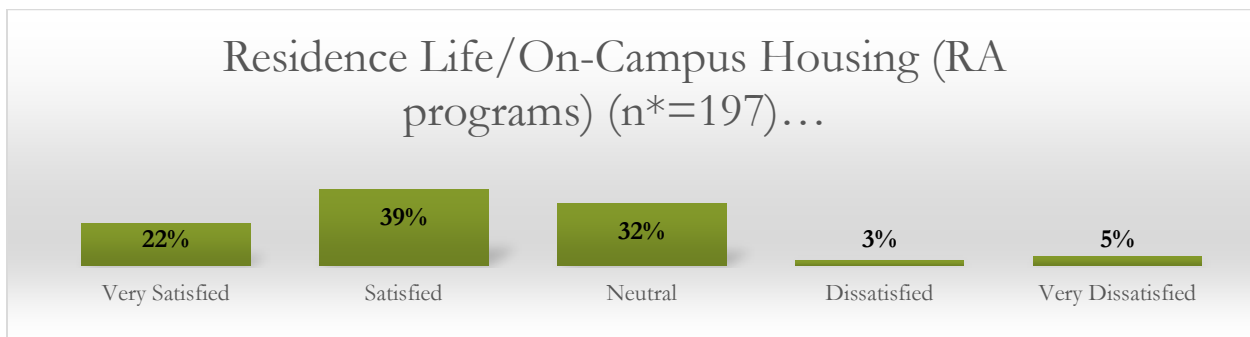


**Reflection Points:** Two new student clubs were added in 2018-19: the Entrepreneur Club and the General’s First Club. New student clubs are initiated by student request and approved by the Student Government Association. Student clubs assess their outcomes based on submitted goals that further serve student learning and the overall effectiveness of the Center for Student Leadership and Involvement.

### **Student Survey Highlights**

- *Spring 2018 Graduating Senior Survey*
- *Spring 2019 Continuing Student Survey*
- “n” is equal to the number of responses received

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

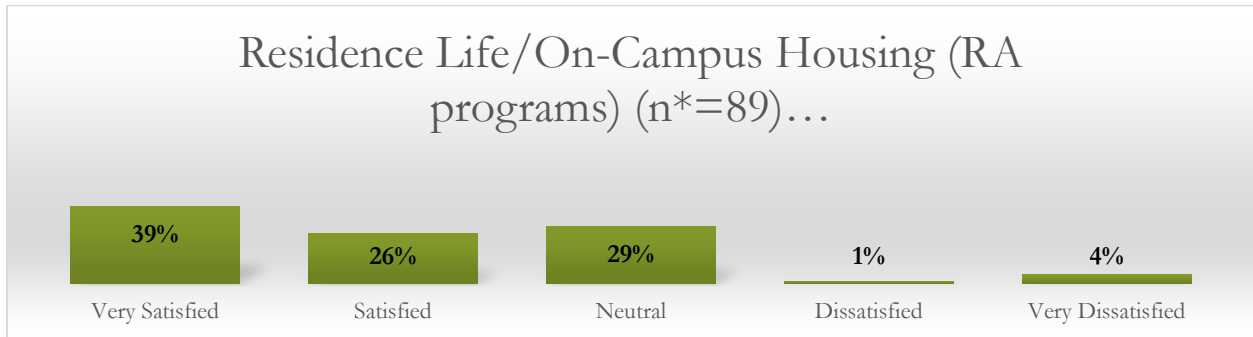


n\*- excludes the ‘not applicable’ response

# Institutional Effectiveness Report Card for the 2018-2019 Academic Year

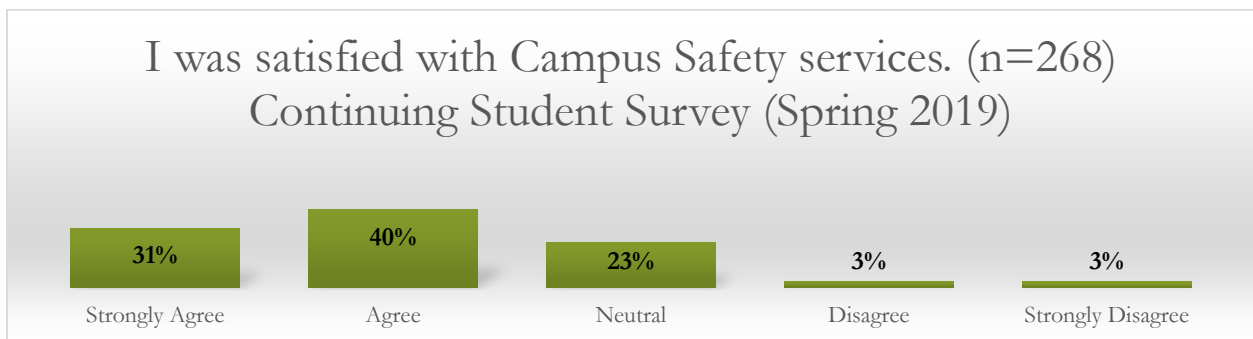
## **Strategic Goal 2: Campus Culture**

**Herkimer College will create and sustain a campus community that promotes student success.**



**Reflection Points:** n\*- excludes the 'not applicable' response; While the level of satisfaction is acceptable at 65% because the neutral responses are significantly high, it is noteworthy that the level of dissatisfaction is very low.

