



HerkimerTM

THE STATE UNIVERSITY OF NEW YORK

Herkimer County Community College

Institutional Effectiveness

Report Card

For the 2015-2016 Academic Year

Institutional Effectiveness Report Card for the 2015-2016 Academic Year

July 12, 2017

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

Introduction

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

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

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

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

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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.

Voluntary Framework of Accountability- 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.

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Internal Assessment Measures

Enrollment Reports- These are created monthly by the office of Admissions.

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

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

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

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

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

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

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

SUNY Excels Performance Improvement Plan

Operational Unit Annual Reports

Periodic Review Report prepared for MSCHE – 06/2015

Progress Report Follow prepared for MSCHE – 04/2017

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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

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

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Institutional Learning Outcomes

Students who graduate from Herkimer College have demonstrated competency in the following areas:

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.

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.

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.

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.

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.

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The annual Unit Operational Plans identify at least one initiative that addresses the core value being assessed for quality in that given year. The quality scale is based on performance level, from no action taken to full action with results providing growth. See the following exhibit.

Quality Rubric Based on Herkimer's Core Values

The mission of Herkimer College is to serve our learners by providing high quality, accessible educational opportunities and services in response to the needs of the local and regional communities. We emphasize the following core values as we strive to achieve this mission:

Core Values	Poor- 0 <i>No action</i>	Fair – 1 <i>Convenient</i>	Good – 2 <i>Compliant</i>	Very Good-3 <i>Growth</i>	Excellent-4 <i>Promotes future growth</i>
EXCELLENCE: To encourage all constituencies of the college community to pursue the highest standards of performance in their academic and professional work.	Performance is insufficient, yielding few or no outcomes.	Performance outcomes are convenient; completed, but without significant contribution to goals.	Performance outcomes are compliant with regulatory mandates, supported by assessments.	Performance outcomes are compliant with mandates, resulting in growth for the department and/or initiative; based on direct outcomes assessment.	Performance outcomes are compliant & measured, with documented contribution to goals; established growth and plans promote future excellence.
OPPORTUNITY: To provide access to quality, affordable lifelong learning opportunities and to maintain an environment that fosters individual growth and development for all.	Incomplete provisions; missed opportunities.	Provides some opportunity for some constituents; no pattern for continual growth in creating/using opportunities is established.	Indications of providing opportunities for growth for most constituents; generally communicated to most constituents.	Provides and uses opportunities for growth and development, based on assessments; communicated to all constituents.	Provides and promotes accessible growth opportunities creatively and continuously to all constituents, with appropriate plans for future development and opportunity.

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COMMUNITY: To foster a collaborative campus environment that promotes civility, creativity, diversity, open communication, social responsibility, and mutual respect among students, faculty, staff, and the public.	Not collaborative, nor promoting attributes of community.	Collaborative with some constituents, not all; communication among and between constituents is ineffective or non-existent.	Collaborative with all constituents (students, faculty, staff and public), communicating within a closed circle.	Collaboration with all constituents, based on assessments, practicing open communication using a variety of communication methods.	Collaborative with all constituents, promoting open communication and creativity in future collaborative opportunities.
INTEGRITY: To embrace the values of honesty, respect, consistency, diversity and responsibility, in order to provide fair and equal treatment for all.	Fails to embrace attributes of integrity.	Embraces some attributes/values of integrity; questionable fairness and equality	Embraces all attributes of integrity, supported by assessment data.	Embraces all attributes of integrity and fosters sustainability of integrity in practices with all constituents.	Promotes all attributes of integrity and sets high standards with constituents, fostering sustainable integrity in philosophy and actions.
Comments: Evaluate and Recommend actions and communications.					

Office of Institutional Effectiveness 2015

The four core values: Excellence, Opportunity, Community and Integrity are measured via Unit initiatives, as noted in the operational plan, and the 4 point scale is averaged per Executive Operational Division's collective annual reports. The annual rotation is:

2017-18 – Excellence

2016-17 – Integrity – tbd June 2017

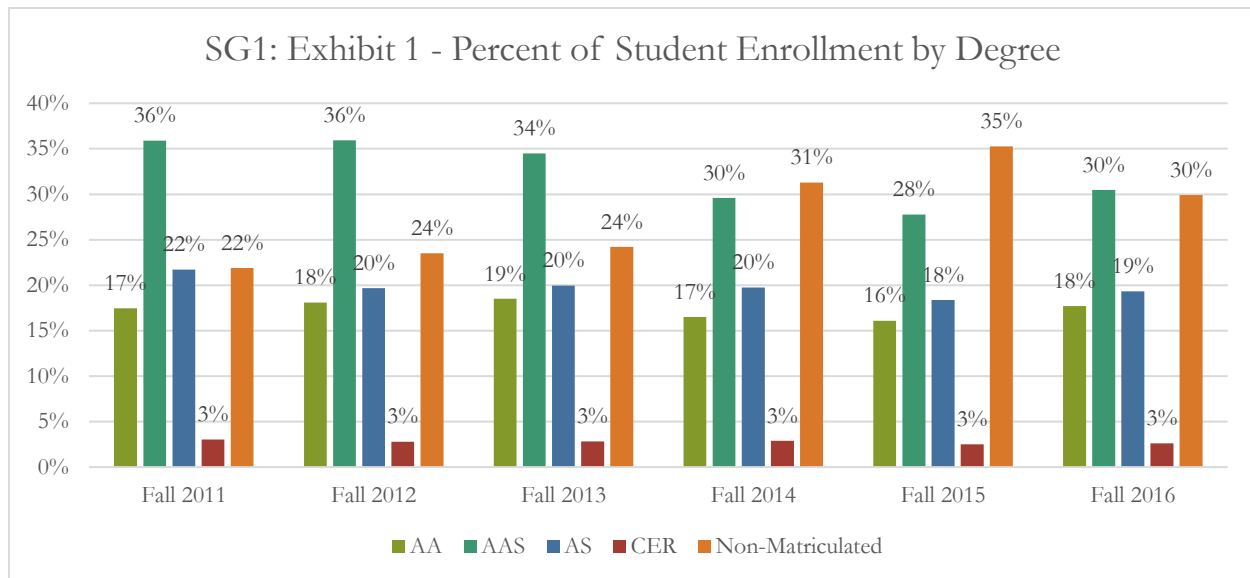
2015-16 – Community – total overall score 2.95/4 average for 20 Units reporting

2014-15 – Opportunity – total overall score 2.86/4 average for all Executive Operational

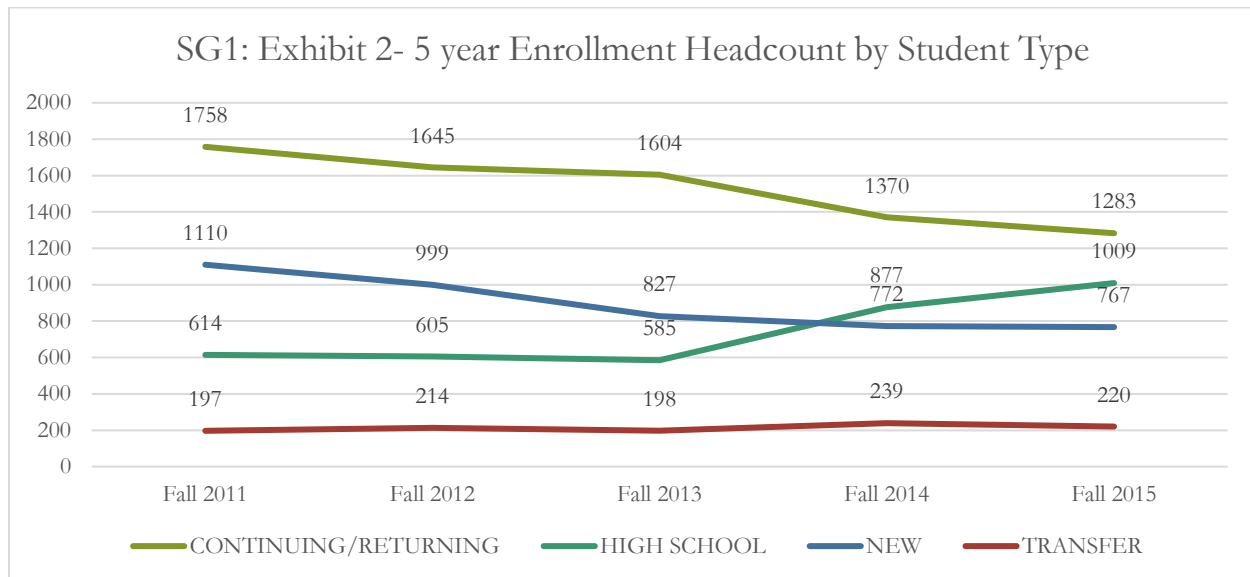
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Strategic Goal 1: Strengthen Support for Student Success



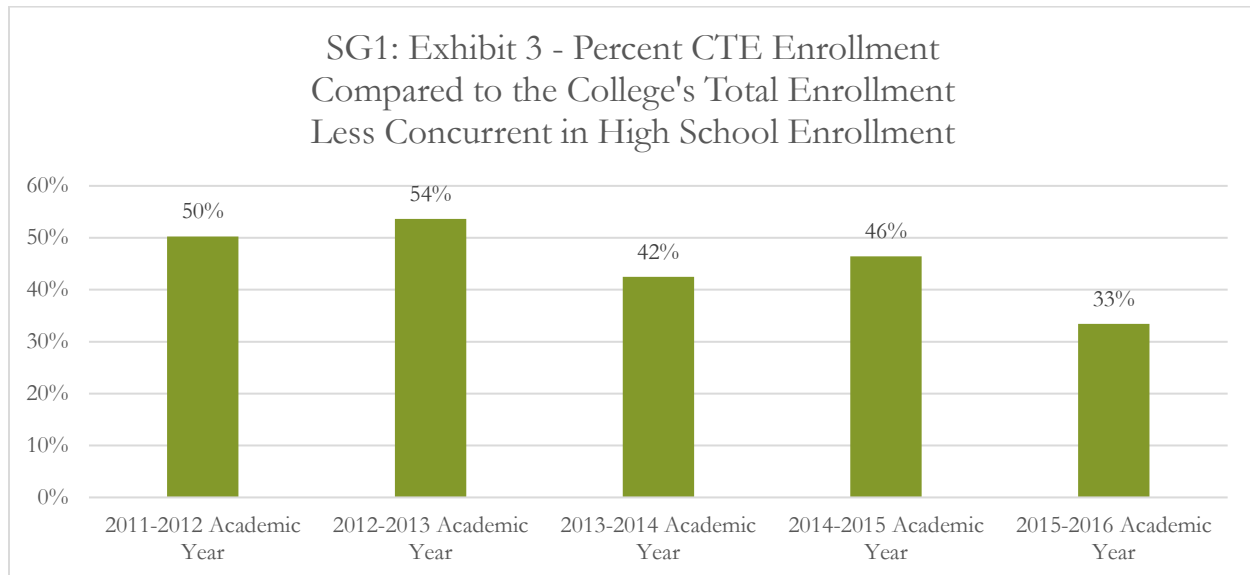
Source: Office of Institutional Research



Source: Office of Institutional Research

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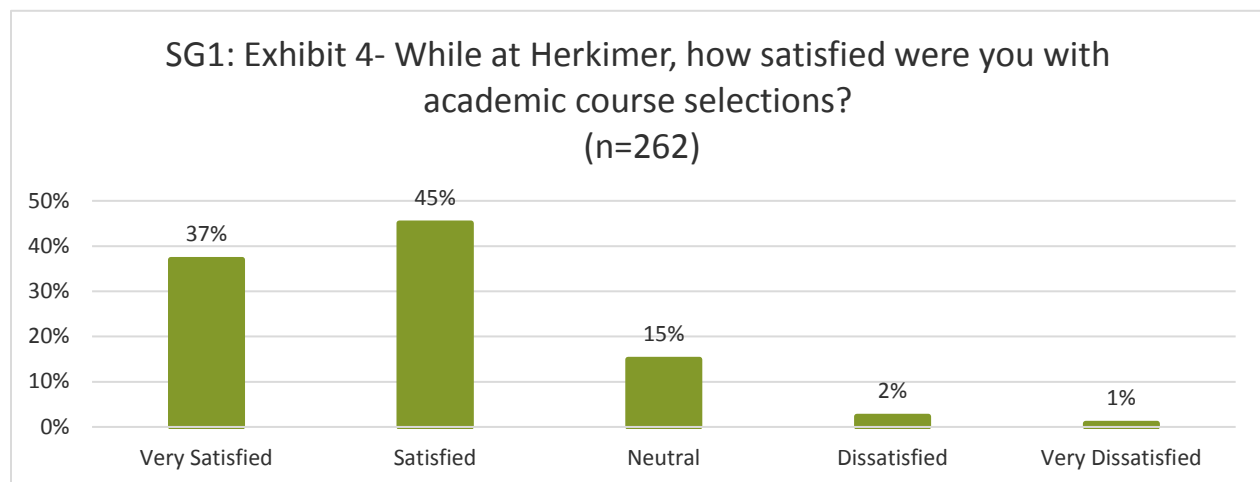
July 12, 2017



