

Student Experience

MULTI-SOURCE STUDY

Offices of Institutional Research, Institutional Effectiveness and the
Center for Student Leadership and Involvement
Spring 2021

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Executive Summary

The Student Experience study applies data collected within the past five years from a variety of sources to inform, assess and engage the campus in conversations regarding the student experience.

Demographic data provides an understanding of the students the college is serving and their primary objective for attending Herkimer College. This study utilizes sample data sets to focus on Academic Mindset, Components of Learning, Building Connections and Outcome data. The original sources contain additional data points that could provide valuable information for future conversations. A series of “Questions to Foster Opportunity” is intended to prompt critical thinking to drive further research and discussion. To adapt to the current student expectations, the results show the need to reexamine our definition of the “Premier 2-year College Experience”.

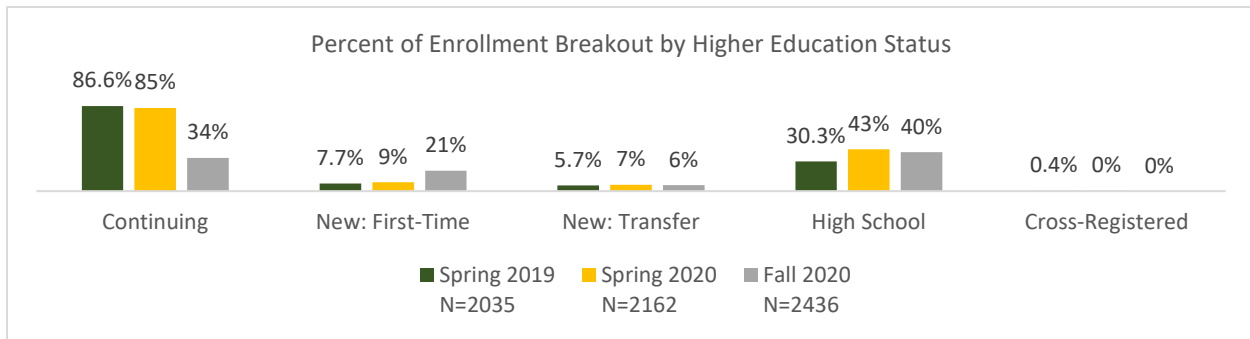
Sources

Semester	Survey Name	Initial Cohort	Respondents	Response Rate	Responses Needed
Spring 2019	Continuing Student Survey - Main Campus Matriculated students that are in the 2 nd semester or greater and not graduating in that term. Administered last 5 weeks of Spring Semester.	706	425	60%	250
Spring 2019	Continuing Student Survey - Online Only Matriculated students that are in the 2 nd semester or greater and not graduating in that term. Administered last 5 weeks of Spring Semester.	306	194	63%	171
Spring 2020	Graduating Student Survey - Main Campus Students graduating in the given term.	331	153	46.2%	179
Spring 2020	Graduating Student Survey - Online Only Students graduating in the given term.	113	92	81.4%	88
Fall 2020	Entering Student Survey New matriculated students in their first semester. Administered in the first 5 weeks.	612	144	24%	237
Fall 2020	Virtual Orientation Evaluation New matriculated students. Administered in the first week.	270	169	63%	156
		Students Enrolled	*Students Participated did not complete	*Students Completed	
Fall 2020	Online Orientation Course New matriculated students. Offered in the first month.	717	198	194	*Estimated values

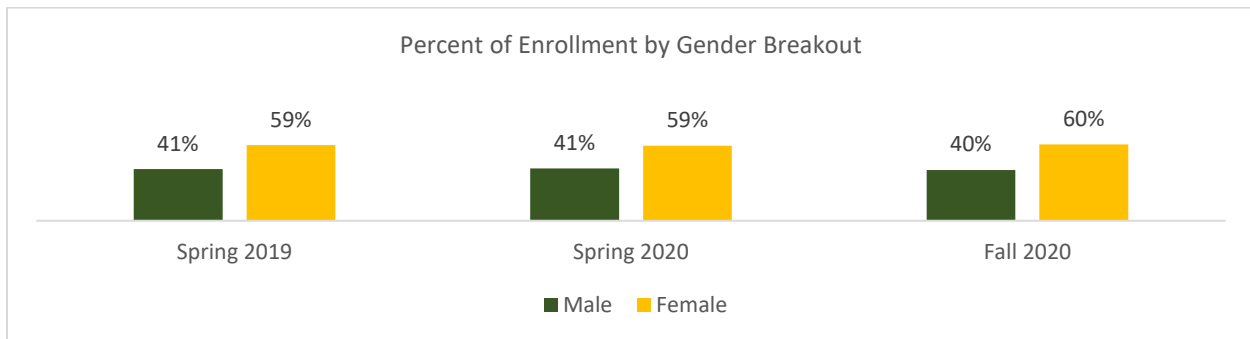
Other Sources:

- Academic Support Center
- Center for Student Leadership and Involvement
- Residential Life and Housing
- Institutional Research Data

Demographics



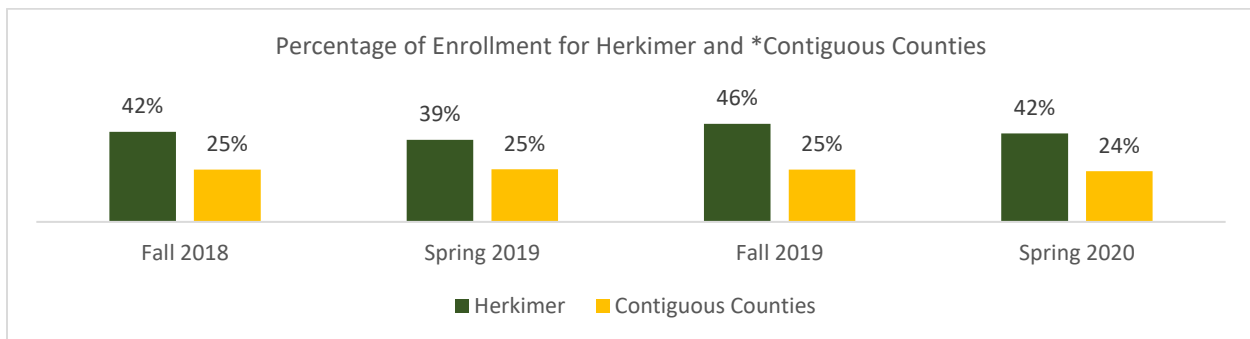
Source: Institutional Research Data: SIRIS End of Term Files for respective term



