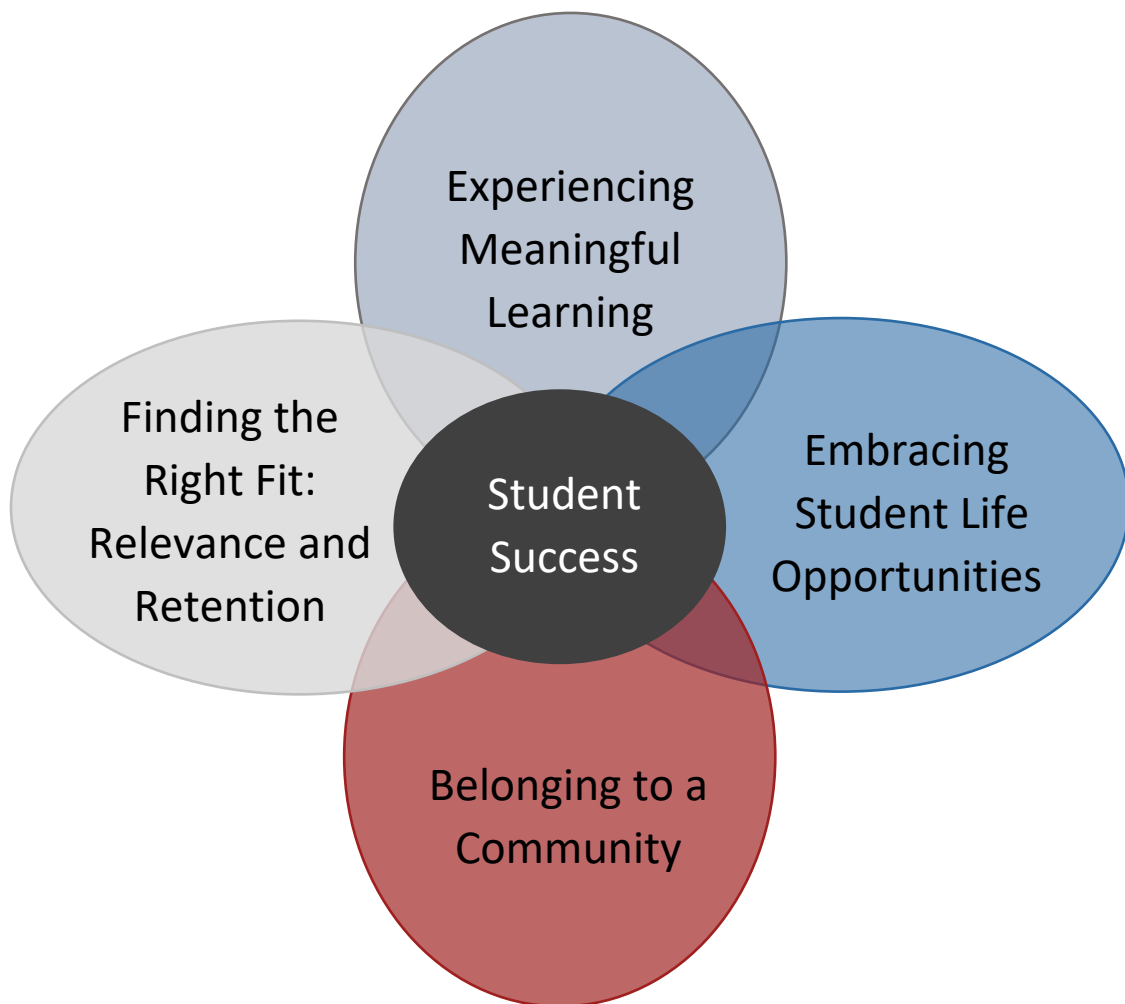




# Herkimer

THE STATE UNIVERSITY OF NEW YORK

## Student Success Plan – 2018-2021



Academic and Student Affairs Committee

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## **I. Introduction:**

Results from the National Survey of Student Engagement has found that institutions who ranked above average in the areas of academic challenge, collaborative learning, faculty student interaction, rewarding educational experiences, supportive campus environments and higher than average graduation rates had two things in common: 1) a strong commitment to student success supported and exhibited by campus leadership and 2) a strong partnership between Student Services and Academic Affairs. The areas need to serve on committees together, they must work jointly on task forces focused on ensuring student progress and success, they should co-teach, share information on student needs and demographics, set up seamless referral networks and look for ways to work with students outside the classroom.

The Herkimer County Community College Student Success plan is a collaborative effort of staff members of the Academic Affairs and Student Affairs units of the Executive Council under the umbrella of the Academic and Student Affairs (ASA) Committee. The ASA Committee identified four areas of student success, all aligned with the College's Strategic Plan:

- Experiencing Meaningful Learning
- Finding the Right Fit: Relevance and Retention
- Embracing Student Life Opportunities
- Belonging to a Community

The four elements of our student success planning are holistic in nature and encompass both academic and social/emotional aspects of the student experience. The plan is intended to achieve overall success objectives shared by our students, including persistence to the subsequent semester, retention to the following academic year and ultimately, degree completion.

The Academic Affairs Units report to the Provost and includes the following Offices/positions:

Associate Dean of Academic Affairs (Business, Health, Science and Technology)

- Technical Assistants (2)
- Clerical Support
- Faculty (22)

Associate Dean of Academic Affairs (Humanities and Social Science)

- Technical Assistant
- Coordinator of International Programming
- Technical Assistant – International Programs
- Faculty (23)

Associate Dean of Academic Affairs (Services)

- Technical Assistant - Internet Academy
- Coordinator – Internet Academy
- Instructional Designer – Internet Academy
- Technical Assistant - Community Education (2)

#### Academic Support Center

- Director
- Tutoring Staff (1 full-time, part-time (varies))
- Services for Student with Disabilities – Coordinator
- Academic Coaches (1 full-time, 2 part-time)
- Testing Services Manager for Second Language Students ( 1 part-time)
- Technical Assistant
- Student Athlete Specialist

#### Assessment and Institutional Effectiveness Office

- Assistant Dean of Academic Affairs
- Research Assistant

#### Library Services

- Librarian (2)
- Director
- Clerical Support (2)

#### Registrar

- Registrar
- Assistant Registrar
- Clerical Support (2)

#### Advisement Center

- Director
- Advisement Specialists (2)
- Clerical Support

#### Adjunct Office

- College Now Specialist
- Clerical Support
- Adjunct Faculty (varies)

The Student Affairs Units report to the Dean of Students and includes the following Offices/positions:

#### Athletics

- Director
- Assistant Director
- Staff Assistant
- Athletic Trainer
- Athletics Coordinator
- Head Coaches (12)
- Assistant Coaches (varies)
- Technical Assistants (3 full-time, part-time (varies))

#### Housing/Residential Life

- Director
- Assistant Director of Operations
- Area Coordinators

#### Financial Aid

- Director
- Senior Financial Aid Assistant
- Financial Aid Assistants (2)

- Clerical Support
- Safety
- Director
  - Assistant Director
  - Officers (9 full-time)-(8-12month, 1-10 month)
  - Officers (Part-time (varies))
- Student Leadership and Involvement
- Director
  - Assistant Director
- Counseling (Personal and Career)
- Career Counseling
- Full-time Counselor (10 month)
  - 2 Part-time Employment Coaches (10 month)
- Personal Counseling
- Full-time Counselor (10 month)
  - Full-time Prevention Services Coordinator (11 month)
  - Full-time College Prevention Coordinator (12 month, grant funded)
  - Part-time Counselor (10 month)
  - Part-time Psychologist (9 month)
- Child Care (through end of Spring 2019 semester)
- Director
  - Assistant Director
  - Technical Assistants (Full-time)
  - Technical Assistants (Part-time)

## II. The Planning Process:

The planning process began in September 2016 under the leadership of the committee chair, John Lasher, Registrar. In September 2018, Marjorie Moore, Director of Academic Support Center was added to the leadership as co-chairperson. Membership on the Academic and Student Affairs committee has changed throughout the planning period (see Section III, page 17). The full committee met periodically, and subcommittees were formed to concentrate on the area of the success that they have the most familiarity.

