SUNY Performance Improvement Plan
For Herkimer College

Section 1:
Introduction
Herkimer County Community College, most commonly referred to as Herkimer College, has achieved strong graduation and transfer rates, ranking #1 among SUNY community colleges for graduation rates, and earning a ranking among the top 100 community colleges in the nation for student success by CNN Money in 2012. The Herkimer “Generals” athletic program has also earned national level distinction, being the top-ranked athletic program in the nation among two-year non-scholarship athletic programs for the second year. Herkimer placed first to win the 2013-14 and 2014-15 NATYCAA Cup award based on national championship competitions in both men’s and women’s sports. The College’s chapter of Phi Theta Kappa has been sending two or three members a year to the honor society’s annual International Convention for the past ten years, and it ranked fourth in the New York Region 2015 Hallmark Awards. Herkimer College places a priority on maintaining its status as an accessible institution of higher learning. Current tuition is an affordable $3,940 per year for in-state residents and $7,000 per year for out-of-state and international students. 80% of Herkimer students receive some form of financial aid. The College also offers high-quality, accredited, on-campus childcare services through its Herkimer College Children’s Center for students, faculty, staff, and community members.

Mission / Standing
Herkimer College’s mission: To serve our learners by providing high quality, accessible educational opportunities and services in response to the needs of the local and regional communities.

To fulfill this mission, the College emphasizes the following core values:

Community: To foster a collaborative campus environment that promotes civility, creativity, diversity, open communication, social responsibility, and mutual respect among students, faculty, staff, and the public.

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

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

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

As Herkimer College approaches its 50th anniversary year, it is taking stock of its history, assessing its present strengths and challenges, and plotting a course for a strong future, one characterized by even greater student success. The process of preparing our recent Periodic Review Report for MSCHE, afforded Herkimer an excellent opportunity to conduct such a self-evaluation. College leaders have identified challenges the College faces, and areas in which it can build on its strengths and successes.

Program Mix / Centers / Distinct Programs or Activities
Herkimer College offers 43 degree programs, 20 of which may be completed entirely online. The College also offers 4 certificate programs on campus and 3 certificate programs completely online. The College’s credit-bearing programs are provided through two academic divisions: the Humanities and Social Science Division (HU/SS); and the Business, Health, Science and Technology Division (BHST). Herkimer’s distinctive on-campus programs offer students award-winning and innovative opportunities in both traditional classrooms and modern laboratory facilities for science, forensics, photography, audio, video, computers, music, quality assurance for business and science, physical therapy, education, and other certificate, AAS and AS liberal arts and business programs. A full range of support services is available for students on campus and for online students through our renowned Internet Academy.
The College’s concurrent enrollment program, College Now, provides regional high school students the opportunity to earn college credit while in high school, credit that may be applied toward a Herkimer degree and transfer to a four-year college or university. College Now credits give high school students an affordable head start on their post-secondary education. Herkimer also offers a diverse assortment of non-credit courses through its Community Education Office.

Herkimer College is proposing a number of innovative features in our SUNY Expanded Investment and Performance Fund grant application for a program that will make Herkimer’s EOP unique, including:

- The integration of an early alert retention software solution – a tool that allows a “Student Success” team of faculty advisors, Completion Coaches and others the opportunity to easily monitor and interface with others on the team, in support of the progress of each individual EOP program participant;
- Positioning our program as an economic engine aligned with regional growth plans (2020)/STEM oriented business employee requirements by including shadow opportunities with local businesses as part of this program;
- “Urban Meets Rural” connections designed to support students from different backgrounds to find commonalities while exploring the Mohawk Valley’s unique opportunities;
- The integration of service and applied learning opportunities and engagement with local community members;
- The availability of “Wrap Around” Completion Coaches to mentor students from application through graduation and beyond.

Post-Graduation Success
Success of Herkimer College graduates is measured in three areas:

**Transfer:** We track students when they transfer using the National Student Clearinghouse tracking system and through our Post-Graduate Survey which is distributed one-year after graduation.

**Employment Status:** We track post-graduate employment success through our Post-Graduate Survey and through our program leaders for the programs that have specific accreditation requirements.