Source: Institutional Research Data: SIRIS End of Term Files for respective term

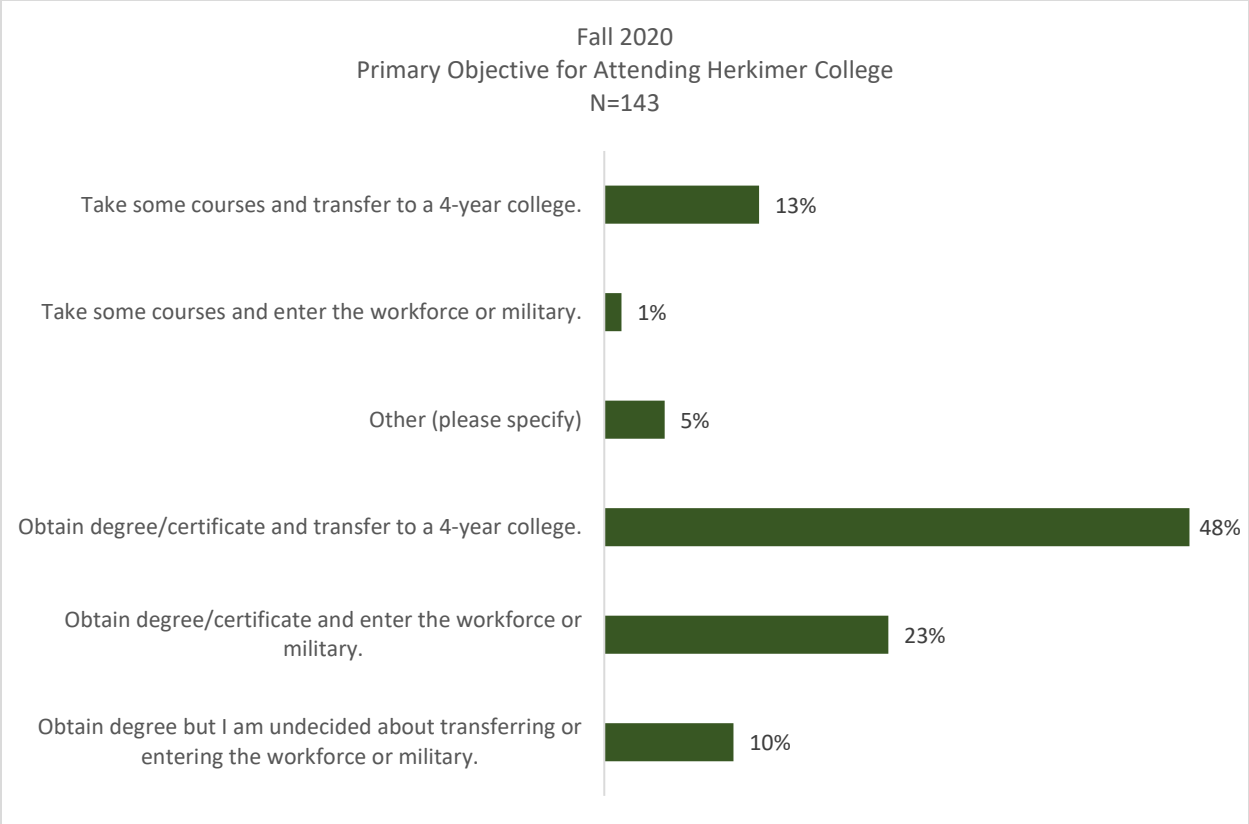
	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020
High School - College Now	27%	21%	33%	28%	37%
Herkimer Main Campus	50%	52%	44%	47%	36%
Internet Academy (online only)	20%	25%	20%	22%	23%
Prison Program 1	2%	2%	2%	2%	1%
Prison Program 2	0%	0%	0%	0%	1%
High School - PTECH	1%	0%	1%	0%	2%

Source: Institutional Research data



Source: Institutional Research Data: SIRIS End of Term Files for respective term.

*Contiguous counties: Fulton, Hamilton, Lewis, Montgomery, Oneida, Otsego and St. Lawrence



Source: Fall 2020 Entering Student Survey

Based on new student enrollment from Fall 2020 (first-time and transfer) not in the prison program: 48% matriculated into an AAS or Certificate program and 52% matriculated into an AA or AS program.

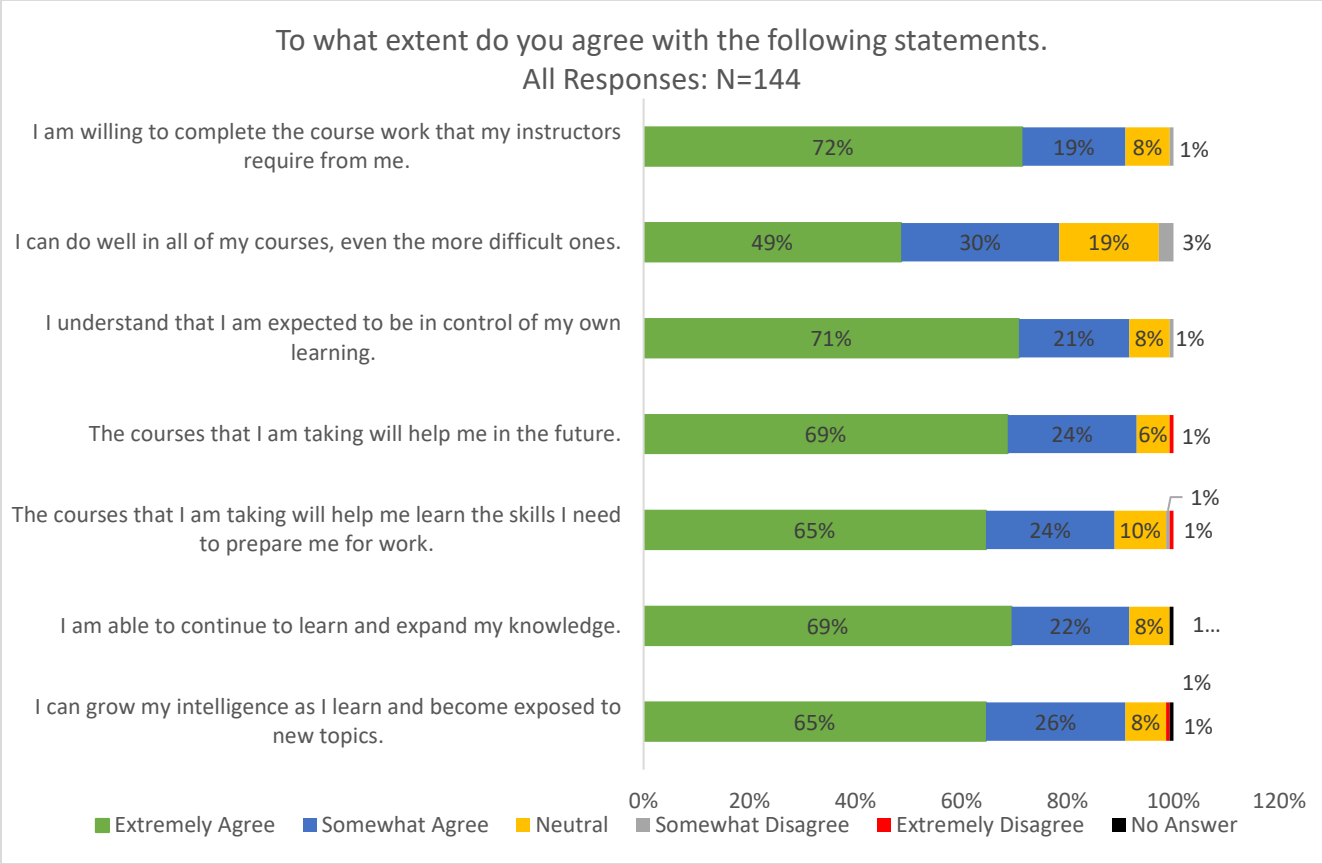
Source: Institutional Research Data: SIRIS End of Term file for Fall 2020

Academic Mindset



Source: *Online Orientation Course*

In the Online Orientation Course, students were asked: “Tell us what strengths you bring to the classroom. What strengths do you bring to the college? What are you worried about academically?” The overall theme indicates that students are confident in their abilities to complete their course work and are willing to work hard. The students expressed concerns about falling behind or missing assignments. The theme of time management was identified with both strengths and worries. This shows that the students understand the importance of managing their time, but they do not necessarily know how to accomplish this.