The Academic and Student Affairs committee reviewed and, with the approval of the College President, adopted the SWOT analysis completed by the Enrollment Management and Marketing committee as a guiding influence for the Student Success plan. The SWOT analysis results are as follows:

SWOT Analysis (Source; Craig, E., Moore, M. and Ruffing, R., Enrollment Management and Marketing Plan 2017-2020, Herkimer County Community College, 35pgs, 2017) :

Strengths (in no particular order):

- Quality degree programs
- Small classes, small campus
- Supportive campus environment (friendly)
- Student-focused

- Affordable cost
- Graduation/transfer rates
- Athletics
- Student diversity
- Successful students & alumni
- Placement of advertising and promotion (multi-media and social media)
- Rebranding outside of our local community
- Connections magazine
- Mobile-friendly website
- Positive word of mouth

#### Opportunities:

- Social media
- Relationship with Open SUNY
- Potential growth in region (i.e. Nano)
- “Rebranding” our culture (positive attitude)
  
- New leadership
- Rebranding the college locally
- Partnerships with other colleges and community organizations
- College Now
- Foundation scholarships
- No limit for Internet Academy enrollment (currently 850 online-only students, could increase to 1100 without adding support staff/server space)

#### Challenges:

- Lack of new programs (most programs are in the maturity or decline phases of the product life cycle; need programs in the introduction and growth stages)
- Lack of communication plan throughout the funnel
- Poor internal communication (between departments)
- Budget constraints
- Low staffing levels (-22% over 4 years in FT; -17% in PT)
- Low faculty/staff morale
- Aging facilities
- Resistance to change
- Not enough housing
- Disjointed effort with community and business outreach (coordinating and communicating)
- Master schedule and calendar issues (Tuesday is a Monday)
- Lack of employee diversity
- Departments not updating web content
- Negative word of mouth

#### Threats:

- Social media-potential for negative info to go viral
- Skills gap --disconnect between what employers need and what students want (i.e. Quality Assurance)
- Competition
- Lack of external funding

- Demographics (reduction in number of high school graduates)
- Governmental policies and requirements (including SUNY)
- Town and gown relationships, attitudes, image and economics

The results of the SWOT analysis conducted by the Retention Committee (12/11/15 and 1/22/16) are as follows:

Funnel Stage	Strength	Weakness	Opportunity	Threat	All
Pre-enrollment	<ul style="list-style-type: none"> <li>-Reputation (Awards, Marketing)</li> <li>-Community Outreach</li> <li>-Instant Admits</li> <li>-College Now</li> <li>-College/H.S. Fairs – Art shows, Science, Competitions, etc.</li> <li>-Athletic recruitment</li> <li>-Electronic forms</li> <li>-prospecting</li> </ul>	<ul style="list-style-type: none"> <li>-Not enough guidance</li> <li>-Inconsistent leadership in Admissions</li> <li>-Prospecting</li> <li>-Unclear recruitment plan conveyed</li> <li>-Unclear communication plan</li> </ul>	<ul style="list-style-type: none"> <li>-Enrollment/career counseling</li> <li>-Transfer paths counseling</li> <li>-let students know what to expect</li> <li>-Financial aid counseling</li> <li>-College offers transfer apps (college visits)</li> <li>-Training for recruiters and others on the best methods for communicating the assets that Herkimer College has to offer students</li> <li>-Use of Student Ambassadors as peer recruiters</li> </ul>	<ul style="list-style-type: none"> <li>-Can students afford?</li> <li>-Declining graduation rates/greater competition for smaller pool of students</li> <li>-Accurate and consistent information about the campus</li> </ul>	<ul style="list-style-type: none"> <li>-Poor interpersonal relationships in offices threaten enrollment</li> <li>-Lack motivational information on students at each stage (threat)</li> <li>-Student and staff diversity</li> <li>-Event scheduling conflicts with other events (threat)</li> <li>-Multiple events could be simultaneously scheduled to complement one another and to increase engagement (opportunity)</li> <li>-Knowledge of the faculty in their fields (strength)</li> <li>-SUNY transfer paths(strength)</li> <li>-Relationship between faculty and their student majors (strength)</li> <li>-Open SUNY(threat)</li> <li>-Increased competition with other colleges especially for popular majors (threat)</li> <li>-Campus environment/safety – gang related problems, substance abuse, etc. (threat)</li> </ul>
Application	<ul style="list-style-type: none"> <li>-Simple app</li> <li>-Printable</li> <li>-Accessible</li> <li>-Free</li> <li>-Recently updated</li> </ul>	<ul style="list-style-type: none"> <li>-Not enough information for applicants; they are marking too many choices</li> <li>-Same questions are on the SUNY</li> </ul>	<ul style="list-style-type: none"> <li>-Clear up problems (programming issues)</li> </ul>	<ul style="list-style-type: none"> <li>-Devaluation of a college education</li> </ul>	<ul style="list-style-type: none"> <li>-Open SUNY --SUNY transfer paths (opportunity)</li> <li>-Re-evaluation of current programs to determine which are financially appropriate to carry and which are outdated/too costly based</li> </ul>

		app; takes too long to fill out			on demand (opportunity)
Accepted	<ul style="list-style-type: none"> <li>-Open Enrollment</li> <li>-Accept late enrollment, esp. transfer students</li> <li>- Remote testing options/phone registration available</li> </ul>	<ul style="list-style-type: none"> <li>-Communication time between contacts</li> <li>-Inconsistent process</li> <li>-Remote testing/phone registration not always easy to arrange</li> </ul>	<ul style="list-style-type: none"> <li>-More conditional accepts</li> <li>-Create procedure and deadlines for communications</li> <li>-Use Student Ambassadors to assist with this phase</li> </ul>	<ul style="list-style-type: none"> <li>-Parents and students don't know processes and general college expectations/information (i.e.: financial aid, registration processes, etc.)</li> <li>-Students from a distance who cannot attend START in person may miss out on important transition information even if testing/ registration is done remotely.</li> </ul>	
Registration	<ul style="list-style-type: none"> <li>-Advisement Center</li> <li>-Start Day improvements</li> <li>-Faculty Advising</li> <li>-Advisement Specialists during sessions</li> <li>- Our Student Survival Guide is eye catching and informative with annual updates as needed</li> </ul>	<ul style="list-style-type: none"> <li>-Undesirable class times</li> <li>-Students' general knowledge about college and the process</li> <li>-Weak pre-enrollment advising</li> <li>-Degree-Works inaccuracies</li> <li>-Catalog updates and availability</li> </ul>	<ul style="list-style-type: none"> <li>-Program plans</li> <li>-More career counseling</li> <li>-Use Student Ambassadors to assist with this phase (START Day sessions led by Student Ambassadors)</li> </ul>	<ul style="list-style-type: none"> <li>-Our competitors are starting classes later</li> <li>-Students registered for dev ed (noncredit) courses are turned off even before classes start</li> <li>- Question if students could be improperly placed when we utilize a single test score on a single day?</li> </ul>	
Classes Start	<ul style="list-style-type: none"> <li>-Degree-Works</li> <li>-Survey for Satisfaction</li> <li>-1st &amp; 3rd week census/rosters</li> <li>-Occupancy in housing enrollment numbers</li> <li>-Quiet space in residence halls</li> <li>-Shuttle Bus</li> </ul>	<ul style="list-style-type: none"> <li>-Faculty advising</li> <li>-Responsibility for addressing melt is unclear</li> <li>1st week</li> <li>3rd week</li> <li>-Student transitions from previous environment to on-campus</li> <li>-Security issues on housing - too</li> </ul>	<ul style="list-style-type: none"> <li>-More faculty/student contact</li> <li>-Graduation planning early</li> <li>-Provide faculty and staff with timely information about their students' attendance and behaviors</li> <li>-Programs and/or themed housing/floors</li> </ul>	<ul style="list-style-type: none"> <li>-Master schedule</li> <li>-Students don't know (important information)</li> <li>-83 Students didn't show (per IR)</li> <li>-Other CC's have housing</li> <li>-Lack of action on discipline issues</li> <li>-Students who reek of marijuana in offices/classrooms- negative effects on others, leave bad impression</li> </ul>	<ul style="list-style-type: none"> <li>-Students go home on weekends (threat)</li> <li>-Transportation lacking...limited to/from NYC &amp; outside Herkimer- Birnie Bus only (weakness/threat)</li> <li>-Shuttle bus (good, but potential threat if schedule is inadequate)</li> <li>-Late night study space in housing staffed with peer tutors/RA's (strength)</li> <li>-Decreased number of full-time faculty</li> </ul>