**Technical Skills Attainment:** We track post-graduate success through our Post-Graduate Survey and through our program leaders for the programs that have specific accreditation requirements.

**Alumni/Philanthropy**
Alumni relations at Herkimer College are handled through the Herkimer Foundation office. Currently, an Alumni Committee helps to sponsor alumni events, under the guidance of the Foundation Director. The Foundation oversees all philanthropic activity for the college. (See 2.4.11 for more details.)

**Strategic Plan / Excels Goals**
**Goal 1: Strengthen Support for Student Success**
**Goal Statement:** Promote student success through relevant programs and support services within an enriched teaching and learning environment.

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

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

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

**Goal 2: Campus Life**
**Goal Statement:** Provide a rich two-year college experience for all students
Targeted Outcome 2.1: Create a campus climate that embraces diversity, promotes intercultural exchange, and fosters collaboration and civility among faculty, staff, and students.

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

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

Targeted Outcome 2.4: Ensure the safety of the campus.

Goal 3: Institutional Culture
Goal Statement: Create a more engaged and vibrant campus community.

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

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

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

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

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

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

Goal 4: Operational Sustainability
Goal Statement: Ensure the operational sustainability of the institution.

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

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

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

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

Goal 5: Outreach & Community Relations
Goal Statement: Enhance community connections

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

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

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

Environmental Factors

Herkimer College is committed to achieving its goals by embracing the knowledge and strengths of its faculty, staff and administrators and harnessing that toward a Quality Improvement initiative across campus. Herkimer created Quality Teams in targeted planning areas. Based on the College’s core values, a standard of quality has been created as of August 2014, and is being infused into all unit operations on campus. The Quality improvement initiative supports all planning processes and is used as a foundation for measuring success at the unit level, as well as the institutional level. The Institutional Effectiveness standards are expressed in KPI’s, measured and reported annually to align with SUNY goals and expectations. (See Section 3 - Herkimer's Operational Plan in Summary of Goals and Projected Outcomes)

Investment Fund

Herkimer College has received approval of its white paper for the SUNY Expanded Investment and Performance Fund and has submitted an EOP proposal.

Section 2: Specific SUNY Excels Priority Areas and Metrics

2.1 Access
1. Full Enrollment Picture

Herkimer College is one of the largest residential community colleges in the State University of New York (SUNY) system, with an average annual enrollment of approximately 3,200 students, with more than 600 living on campus. Herkimer students come from all over New York State, as well as from thirty other states and twenty other countries. International enrollment is robust for a public two-year institution located in a highly rural region of "upstate" New York. In Fall 2014, international students comprised roughly 3% of the College’s overall enrollment. Another unique aspect of Herkimer’s student body is that, in contrast to the typical pattern at community colleges, Herkimer tends to have a higher percentage of students enrolled full-time than part-time. In addition, our student population tends to be younger with an average age of 23.3 years. The most recent figures for the College have full-time students at 57.3% of overall enrollment, compared to 42.7% of overall enrollment of part-time students.

Herkimer’s commitment to providing access to all is stated in our mission to provide “…accessible educational opportunities and services…”. Such access is delivered through: a. On-campus traditional classrooms, b. Online Internet Academy, c. College Now concurrent enrollment program.

Herkimer is continuing its pursuit of enrollment growth to serve students in a variety of delivery modes. However, particular growth in Herkimer’s Internet Academy enrollment and the College Now program have been the largest growth areas within the last five years, while on-campus enrollment has decreased. As we think about our Planned Goals for 2018-19 and 2019-20, we support SUNY’s system goal of graduates increased to 150,000 per year by 2020, by maintaining our high graduation rate through retention efforts in challenged traditional enrollment areas, while increasing recruitment efforts in untapped markets.

We are expanding our international recruitment into underrepresented countries as well as our domestic recruitment both on campus and online. Support for recruitment efforts includes developing new programs in response to the interests and needs of these new populations. The College will pursue new recruitment initiatives and partnerships with education agencies and organizations in foreign countries.

Herkimer College plans to increase its enrollment using three distinct recruitment strategies:
   1.) Employ part time recruiters in several countries to work with regional centers in student recruitment.
   2.) Bring the Admissions process to local high schools through the use of Instant Admit Days.
   3.) Recruit in surrounding contiguous states.