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



n\*- excludes the 'not applicable' response



**Reflection Points:** n\*- excludes the 'not applicable' response

# Institutional Effectiveness Report Card for the 2018-2019 Academic Year

## **Strategic Goal 2: Campus Culture**

**Herkimer College will create and sustain a campus community that promotes student success.**

2018 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	2	2	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>				
	0	0	0	0
<b>Motor Vehicle theft</b>				
	0	0	0	0
<b>Arson</b>				
	0	0	0	0
<b>Liquor Law</b>				

## Institutional Effectiveness Report Card for the 2018-2019 Academic Year

Arrests	16	10	0	0
Referrals	30	29	0	0
Drug Law				
Arrests	12	07	0	0
Referrals	27	25	0	0
Illegal Weapons Possessions				
Arrest	0	0	0	0
Referrals	8	8	0	0
VAWA Crimes				
Dating Violence	N/A	N/A	N/A	N/A
Domestic Violence	N/A	N/A	N/A	N/A
Stalking	N/A	N/A	N/A	N/A

Source: Annual Security and Fire Safety Report 2019

**Reflection Points:** Liquor and drug arrests and referrals continue to have the greatest impact on student safety both on and off-campus. The current Alcohol and Other Drug Use Policy includes a more rigid process for student referrals and student accountability.



# Institutional Effectiveness Report Card for the 2018-2019 Academic Year

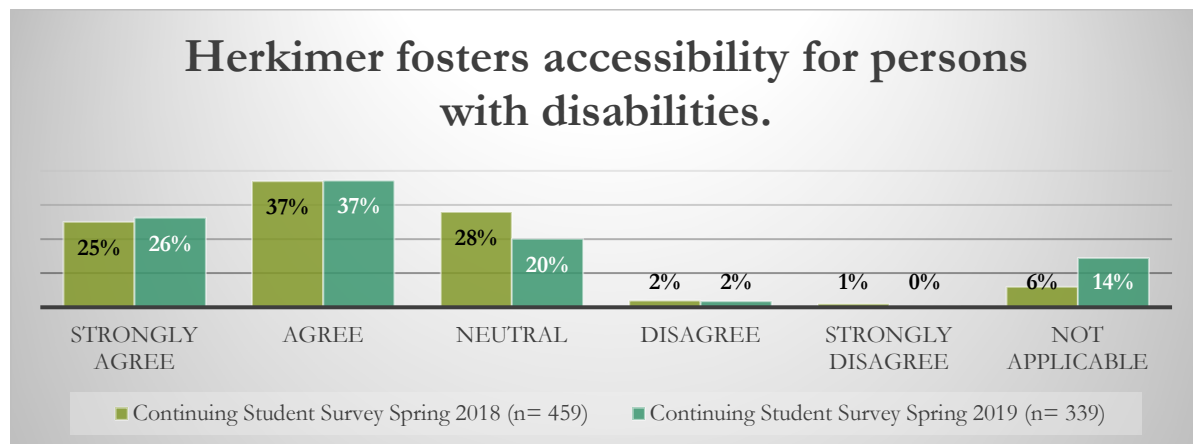
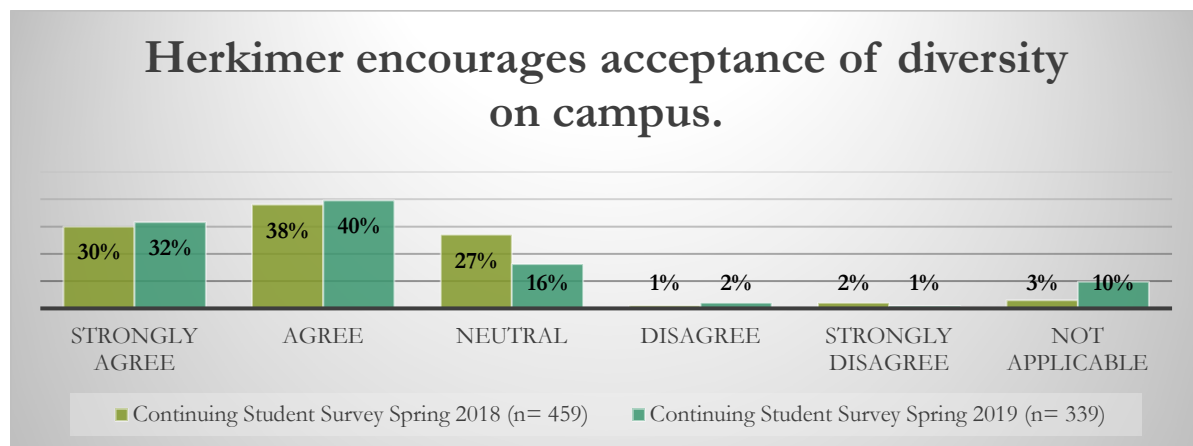
## **Strategic Goal 2: Campus Culture**