Source: Entering Student Survey Fall 2020

The data shows that most of the students responding have an academic mindset that could lead to academic success. There are a considerable number of students that could benefit from early intervention activities to better prepare them for their transition to college and being in control of their own learning.

Questions to Foster Opportunity:

- How can we best assist the students in acquiring skills needed to build their confidence and become academically successful?
- How can we best prepare ourselves to understand the generational needs/habits of new students?

Components of Learning

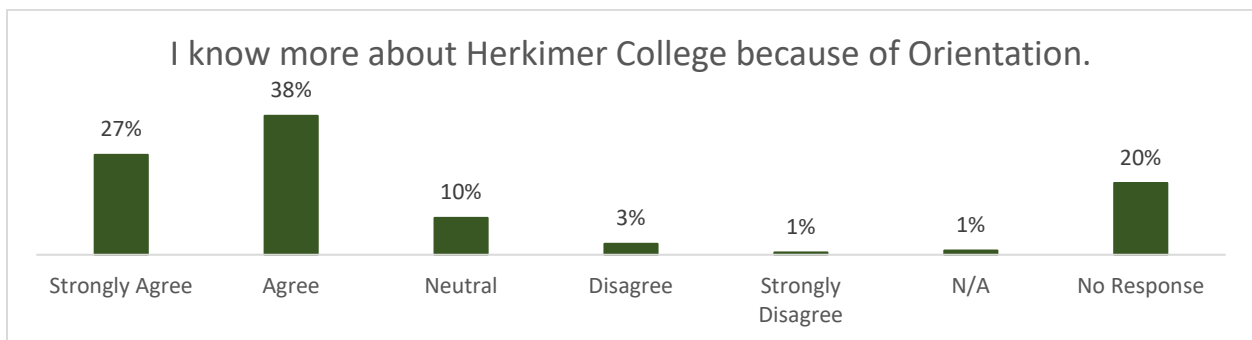
In and out of the classroom.



Source: Fall 2020 Online Orientation Course

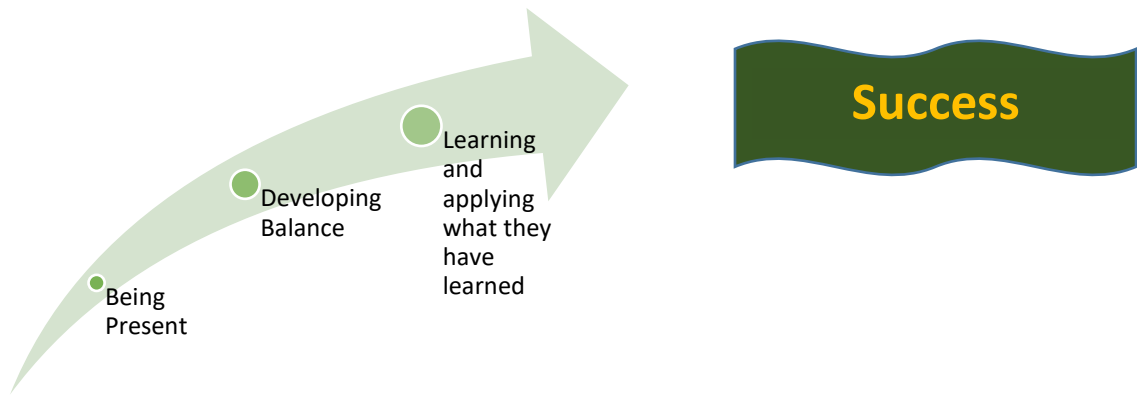
"Of all the things you learned throughout this Orientation course, what information is so important that you would share it with a friend? Why?"

Among the many responses received during the Online Orientation Course, many students indicated they have learned: the different technology that is being used/offered, how to interact with the classmates and faculty, the variety of services available to them (many expressing a high interest in the AOD policies), and the students learned about FERPA.



Source: Fall 2020: Orientation Evaluation

65% of the students Strongly Agree or Agree that they know more about Herkimer College because of Orientation.



Source: Fall 2020 Online Orientation Course

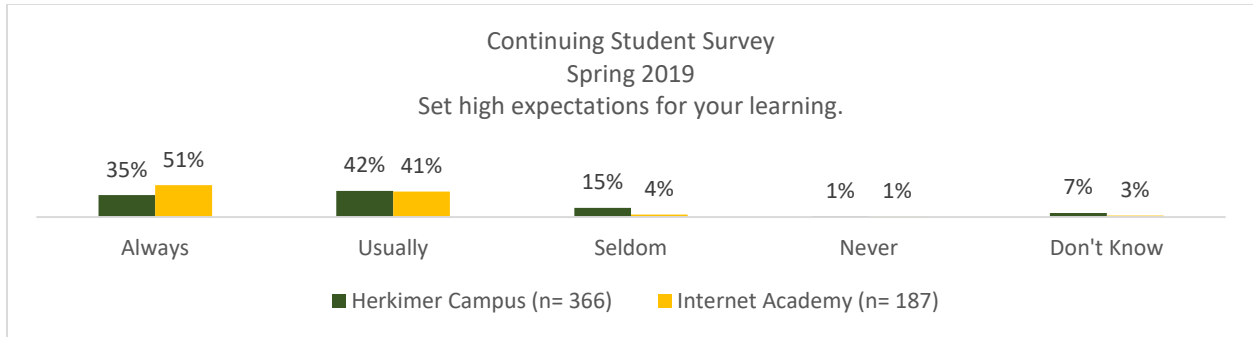
Students were asked: “What does success in the classroom mean to you?”