		<p>many access points</p> <ul style="list-style-type: none"> <li>-Lack of weekend food</li> <li>-Student housing not conducive to successful student transition</li> <li>-Style of student housing (apartments)</li> </ul>	<ul style="list-style-type: none"> <li>-Utilize spaces to connect students more, i.e.: Res. Run</li> <li>-Separate freshmen from upper classmates &amp; provide more programs to freshmen</li> <li>-We have space available for programs within residence halls not being used</li> <li>-3 week census data - find a better way to collect and disseminate to all involved with a given student case (including the student themselves)</li> <li>-Freshman Seminar as a vehicle for engagement with chosen major or special pop needs</li> <li>-Use Student Ambassadors to assist in FS100 programming</li> </ul>	<ul style="list-style-type: none"> <li>-Limited action as a result of above</li> <li>-Calendar not conducive to transfer opportunities</li> <li>-Safety concern because of too many access points to campus</li> <li>-Data not used in a timely, meaningful way; a lot of work from many offices might actually be too little, too late (not proactive enough).</li> </ul>	<ul style="list-style-type: none"> <li>-Inconsistencies between sections of the same course</li> <li>-Some courses are only offered online - and this is not necessarily made aware to students ahead of time</li> <li>-Not all courses that are advertised are necessarily offered within the time a student is here (2 years)</li> <li>-Activities unavailable when students are not in class and on weekends (weakness)</li> <li>- Welcome Week needs revitalization. Student engagement should be #1 goal for all campus employees during the welcome week, whom ever they are. Not a time for professional development nor assessment. (weakness/threat/opportunity)</li> <li>-Long wait times//poor customer service attitudes turn off students. (threat/weakness)</li> <li>-Many faculty don't pitch in to help in other areas of campus operations unless specifically asked. No collective attitude of urgency re: our enrollment evident (threat/weakness)</li> <li>- Too few late start class options for students to pick up. We lose students as a result. (threat/weakness)</li> <li>_Registration announcements not clear or not available in many places (threat/weakness)</li> <li>-Students want more "Advisement on the Run" at greater selection of times/locations (opportunity)</li> <li>-Students want their Advisors to be a ready</li> </ul>
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					<p>source of information but Advisors don't know much about the campus, the support resources, campus events, the community, etc., etc. (threat/weakness)</p> <ul style="list-style-type: none"> <li>- Students are hungry! Ease of food acquisition, a good selection, food sources need to be open earlier/later (weakness/threat)</li> <li>- Food trucks should be allowed in residential life areas during weekends or late evenings – is this a food services contract issue? Have we considered how this might help students who get hungry at times cafeteria not open?(opportunity)</li> </ul>
1st – 2nd Semester	<ul style="list-style-type: none"> <li>-Faculty Advising</li> <li>-Student quality of life</li> <li>-Cater to students' housing requests – (90 room requests)</li> <li>-weekend programming by housing RA's (More activities – Price is Right, Halloween, Glow in the dark putt-putt)</li> <li>-Most freshman courses supported with tutoring</li> <li>- Academic Coaching</li> <li>-Shuttle Bus</li> </ul>	<ul style="list-style-type: none"> <li>-Faculty advising</li> <li>-Use of data</li> <li>-Communication of data/events on campus</li> <li>-Services to identify and help emotional transition</li> <li>-Student emotional immaturity and or psychiatric disabilities greater than in past</li> <li>- Students lack ability to construct questions of their own (or don't even know they have a question)</li> <li>- Opening week calendar not aimed at student</li> </ul>	<ul style="list-style-type: none"> <li>-Match services to needs, as noted in data</li> <li>-Shared services for activities with MVCC</li> <li>-Better promotion of activities in housing</li> <li>-provide students with workshops to help with emotional growth</li> <li>-A few faculty leaders are willing to explore course integrated support options (SI or SLA)</li> <li>-Availability of Net Tutor (new online 24/7 tutoring service)</li> </ul>	<ul style="list-style-type: none"> <li>-Insurance/External costs for transportation to/from activities</li> <li>- Student engagement with learning</li> <li>- Is our Dev Education program producing results?</li> </ul>	<ul style="list-style-type: none"> <li>-Can use college vans to provide transportation to events off campus (opportunity)</li> <li>-Some feel that courses are being taught by unqualified/underqualified personnel.(threat and weakness)</li> <li>- Last minute changes have unintended ripple effects. Example: Admin and nonteaching staff are asked to teach a course during prime hours, thus taking them away from their own jobs which support students and provide operational structure to the college environment (threat/weakness)</li> <li>- lacking specialized advisement for students in transition. Esp. need advisors who appreciate new student concerns and can effectively mentor freshmen (threat/weakness/opportunity)</li> </ul>

		transition as a total campus effort	-Need to improve our focus on opening week, create new Orientation activities to start the experience w/carryover to first week of campus life – in both academic and social settings. - Use our “comeback kids” as Peer Mentors or Student Ambassadors to reach out to other students, especially at registration time - Consider what might incentivize student registration rather than create barriers (holds)		--Need to start some special Herkimer traditions such as homecoming-type event or other things that could be carried on from year to year (opportunity) -
Fr. – Sr.	-Housing selection – can pick where they want to live  -Shuttle Bus	-Quality of life -Communication regarding efforts across campus -Lack of Senior Seminar -Academic expectations by students may change	-Reach out to those unsure of graduating trying to motivate graduation -Offer a senior semester (seminar?) -Need to assess student/administration awareness of campus activities	-Losing students due to the lack of diversity -Losing students due to a change in their expectations -Outside family or personal financial challenges -We lack positive advising through mid-point contact; there currently is little or none	

3 <sup>rd</sup> - 4 <sup>th</sup> Semester	-Shuttle Bus	-Not offering classes they need -Counseling students on transfer of courses back to degree	-Counsel students on transfer of courses back for degree	-Advisors not readily having enough information about each student for time consuming issues, such as transfer back -Continuing student check list	-Promote positive advisement w/ strengths based language (opportunity) -Communicate between semesters – all terms (opportunities)
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The following is a non-prioritized summary of retention themes identified through the Retention Subcommittee's SWOT Analysis and associated recommendations or problem statements for each theme.

**Advisement**

- Many (perhaps majority) of students need advisors to go beyond helping them create a schedule; they need a mentor, sometimes emotional support and a “guide on the side” for their college experience.
- Student procrastination is at an epidemic stage.
- Some students need to be shown how to register for next semester, not just get a reminder.
- Students want more “Advisement on the Run” opportunities and in convenient locations, at convenient times for them.
- Many nuances specific to college course and degree planning are not clear to students (ex: difference between A.A. and A.A.S).
- Advisors need continuous quality improvement training, not just once in a while reminders in divisions meetings or through emails.
- Registration holds deter students rather than encourage them to take positive action. Discussions are happening at the Executive level of full-year registration. Incorporating best practices from “Guided Pathways” as presented by CCRC (Community College Research Center and Dr. Rob Johnstone.
- Faculty advisors often aren’t available when students need them. Their office hours are not long enough to accommodate student questions and provide in-depth advisement sessions to all those in their advisee load, especially at certain times of the year. Need to manage this aspect better if we are to serve students better.
- All new students should be advised through the Advisement Center first before being assigned to a faculty advisor (i.e.; Create a Center specializing in Freshman Advising).

**Course Selection/Master Schedule**

Courses needed for degree completion not available or not at good times.

- Those students with day jobs need evening course choices (IA courses not enough of a choice, not everyone wants to study/learn online).
- Need policy review process to ask retention-specific questions that are measurable. Example: Does drop/add charge help us or hurt us in retaining students?

**Student Readiness for College**

- Student expectations vs. “Herkimer Reality” don’t match – both in class and out of class.

- Checklist needed for each funnel stage of the college experience, starting with pre-enrollment.
- Large numbers of students not ready for college level math, reading, writing – many of whom are products of our local high schools. This is further complicated by the new tuition-free Excelsior scholarship program that requires 30 earned credits per year to maintain eligibility.
- Exploring the notion that students could be misplaced. Our placement test is only a one-time look at skill readiness; we need multiple measures to accurately assess student academic skills in order to improve advisement into courses and program/career pathways.
- The vast majority of students admit that they do not prepare ahead for the placement test. But, they also do not challenge their scores in significant numbers.
- Validity of developmental courses working to prepare students for college level expectations contradicts data that supports Guided Pathways foundations. Are we helping or hindering our students and if so, how do we know this? (Going one step further does our developmental/re-medial have a value proposition that is understood by the student in need?)
- More career counseling needed, especially prior to a student declaring a program of study.

### **Communication/Customer Service for our Students**

- Scenario-based training needed for all college staff to better equip them with answers and information that reflect Herkimer policy and protocols. Most employees don't know much about their own campus outside of their immediate functional area.
- We should review *all* our communications to students on a regular basis to assess effectiveness and eliminate discrepancies. (For example, policies for attendance are inconsistent within the course catalog and student handbook).
- Poor office relationships and communication downfalls are obvious to our students – and create a negative cultural ethos.
- How are we planning to use the data from the student survey(s)? Plan, if there is one, is not clear at all and are we getting the data that we need to inform key constituents?