**Herkimer College will create and sustain a campus community that promotes student success.**

### **Student Survey Highlights**

- Spring 2018 Continuing Student Survey
- Spring 2019 Continuing Student Survey
- “n” is equal to the number of responses received

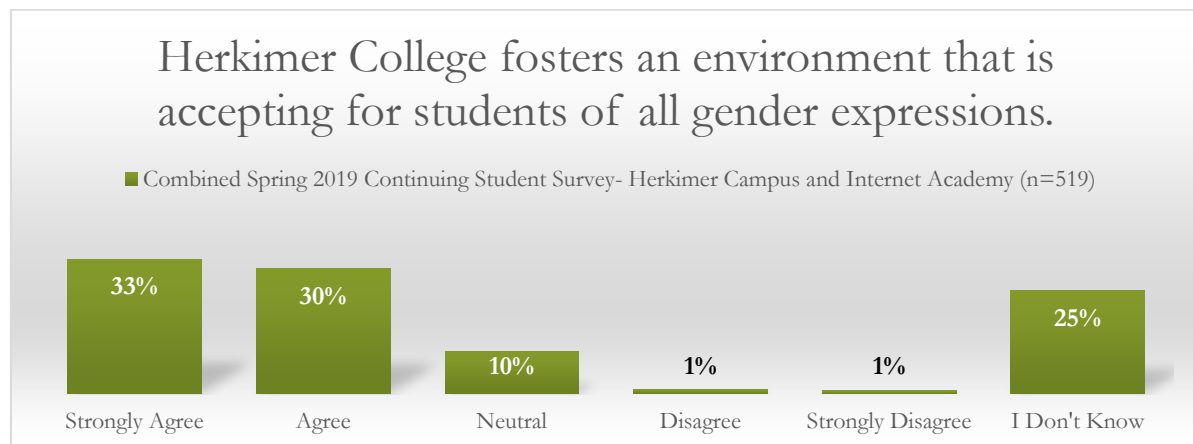
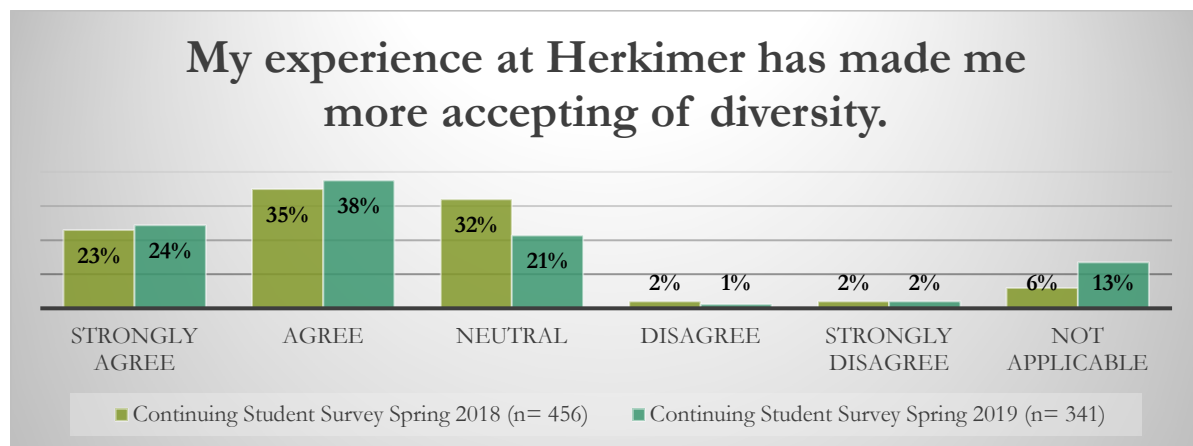
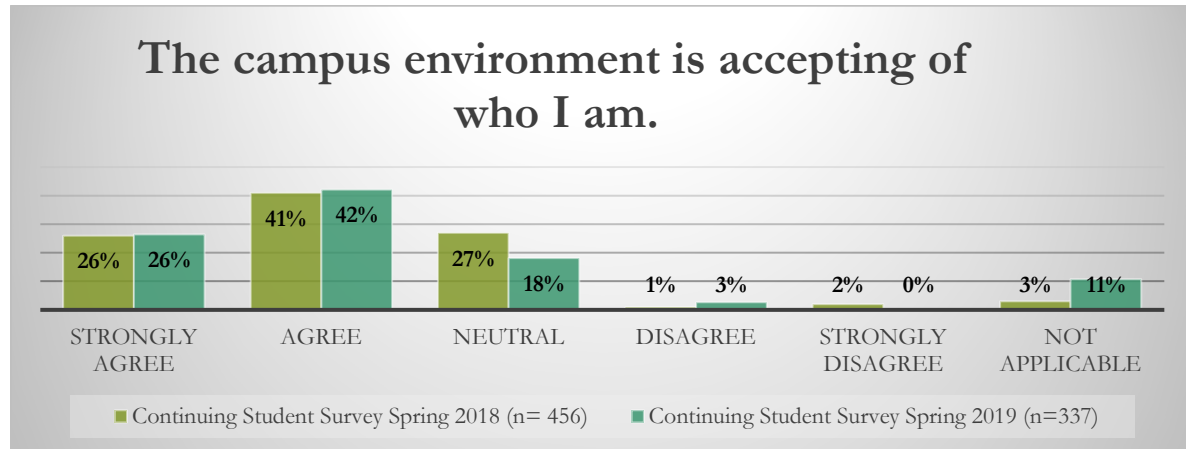
**Question: To what extent do you agree or disagree with the following statements about diversity at Herkimer?**