Classroom	Course work	Personal
<ul style="list-style-type: none"> • Going to class • Being on-time • Handing work in on-time • Paying attention • Participating in class • Interacting • Learn as much as I can 	<ul style="list-style-type: none"> • Working hard • Getting the work done • Understanding the materials • Applying what I have learned 	<ul style="list-style-type: none"> • Connecting • Balancing work, life, school • Confidence • Organized • Staying focused • Achieving Goals that I create for myself • Doing best you can do

Source: Online Orientation Course

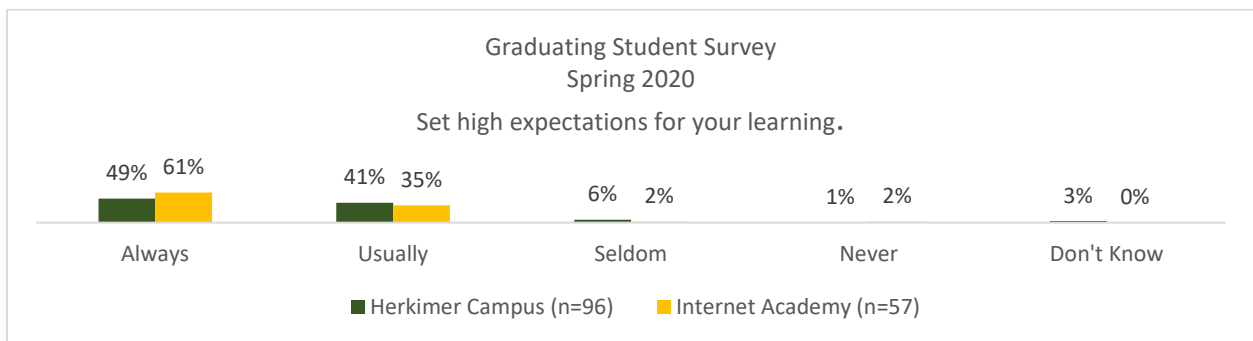
How often did your instructors:

Note: Students are given surveys that contain identical questions at different points in their academic career at Herkimer. The intentional duplication of these questions are to identify perception changes over time.



Source: Spring 2019 Continuing Student Survey

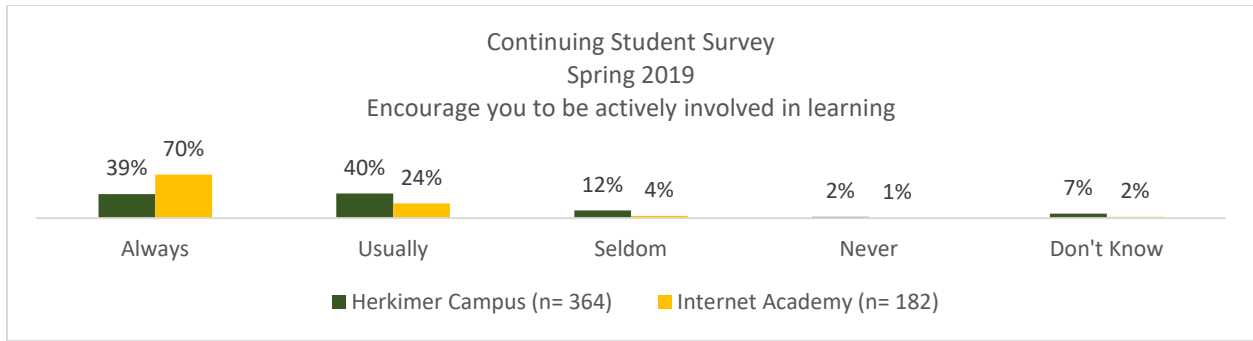
77% of the Herkimer Campus and 92% of the Internet Academy students responded Always or Usually



Source: Spring 2020 Graduating Student Survey

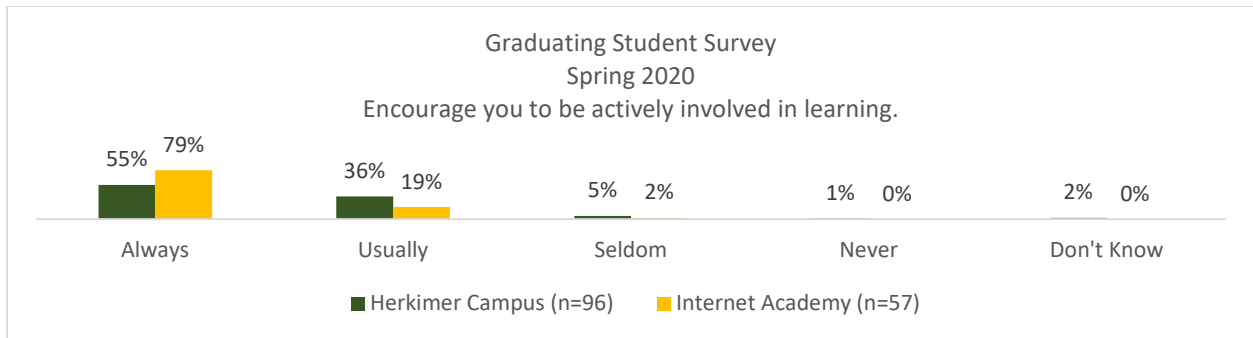
90% of the Herkimer Campus and 96% of the Internet Academy students responded Always or Usually

The expectations for the students learning may shift during their academic career as they move into more rigorous course work and course work that is specific to their discipline.



Source: Spring 2019 Continuing Student Survey

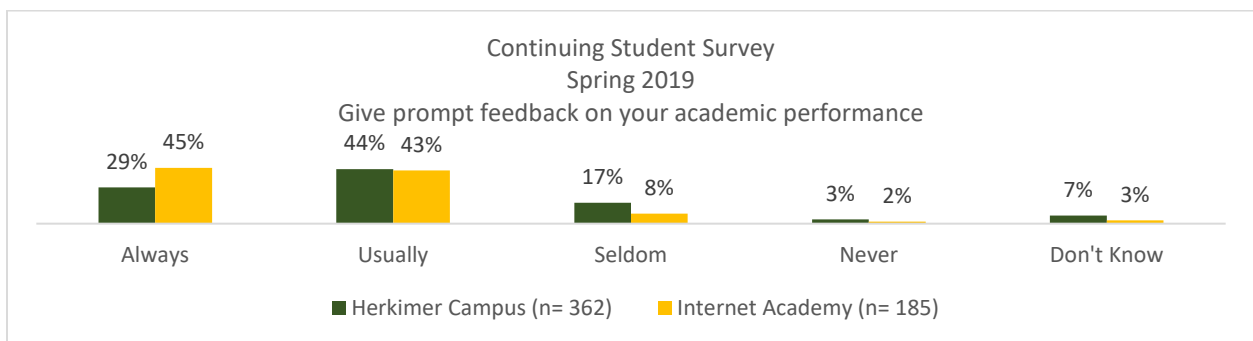
89% of the Herkimer Campus and 94% of the Internet Academy students responded Always or Usually



Source: Spring 2020 Graduating Student Survey

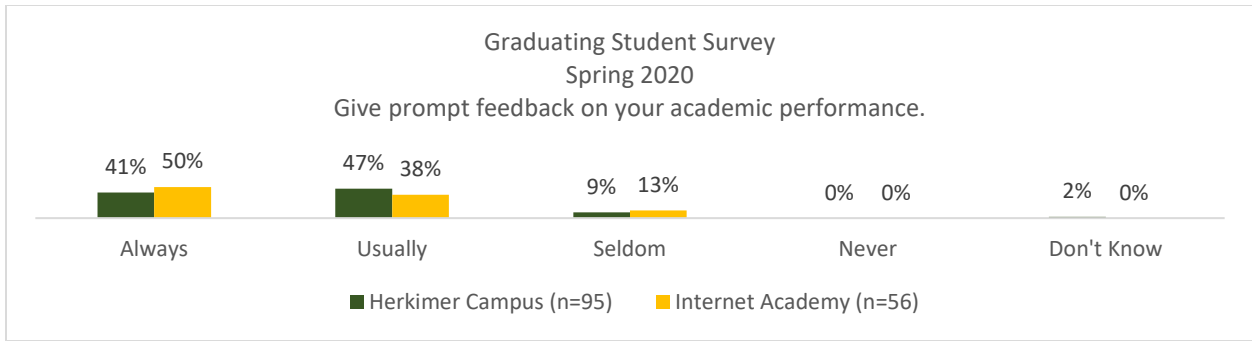
91% of the Herkimer Campus and 98% of the Internet Academy students responded Always or Usually

There is a higher expectation for independent learning for online-only students.