Source: Office of Institutional Research

Maps to:

- CCSSE: None
- Premier 2-Year Experience: Quality of Life
- Strategic Plan: Strengthen Support for Student Success
- College Priority: Retention



Source: Graduating Senior Survey Spring 2016

Population: All student graduating in the 1516 Academic Year

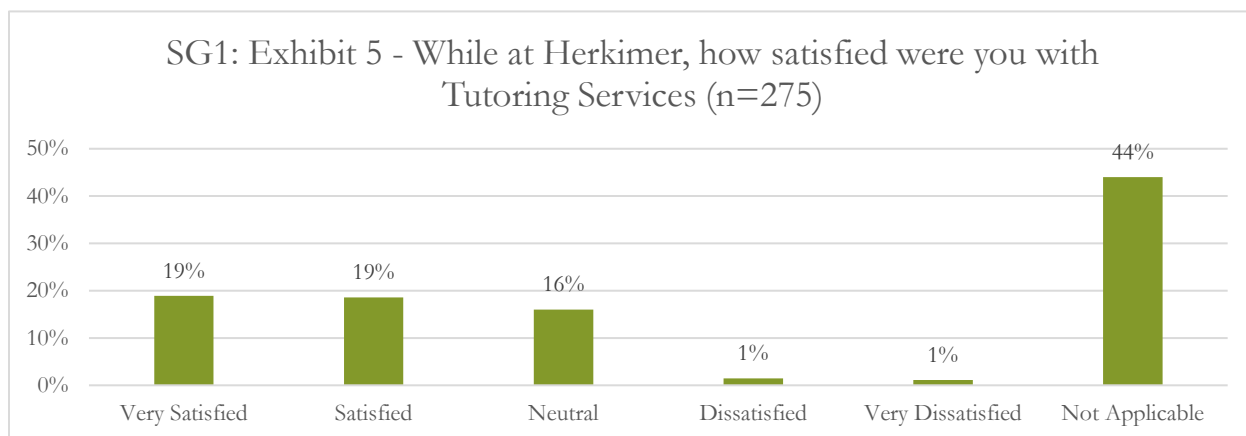
Maps to:

- CCSSE: None
- Premier 2-Year Experience: Academics
- Strategic Plan: Strengthen Support for Student Success

College Priority: Completion

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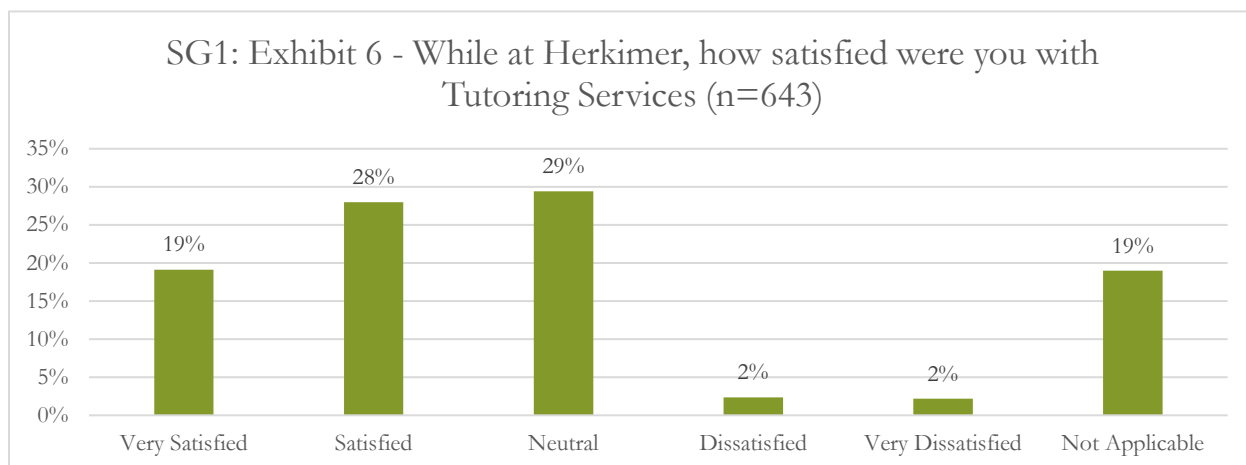
Source: Graduating Senior Survey Spring 2016

Population: All student graduating in the 1516 Academic Year

Maps to:

- CCSSE: Support for Learners
- Premier 2-Year Experience: Academics
- Strategic Plan: Strengthen Support for Student Success

College Priority: Completion



Source: Continuing Student Spring 2016

Population: All students, not in their first or graduating semester.

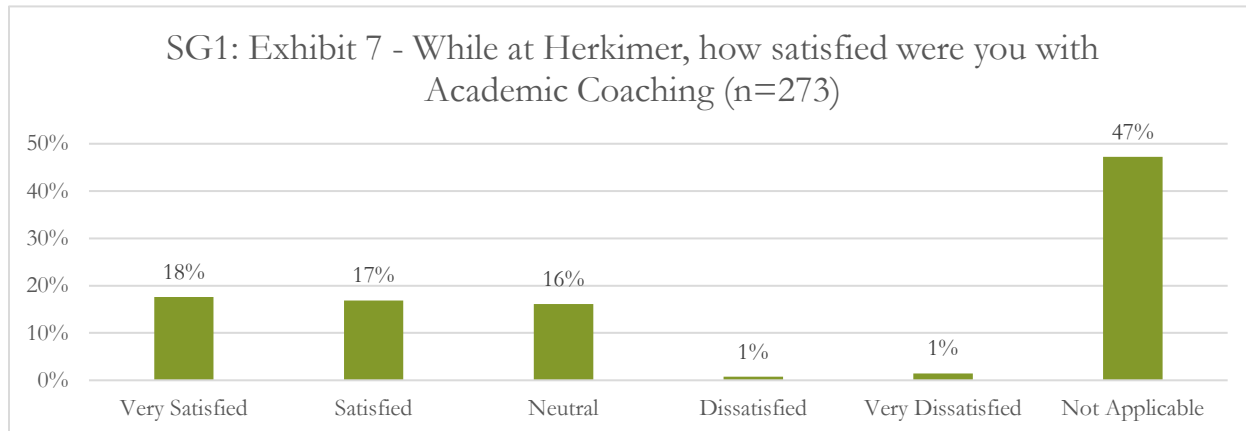
Maps to:

- CCSSE: Support for Learners
- Premier 2-Year Experience: Academics
- Strategic Plan: Strengthen Support for Student Success

College Priority: Retention

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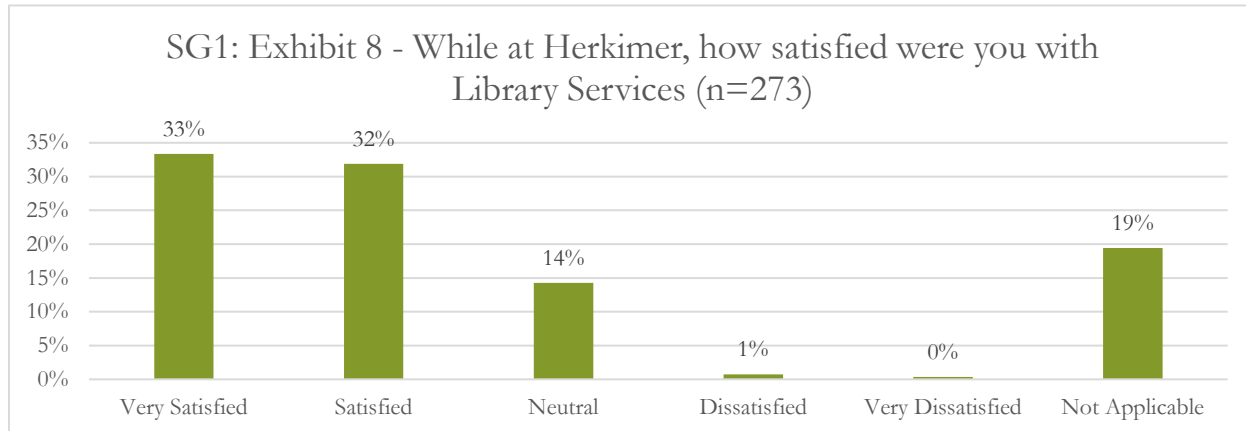
Source: Graduating Senior Survey Spring 2016

Population: All student graduating in the 1516 Academic Year

Maps to:

- CCSSE: Support for Learners
- Premier 2-Year Experience: Academics
- Strategic Plan: Strengthen Support for Student Success

College Priority: Completion



Source: Graduating Senior Survey Spring 2016

Population: All student graduating in the 1516 Academic Year

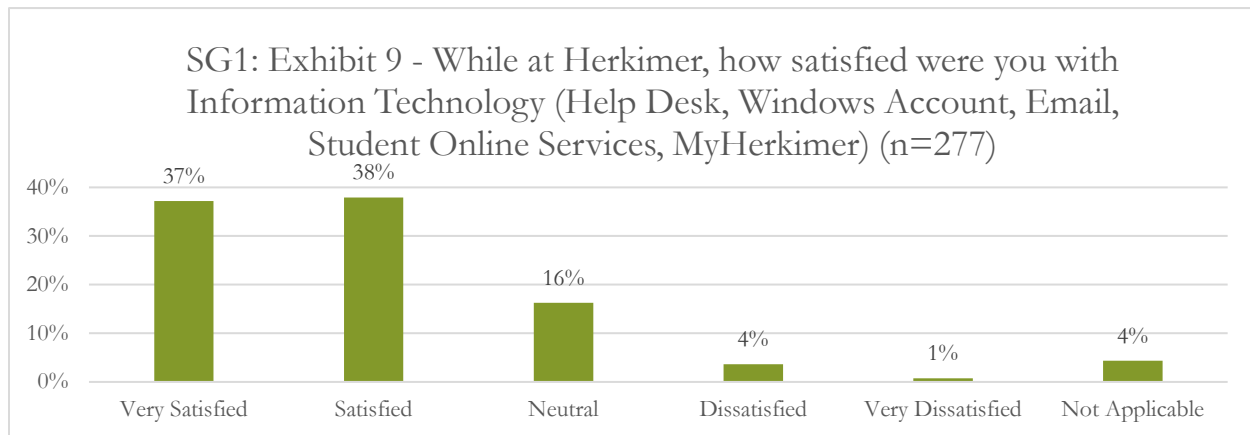
Maps to:

- CCSSE: Support for Learners
- Premier 2-Year Experience: Academics
- Strategic Plan: Strengthen Support for Student Success

College Priority: Completion

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Source: Graduating Senior Survey Spring 2016

Population: All student graduating in the 1516 Academic Year

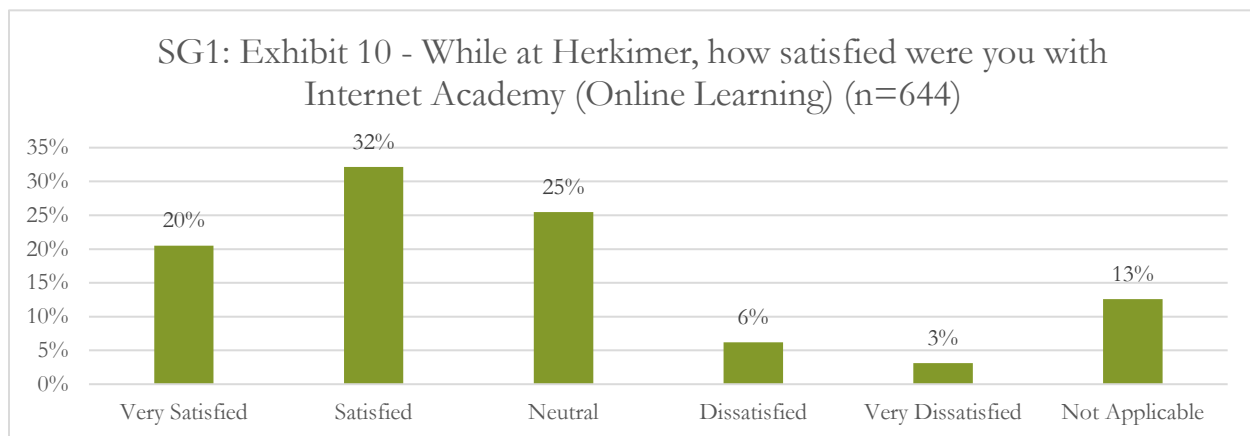
Maps to:

CCSSE: Support for Learners

Premier 2-Year Experience: Quality of Life

Strategic Plan: Strengthen Support for Student Success

College Priority: Completion



Source: Graduating Senior Survey Spring 2016

Population: All student graduating in the 1516 Academic Year

CCSSE: None

Premier 2-Year Experience: Quality of Life

Strategic Plan: Strengthen Support for Student Success

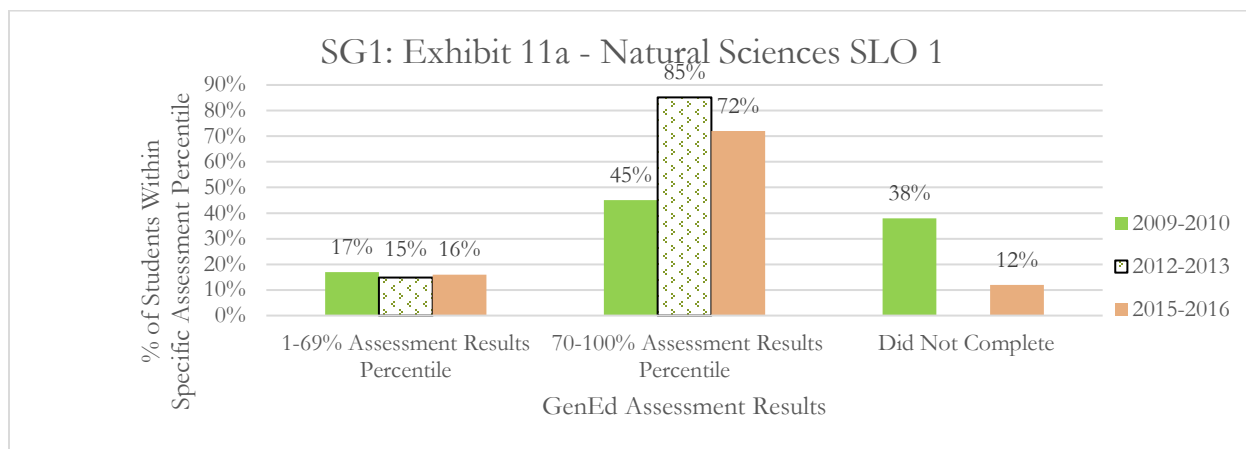
College Priority: Completion

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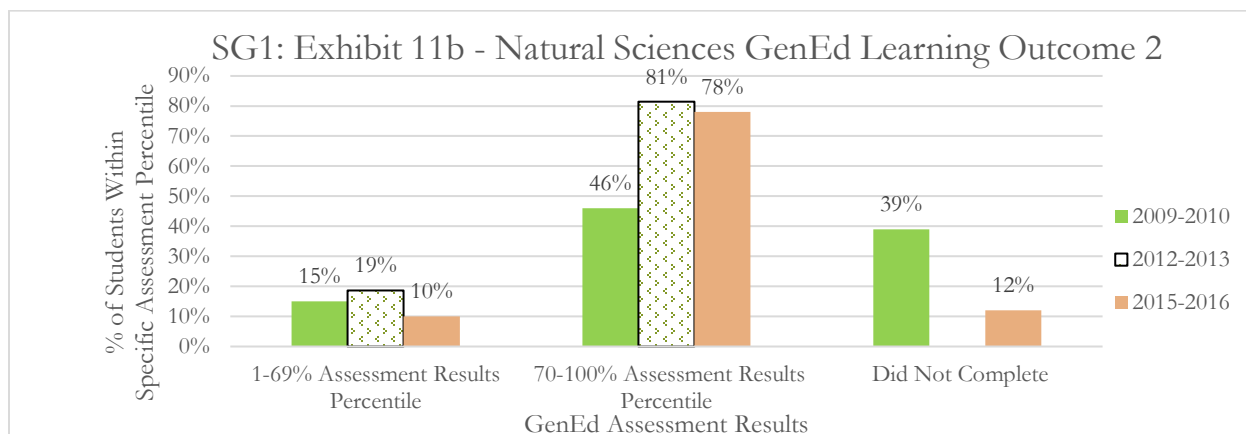
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GenEds

Natural Sciences 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



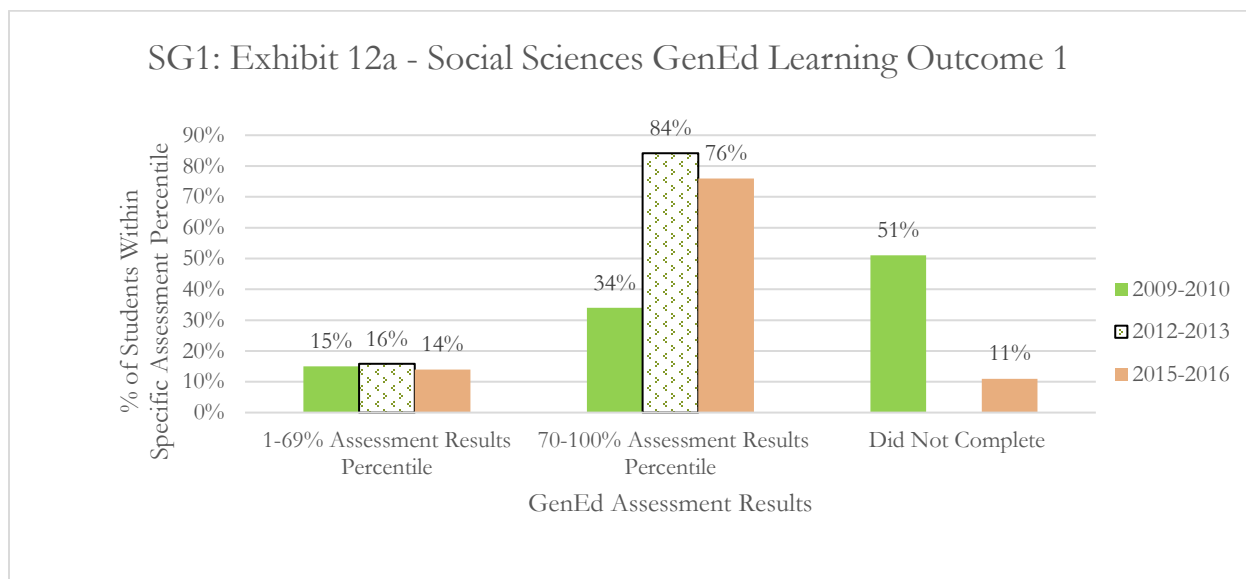
Natural Sciences SLO 2: Application of scientific data, concepts, and models in one of the natural sciences



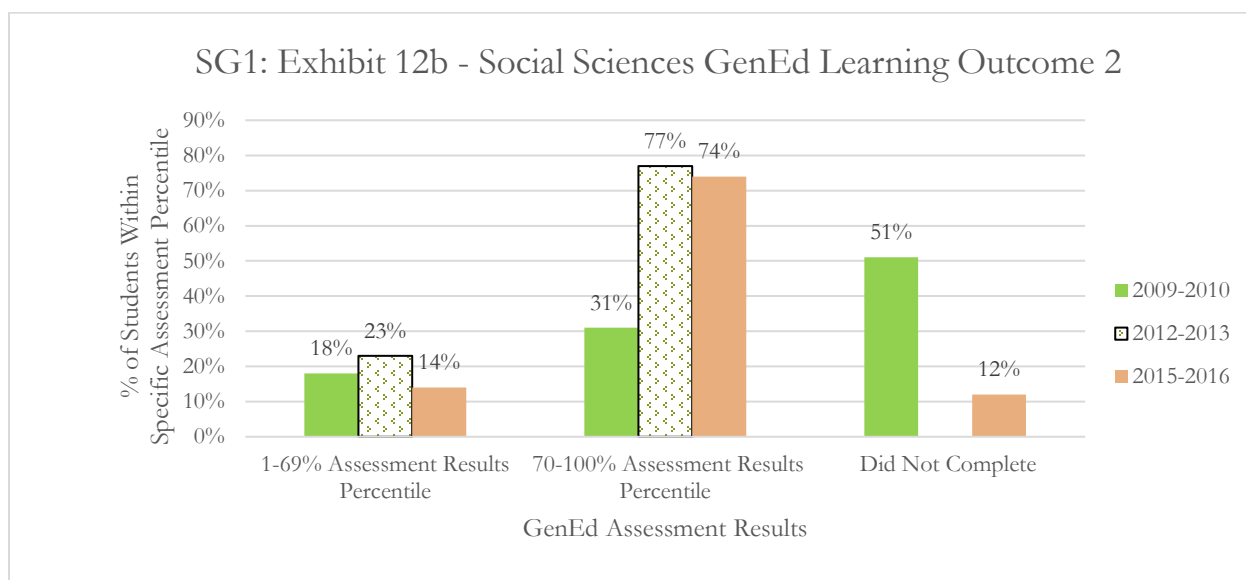
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Social Science SLO 1: Understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical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



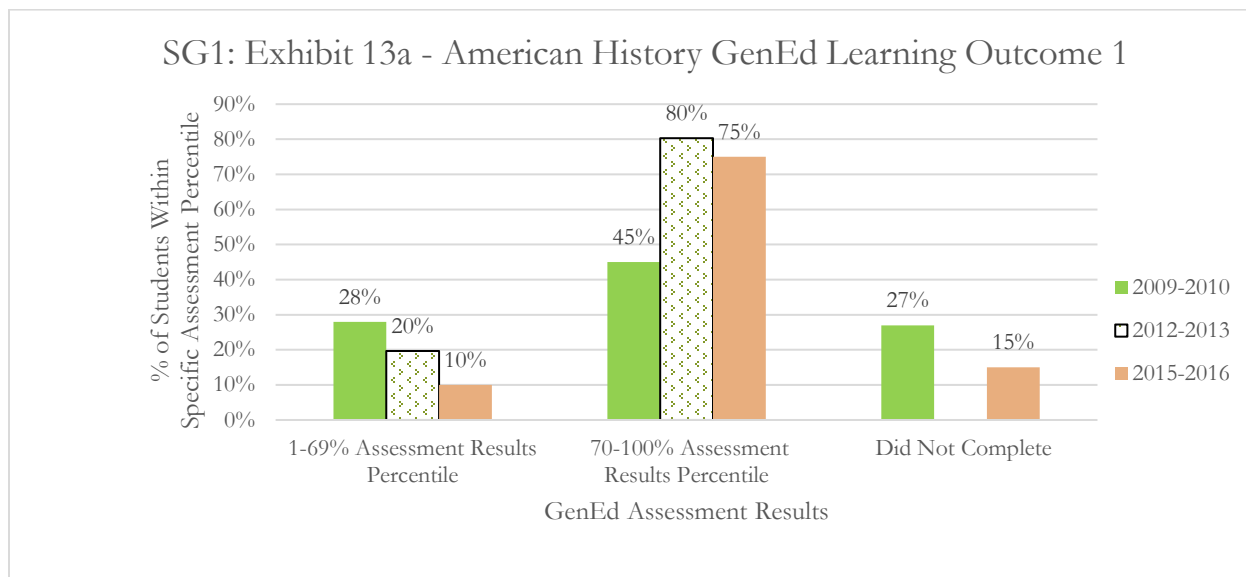
Social Science SLO 2: Knowledge of major concepts, models and issues of at least one discipline in the social sciences



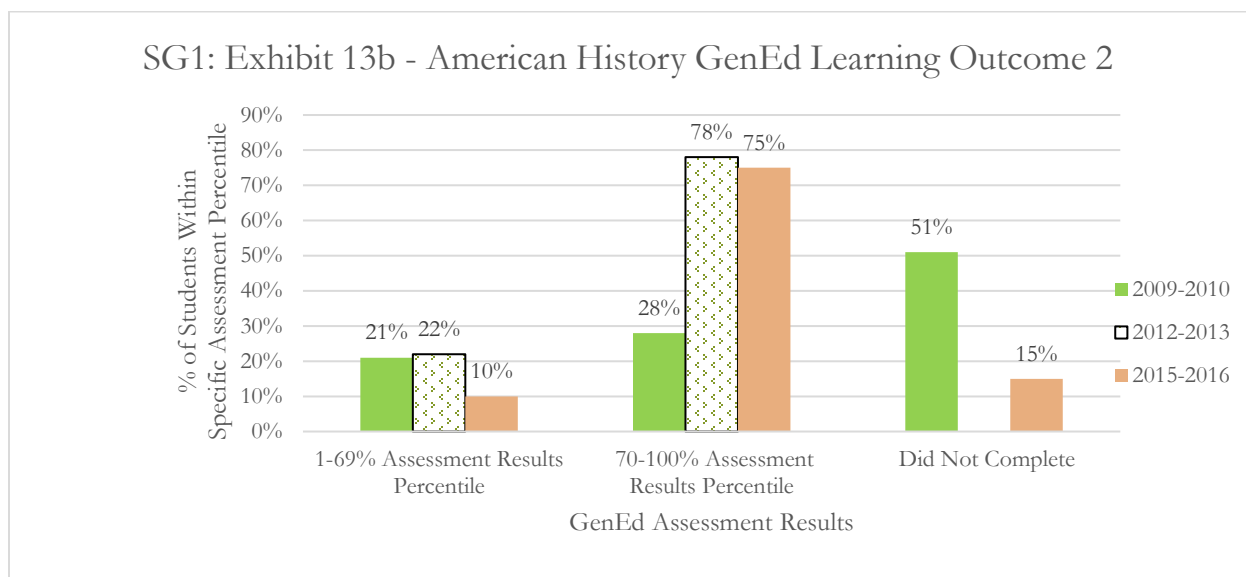
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American History SLO 1: Knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society.