2. NYS Residents Served by SUNY

Herkimer strives to increase the number of New York State Residents served by our institution, by using new and defined recruitment strategies in expanded areas throughout the state. To recruit NYS students we will use several strategies. The Admissions staff will visit as many high schools as possible, and continue to participate at college fairs. We will recruit most heavily, making more on-site visits and incorporating e-recruitment techniques, in population centers such as Rochester, Albany, Syracuse, Utica, Westchester, and Binghamton. Further expansion of our recruitment in New York City may include hiring recruiters who live in the city to reduce travel time and expense. In particular, we will continue to develop our relationships with Charter schools and Regional Centers. We have identified one of our staff to spend 80% of her time recruiting New York City students.

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:
• Fashion Show with international theme
• Various Art exhibits 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.

4. Capacity
Herkimer College will continue to recruit discipline-diverse, highly qualified adjuncts to address the need for capacity in growing programs, with the goal of adding full-time faculty when critical mass necessitates. Evaluating the market demand for alternative delivery of programs will be a priority.

The Internet Academy focuses on the continuous improvement of teaching and learning in online and web-enhanced courses based on best practices. Assessments of the new and ongoing initiatives will allow us to expand programs and courses in areas that show student achievement and demand. Herkimer has been a leader in online delivery for many years. As a result of Herkimer’s participation in the Open SUNY PLUS high-needs program initiative, two degree programs, the Paralegal AAS and Quality Assurance AS (Business and Science tracks), have been modified to include additional student support, benefits and curricular modifications designed to enhance student success and completion rates.

Herkimer is engaged in developing our institutional readiness plan through Open SUNY. As part of our plan, the Internet Academy has embarked on a process to “refresh” all online courses to meet or exceed quality benchmarks over the next two years.
Further, the College reports annually on the “Cost of Curriculum”, based on direct and indirect costs, including faculty, supplies and materials, equipment, division administration, academic support, student services, general administration, general institution, and physical plant. Separate formulas are used for direct and indirect costs, then divided by the student credit hours generated by course. Academic Divisions are, therefore, course type based, rather than department based. The program cost analysis is a foundational resource for decision-making regarding courses, programs and capacity.

2.2 Completion

5. Completions

Through Degree Works audit and SUNY reverse transfer, we intend to identify students who have failed to complete a degree at Herkimer and are within a reasonable amount of credits to earn their degree. We will work with these students to either transfer credits back or finish their degree on campus or online. We will continue to propose new certificates and programs to meet the needs of emerging fields within our region as they relate to nanotechnology and related industries. The College will also review and adjust local credit requirements, such as First Year Seminar and PE, and the 30 hour residency requirements to aid student completion.

6. Student Achievement / Success (SAM)

Herkimer participates in SAM reporting and data acquisition that informs decision-making toward furthering success for our students.

In order to improve on retention, persistence, graduation, and transfer, the College will continue its efforts to improve the transition from high school to college, as all functional units in academic and student services have adopted a Quality initiative. Activities related to placement testing, bridge programs, and enhanced START (Student Testing Advising Registration and Transition) and orientation programs are a few examples.

Herkimer enhances student achievement in the component parts of retention, persistence, graduation, and transfer.

- With fall to fall retention at 56.9% (fall 2013 to fall 2014), this number is fairly consistent to the national two year average. However, we need to determine what percentage of those students who did not return actually transferred to another school and did not stop out.
- We transfer close to 65% of our students to four year Colleges, either after graduation or prior to graduation. We would like all our transfer students to complete their Associate’s degree before transferring, but many are only here for one year or one semester to increase GPA, or fulfill General Education requirements.
- Several campus programs help to improve the success rates of students who are deemed academically at-risk (between 68-74 high school GPA). The JumpStart program invites students to campus for a one day intensive training session on study skills, goal setting, and test taking skills. A specially designed JumpStart Seminar Class is taught by an Academic Coach during the fall semester.
- Additional interventions include an Academic Success Center located in student housing, to assist residential students with academic tutoring and group study. This center is open from 7pm – 1am, Monday – Sunday.
- The Office of Residence Life works with the Office of Student Leadership and Involvement to sponsor Residence Life weekend Late Night Programming in the College Center. This programming is planned and implemented by the Resident Assistant (RA) staff as a supplement to programming that is already being sponsored by the Office of Student Leadership and Involvement.
- Herkimer provides a comprehensive Athletics, Intramural, and Student Activities program, as experience demonstrates that students who make a connection and get involved with
campus activities are more likely to persist and be successful. A Student Athletic Specialist tracks athletes' attendance, grades, and classroom behavior. Presently, athletes have a higher GPA than non-athletes, and also have a higher graduation rate.