Source: Spring 2019 Continuing Student Survey

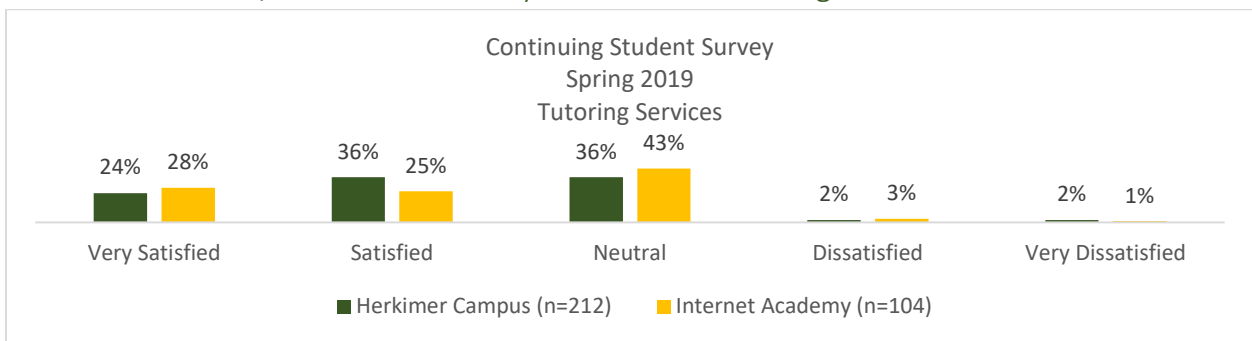
73% of the Herkimer Campus and 88% of the Internet Academy students responded Always or Usually



Source: Spring 2020 Graduating Student Survey

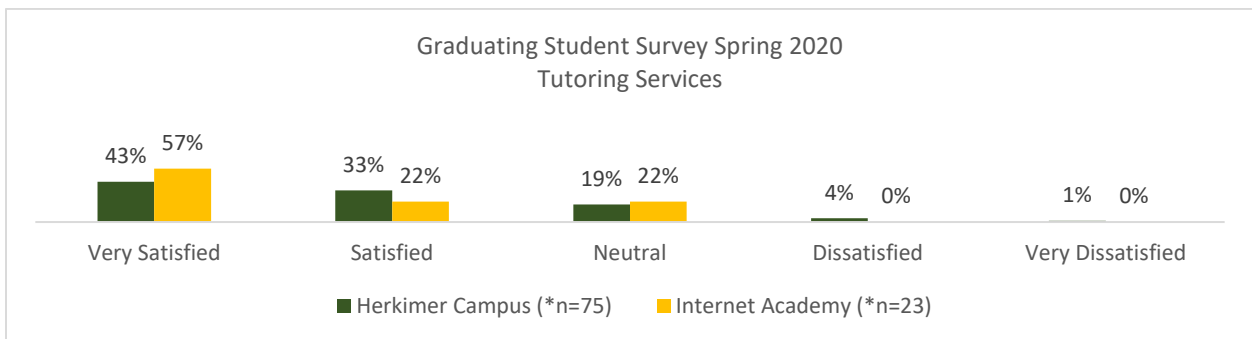
88% of the Herkimer Campus and 88% of the Internet Academy students responded Always or Usually

While at Herkimer, how satisfied are you with the following:



Source: Spring 2019 Continuing Student Survey

60% of the Herkimer Campus and 52% of the Internet Academy students responded Very Satisfied or Satisfied



Source: Spring 2020 Graduating Student Survey

76% of the Herkimer Campus and 79% of the Internet Academy students responded Very Satisfied or Satisfied

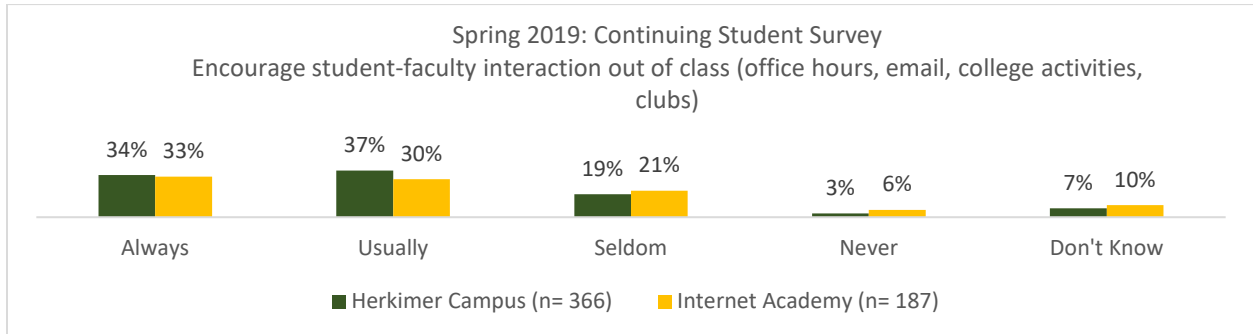
Questions to Foster Opportunity:

- Would our effectiveness increase if we create a paradigm shift of our views on the meaning of success to match what success means to the students?
 - Grades did not come out as success indicator in the Online Orientation Course; what type of feedback are the student looking for?
 - Since grades may not be as valuable to this generation, achievement may be what the students are seeking. How do we make a correlation between the value of grades and the value of achievement?
 - Recommendation: Could achievement rubric provide value to grades?
- Are we student centered in all areas of the college?

Building Connections

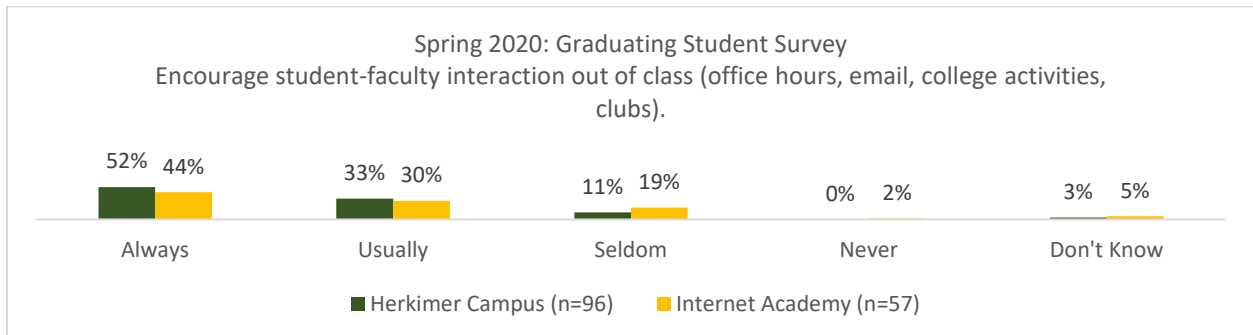
"To me success in the classroom is being able to connect with your teachers and create a good relationship. By doing this, you can feel better about asking for help or when getting feedback from them on your assignments." – Anonymous Fall 2020 incoming student Online Orientation Course

The frequency and quality of contact with faculty, staff, and other students is an important independent predictor of student persistence (Tinto, 1993).