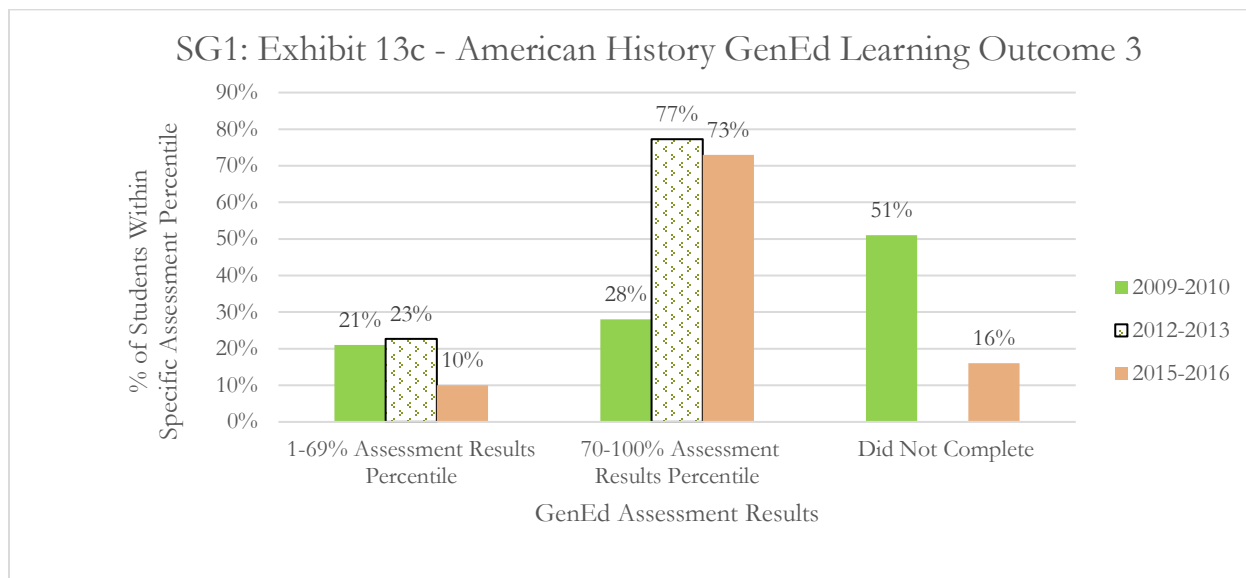
American History SLO 2: Knowledge of common institutions in American society and how they have affected different groups.



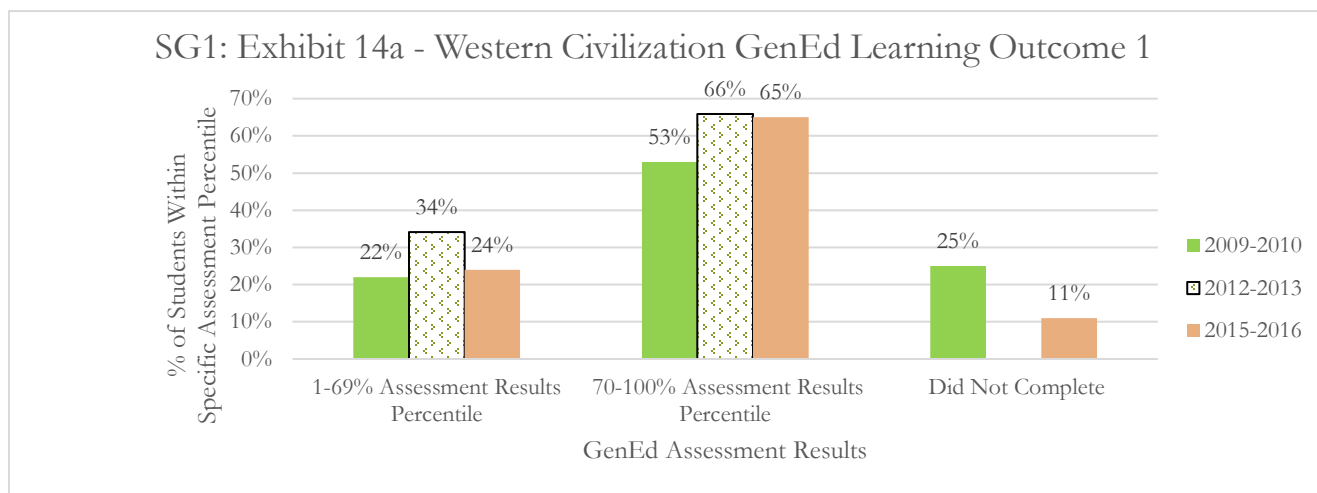
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American History SLO 3: Understanding of America's evolving relationship with the rest of the world.



Western Civilization SLO 1: Knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western Civilization.

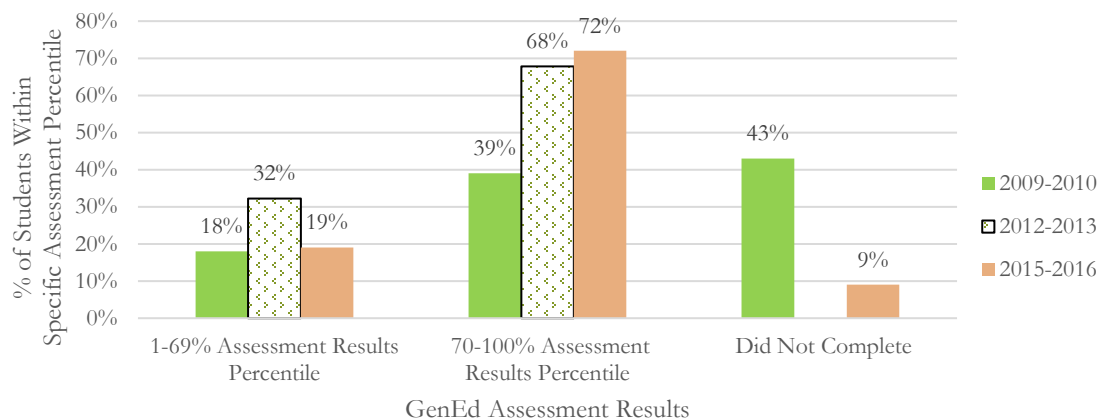


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Western Civilization SLO 2: Relate the development of Western Civilization to that of other regions of the world.

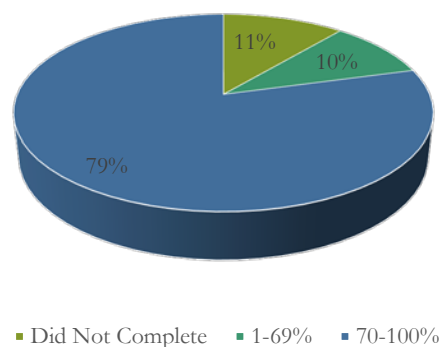
SG1: Exhibit 14b - Western Civilization GenEd Learning Outcome 2



ILO A

ILO A, SLO1: Ability to communicate effectively in *formal* exchanges with others.

SG1: Exhibit 15a - ILO A: SLO 1



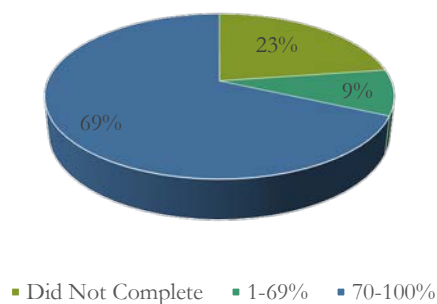
In SLO 1, 80% of students achieved between 70-100% on their assessment, 9% of students achieved between a 1-69% on their assessment, and 11% of students did not complete the assessment.

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ILO A, SLO 2: Ability to communicate effectively in *informal* exchanges with others.

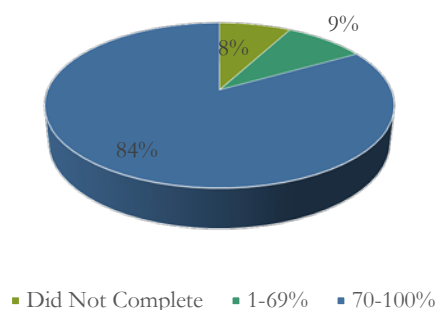
SG1: Exhibit 15b - ILO A: SLO 2



In SLO 2, 82% of students achieved between 70-100% on their assessment, 9% of students achieved between a 1-69% on their assessment, and 9% of students did not complete the assessment.

ILO A, SLO3: Ability to *read* to facilitate discipline specific applications and to further their success in other educational endeavors and/or career situations.

SG1: Exhibit 15c - ILO A: SLO 3



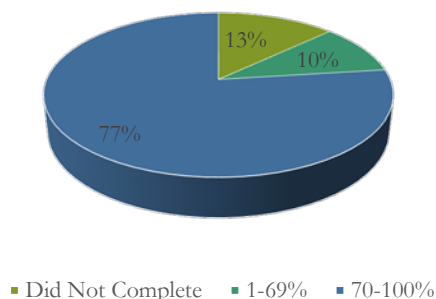
In SLO 3, 77% of students achieved between 70-100% on their assessment, 12% of students achieved between a 1-69% on their assessment, and 11% of students did not complete the assessment.

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ILO A, SLO4: Ability to *write* to facilitate discipline specific applications and to further their success in other educational endeavors and/or career situations.

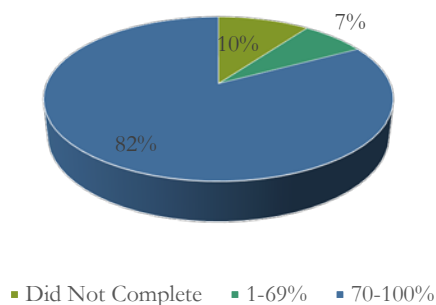
SG1: Exhibit 15d - ILO A: SLO 4



In SLO 4, 77% of students achieved between a 70-100% on their assessment, 10% of students achieved between a 1-69% on their assessment, and 13% of students did not complete the assessment.

ILO A, SLO5: Ability to *speak* to facilitate discipline specific applications and to further their success in other educational endeavors and/or career situations.

SG1: Exhibit 15e - ILO A: SLO 5



In SLO 5, 82% of students achieved between a 70-100% on their assessment, 8% of students achieved between a 1-69% on their assessment, and 10% of students did not complete the assessment.