- Herkimer added an Academic Coach for all at-risk students to assist students toward persistence and program completion, as modeled by the Athletic Specialist.
- Other programs include; new student orientation programs in both fall and spring, transfer college fairs, career fairs, leadership development programs, professional development programs for work study students.

7. Graduation Rates
Herkimer’s goals and plans to increase graduation rates are served by many successful initiatives:

- As of 2015, our 3-year graduation rate (for the 2011 cohort) stands at 29.1%, compared to 19.5% nationally, among 2-year colleges. We continue to have one of the highest graduation percentages among community colleges in the SUNY system, but we are continually striving to improve.
- Students who are placed on Academic Probation are required to meet with an Academic Advisor throughout the entire time they remain on probation. Additionally, the semester following their placement on Academic Probation, their credit load is limited to 12-13 credits, and they are encouraged to re-take any courses that they had previously failed, with expectations for a higher GPA.
- Academic Advising, both by faculty and the Academic Advisement Center, supports students looking toward seamless transfer to SUNY schools.
- Increased student engagement is an indicator of student success toward graduation. All curricula at Herkimer have been reviewed for credit count, are currently or will soon be sixty-four credits or less, and align with SUNY transfer paths where applicable, which encourages students to complete in two years. We orient students and parents on Degree Works degree auditing to keep up with degree progress towards completion. Since many of our degrees can be completed entirely online, most of our students have experienced one or more online courses during their time at Herkimer. This improves graduation and time to degree. URM are being addressed by increased academic programming through our Center for Global Learning and cohorts in our Learning Communities.

8. Time to Degree
Herkimer College students complete programs within the normal time at a 10% higher rate than its comparison group, as per IPEDS data, at a 9% higher rate for 150% of normal time completion, and 5% higher for 200% of normal time completion.

Herkimer has an Academic Team that works with the proper on-campus constituents to assist students in completing their degrees in the least amount of time possible. Students take advantage of the Academic Advisement Center in addition to their faculty Advisors, who guide the students toward completion of programs within 2 years as often as possible. The use of Degree Works to monitor progress is one advantage for the students and the advisors, which assists with retention and planning for shorter completion time. Scheduling of classes is monitored and adjusted to help ensure that students will get courses when they need them to graduate on time. Under consideration are: block scheduling, various semester scheduling options in Quick classes, traditional semesters, winter mini and summer sessions. Early warning systems for counseling in both personal and academic matters also helps students to complete their degrees on time. The Academic Support Center helps students to shorten their completion time by providing tutoring and other learning support to encourage completion within 2 years.

We will be investigating our 30 credit hour residency requirement for reverse transfer completion, in order to provide students with the opportunity to complete their degrees in less time, with fewer credits at Herkimer. The Academic and Student Affairs Campus Committee, the Academic Team, and the Faculty Senate will have conversations about a finish-in-2 guarantee program with recommendations on moving forward with both of the above initiatives.
2.3 Success

9. SUNY Advantage
An applied learning task force has been created and is investigating curricula that would be best to pilot this program. Through the Center for Global Learning we have created on-campus multi-cultural experiences for all students. New programs are being developed with study abroad opportunities available in Ecotourism with Ecuador and Partners of the Americas with Colombia. The addition of academic coaches, expansion of professional subject matter tutoring, and 24/7 tutoring access for on-campus and online students is being implemented and promoted to students as critical success factors toward program completion. Through the assessment process at both course and program level, faculty will be encouraged to explore the possibility of enhancing existing programs with new experiential and/or improved applied learning activities.

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 acclimatization at the Center, through 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. A highly successful and competitive intercollegiate program 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, the College’s 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.
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).