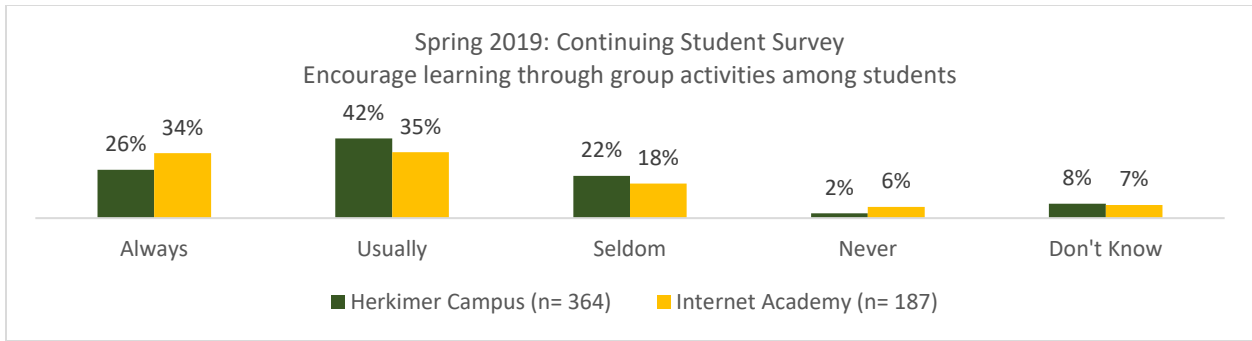
Source: Spring 2019 Continuing Student Survey

71% of the Herkimer Campus students and 66% of Internet Academy students responded Always or Usually.



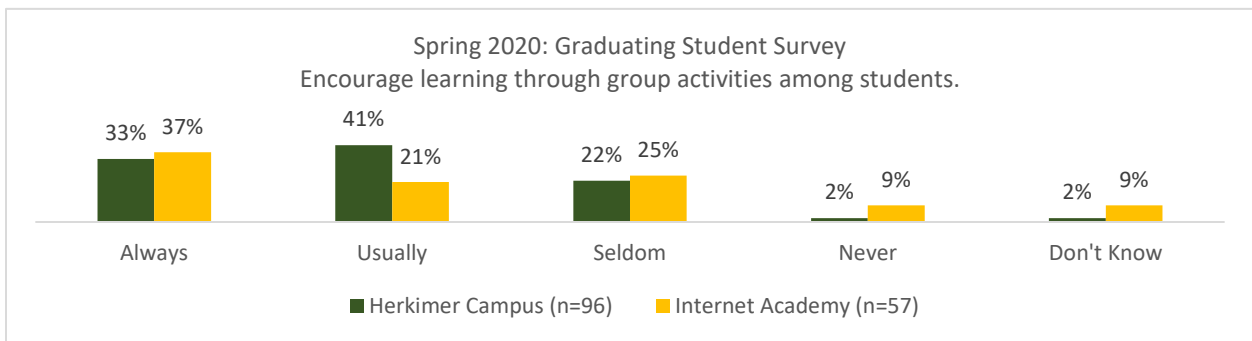
Source: Spring 2020 Graduating Student Survey

85% of the Herkimer Campus students and 74% of Internet Academy students responded Always or Usually.



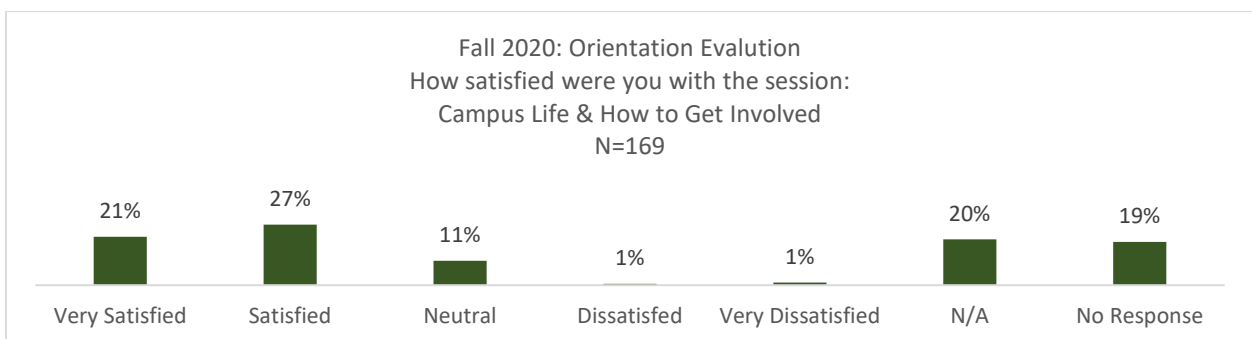
Source: Spring 2019 Continuing Student Survey

68% of the Herkimer Campus students and 69% of Internet Academy students responded Always or Usually.



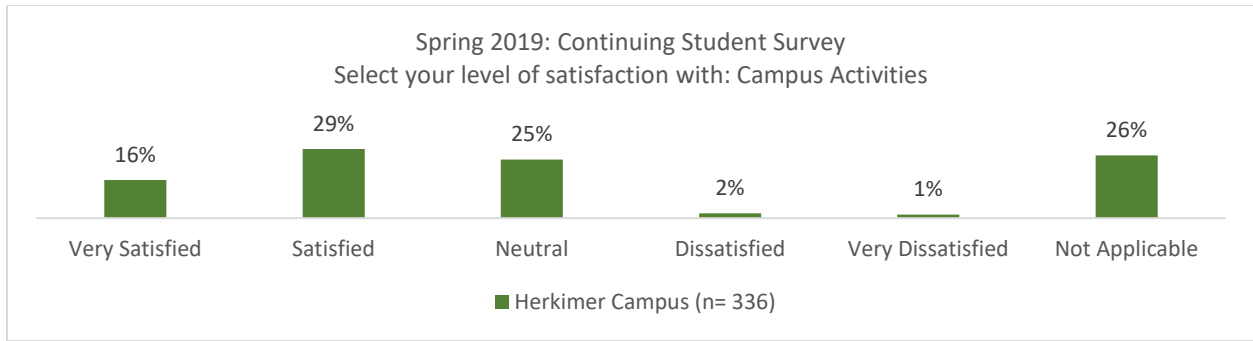
Source: Spring 2020 Graduating Student Survey

74% of the Herkimer Campus students and 58% of Internet Academy students responded Always or Usually.