# Institutional Effectiveness Report Card for the 2018-2019 Academic Year

## **Strategic Goal 2: Campus Culture**

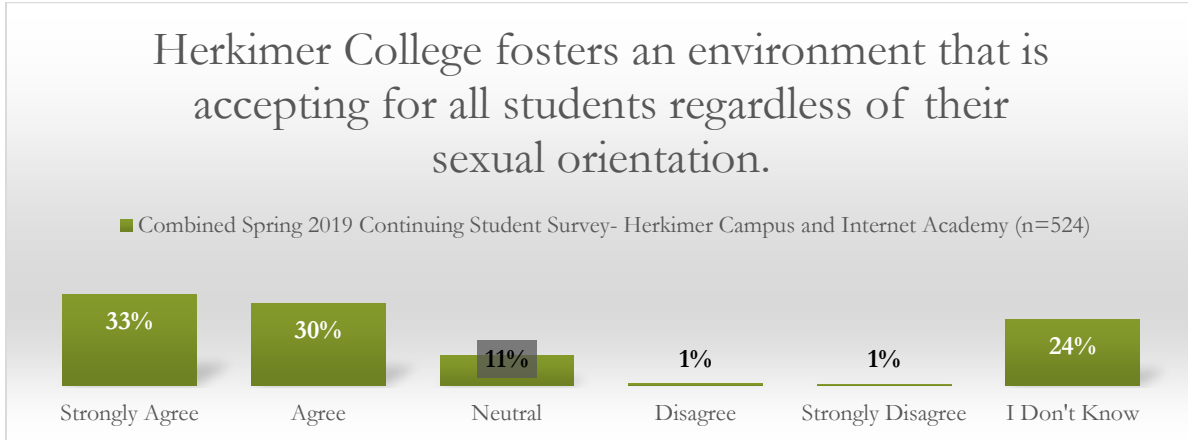
**Herkimer College will create and sustain a campus community that promotes student success.**