In addition to campus-specific efforts, Herkimer students have participated in SUNY promotional videos, proudly representing Herkimer as a thriving SUNY campus. Herkimer placed first among its IPEDS cohort colleges in graduation rates with 67% of total entering students, and overall transfer out rate at 27%. Herkimer graduates students at an 11% higher rate than its IPEDS comparison group, and notes an 8% higher transfer out rate over its comparison group.

Herkimer College’s Provost is also participating in the SUNY-wide cooperative Inventory of Community College Initiatives in Access, Completion, and Success, providing best practices models that could be adopted toward offering students the SUNY advantage. Herkimer’s support of SUNY initiatives also includes: Open SUNY PLUS, COTE, SUNY Smart Tracks, Degree Works, SUNY NelNet Pilot, SUNY Award Letters to students, and SIRIS.

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**
  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 2015-2016 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 students 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.

2.4 Inquiry

11. Total Sponsored Activity
Herkimer College continues to seek opportunities to increase total sponsored activity. The college will be looking to increase federal funding by engaging in a bipartisan higher education consulting firm based in Washington, DC. The firm will provide higher education consulting in areas such as Federal grants, foundations, and institution-wide strategic projects. The firm’s team is made up of former senior Federal government professionals and former senior higher education administrators.

This process will include:
1. Complete System Organizational Analysis
2. Mapping priorities to funding sources
3. Engagement with Federal agencies
4. Program Development
5. Grant writing

Herkimer College Foundation:
The position of Executive Director of the Foundation at Herkimer College was filled in late March of 2014, ending an 18 month vacancy. Priorities at that time focused on the challenges of reaching alumni and developing their interest in giving back to the institution. Since March of 2014, the Foundation has engaged in a process of locating and connecting with its alumni, as well as hosting various alumni events, with an emphasis on educating the alumni base regarding current and future plans of the college. Since September of 2014, the Foundation has hosted three successful alumni based events with two others planned before the end of the calendar year.

Corporate giving is another area the Foundation has identified as a potential for growth. Positive strides have been made to contact and begin establishing relationships with business organizations both locally and regionally. An increase in corporate giving to the annual fund should benefit the Foundation in terms of those companies establishing a pattern of giving to the Foundation, thereby increasing our donor pool for capital campaign projects in the future.

Herkimer is consistently taking advantage of funding made available through SUNY Workforce Development Training Grants, in order to provide regional businesses with needed professional and technical skills training. Preparation of this programming involves regular communication with area businesses to identify priority areas for improvement of their employees’ job skills, and to design customized courses to address those needs areas. These trainings have consequently resulted in a number of employees’ jobs being retained, new positions being created, and improvements in the partnering businesses’ operational productivity and effectiveness. We also are able to respond quickly to immediate local needs through our close working relationships with regional grant-making organizations, such as the “Education Enhancement Mini-Grant” offered through our regional community foundation. We recently applied for that mini-grant in order to provide free monthly basic computer skills courses at the local Working Solutions Career Center for job seekers who want to improve their job skills and who previously had to travel to a neighboring county for this training.

12. Student hands-on research, entrepreneurship, etc. -- N/A
13. Scholarship, Discovery and Innovation -- N/A

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.

15. Alumni / Philanthropic Support
Current fundraising events are being enhanced and new events and opportunities for fundraising are being developed. The Foundation acknowledges that alumni giving, in particular, needs to grow and is focusing itself on the cultivation of alumni as donors. It is further acknowledged that the absence of a Foundation official to make the “ask” for a donation is a significant contributor to the lack of growth as it relates to alumni giving. (See 2.4.11)

As the College Foundation projects toward 2018-19, the goal is to increase our percentage of campus alumni giving to a full 1%, and to increase to 1.2% by 2021. The Foundation is confident that continuing the efforts mentioned earlier will bring about an increase in awareness of the college by its alumni, and greater participation from alumni in terms of annual giving.

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. Herkimer’s Athletic Department was recognized by the NJCAA, Region III in fall 2015, as the best program that conducts community service in Region III.
- 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.