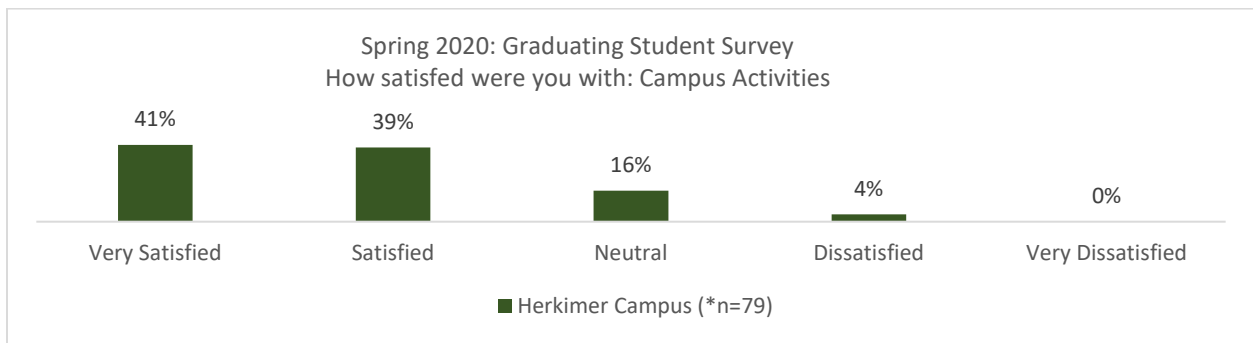
Source: Fall 2020 Virtual Orientation Evaluation

48% of the respondents were Very Satisfied or Satisfied and 39% of the students either did not respond or selected N/A



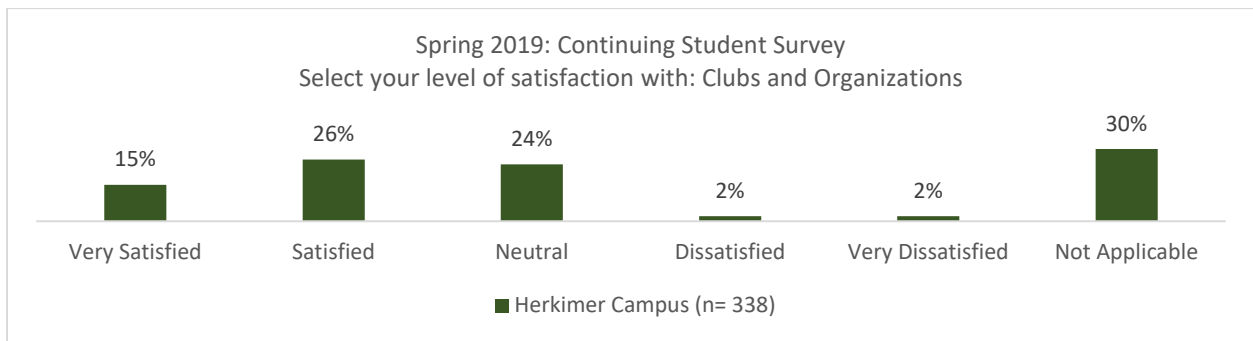
Source: Spring 2019 Continuing Student Survey

45% of the respondents were Very Satisfied or Satisfied



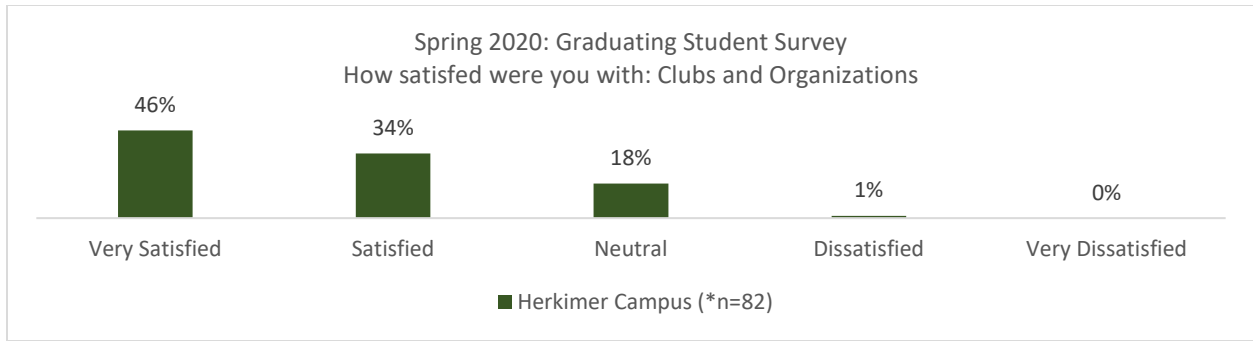
Source: Spring 2020 Graduating Student Survey

80% of the respondents were Very Satisfied or Satisfied



Source: Spring 2019 Continuing Student Survey

41% of the respondents were Very Satisfied or Satisfied



Source: Spring 2020 Graduating Student Survey

80% of the respondents were Very Satisfied or Satisfied

Tinto's (1993) early work on persistence marked the beginning of researchers' efforts to identify institutional approaches to address the challenges that students face in completing a college education. Tinto's study suggested that students remain enrolled if they become integrated within the institution on two dimensions: academic and social. Academic integration occurs when students become attached to the intellectual life of the college and develop an interest in learning. Social integration occurs when students create relationships and connections outside of the classroom. Tinto's early work on persistence led to an expansion in the ways in which researchers looked at the issue. As a result, the literature is rich in studies that examine both predictors and interventions related to student persistence (Braxton, Milem, & Sullivan, 2000; Cox, Schmitt, Bobrowski, & Graham, 2005; Hausmann, Schofield, & Woods, 2007; Kuh, Kinzie, Bridges, & Hayek, 2007; Strayhorn, 2012).

Questions to Foster Opportunity:

- What is a quality student experience?
- How we create more impactful positive connections in and out of the classroom that is seamless to the students?
- What opportunities exist and can be implemented to motivate students to improve their student experience?
- What does the student perceive as their student experience?
- How can we provide more opportunities for academic services to connect with student services to provide comprehensive experiences for our students?

Outcomes

Academic Success

"The purpose of First Year Student Seminar is to help students make a smooth transition to college as well as equip students with strategies for success that can be used throughout college and beyond. The goal is to promote academic success and personal development of all students regardless of whether they are transitioning to college directly from high school or from another college, full-time job or part time job; living on or off campus and attending full or part time." – First-year Student Experience Proposal, Vicki Brown, Katie Scanlon, January 2021

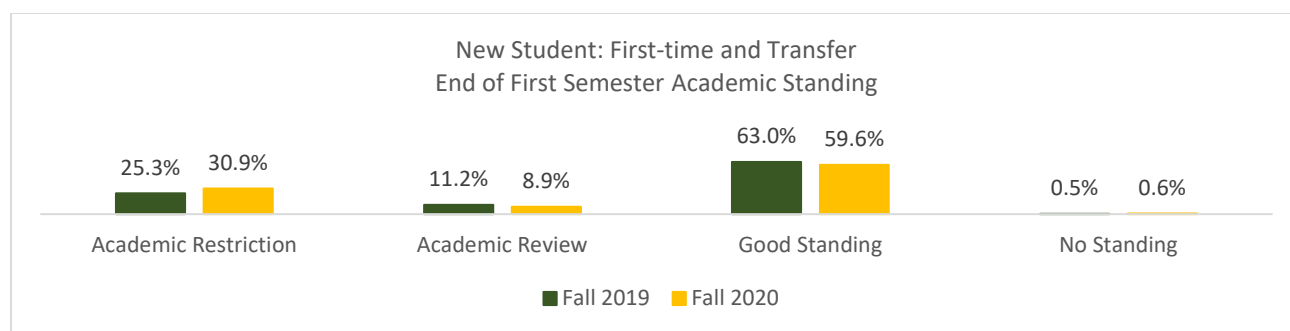
First Year Student Seminar Fall 2019

- Melt: 16%
- No Success: 40%
- Success: 44%

First Year Student Seminar Fall 2020

- Melt: 18%
- No Success: 34%
- Success: 48%

A new First-year Experience program begins Fall 2021.