### **Transportation**

- Strategically review shuttle bus drop times, location stops, and on-time reliability for necessary changes.
- Develop new transportation solutions to/from Herkimer College to/from bus station or train station in the regional NYS hub areas where our students live.
- Develop new solutions for students to get around the greater Mohawk Valley when they have no regular transportation of their own.

### **Student Financial Concerns**

- Textbooks are very expensive - some just go without and some pick courses based on least expensive textbook listed on bookstore website. Many students will wait to see what courses are OER before registering which leads to obstacles in getting students to register in a timely fashion.
- Need more student employment opportunities, advertised in a central location.
- Students don't plan for themselves financially, might run out of money by end of the semester and are hungry or can't pay rent.
- Loan debt and default on loans continues to rise in the sector and institution.

### **Food**

- Options for weekend food availability need to be explored and implemented.
- Cafeteria opening time not appropriate for those with 8:00 a.m. class – needs to be earlier.
- Extended hours in the evening (perhaps integrated with co-curricular offerings)
- Expensive
- Options for food choice are lacking – need to pay attention to special dietary needs.
- Generals Card needs to include larger assortment of food outlets in surrounding community (including grocery options).

## **Housing**

- Students need more structure in their living arrangements, especially during the first year. On-campus housing is built as an apartment style rather than a traditional style. This limits ways in which housing staff can get to know their students and the ways in which students get to know each other.
- Marijuana use is a concern and there is a campus-wide disconnect with use.
- Enforcement of rules is difficult with the staff available.
- Build on the strength of the current ASC presence during evenings and Sunday nights.
- Build on current collaborations between Director of Student Activities and Director of Housing.
- Food trucks allowed in Housing parking lots could help solve weekend food issues for students if not in conflict with our food service contract.

## **Academics**

- More opportunities for students to connect with faculty outside of class.
- More activities appropriate to college student interests, especially program-specific.
- More internships or course-integrated, hands-on experiences.
- Data supports that students learn better kinesthetically (in ways that encourage application of acquired knowledge or applied learning). Some faculty are still exclusively tied to lecture as their delivery mode, a turn-off for many students.
- Implement regular study groups for more courses, including locations and times convenient to students.
- Encourage academic management practices that connect students to course-relevant information, such as the use of an online grade book. Students want this type of information from all their classes. Perhaps this is a new addendum to our professional development obligations.

## **Campus Social Culture**

- Need more activities on evenings/weekends, especially for residential students.
- Design new events that can become “Herkimer Traditions” for our students, faculty, administrators and staff alike. Discover our “ethos” and build on it.
- Our “Welcome Week” needs reworking – should include *all* campus staff completely and 100% focused on providing a quality transitional experience for our freshmen students while also encouraging and welcoming our continuing students. Total campus focus on this message for one week is what “Welcome Week” should be.
- Keep continually improving our Herkimer communication tools for students, keeping in mind simplicity, user friendliness and our society’s ever-evolving communication preferences.

### III. Strategic Priorities:

#### Strategic Plan for 2018-2021

##### Goal 1: Academic Excellence

*Herkimer College will provide contemporary programs and services in innovative teaching and learning environments that 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 preferences and needs of our students.
- C. Increase collaboration and shared responsibility in planning and implementing initiatives intended 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 key 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.

##### 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.

Goal 4: Outreach and Community Relations

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

Supporting Initiatives:

- A. Design and enrich opportunities to engage community members with the College.
- B. Promote the positive impact of the College in the community.
- C. Build and strengthen partnerships with business, educational, government, and non-profit organizations.

**IV. Academic and Student Affairs Committee Members:**

2016-2017 Committee Members:

Lasher, John - Registrar- Chair  
 Brown, Vicki – Director of Student Activities  
 DelMedico, Julie – Academic Support Center Specialist  
 Dusseault, Paul – Professor - Business  
 Harrington, Jaclyn – Assistant Registrar  
 Harris, April – Assistant Professor- Criminal Justice/Cyber Security  
 Lamanna-Johnson, Lisa – Office Assistant II  
 List, Michelle – Assistant Professor – Early Childhood (retired after fall 2016)  
 McDaniels, Nicole – Assistant Professor – Science  
 Mezik, Steven – Associate Professor – Biology  
 Rogers, Timothy – Director of Campus Safety  
 Stone, Amber – Senior Admissions Assistant  
 Tripp, Sue – Director of Financial Aid  
 Vernold, Eric (Dr.) – Assistant Dean of Academic Affairs



2017-2018 Committee Members:

Lasher, John - Registrar - Chair  
Dawkins, Richard - Assistant Athletic Director  
DelMedico, Julie – Academic Support Center Specialist  
Dusseault, Paul – Professor - Business  
Harrington, Jaclyn – Assistant Registrar  
Harris, April – Assistant Professor- Criminal Justice/Cyber Security  
Hawes, Matthew (Dr) - Dean of Students  
Kelley, Mary Jo - Professor, Social Science  
Lamanna-Johnson, Lisa – Office Assistant II  
Lamb, Linda - Assoc. Dean of Academic Affairs, Internet Academy  
Marchese, Wendy - Counselor  
McDonald, William - Assoc. Dean of Academic Affairs, BHST Division  
Oriolo, Michael - Provost  
Rathbun, Jason - Director of Residence Life  
Rogers, Timothy – Director of Campus Safety  
Stone, Amber – Senior Admissions Assistant  
Tripp, Sue – Director of Financial Aid  
Voetterl-Riecker, Robin (Dr) - Assoc. Dean of Acad. Affairs, HU/SS Div.

2018-2019 Committee Members:

Co-Chair: John Lasher, Registrar  
Co-Chair: Marjorie Moore, Director, ASC  
Vince Brookins, Area Coordinator, Residence Life  
Richard Dawkins, Assistant Athletic Director  
Donald Dutcher, Dean of Students/Athletic Director  
Cynthia Gabriel, Professor (HU/SS)  
Eileen Hart, Assistant Professor (HU/SS)  
Julie Kallies, Academic Support Ctr. Specialist  
Lisa Lamanna-Johnson, OA II, BHST Division  
William McDonald, Assoc. Dean of Academic Affairs, BHST Division  
Michael Oriolo, Provost  
Jason Rathbun, Director of Residence Life  
Dr. Robin Riecker, Assoc. Dean of Acad. Affairs, HU/SS Div.  
Timothy Rogers, Director of Campus Safety  
Katherine Scanlon, Director of the Advisement Ctr.  
Diana Ste-Marie, Assistant Professor (BHST)  
Amber Stone, Senior Admissions Assistant  
Susan Tripp, Director of Financial Aid

V. Foundational Data:

Herkimer Institutional Research Office Data – Fall 2015 through Fall 2017: Baseline data.

Goal 1 - USING 3 YEAR AVERAGE										
Cohort	Persistence Rate 3-Year Average	Persistence Rate 3-Year Average of % increase/decrease	Persistence Goal Yr 1	Persistence Goal Yr 2	Persistence Goal Yr 3	Retention Rate 3-Year Average	Retention 3-Year Average Rate	Retention Goal Yr 1	Retention Goal Yr 2	Retention Goal Yr 3
*First-Time Freshman and Transfer										
Overall FT	79%	-1.20%	78%	77%	76%	53%	-1%	52%	51%	50%
Overall PT	67%	3.50%	69%	71%	73%	44%	-4%	42%	40%	38%
At Risk FT (HS GPA < 78; Tested into Dev Math)	81%	-1%	80%	79%	78%	52%	-30%	36%	25%	18%
At Risk PT (HS GPA < 78; Tested into Dev Math)	70%	-8%	64%	59%	54%	43%	-13%	37%	32%	28%
Out of County - FT GPA < 68	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Out of County - PT GPA < 68	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Goal 2 - USING 3 YEAR AVERAGE															
Cohort	Persistence Rate 3-Year Average	Persistence Rate 3-Year Average of % increase/decrease	Persistence Goal Yr 1	Persistence Goal Yr 2	Persistence Goal Yr 3	Retention Rate 3-Year Average	Retention 3-Year Average Rate	Retention Goal Yr 1	Retention Goal Yr 2	Retention Goal Yr 3	Graduation Rate 3-Year Average	Graduation Rate Goal Yr 1	Graduation Rate Goal Yr 2	Graduation Rate Goal Yr 3	
*First-Time Freshman and Transfer															
Overall FT	79%	-1.20%	78%	77%	76%	53%	-1%	52%	51%	50%	35%	-3%	34.0%	33.0%	32.0%
Overall PT	67%	3.50%	69%	71%	73%	44%	-4%	42%	40%	38%					
At Risk FT (HS GPA < 78; Tested into Dev Math)	81%	-1%	80%	79%	78%	52%	-30%	36%	25%	18%	24%	0%	24.0%	24.0%	24.0%
At Risk PT (HS GPA < 78; Tested into Dev Math)	70%	-8%	64%	59%	54%	43%	-13%	37%	32%	28%					
Out of County - FT GPA < 68	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Out of County - PT GPA < 68	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A					