# Institutional Effectiveness Report Card for the 2018-2019 Academic Year

## **Strategic Goal 2: Campus Culture**

**Herkimer College will create and sustain a campus community that promotes student success.**



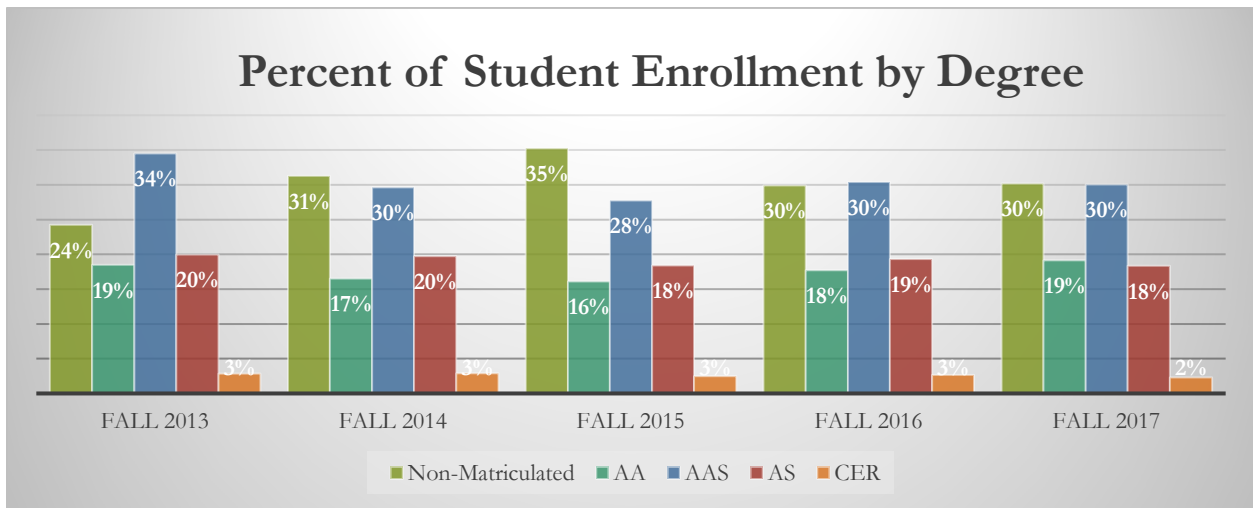
**Reflection Points:** Student opinion about diversity and accessibility remains positive and rather constant, with insignificant disagreement over a two year time period.

# Institutional Effectiveness Report Card for the 2018-2019 Academic Year

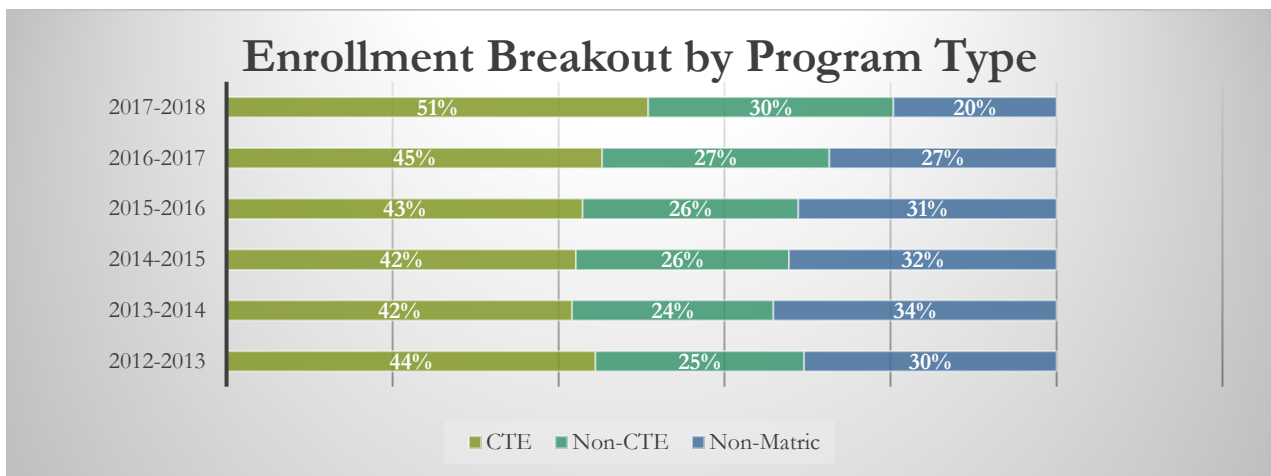
## **Strategic Goal 3: Fiscal Stability:**

**Herkimer College will ensure that consistent, reliable resources are planned, established, and allocated to adequately meet the College's current and future responsibilities.**

Performance Indicators:  
Institutional Data



**Reflection Points:** Next to non-matriculated part time students, enrollment is consistently > 10% higher in AAS programs that prepare students for entering the workforce than for transfer and certificate programs.