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SUNY Excels Performance Improvement Plan - Excerpt

2.3 Success

9. SUNY Advantage

Herkimer offers our students uniquely personal attention toward their success:

- Herkimer offers a level of “customer service” that we feel is unmatched at any other Community College. Students continually tell us in our assessments that they feel “valued” and “affirmed” when receiving assistance for their needs.
- Residence Life seeks to provide a social and study atmosphere that is conducive to academic and personal success. Moreover, Residence Life provides a unique academic support services program, that includes tutors and study sessions in residence halls. Residence Life services helps students transition to individual and group living by facilitating positive living skills by way of negotiation and mediation.
- Herkimer’s comprehensive Academic Support Center is located in the library building, where students spend most of their outside-of-class time, according to a student satisfaction survey. The Academic Support Center provides individual and group tutoring, study groups, and specific services/accommodations for students with disabilities.
- The College’s Center for Global Learning is used by our growing international population, and by many of our American students as an important meeting and gathering space. Our International Students, are assisted with their acclamation, by providing necessary social and academic support for student success.
- The College’s athletic program has been the number one ranked athletic program in the NJCAA, Division III for the past two years. Having an intercollegiate program that is highly successful and competitive adds to the pride and stature of our campus among students, faculty, staff, and community.
- Communication Arts students participate in co-curricular performances on and off campus, in music, drama, broadcast and technical production. Students broadcast their original program productions on both WVHC, 91.5 FM and on HCTV, Time Warner Cable Channel. The Communication Arts: Radio/TV Broadcasting holds multiple awards at regional and national levels, most recently Associate Press NYS Broadcasters Awards. Also, the revival of the college literary magazine, The Phaethon, was recognized for the quality of its student submissions.
- Criminal Justice students gain hands-on research experience at an on-site barn set up to mimic various environments in which criminal investigation might occur. Students use current technology and investigative principles and techniques in the practical setting outside of their classroom.
- The College celebrates the opening of each academic year with a Convocation for all newly enrolled students. The program is held in the gymnasium, and students are welcomed by the College President, the Provost, the Dean of Students, as well as the President of the SGA. Individual advisement sessions follow, where students meet their academic advisors for the first time.

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10. Financial Literacy

Herkimer is responding to a rising student loan default rate by making on-going efforts to improve financial literacy for students through the following initiatives:

- SUNY Smart Track Student Engagement

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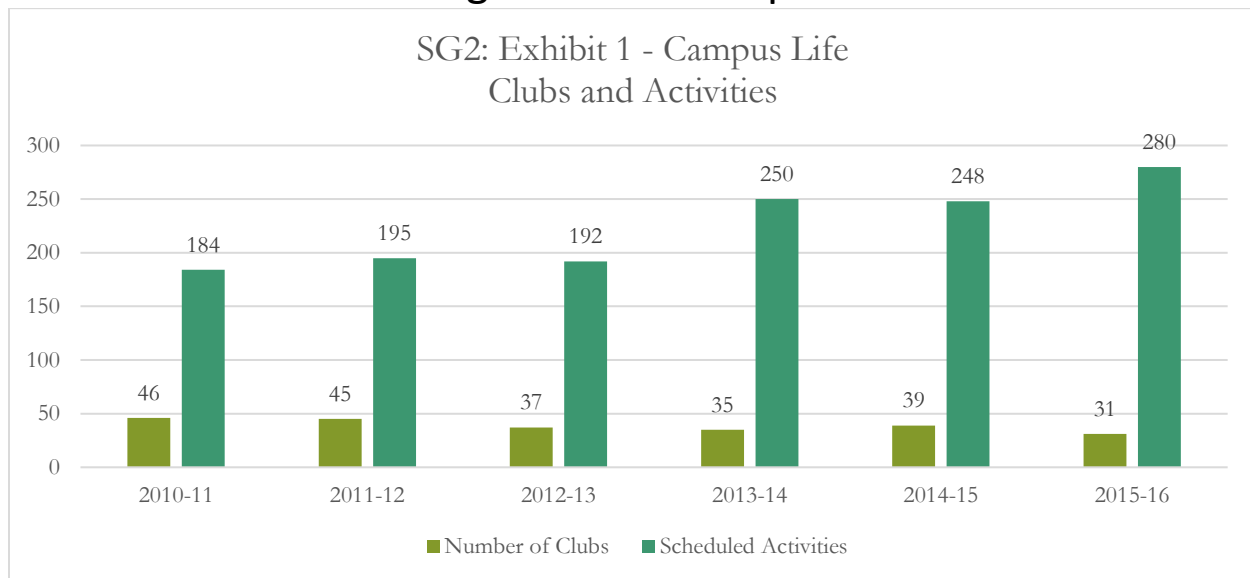
Early outreach email communications are sent to students on behalf of SUNY to inform students of our campus best practices, tools, and resources that are available to them.

- InCeptia Cohort Repayment Analysis
Analysis of our institution three year school cohort default rate history reports for cohort year 2011. Determination will be made of our unique default factors.
- InCeptia Grace Counseling Outreach
Emails will be sent to borrowers advising them of their repayment obligations and options available for them to repay their loans. (Started in spring 2015 and will continue for the 1015-2016 academic year)
- SUNY Nelnet Default Prevention Pilot 1 year Project (January 2014)
Nelnet contacts only Nelnet servicer withdrawn borrowers that have been identified by our campus through targeted communications, phone, email and/or letter during student's grace period. Staff will assist borrower in establishing a successful repayment schedule with Nelnet borrowers.
- InCeptia Smart Tract Financial Aid Literacy
Online learning environment that offers financial aid literacy courses, mini-modules, calculators, articles and more on our college financial aid website for students and professors to use in their classroom.
- Herkimer encourages to attend on-campus group and personal exit counseling.
- Herkimer default prevention initiatives include: reaching out to students with advice and help in getting their loans out of delinquent status, and facilitating third party calls on behalf of students with their loan servicer to initiate immediate contact and remediation.
- A financial aid literacy module is included in all Freshman Seminar classes.

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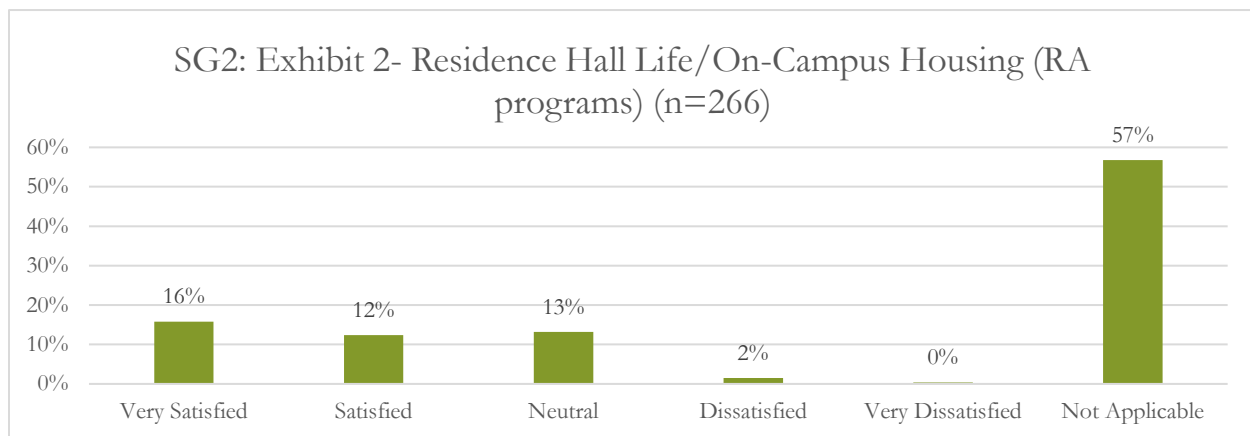
Strategic Goal 2: Campus Life



Source: Office of Student Leadership and Involvement

Maps to:

- CCSSE: None
- Premier 2-Year Experience: Quality of Life
- Strategic Plan: Strengthen Support for Student Success
- College Priority: Retention



Source: Graduating Senior Survey Spring 2016

Population: All student graduating in the 1516 Academic Year

CCSSE: None

Premier 2-Year Experience: Quality of Life

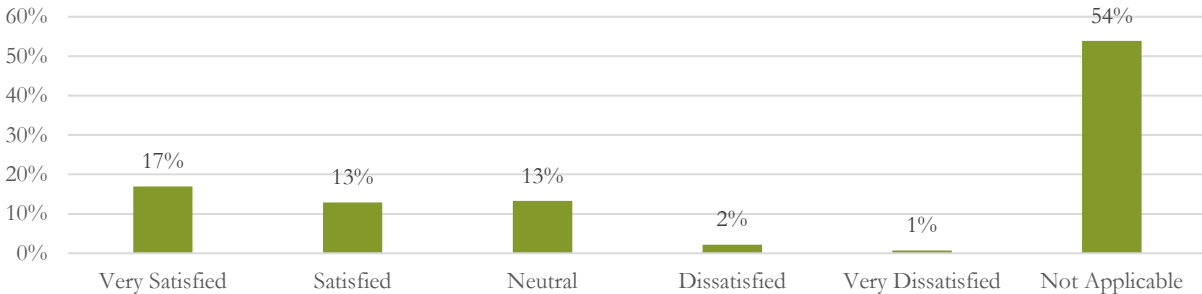
Strategic Plan: Strengthen Support for Student Success

College Priority: Completion

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SG2: Exhibit 3- Residence Hall Life/On-Campus Housing
(Facilities) (n=271)



Source: Graduating Senior Survey Spring 2016

Population: All student graduating in the 1516 Academic Year

CCSSE: None

Premier 2-Year Experience: Quality of Life

Strategic Plan: Strengthen Support for Student Success

College Priority: Completion

SG2: Exhibit 4a - 2014 Herkimer College Crime Statistics

	On Campus	Campus Housing	Non Campus	Public Property
Homicide				
Murder & Non Negligent Homicide	0	0	0	0
Negligent Manslaughter	0	0	0	0
Sex Offense				
Forcible	0	0	0	0
Non-forcible	0	0	0	0
Robbery				
	0	0	0	0
Aggravated Assault				
	2	2	0	0
Burglary				
	0	0	0	0
Motor Vehicle theft				
	0	0	0	0
Arson				
	0	0	0	0
Liquor Law				
Arrests	61	59	0	0
Referrals	64	47	0	0
Drug Law				
Arrests	16	16	0	0
Referrals	58	52	0	0

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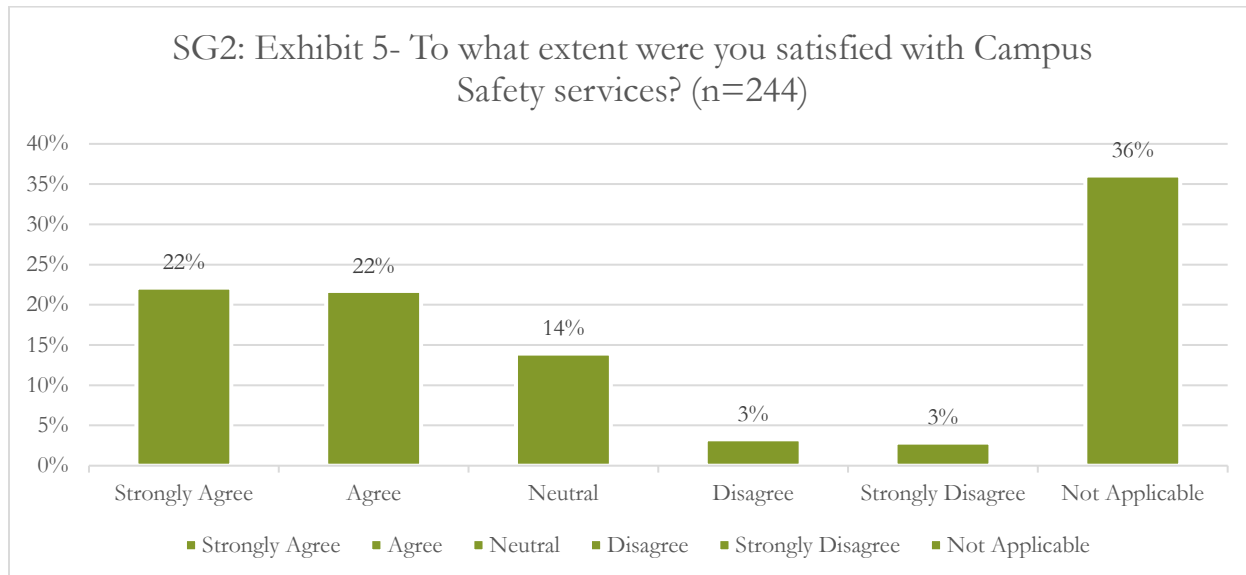
Illegal Weapons Possessions				
Arrest	0	0	0	0
Referrals	1	1	0	0
VAWA Crimes				
Dating Violence	3	2	5	0
Domestic Violence	3	2	5	0
Stalking	0	1	1	1