17. Economic Impact

In the spring of 2010, Herkimer College partnered with Economic Modeling Specialists Inc. (EMSI), to conduct a study of the economic contributions of the College. The College is considering conducting another economic impact study in 2016-2017.

In the 2010 study, two analyses were presented: 1) investment analysis, and 2) economic growth analysis. The investment analysis captured private and public benefits that accrue to students and taxpayers in return for their educational support. Private benefits include higher income of students, while public benefits include growth in income plus an assortment of positive externalities such as improved health and lifestyle habits, reduced crime, and fewer claims for social assistance. All of these annual benefits continue and accrue into the future for as long as students are in the workforce. To determine the feasibility of the investment, the model projected benefits into the future, discounted them back to the present, and compared them to present costs. Results were displayed in the four following ways: 1) net present value, 2) rate of return, 3) benefit/cost ratio, and 4) payback period.

The economic growth analysis focuses on the role the College plays in promoting economic development by increasing consumer spending and raising the skill level of the labor force. This in turn leads to more jobs, increased business efficiency, greater availability of public investment funds, and eased tax burdens. In general, college linked income falls under the following three categories: 1) income generated by annual College operating expenditures, 2) income generated by the spending of Herkimer College students; and, 3) income generated by Herkimer College skills embodied in the workforce.
Estimating the benefits and costs of Herkimer College required the following three types of information: (1) the profile of the college and its student body, (2) the economic profile of the region and the state, and (3) statistics relating education to improved social behavior. For the purposes of this study, information on the college and its students was obtained from Herkimer College; data on the regional and state economy were drawn from public databases; and statistics on social behavior were provided by national studies and surveys.

According to the 2010 study, Herkimer College’s total impact amounts to an estimated $75 million in added income in Herkimer County annually. The accumulated credits achieved by former Herkimer College students over the previous 30 years translates to $48.9 million in added regional income each year due to the higher earnings of students and increased output of businesses. The Herkimer County economy receives approximately $26.1 million in net added income each year due to Herkimer College operations and the spending of non-local students. Taxpayers see a rate of return of 6.5% on their investment in Herkimer College. New York State benefits from improved health and reduced welfare, unemployment, and crime, saving the public around $952,900 per year.

The economic impact model used by EMSI had been field-tested to generate more than 900 studies for community, technical, and further education colleges in the US, Canada, the UK, and Australia. The Executive Summary is available here:

Section 3: Conclusion and Expected Impact on your Campus

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**

<table>
<thead>
<tr>
<th>Herkimer Strategic Plan</th>
<th>Access</th>
<th>Completion</th>
<th>Success</th>
<th>Inquiry</th>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal #1 <strong>Strengthen Support for Student Success</strong> – Promote student success through relevant programs and support services within an enriched teaching and learning environment</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Goal #2 <strong>Campus Life</strong> – provide a rich 2-year college experience for all students</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Goal #3 <strong>Institutional Culture</strong> – Create a more engaged and vibrant campus community</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Goal #4 <strong>Operational Sustainability</strong> – Ensure the operational sustainability of the institution</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Goal #5 <strong>Outreach &amp; Community Relations</strong> – Enhance community connections</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
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 they 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.

Summary of Goals and Projected Outcomes

Herkimer’s Critical Success Factors Operational Plan below summarizes the goals and outcomes as projected by the Executive Council. Strategies will be identified and input for each outcome when we are implementing the plan this semester.