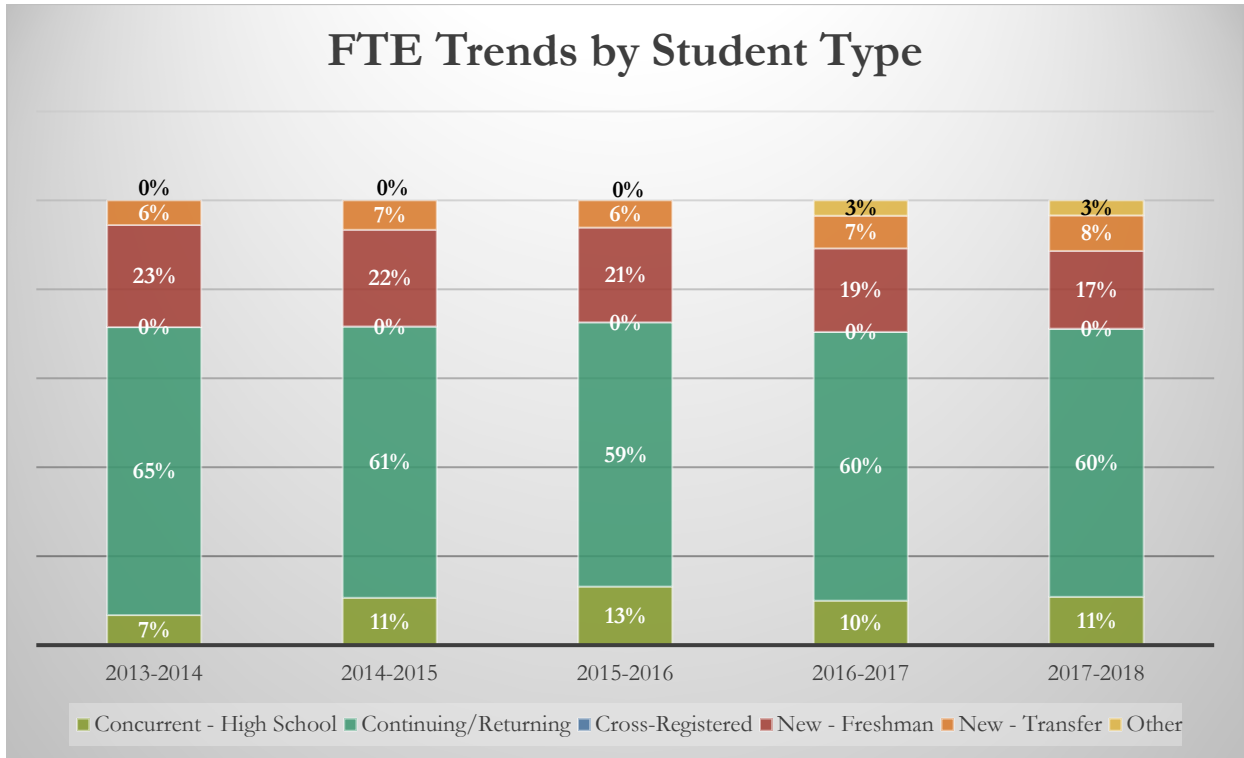


Source: Office of Institutional Research

**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.

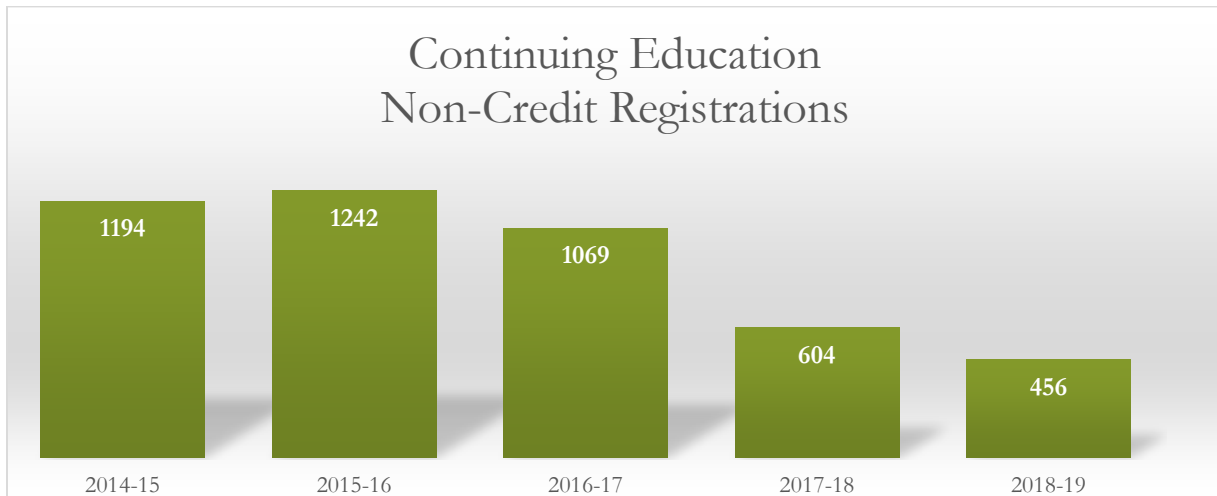
# Institutional Effectiveness Report Card for the 2018-2019 Academic Year

**Goal 3: Fiscal Stability** - Herkimer College will ensure that consistent, reliable resources are planned, established, and allocated to adequately meet the College's current and future responsibilities.