SG2: Exhibit 4b - 2015 Herkimer College Crime Statistics

	On Campus	Campus Housing	Non Campus	Public Property
Homicide				
Murder & Non Negligent Homicide	0	0	0	0
Negligent Manslaughter	0	0	0	0
Sex Offense				
Forcible	2	2	0	0
Non-forcible	0	0	0	0
Robbery				
	1	1	0	0
Aggravated Assault				
	1	1	0	0
Burglary				
	0	0	0	0
Motor Vehicle theft				
	0	0	0	0
Arson				
	0	0	0	0
Liquor Law				
Arrests	46	42	0	0
Referrals	47	47	0	0
Drug Law				
Arrests	22	21	0	0
Referrals	58	58	0	0
Illegal Weapons Possessions				
Arrest	0	0	0	0
Referrals	10	9	0	0
VAWA Crimes				
Dating Violence	4	3	0	0
Domestic Violence	1	1	0	0
Stalking	1	0	0	0

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Source: Graduating Senior Survey Spring 2016

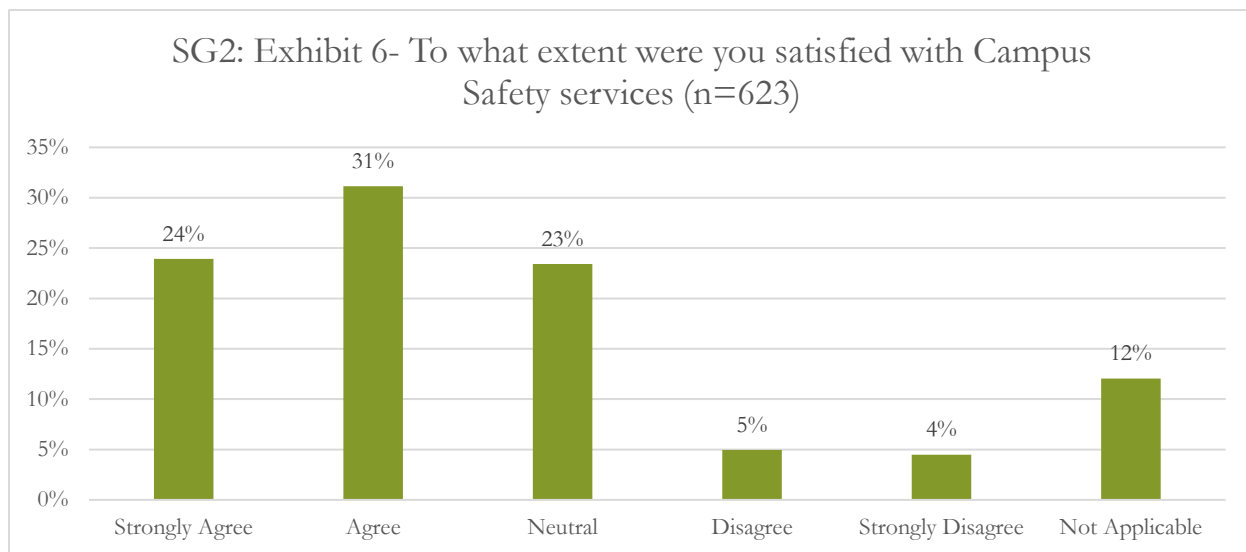
Population: All student graduating in the 1516 Academic Year

CCSSE: None

Premier 2-Year Experience: Campus Life

Strategic Plan: Institutional Culture/Campus Life

College Priority: Completion



Source: Continuing Student Survey Spring 2016

Population: All student graduating in the 1516 Academic Year

CCSSE: None

Premier 2-Year Experience: Campus Life

Strategic Plan: Institutional Culture/Campus Life

College Priority: Retention

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Strategic Goal 3: Institutional Culture

SUNY Excels Performance Improvement Plan - Excerpt

2.5 Engagement

14. START-UP New York and beyond (businesses started / jobs created)

Herkimer has been engaged in Start-Up New York activities since its inception, adding to what has been our prominent position within Herkimer County and the Central New York region. We are expanding the properties designated as tax-free areas in our campus plan for the StartUp NY Program, in order to stimulate local and regional economic growth through the establishment of new businesses and the creation of new jobs. The development of new businesses through the StartUp NY Program will also offer opportunities for enhancing student and faculty experiences through shared resources, curriculum development, internships, and other form of collaboration. The College's campus plan and the tax-free properties designated therein will be marketed through a variety of means, including potentially coordinating with a real estate brokerage firm identified for the StartUp NY Program by the SUNY Research Foundation. We have also partnered with a local business to renovate a classroom into a business entrepreneurship center where collaborations between students and business leaders can occur.

2.1 Access

3. Diversity

Herkimer College continues to strengthen the diversity and cultural competency of students at our institution by offering programs for various student demographic groups on campus and pursuing a diverse faculty and staff. The Human Resources office is offering continuing professional development opportunities for faculty and staff in open training sessions dedicated to cultural competency.

- International Recruitment is expanding into Southwestern China, Ecuador and Panama. We will also continue recruiting students from Japan, South Korea, and Vietnam. It is our goal to expand our international student enrollment to 200 students by fall of 2017.
- More underrepresented minorities (URM) are being recruited from New York City, in partnership with New Visions (non-profit agency that works charter schools).
- We are also expanding our outreach to students with *OnPoint* for College, who now assist URM from the Utica area.
- The Center for Global Learning combines the International Programs Office and English as a Second Language (ESL). This center is not only used by our growing international population, but also by many of our American students.
- Herkimer is viewed at the most diverse community in Herkimer County due to the diverse population on campus (32% URM), within a county that is 97% Caucasian. This exposure to diversity not only facilitates cultural competency among our students, but provides an environment that celebrates and respects difference.
- Continuation of the campus civility initiative, "Herkimer College Chooses Civility," encourages students to respect their fellow students, faculty, & staff by using proper language and behavior that promotes civil critical discourse. This initiative has been in place for five years.
- Cultural competency on campus is promoted through The Center for Student Leadership and Involvement which sponsors student clubs including: Gay Straight Alliance, International Student Association, Amnesty International Club, Campus Christian Fellowship, Women's Club, Black Latino Student Union.

A variety of cultural and educational programs are offered throughout the academic year. Examples include:

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- Fashion Show with international theme
- Various Art Gallery shows in the Cogar Gallery
- “The New Black: LGBT Rights and African American Communities”
- Game Show: “Pop Culture Clash”
- Black History Month: “Then & Now” with Patrick Johnson
- “They Built America” A presentation about the Erie Canal
- Storyteller: Eliud Nieves
- Celebration of Latin American History & Prosperity
- Bullied: Jamie Nabozny
- A Self-Made Man: Tony Ferraiolo

Expanding our international and student support programming upholds the College’s strategic goal to provide a rich two-year college experience for all students.

2.3 Success

Herkimer encourages participation in clubs and leadership activities for all students, both URM and non-URM. For the past five years, Herkimer has continued its Civility Initiative, “Herkimer College Chooses Civility”. This initiative encourages students to respect their fellow students, faculty, and staff by using proper language and behavior that promotes civil and critical discourse. (See section 2.1.3 Diversity).

The College’s improvement plan includes an overall focus on improved quality in Strategic Planning that aligns with SUNY’s Excels vision. Herkimer’s Strategic Plan targets: 1. Strengthen Support for Student Success, 2. Campus Life, 3. Institutional Culture, 4. Operational Sustainability, and 5. Outreach and Community Relations, with goals that support each target.

Fulfillment and monitoring of progress on the Strategic Plan will be facilitated through an updated College Governance Structure that includes overarching college committees leading efforts in Enrollment Management and Marketing, Facilities Planning, Resource Allocation, Strategic Planning and Institutional Effectiveness, and Academic and Student Affairs. The basic tenets of the Strategic Plan are foundational to our SUNY Excels Performance Improvement Plan.

SUNY Excels and SUNY Herkimer Strategic Plan Intersect for Performance Improvement Plan

	Access	Completion	Success	Inquiry	Engagement
Herkimer Strategic Plan	X	X	X		X
Goal #1 <u>Strengthen Support for Student Success</u> – Promote student success through relevant programs and support services within an enriched teaching and learning environment					
Goal #2 <u>Campus Life</u> – provide a rich 2-year college experience for all students	X	X	X		X

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Goal #3 <u>Institutional Culture</u> – Create a more engaged and vibrant campus community	X	X			X
Goal #4 <u>Operational Sustainability</u> – Ensure the operational sustainability of the institution		X	X		
Goal #5 <u>Outreach & Community Relations</u> – Enhance community connections	X		X		X

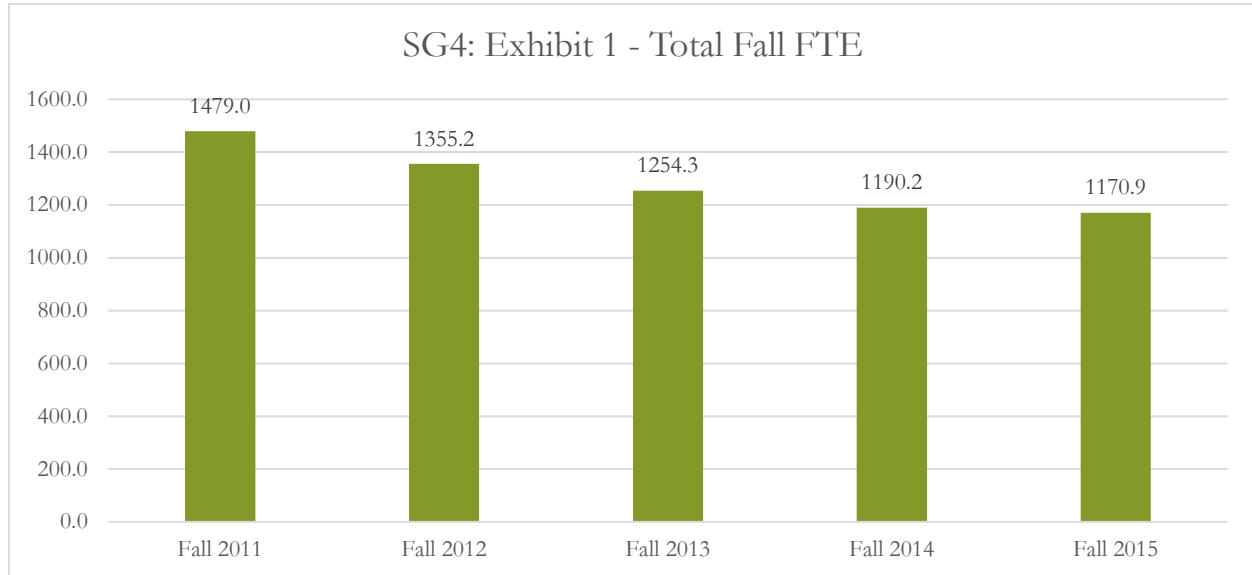
Herkimer College expects to continue to impact SUNY with a performance improvement plan that will uphold the already strong position the college has with its students, in relation to its SUNY status. In individualized CCSSE survey responses, 63% of our students indicated that they saw Herkimer's affiliation with SUNY as an important factor to them. Also, 25% of the respondents said they would tell their friends that they were able to complete their degree and transfer the credits to a four-year college, with 48.9% saying the thought Herkimer was a "great place to go to college" or "love the programs" we offer.

Integration of Strategic long-term planning across campus will facilitate the Strategic Goals that align with and support SUNY's goals to achieve 150,000 graduates by 2020.