### Herkimer College Critical Success Factors
**SUNY Excels**
**2015-2018 Operational Plan**

<table>
<thead>
<tr>
<th>Goal 1. Access</th>
<th>Outcomes</th>
<th>Strategies</th>
<th>Measure/Source</th>
<th>Baseline Data</th>
<th>Evidence of change/progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Total Fall Census enrollment (headcount and AAFTE) will be 3,605 and 2,714 respectively</td>
<td>•</td>
<td>Enrollment Data</td>
<td><strong>2014 Baseline:</strong> 3,259 headcount and 2,501 AAFTE Max: 4,010 &amp; 3,086 – Fall 2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Enrollment Yield will be 40.6%</td>
<td>•</td>
<td>Enrollment Data</td>
<td><strong>2013 Baseline:</strong> 42.0% Max: 42.3% - Fall 2012</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Percent NYS enrollments will be 85.9%</td>
<td>•</td>
<td>Enrollment Data</td>
<td><strong>2014 Baseline:</strong> 4.2% Max: 95.9% - Fall 00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Percent International enrollments will be 11.1%</td>
<td>•</td>
<td>Enrollment Data</td>
<td><strong>2014 Baseline:</strong> 3.4% Max: 3.4% - Fall 2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 Percent Pell Recipients will be 65.9%</td>
<td>•</td>
<td>Financial Aid</td>
<td><strong>2014 Baseline:</strong> 65.9% Max: 67.9% - Fall 2012</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 2. Completion</th>
<th>Outcomes</th>
<th>Strategies</th>
<th>Measure/Source</th>
<th>Baseline Data</th>
<th>Evidence of change/progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Fall-to-fall retention rates</td>
<td>•</td>
<td>IR Data</td>
<td><strong>Fall 2014 Baseline:</strong> 56.9%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
of First-time, Full-time in a Program Cohort will be 60.0%  

Max: 58.8% - Fall 2013  
Sector Baseline: 61.9%

2.2 Graduation rates of First-time, Full-time students (3-YR) will be 32.2%  
*  
IR Data  
Fall 2015 Baseline: 29.1%  
Max: 32.2% - Fall 2009  
Sector Baseline: 24.1%

2.3 Average Time to Degree for First-time students will be 3.1 years  
*  
IR Data  
2013-2014 Baseline: 3.30  
Least: 2.92 – 2009-2010  
Sector Baseline: 3.75

2.4 Campus Completion and Continuation Rate will be 68%  
*  
IR Data  
Fall Baseline: 64.3%  
Max: 67.8% - Fall 2012  
Sector Baseline: 56.5%

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Strategies</th>
<th>Measure/Source</th>
<th>Baseline Data</th>
</tr>
</thead>
</table>
| 2.5 Total number of degrees awarded will be 592 | * | IR Data | 2013-2014 Baseline: 613  
Certificates: 38  
Degrees: 568  
Max: 640 – 2011-2012 |

Goal 3. Success

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Strategies</th>
<th>Measure/Source</th>
<th>Baseline Data</th>
<th>Evidence of change/progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Total Faculty Headcounts will be 177</td>
<td>*</td>
<td>Human Resources</td>
<td>Fall 2013 Baseline: 154</td>
<td></td>
</tr>
</tbody>
</table>
| 3.2 Percent of Faculty that are Full-Time will be 37.9% | * | Human Resources | Fall 2013 Baseline: 42.9%  
Max: 57.3% - 2010-2011  
Sector Baseline: 28.2% |                              |
| 3.3 Student to Faculty FTE Ratio will be 30.3 | * | IR Data | Fall 2013 Baseline: 26.2  
Max: 32.7 – 2010-2011  
Sector Baseline: 23.1 |                              |
| 3.4 Total Staff Headcounts will | * | Human Resources | Fall 2013 Baseline: 166 |                              |
| 3.5 Student Default Rates (3-YR) will be 18% | • | Financial Aid Data | Fall 2011 Baseline: 18.5%  
Lowest: 14.2% - 2009  
Sector Baseline: 17.4% |
|---|---|---|---|
| 3.8 Active and Collaborative Learning | • | CCSSE Survey | 2015 Baseline: 52.7  
Top Performing: 59.4 |
| 3.9 Student Effort | • | CCSSE Survey | 2015 Baseline: 48.8  
Top Performing: 57.0 |
| 3.10 Academic Challenge | • | CCSSE Survey | 2015 Baseline: 46.4  
Top Performing: 56.6 |

**Goal 5. Engagement**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Strategies</th>
<th>Measure/Source</th>
<th>Baseline Data</th>
<th>Evidence of change/progress</th>
</tr>
</thead>
</table>
| 5.1 Funds Raised ($millions) will be $0.2 | • | Foundation Data | 2013-2014 Baseline: $0.1  
Max: $0.7 – 2011-2012 |
| 5.2 Alumni Giving Rate will be 1.0% | • | Foundation Data | 2013-2014 Baseline: $0.5  
Max: $0.7 – 2011-2012  
Sector Baseline: 0.8% |