Goal 1 - USING 1% increase		Goal 3						
Cohort	Retention Rate Average	Retention Goal Yr 1	Retention Goal Yr 2	Retention Goal Yr 3	Persistence Rate 3-Year Average	Persistence Rate Goal Yr 1	Persistence Rate Goal Yr 2	Persistence Rate Goal Yr 3
*First-Time Freshman and Transfer								
First Generation - FT (2 years)	75%	75.8%	76.5%	77.3%	75%	75.8%	76.5%	77.3%
First Generation - PT (1 year)	67%	67.7%	68.3%	69.0%	67%	67.7%	68.3%	69.0%
URM - FT (3 year)	52%	52.5%	53.0%	53.6%	79%	79.8%	80.6%	81.4%
URM - PT (3 years)	54%	54.5%	55.1%	55.6%	34%	34.3%	34.7%	35.0%

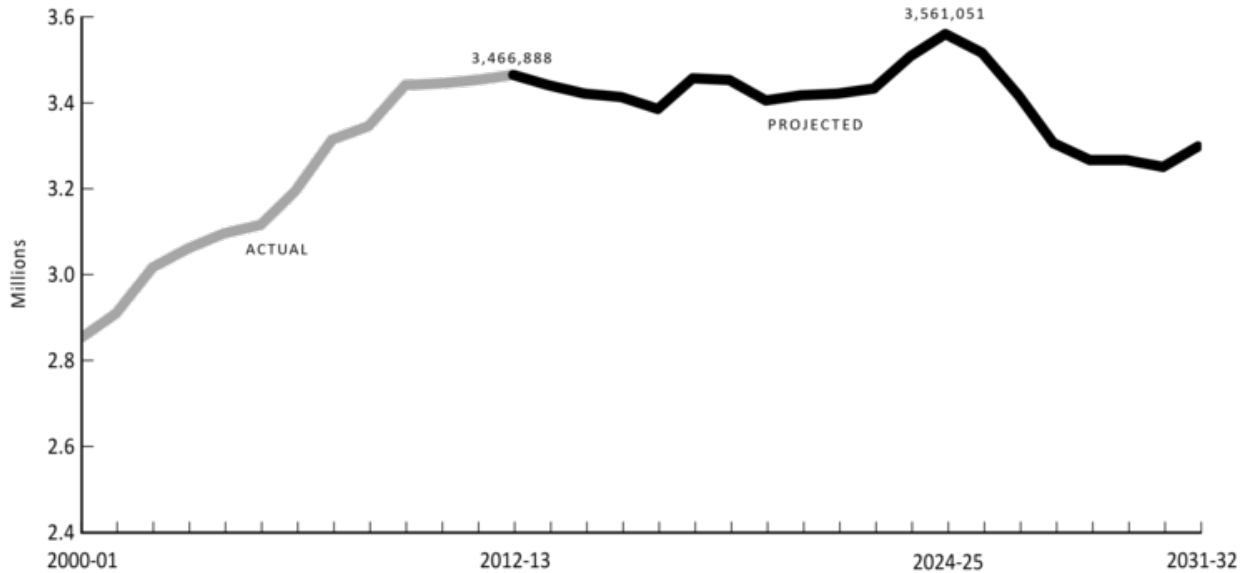
SUNY Enrollment Data –Community Colleges, Fall 2015 Through Fall 2017: Source SUNY Business Intelligence Tool

Campus Name	Full-Time				Part-Time			
	Fall 2015	Fall 2016	Fall 2017	% Change	Fall 2015	Fall 2016	Fall 2017	% Change
Adirondack	2,294	2,156	2,189	-4.58%	1,699	1,620	1,703	0.24%
Broome	4,265	4,157	4,075	-4.45%	1,661	1,545	1,549	-6.74%
Cayuga County	1,799	1,616	1,585	-11.90%	2,385	2,681	2,199	-7.80%
Clinton	910	770	682	-25.05%	952	841	901	-5.36%
Columbia-Greene	711	678	597	-16.03%	1,070	967	1,026	-4.11%
Corning	1,929	1,775	1,837	-4.77%	2,043	2,136	1,997	-2.25%
Dutchess	4,284	4,071	3,839	-10.39%	5,262	5,275	5,222	-0.76%
Erie	7,931	7,490	7,269	-8.35%	4,091	3,788	3,866	-5.50%
Finger Lakes	3,003	2,587	2,554	-14.95%	3,752	3,933	3,799	1.25%
Fulton-Montgomery	1,426	1,349	1,250	-12.34%	1,125	1,285	1,153	2.49%
Genesee	2,846	2,515	2,353	-17.32%	3,675	3,626	3,553	-3.32%
Herkimer County	1,752	1,681	1,636	-6.62%	1,268	964	996	-21.45%
Hudson Valley	6,253	5,880	5,802	-7.21%	5,543	5,707	5,218	-5.86%
Jamestown	2,353	2,149	2,060	-12.45%	2,473	2,468	2,403	-2.83%
Jefferson	2,095	2,082	1,947	-7.06%	1,653	1,550	1,513	-8.47%
Mohawk Valley	3,632	3,412	3,324	-8.48%	3,043	3,213	3,182	4.57%
Monroe	8,856	8,214	7,866	-11.18%	5,730	5,373	5,041	-12.02%
Nassau	12,956	11,832	11,258	-13.11%	8,602	8,542	7,801	-9.31%
Niagara County	3,610	3,418	3,229	-10.55%	2,506	2,475	2,210	-11.81%
North Country	816	806	896	9.80%	1,067	1,125	1,110	4.03%
Onondaga	5,895	5,736	5,118	-13.18%	5,991	6,904	5,541	-7.51%
Orange County	3,226	3,156	3,011	-6.66%	3,756	3,769	3,590	-4.42%
Rockland	4,018	3,825	3,674	-8.56%	3,162	3,352	3,276	3.61%
Schenectady County	2,234	2,002	2,144	-4.03%	3,892	2,743	4,444	14.18%
Suffolk County	14,722	14,084	13,867	-5.81%	12,107	12,982	12,889	6.46%
Sullivan County	809	820	844	4.33%	783	790	721	-7.92%
Tompkins Cortland	2,179	1,981	1,830	-16.02%	904	862	802	-11.28%
Ulster County	1,437	1,380	1,454	1.18%	2,031	2,036	2,106	3.69%
Westchester	7,062	6,973	6,748	-4.45%	5,904	5,869	5,823	-1.37%

## Demographic Realities

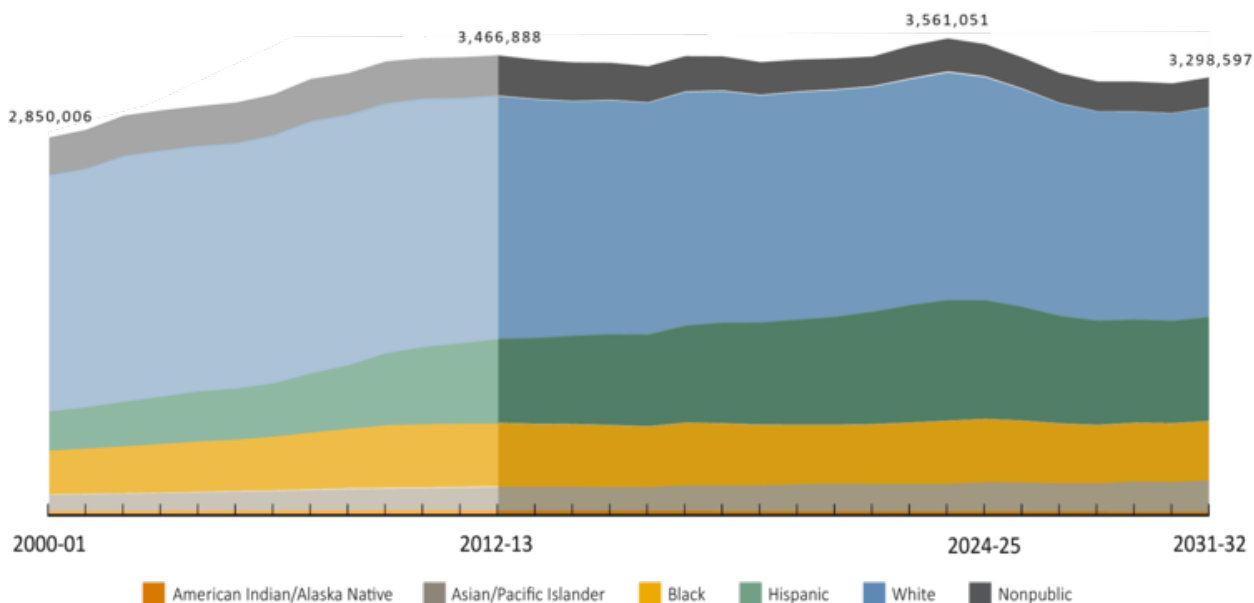
Source: WICHE "Knocking at the College Door (9th Edition)