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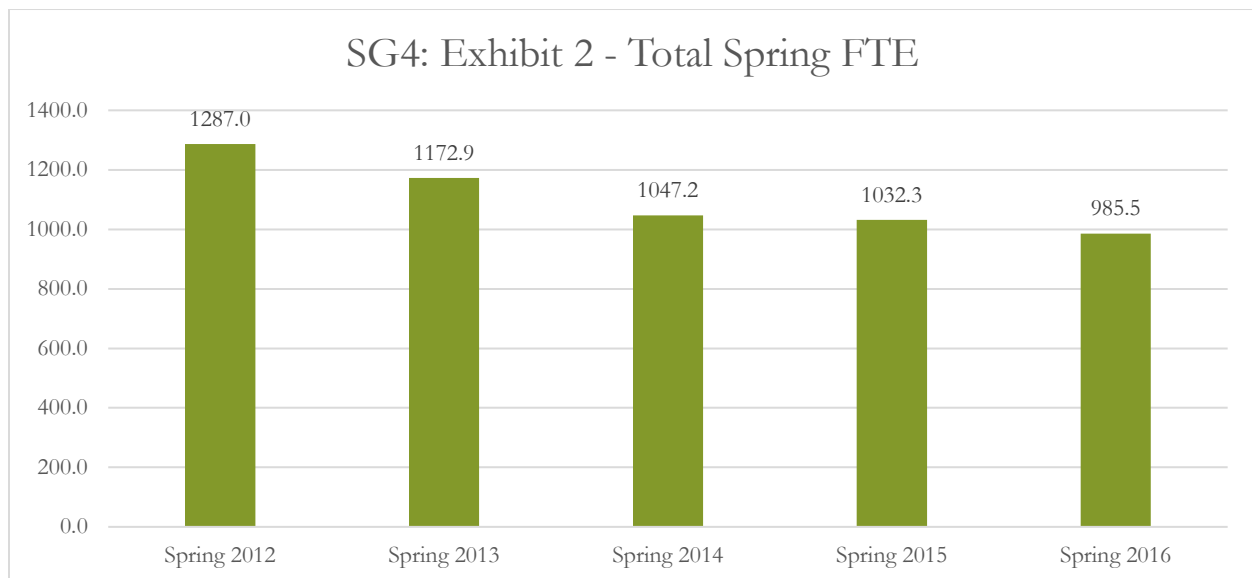
Strategic Goal 4: Operational Sustainability



Source: Office of Institutional Research

Data Tables: Use of official tables using the end of term files that have been certified with SUNY

Strategic Plan: Operational Sustainability



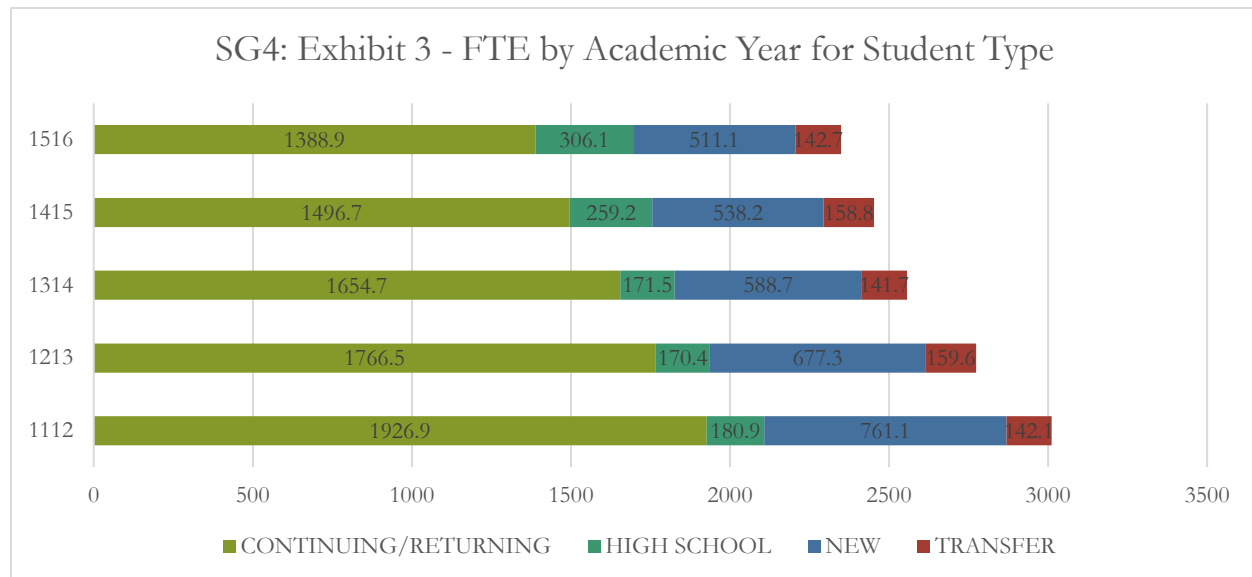
Source: Office of Institutional Research

Data Tables: Use of official tables using the end of term files that have been certified with SUNY

Strategic Plan: Operational Sustainability

Institutional Effectiveness Report Card for the 2015-2016 Academic Year

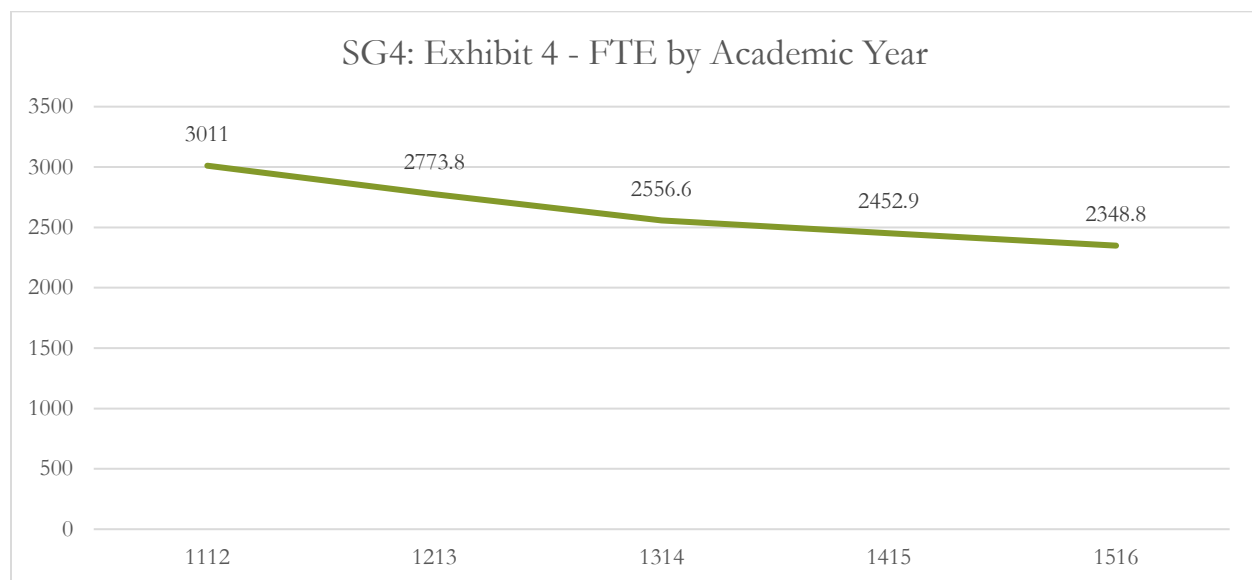
July 12, 2017



Source: Office of Institutional Research

Data Tables: Use of official tables using the end of term files that have been certified with SUNY

Strategic Plan: Operational Sustainability



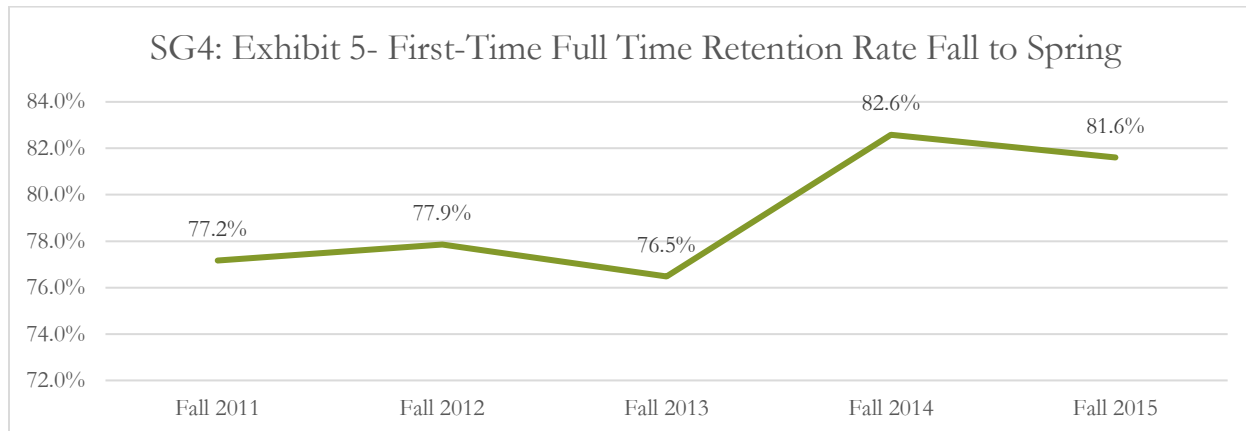
Source: Office of Institutional Research

Data Tables: Use of official tables using the end of term files that have been certified with SUNY

Strategic Plan: Operational Sustainability

Institutional Effectiveness Report Card for the 2015-2016 Academic Year

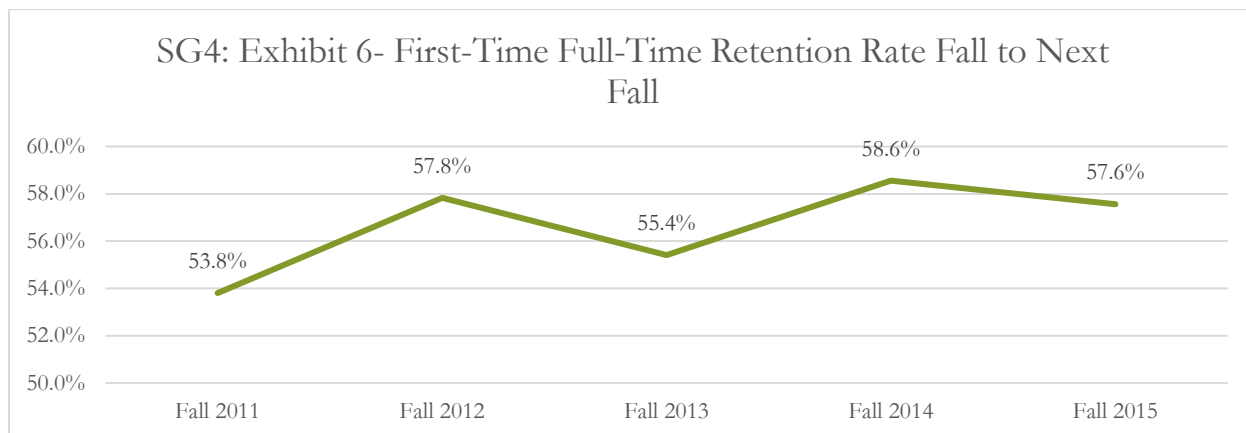
July 12, 2017



Source: Office of Institutional Research

Data Tables: Use of official tables using the end of term files that have been certified with SUNY

Strategic Plan: Operational Sustainability



Source: Office of Institutional Research

Data Tables: Use of official tables using the end of term files that have been certified with SUNY

Strategic Plan: Operational Sustainability

Institutional Effectiveness Report Card for the 2015-2016 Academic Year

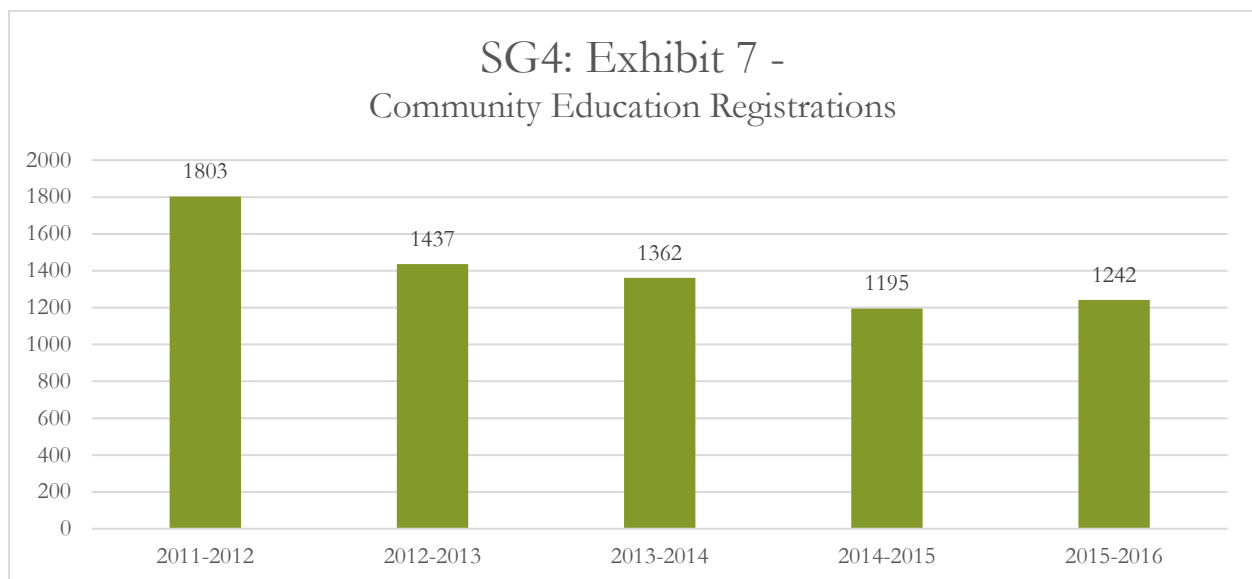
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Semester	First-Time, Full Time Headcount
Fall 2011	972
Fall 2012	849
Fall 2013	693
Fall 2014	666
Fall 2015	674