Data Source: Institutional Research

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



Data Source: Institutional Research

**Reflection points:** The Continuing Education programs are currently offered as a community outreach and opportunity for additional activities for students, rather than contributing to FTE.

# Institutional Effectiveness Report Card for the 2018-2019 Academic Year

**Strategic Goal 3: Fiscal Stability**

Herkimer College will ensure that consistent, reliable resources are planned, established, and allocated to adequately meet the College's current and future responsibilities

**GRANT Funding:**

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>

# Institutional Effectiveness Report Card for the 2018-2019 Academic Year

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Source: Assistant to the President

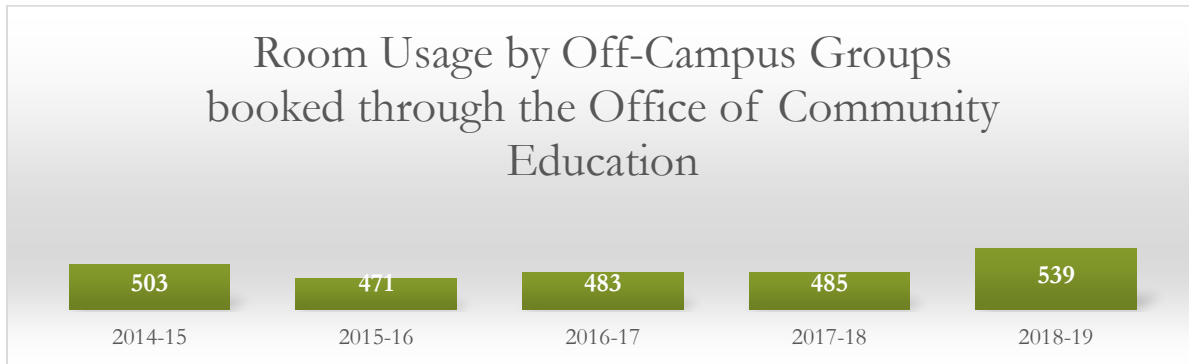
**Reflection Points:** Herkimer's Department Leaders collaborate with the Assistant to the President to provide input on grant acquisition, as appropriate. Grants received help to fill the fiscal gap... targeted to offer quality programs and services; opportunity to explore new and enhanced programming; outside of typical budget constraints.

# Institutional Effectiveness Report Card for the 2018-2019 Academic Year

## **Strategic Goal 4: Outreach and Community Relations**

**Herkimer College will foster a positive relationship between the College and the community.**

Performance Indicators:



Source: Office of Community Education

### **Community Education areas of high demand:**

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

Areas in High Demand	
2018-19	Enrollment Count
Recreation	398
Other	40

Source: Non-Credit Instructional Activities (NCIA) Annual Surveys ("Other" is more difficult to identify through the NCIA survey tool in 18-19)

**Reflection Points:** Shifts in the 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 department reports.



# Institutional Effectiveness Report Card for the 2018-2019 Academic Year

## **Strategic Goal 4: Outreach and Community Relations**

**Herkimer College will foster a positive relationship between the College and the community.**

Excerpts from the Public Relations Department Operational Plan and Annual Report:

Dept. Activities/Initiatives in Support of Outcome	Expected Outcome –Criteria- Measure for Satisfactory Outcome	Progress Report (Planned, In Progress, Complete)
Establish and implement a comprehensive communications plan that includes all stakeholders.	External stakeholders will receive appropriate information regarding the college in a timely manner and in a method that they use and understand. (Surveys?)	11/15/18 update: <b>Developed a spreadsheet identifying stakeholders, current methods of communication for each, and type of info for each. Need to identify communications from other departments, and identify gaps and redundancies.</b> <b>3/29/19 update:</b>  no new progress. Postponed this to summer 2019.
Develop a comprehensive crisis communication manual and ensure that staff are trained and prepared to respond.	Identify stakeholders, potential crisis situations, develop holding statements, develop dark site, develop procedures/update and maintain credentials, train staff.	<b>11/15/18;</b>  Not yet started to create a formal manual. (However, we do an informal collection of resources available as a result of previous issues and training.)  <b>3/29/19 update:</b> no progress yet. Planning for summer 2019.
Establish and implement a procedure for monitoring and responding to positive and negative media stories, messages and	Procedure will be followed resulting in proactive response to stories, messages and comments.	11/1/18: <b>Discussed with Maria Hughes on 10/17/18 and she is starting to work on this.</b> <b>3/29/19 update:</b> in progress