Total U.S. Public and Private High School Graduates, School Years 2000-01 to 2012-13 (Actual) through 2013-14 to 2031-32 (Projected)



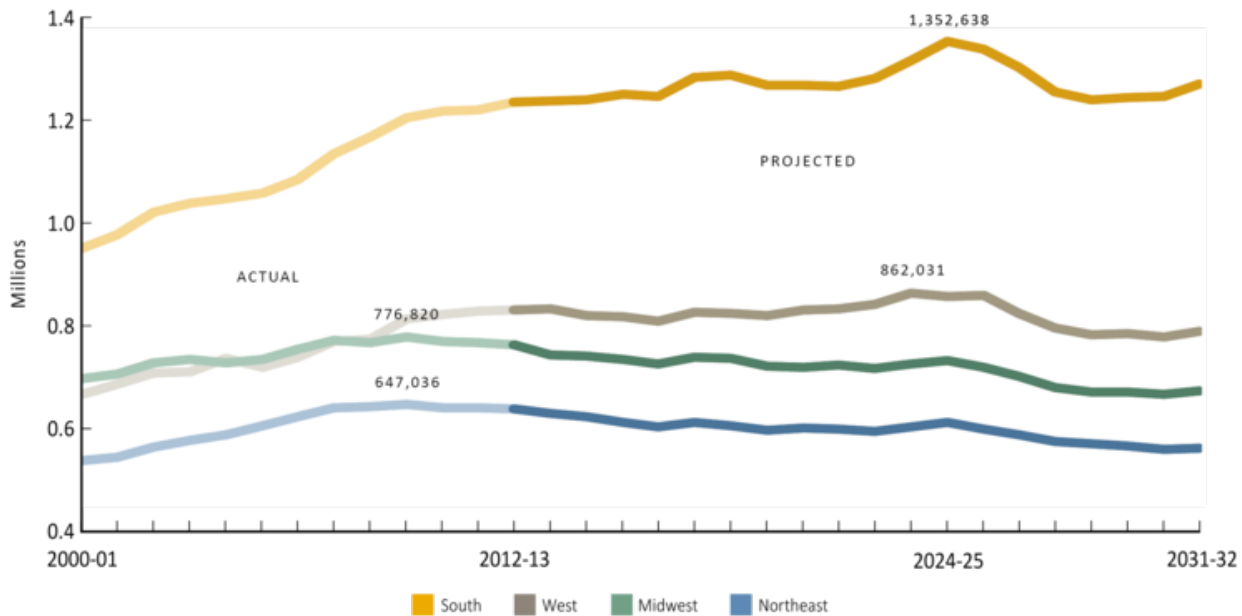
The overall number of high school graduates will plateau for most of the next decade with 7 of the 10 years from 2013 to 2023 expected to see fewer or about the same number of graduates compared to 2013, which was the year with highest recorded number of U.S. graduates yet. While the country is projected to see three years of growth between 2024 and 2026, this will be a short-term increase as the average size of graduating classes between 2027 and 2032 is expected to be smaller than those in 2013.

Total U.S. Public and Private High School Graduates, by Race/Ethnicity, School Years 2000-01 to 2012-13 (Actual) through 2013-14 to 2031-32 (Projected)



The racial/ethnic mix of high school graduates in the United States will continue to shift significantly toward a more diverse population of graduates fueled primarily by large increases in the number of Hispanic (50 percent) and Asian/Pacific Islander (30 percent) public high school graduates through about 2025. The pending national plateau is largely fueled by a decline in the White student population and counterbalanced by growth in the number of non-White public school graduates – Hispanics and Asian/ Pacific Islanders in particular. Overall, there will be consistent declines in the number of White public high school graduates and robust growth in the number of public high school graduates of color (or, technically speaking, "non-White" graduates) in the coming years.

Total Public and Private High School Graduates, by Region, 2000-01 through 2031-32



There is significant regional variation with the Northeast and the Midwest experiencing continuing declines in the number of high school graduates while the West will see slight increases and the South will see significant and steady increases. Most notably, the South is the engine of growth for high school graduates. It is the only region that is projected to experience an increase in the number of high school graduates for every year of the projections, even though that number is expected to contract after 2025.

**VI. Expected Outcomes:** See Action Plan with Assessments, Section VIII, pgs. 23-36

**VII. Goals and Alignment with Strategic Plan:**

See Section III Strategic Priorities pg. 15-16 for Strategic Plan

Goal 1: Create and support opportunities for professional partnerships between and within Academic and Student Affairs which work to improve Student Retention and Student Success.

- Strategic Plan Goal 1: Academic Excellence  
Supporting Initiatives A and C
- Strategic Plan Goal 2: Campus Culture  
Supporting Initiative A, C and D

Goal 2: Encourage Student Integration into a Meaningful Community of Teaching and Learning.

- Strategic Plan Goal 1: Academic Excellence  
Supporting Initiatives A, B and C
- Strategic Plan Goal 2: Campus Culture  
Supporting Initiative A and C

Goal 3: Meet the Varied needs of Different Demographic Student Groups in order to Support their Success.

- Strategic Plan Goal 1: Academic Excellence  
Supporting Initiatives B
- Strategic Plan Goal 2: Campus Culture  
Supporting Initiative A and C

Goal 4: Create new programs based on community and societal needs.

- Strategic Plan Goal 1: Academic Excellence  
Supporting Initiatives A
- Strategic Plan Goal 4: Outreach and Community Relations  
Supporting Initiative A and C

Goal 5: Increase student success by reducing key barriers to persistence, retention and completion, including actively promoting service excellence.

- Strategic Plan Goal 1: Academic Excellence  
Supporting Initiatives A and B
- Strategic Plan Goal 2: Campus Culture  
Supporting Initiative C and D

Goal 6: Engage community partners in mutually beneficial programs that advance our mission and to maintain a positive image.

- Strategic Plan Goal 1: Academic Excellence  
Supporting Initiatives A
- Strategic Plan Goal 4: Outreach and Community Relations  
Supporting Initiative A, B and C

**VIII. Action Plan with Assessments:**

**Goal 1: Create and support opportunities for professional partnerships between and within Academic and Student Affairs which work to improve Student Retention and Student Success.**

**Desired Outcomes:**

**Persistence -**

**Retention-**

**Fall 2018-Spring 2019: 77%**

**Fall 2018-Fall 2019: 51%**

**Fall 2019-Spring 2020: 78%**

**Fall 2019-Fall 2020: 52%**

**Fall 2020 - Spring 2021: 79%**

**Fall 2020-Fall 2021: 53%**

**At Risk: (HS GPA <78; tested into Remedial Mathematics)**

**Persistence -**

**Retention-**

**Fall 2018-Spring 2019: 79%**

**Fall 2018-Fall 2019: 30%**

**Fall 2019-Spring 2020: 80%**

**Fall 2019-Fall 2020: 40%**

**Fall 2020 - Spring 2021: 81%**

**Fall 2020-Fall 2021: 50%**

Activity	Lead Partner	Other Partners	Desired Outcomes	Status
1. Develop a Holistic approach involving all Student Affairs and Academic Affairs staff serving on the Student Success Committee that meets regularly for the development of new and ongoing initiatives (such as Orientation, Academic Calendar, Events Calendar, Student Handbook, etc).	Dean of Student/ Provost	Director of Student Activities, Faculty,  Associate Deans, Advisement Center Staff, Registrar Staff, Financial Aid staff, Student Accounts Staff, Public Relations	Consistency in event and academic planning. Shared input on campus calendars.	