Source: Office of Community Education

Data Tables: Use of records collected and maintained by the Community Education Office

Strategic Plan: Operational Sustainability



Source: Office of Institutional Research

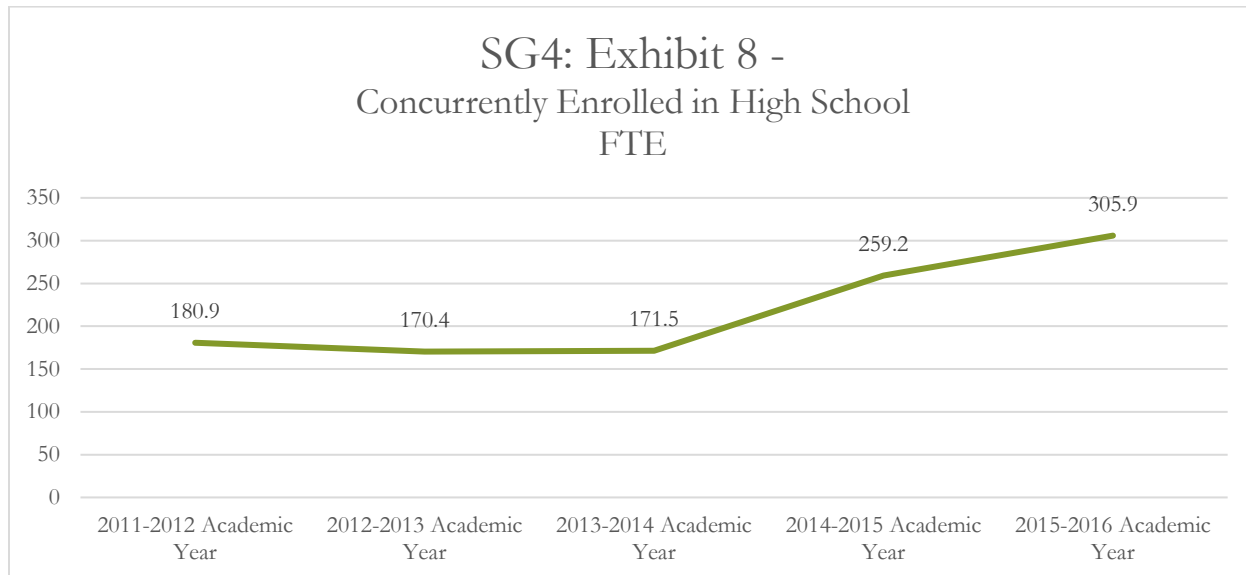
Data Tables: Use of registration history tables

Strategic Plan: Operational Sustainability

Comments: There was an approximate 4% increase in Community Education registrations over previous year in 2015-2016.

Institutional Effectiveness Report Card for the 2015-2016 Academic Year

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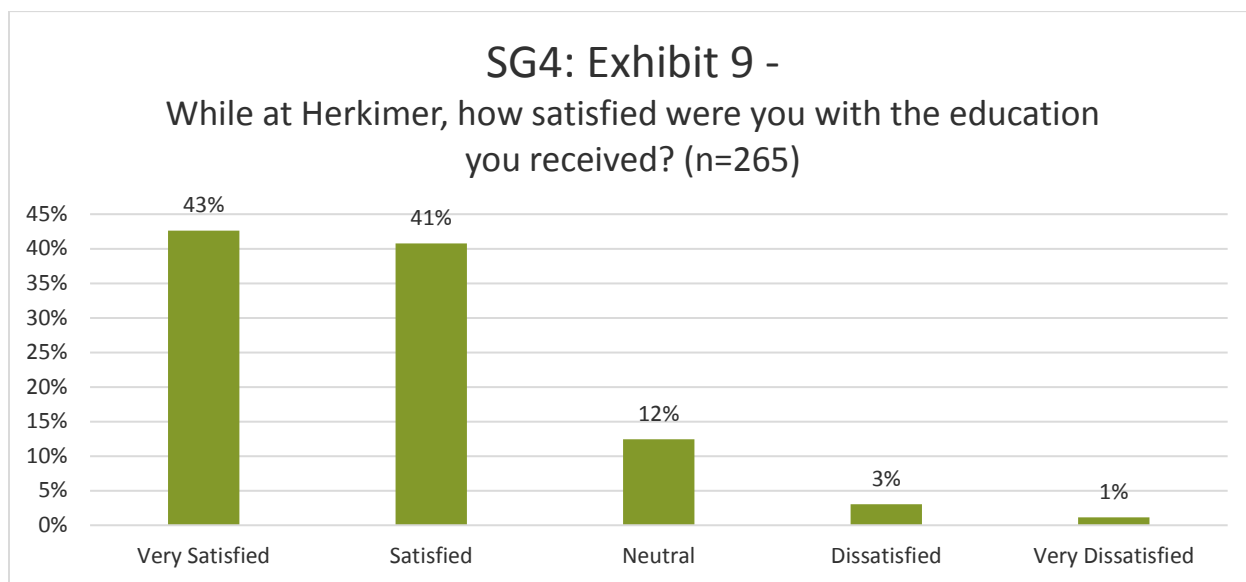


Source: Office of Institutional Research

Data Tables: Use of official data tables

Strategic Plan: Operational Sustainability

Comments: There was an increase in Concurrently Enrolled in High School student during the time when the tuition charge was at no cost to the student.



Source: Graduating Senior Survey Spring 2016

Population: All student graduating in the 1516 Academic Year

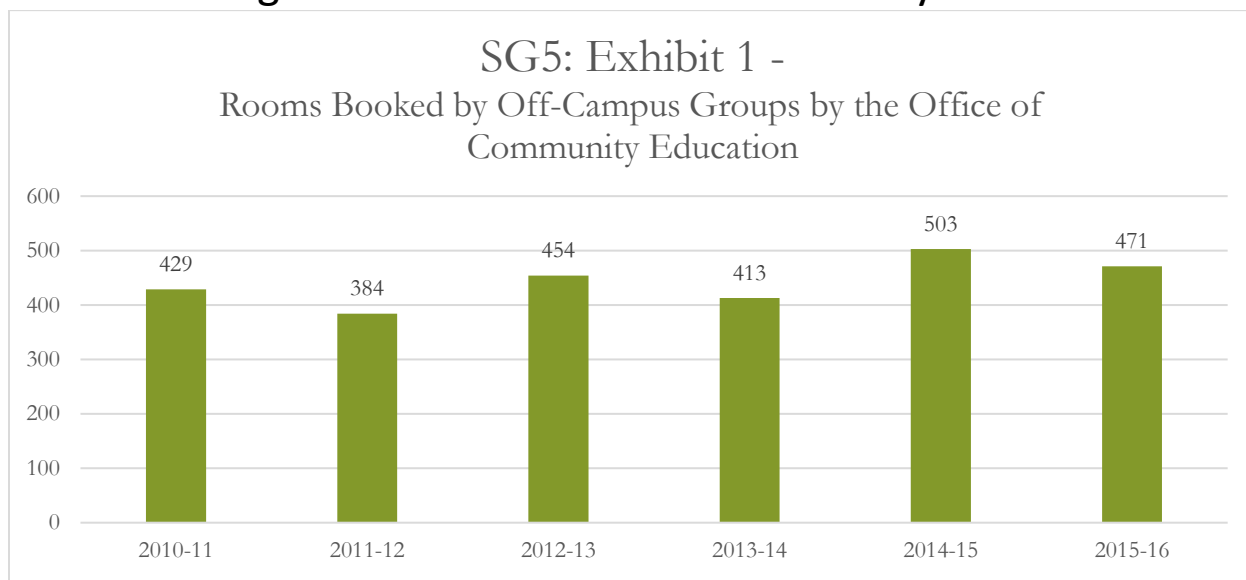
CCSSE: Academic Challenge

Premier 2-Year Experience: Value

Strategic Plan: Operational Sustainability

College Priority: Completion

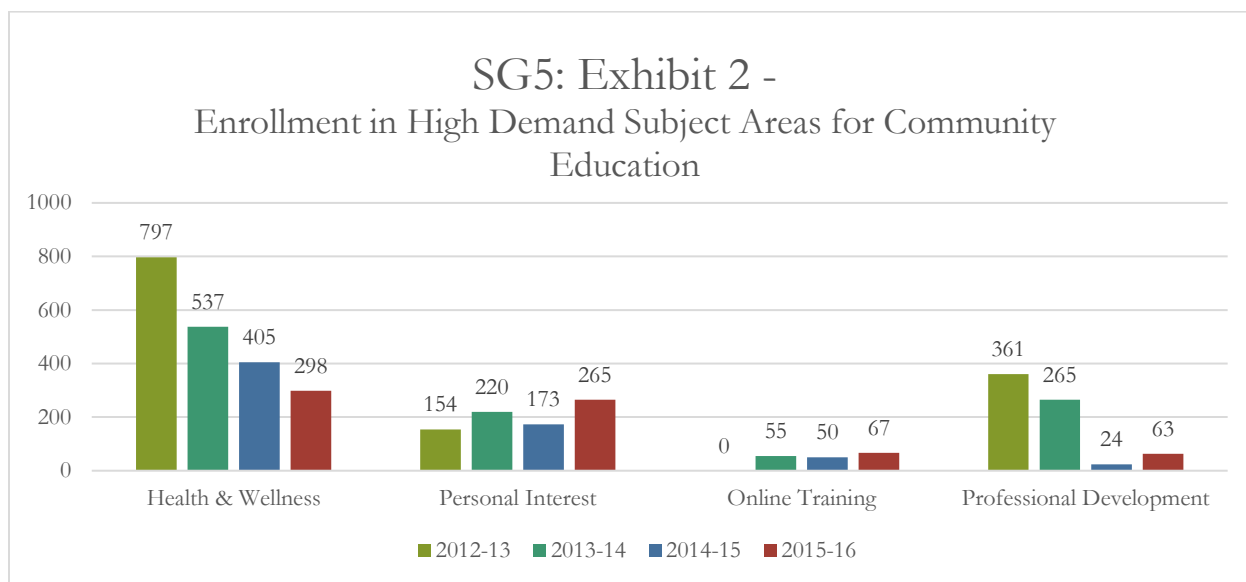
Strategic Goal 5: Outreach & Community Relations



Source: Office of Community Education

Data Tables: Use of records collected and maintained by the Community Education Office

Strategic Plan: Outreach and Community Relations



Source: Office of Community Education

Data Tables: Use of records collected and maintained by the Community Education Office

Strategic Plan: Outreach and Community Relations

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SUNY Excels Performance Improvement Plan – Excerpt

16. Civic Engagement

Civic engagement at Herkimer directly supports its mission to provide "...services in response to the needs of the local and regional communities". We define civic engagement according to our core values and measure those values in our annual reports per functional area, through tracking student clubs and activities, and through academic program activities that include community interaction, such as volunteerism and service learning.

Student clubs and organizations report back to the Student Activities Office of their civic engagement within the community. Some examples include:

- PTA Club: Food & Toiletry Drive to benefit Central NY Veteran's Outreach Program
- Children's Center: Donations to Humane Society & Trike-a-thon for St. Jude's Hospital
- CJ Club: cleaned the Village of Herkimer Mini-Park during the Fall semester
- Each athletic team is required to sponsor two community service activities each year. This past year, the athletic department was recognized by the Gram Lorraine Project for its contributions to the community. The athletic department also sends specific athletic team members to area elementary schools each year to talk about anti-bullying and sportsmanship.
- Academic programs such as, Human Services, Early Childhood Education, Physical Therapy Assistant, Criminal Justice, Communication Arts: Radio-TV, and others, require students to fulfill internships within the community as part of their academic program.