# Institutional Effectiveness Report Card for the 2018-2019 Academic Year

<p>comments pertaining to the college.</p>		
<p>Publish articles and op-eds that promote the value of Herkimer College and illustrate each of the core values of community, excellence, integrity and opportunity.</p>	<p>Four or more articles and/or op-eds will be written and/or pitched, and published in a public medium.</p>	<p>11/15/18 update:  <b>Worked collaboratively with the Genesis Group and Utica OD on a two-part video series about the importance/how-to of voting, featuring Jeff Steele. Videos were published on <a href="http://www.uticaod.com">www.uticaod.com</a> and shared via the college, Utica OD and Genesis Group social media.</b>            Plans for stories /Op Eds:</p> <ul style="list-style-type: none"> <li>• January 22-27 is National Drug and Alcohol Facts Week – OASAS grant</li> <li>• February – College Affordability -- OER “Thanks a Million” Celebration – what is OER and how is it helping students?</li> <li>• March – Career Fair?</li> <li>• April is Community College Awareness Month – “Not your dad’s community college” (how community colleges have evolved, value of a community college education)</li> <li>• <i>Art in Education – High School Art Show at Herkimer College (this is a tentative idea currently)</i></li> </ul> <p><b>Additional ideas:</b></p> <ul style="list-style-type: none"> <li>• Career and Technical Education Month (February) -- NYPA partnership/Smart Grid Classroom, CTE programs, PTEch</li> <li>• Teen Dating Violence Awareness and Prevention Month (February) – any new initiatives we can highlight?</li> <li>• DEAR Drop Everything and Read Month (April) – literacy initiatives?</li> <li>• National youth Sports Safety Month (April) – highlight safety measures at collegiate level?</li> <li>• National Hunger Awareness Month (June) – food bank initiative</li> </ul> <p><b>3/29/19 update:</b></p> <ul style="list-style-type: none"> <li>• ‘Addressing Drinking and Drug Use in a Safe, Proactive Way” by Herkimer County Community College, published in SUNY Blog, January 18, 2019</li> <li>• Op-Ed “Spring Brings Thoughts of Employment for College Grads” (by Lawrence P. DiCesare), submitted to Observer Dispatch published March 24, 2019</li> </ul>
<p>Sponsor non-profit organizations/events that support the strategic priorities of the college.</p>	<p>Criteria will be formalized, and sponsorships will be tracked and reviewed with EC annually.</p>	<p>11/15/18:            We created a draft sponsorship criteria selection form, and have implemented it.</p> <p>We are maintaining a record of sponsorships and community-related advertisements, and will be adding another step to the process that includes assessment of the benefit to the college.</p> <p><b>3/29/19 update:</b></p>

# Institutional Effectiveness Report Card for the 2018-2019 Academic Year

		<p>New sponsorship criteria form is in use. Recent sponsorships include:</p> <ul style="list-style-type: none"> <li>• YWCA Salute to Outstanding Women</li> <li>• Ads for Notre Dame, CVA and Little Falls drama clubs, and Coliseum Soccer Club dinner program</li> <li>• Bronze Sponsor for the Empowered Pathways/Women’s Employment and Resource Center (WERC) awards luncheon, September 27, 2018.</li> <li>• Herkimer College was a junior sponsor for the On Point for College Utica Celebration, November 8th.</li> <li>• Empowered Pathways (Women’s Employment &amp; Resource Center) Award Luncheon 9/27/18 – Bronze Sponsor</li> <li>• The Genesis Group annual major sponsor</li> </ul>
<p>Conduct a communications audit to ensure appropriate messaging and professionalism in all communications.</p>	<p>All communications from the PR office will have been reviewed and edited as appropriate.</p>	<p>11/15/18:  <b>This is ongoing. The PR Office has procedures in place to ensure that all external communications are reviewed and proofed by more than one person.</b>            3/29/19: ongoing</p>

**Reflection Points:** The outcomes noted in Operational Plans and Annual Reports for each department are aligned with Strategic Goals. While others are linked to Strategic Goal #4, the Public Relations report represents the type of documentation and monitoring of progress on Strategic Goals that regularly occurs across all departments.

# Institutional Effectiveness Report Card for the 2018-2019 Academic Year

## Institutional Priorities and Outcomes

### 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%
<b>Retention: First-Time Full-Time Undergraduate Students</b>					

**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.

# Institutional Effectiveness Report Card for the 2018-2019 Academic Year

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

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

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

**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 2018-2019 Academic Year

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## 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 strength for the 2018-19 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 leading to student success and educational effectiveness. As the College is currently in self-study, all data from departments and from student learning outcomes assessment are being considered as evidence of upholding the MSCHE Standards for Accreditation.

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).