<p>2. Academic and Student Service departments will Adopt &amp; Support “Our Service Commitment to All.” We will Communicate, Create, Commit, Care, and Connect when working with students, faculty, &amp; staff.</p>	<p>Provost/ Dean of Students</p>	<p>All staff in all offices reporting to the Provost and Dean of Students</p>	<p>Enhance retention, persistence and grow enrollment.</p>	
<p>3. Develop an integrated Academic/Student Success program presented regularly to new, returning, at risk, students involving combined Academic and Student Affairs departments</p>	<p>Dean of Students/ Provost</p>	<p>Director of Residence Life, Resident Assistants, Financial Aid, Academic Support, Academic Advisement  Associate Deans, Registrar,  Area Coordinators</p>	<p>Increase retention and persistence</p>	
<p>4. Enhance current Structured Study Program (NC 100) for Academically At-Risk Cohorts throughout their first year</p>	<p>Dean of Students/ Provost</p>	<p>Residence Life Retention Specialist, Academic Support Staff, Academic Success Coaches, Director of Academic Support Center,  Area Coordinators,</p>	<p>Increased retention, persistence of At Risk Students</p>	



		Associate Deans, Living/Learning Communities		
5. Enhance the awareness and knowledge of faculty and staff to better serve students with mental health challenges	Dean of Students/ Provost	Counseling Staff, Faculty, Associate Deans, Academic Staff, Student Services Staff	Increase retention and persistence.	
6. Expand on co-curricular activities for all students that encourages involvement and promotes a sense of belonging.	Dean of Student/ Provost	Director of Student Activities, Faculty, Associate Deans, Advisement Center Staff	Increase retention and persistence. Increase in student involvement in co-curricular activity.	
7. Enhance on campus and off campus advising/mentoring in a variety of locations to any student who has 2 or more Unsatisfactory Mid-Term Grades	Dean of Students/ Provost	Director of Residence Life, Area Coordinators, Peer Tutors, Academic Support Center Staff, Academic Advising staff.	Reduce number of students receiving U's and F's. Increase students GPA. Increase retention and persistence.	

**Goal 2: Encourage Student Integration into a Meaningful Community of Teaching and Learning.**

**Desired Outcome:**

<b>Persistence -</b>	<b>Retention-</b>
Fall 2018-Spring 2019: 77%	Fall 2018-Fall 2019: 51%
Fall 2019-Spring 2020: 78%	Fall 2019-Fall 2020: 52%
Fall 2020 - Spring 2021: 79%	Fall 2020-Fall 2021: 53%

**Graduation Rate (3 year)**

Spring 2019: 32%

Spring 2020: 33.5%

Spring 2021: 35%

Activity	Lead Partner	Other Partners	Desired Outcomes	Status
1. Integrate Service Learning requirements into select academic courses and student clubs/organizations	Dean of Students/ Provost	Director of Student Activities, Associate Deans, Faculty, Club Advisors	Increase retention rate.  Increase Persistence  Build community relationships by increasing the number of students involved in community Service Learning Activities.  Build Student/Faculty en-	

			agement by increasing the number of faculty involved in Service Learning Activity.	
2. Promote Greater Awareness and Understanding for Diversity, Equity, and Inclusion within the campus community.	Dean of Students/ Provost	Diversity Committee Members, Director of Student Activities, GLOBE Staff, Student Disability Coordinator, Counselors	Develop Equity and Inclusion within the classroom and campus by increasing the number of programs in classes and on-campus. Develop Appreciation for Diversity through better communication of activities; and Awareness of Implicit Bias	
3. Expand Student Club and Organizations to include new areas of student interest. Develop a more effective marketing campaign for student clubs and activities to increase involvement.	Dean of Students/ Provost	Director of Student Activities, Faculty, Club Advisors	Increased retention. More student involvement in campus community comparing current numbers with future numbers.	
4. Develop an "Emerging Student Leaders" program for student leaders and club members.	Dean of Students/ Provost	Director of Student Activities, Resident Assistants, Student Government Leaders, Club Officers, Club Advisors	Increased retention and graduation rates.	

<p>5. Continue to promote Community Building with Campus Safety by Expanding on the Community Policing Model</p>	<p>Dean of Students/ Provost</p>	<p>Director of Campus Safety  Campus Safety Officers</p>	<p>Reduce judicial events (suspensions and expulsions)  Reduce violations of Student Code of Conduct.  Students become more engaged in promoting safety on campus</p>	
<p>6. Increase Emergency preparedness training with faculty, staff and students</p>	<p>Dean of Student/ Provost/ President</p>	<p>Director of Campus Safety, Campus Safety Officers, Staff, Faculty, Students</p>	<p>Improved safety, Increased readiness.</p>	

**Goal 3: Meet the Varied needs of Different Demographic Student Groups in order to Support their Success.**

**Desired Outcome:**

<b>Persistence -</b>	<b>Retention-</b>
Fall 2018-Spring 2019: 77%	Fall 2018-Fall 2019: 51%
Fall 2019-Spring 2020: 78%	Fall 2019-Fall 2020: 52%
Fall 2020 - Spring 2021: 79%	Fall 2020-Fall 2021: 53%

**Enrollment- (increase from baseline)**

Fall 2018: 1%

Fall 2019: 2%

Fall 2020: 3%

Activity	Lead Partner	Other Partners	Desired Outcomes	Status
<p>1. Identify and define the following Demographic Groups and their barriers to success.</p> <ul style="list-style-type: none"> <li>- First generation</li> <li>- Academically At-Risk</li> <li>- Online</li> <li>- On-campus</li> <li>- Underrepresented Groups</li> </ul>	<p>Provost  Dean of Students</p>	<p>Institutional Research, Institutional Effectiveness  Faculty  Associate Deans</p>	<p>Enhance retention, persistence and grow enrollment of each group.</p>	
<p>2. Develop a cross representational council to create and manage a “Food Pantry” on campus for students who have “Food Insecurity”.</p>	<p>Dean of Students/ Provost</p>	<p>Residence Life Retention Specialist,  Academic Staff</p>	<p>Decrease food insecurity to zero.</p>	
<p>3. Seek ways to increase counseling and mental health services to students who are either referred or who seek these services on their own. Also, increase services to meet the needs of students in the areas of Alcohol &amp; Substance Abuse, Relationships, Domestic Violence, Sexual Assault, Bystander Intervention, etc.</p>	<p>Dean of Students</p>	<p>Personal Counseling Staff</p>	<p>Improve persistence, retention and degree completion.</p>	

4 Form and lead a working group to customize the SUNY SPARC {Sexual and Interpersonal Violence Prevention and Response Course} course as an online non-credit course for students.	Dean of Students/. Provost	Personal Counseling Staff, Faculty	Increase Persistence and Retention. Reduction of Sexual and Interpersonal Violence	
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**Goal 4: Create new programs based on community and societal needs.**

**Desired Outcome: All new programs developed will be based on need as identified by the feasibility study (See Appendix A).**

Activity	Lead Partner	Other Partners	Desired outcomes	Status
1. Research/strategize current and potential local, regional and state employment opportunities to develop, access and update programs with an emphasis on growth and stability	Provost	Associate Deans, Faculty, Institutional Research, Public Relations, Admissions, Career Services, Institutional Research	New inquiries (applicants)/students enrollments. Stabilization of enrollment in existing programs. Provide students with additional opportunities for training programs and experiential learning	
2. Expand and promote entrepreneurial and small business outreach through targeted professional development programs and expanded non-credit offerings to enhance employee competencies	Provost	Community Education, IR, Associate Deans, Faculty	Enhanced partnerships with community leaders. Trained workforce. Increased College visibility within the region.	

and meet regional work-force needs.				
3. Explore partnerships with local school districts and BOCES for more articulations focused on certificate and associate degree programs.	Provost	Associate Deans, Faculty	Enhance partnerships; create cost-effective model to offer programs	
4. Continue to add JV programs to specific teams in order to increase participation by student-athletes.	Dean of Students/ Provost	Director of Athletics  Coaches  Admissions	Increase enrollment.  Increase retention.  Increase participation in intercollegiate competitions.	

**Goal 5: Increase student success by reducing key barriers to persistence, retention and completion, including actively promoting service excellence.**

**Barriers identified as:**

- a. Financial Resources
- b. Academic Readiness
- c. College Knowledge
- d. Personal Awareness (Social, emotion, overall wellness)
- e. Affinity w/ College Community

**Baseline: (source: Herkimer College Institutional Research Office)**

**Retention of first-time, full-time students from Fall 2015 to Fall 2017 (average): 53%**

**Average time to completion of degree for Class of 2015: 2.7 years**

**Desired Outcomes:**

**Retention of first-time, full-time students:**

**Fall 2018 to Fall 2019: 51%**

**Fall 2019 to Fall 2020: 52%**

**Fall 2020 to Fall 2021: 53%**

**Average time to completion: 2.5 years or less by 2020**

Activity	Lead Partner	Other Partners	Desired Outcomes	Status
<p>1. Create Programs that address the needs of high-risk student cohorts (entry and/catch up models) (Barriers A-E)</p> <p>Collaborate with local high schools to prepare students for college coursework. (Barriers B-E)</p>	Provost	<p>Admissions, IR Director, Academic Support Center, Associate Deans/Faculty</p> <p>High Schools (School counselors/teachers/administration), BOCES</p> <p>College Now, Academic Support Center</p>	<p>Less developmental course work required.</p> <p>Student completion (to degree) improves.</p> <p>Cultivation of critical peer mentor, Success Coach and other supportive connections</p> <p>Provide early feedback on college readiness skills to high school students, parents and teachers</p>	
<p>2. Continue to review and assess developmental courses to align appropriately with subsequent</p>	Provost	<p>Associate Deans, Faculty, Advisement, Academic Support Center</p>	<p>Student completion (to degree) improves.</p> <p>Number of students in academic probation decreases.</p>	



college level course(s) (Barriers B,C,E)			Increase in graduation rates	
3. Identify “gateway courses” that net a high percentage of D, F, W grades and implement strategies that will increase student success (Barriers B,D,E)	Provost	Associate Deans, Faculty	New approaches to successfully structure and deliver high-risk courses.  New course-embedded supports such as Supplemental Instruction or Structured Learning Assistance.  Reduce percentage of D, F, W grades in gateway courses.	
4. Identify additional measures of student readiness beyond standard Accuplacer scores and use them. (Barriers B,D,E)	Provost	Admissions, Advisement, Associate Deans/Divisional Advisement Specialists	Advisors have an additional tool to use in improving student completion  More campus-wide knowledge and utilization of non-cognitive indicators such as student motivation, goal-setting growth mindset and achievement behaviors in general	
5. Formalize an ongoing training program for all advisors based on best practices in	Provost	Sr. Advisement Center Specialist, Associate Deans, Division Advisement Specialists	Improve student and employee satisfaction.  Improve student completion rates.	

advisement (Barrier C,E)			Improve student retention.	
6. Continue to expand Starfish Early Alert and Retention Management System	Provost	Starfish Manager and Starfish Implementation Team	Improved network of communication focused on student success between individuals and offices	
7. Develop and implement a restructured and revitalized approach to the freshmen year experience.	Provost	Provost, Academic Support Center, others as needed	Improved student satisfaction, increase in student retention and completion rates	
8. Offer financial literacy education for students, parents, and key partners	Dean of Students	Financial Aid, Admissions, Academic Support Center, Student Accounts, School Counselors	<p>Improve the number of earlier FASFA fillers before start of semester (less last minute filers)</p> <p>Students and parents will have a greater understanding of financial aid options; the “true” cost of attending college</p> <p>better informed consumers; lower default rates</p>	

			Improved student success (financial issues are #1 reason students drop out of college)	
9. Decrease time to degree completion by promoting use of Degree Works, Student Outcome Tracking and Advisor training.	Provost	Advisement Center Faculty Associate Deans Financial Aid Student Accounts	Increased graduation rate, improved retention rate,  Lower default rate, improve collection rate.	

**Goal 6: Engage community partners in mutually beneficial programs that advance our mission and to maintain a positive image.**

**Desired Outcome: See below - Individual activity desired outcomes**

Activity	Lead Partner	Other Partners	Desired outcomes	Status
1. Investigate micro-credentialing opportunities to fulfill professional development needs of local employers	Provost	Associate Deans, Faculty	Development more professional development opportunities for local businesses using college expertise.	
2. Engage the community through college sponsored events in order to	Dean of Student /Provost	Student Activities, Alumni, Stu-	Build relationship between college and community	

develop deeper relationships with community partners		dent Government, Faculty, Athletics		
3. Develop a Speakers Bureau using faculty/staff expertise.	Dean of Students/ Provost	Faculty, Staff, Student Activities	Provide opportunities for faculty/staff to share expertise with community. Provide educational opportunities to community	
4. Develop business forums to be held each semester for the local business community	President	Provost, Faculty, Staff, Associate Deans,	Open lines of communications between college and business community	
5. Investigate developing satellite locations in various county locations	President, Provost, Vice-President of Administration	Associate Deans, Faculty, Staff	More visibility of in county. Expand services in remote locations	
6. Develop a plan to promote use of college resources in community (ie - Nature Trail, pool, stadium, recreation gym, aerobics room, etc)	President, Provost, Dean of Students, Vice President of Administration	Staff	Build community relations.	
7. Investigate being a partial or full CLEP testing site.	Provost	Academic Support Center Director, Registrar	Provide needed services to local community.	
8. Investigate increasing the number of program internship opportunities for all students throughout the regional area.	Dean of Students/ Provost	Career Counselor, Associate Deans, Faculty	Increased graduation rate (see goal 2). Improved job placement after graduation (first destination study results)	

## **IX. Summary:**

In order for Herkimer College to realize enrollments of past years we need to evolve institutionally. Albeit a harsh reality with demographic trends, as an institution we are being presented with new challenges for recruiting, enrolling and retaining students.

National high school graduation rates are projected to be stagnant (and significantly declining in our local community), and student demographics are anticipated to drastically change, according to the Western Interstate Commission for Higher Education (WICHE).

In WICHE's *Knocking at the College Door* (9<sup>th</sup> Edition) report which details projections of high school graduates through 2031-2032, predictions are that the nation is projected to produce fewer high school graduates in all of the 10 graduating classes between 2014 and 2023, compared with the highest number of graduates in 2013. The year of greatest decline is projected to be 2017. A spike in growth is projected for 2024 to 2026, reaching about 94,000 more graduates in 2025 (2.7 percent) than in 2013. Between 2027 and 2032 the average size of graduating classes is expected to be smaller than those in 2013. New York State projections are expected to follow the national trend, with nearby states experiencing continued declines.

Perhaps most compelling is that the racial makeup and ethnicity of high school graduates is expected to shift, with minority high school graduates expected to outpace majority graduates. The report shows that the number of majority high school graduates will decline by 14% from 2013 to 2030. Hispanic students are expected to increase from 21% in 2015-16 to 27% in 2025-26, and the number of black students is expected to remain flat.

Based on recent and expected future demographic shifts nationally and locally, Herkimer College's student enrollment will continue to be more diverse, requiring learning styles, pedagogies and College services to evolve. Strategies such as guided pathways which provide clear paths for underrepresented student populations will be essential. To drive enrollment growth, the College will need to invest in marketing to diverse populations, create and enhance services to support a demographic shift to an increasingly more diverse population, and remove barriers to enrollment and completion. (Source; Craig, E., Moore, M. and Ruffing, R., *Enrollment Management and Marketing Plan 2017-2020*, Herkimer County Community College, 35pgs, 2017)

## **X. References:**

American Association of Community Colleges, *Voluntary Framework for Accountability*

Community College Research Center (CCRC) *Implementing Guided Pathways: Early Insights from the AACC Pathways Programs*

*Guided Pathways: Demystified: Exploring Ten Commonly Asked Questions about Implementing Pathways*, Dr. Rob Johnstone, National Center for Inquiry & Improvement

Western Interstate Commission for Higher Education (WICHE)'s ninth edition of *Knocking at the College Door: Projections of High School Graduates* (December 2016)

Academic and Student Affairs Master Plan (2018-2021)

**XI. Appendix A**



**To:**  
**From:**  
**Re:**  
**Date:**

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**Program Needs/Analysis:**

**Will this program duplicate or compete with any of Herkimer’s current program offerings?**

**How will this program compliment or add to our current program offerings?**

**Colleges within a 3-hour radius that offer exact or similar program? (SUNY Data)**

Campus	Name of Program	Enrollment (last 5 years)				

**Financial Analysis:**

<b>Revenue/Expense Summary Year 1</b>	<b>Revenue/Expense Summary Year 5</b>
<b>Number of Students:</b>	<b>Number of Students:</b>
<b>Revenue:</b>	<b>Revenue:</b>
Tuition:	Tuition:
State Aid (FTE):	State Aid (FTE):
Fees:	Fees:
Out of County Chargebacks:	Out of County Chargebacks:
Sponsor Share:	Sponsor Share:
<b>Total</b>	<b>Total</b>
<b>Expenses:</b>	<b>Expenses:</b>
All Direct Costs Including Start-up And Recurring	All Direct Costs Including Start-up and Recurring
Profit/(Loss):	Profit/(Loss):

**What would be a projected time-line for implementation?**

**Additional Faculty:**

**Additional Services/Equipment:**

**Preliminary recommendation based on findings:**