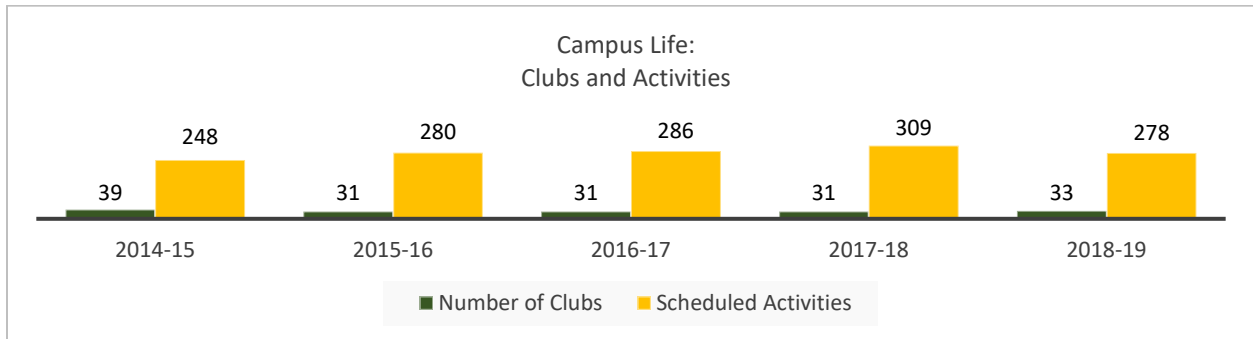


Source: Institutional Research data

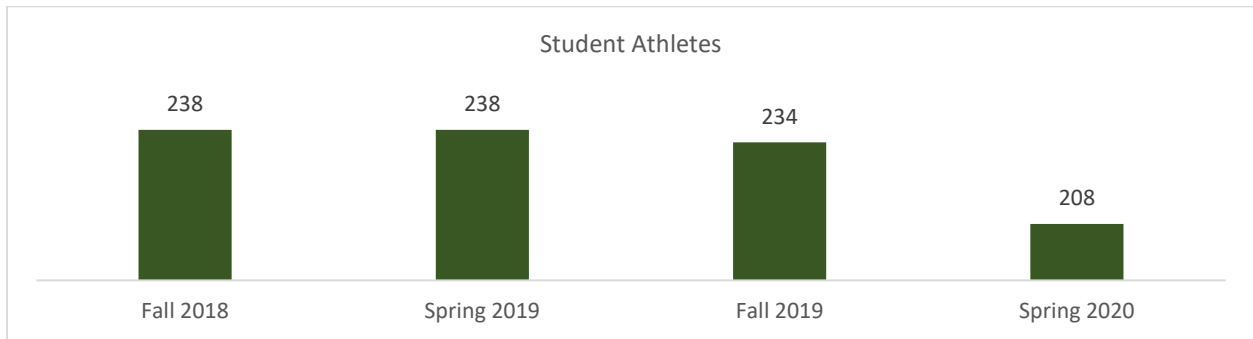
	Reporting Period	Reporting Period	Reporting Period	Reporting Period	Reporting Period	Reporting Period
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Retention Rate Time Period: Fall to Fall Source: IPEDS Fall Enrollment	56%	61%	58%	56%	56%	62%
Graduation Rate (3-year) Source: IPEDS Graduation Rate	29%	36%	35%	34%	33%	30%

Source: Institutional Research Data: Institutional Priorities 2020

Opportunities for Student Involvement

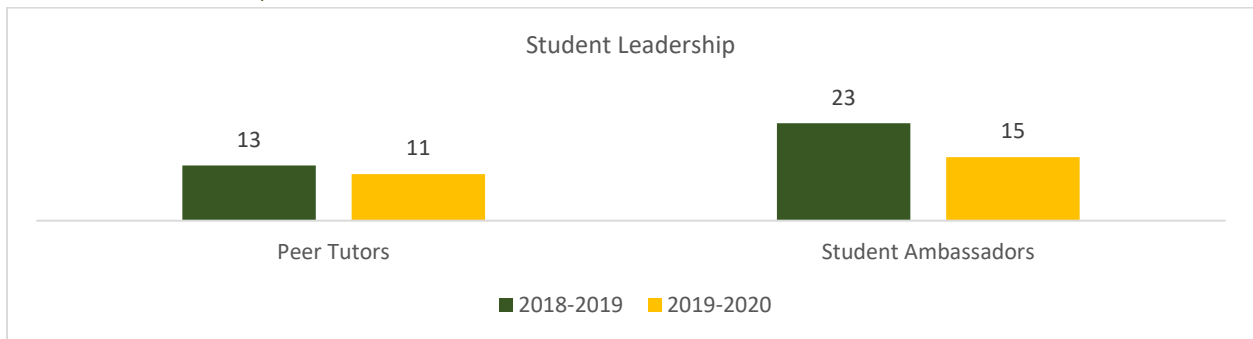


Source: Center for Student Leadership and Involvement

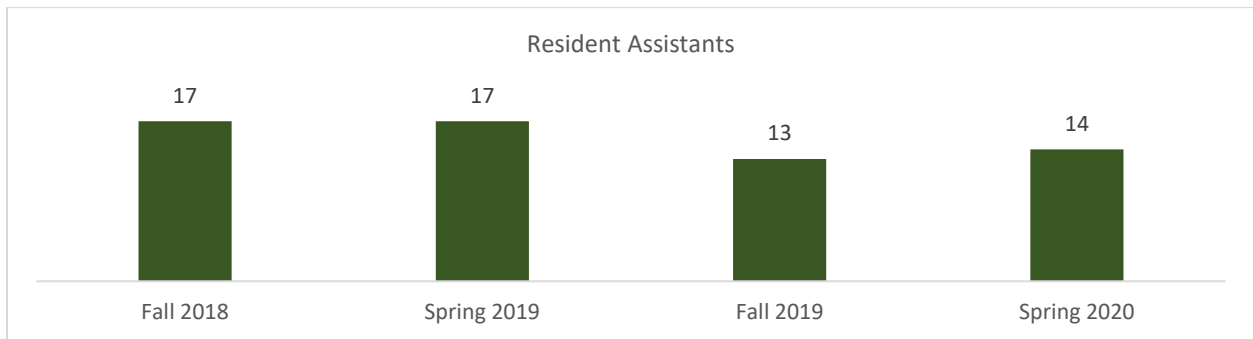


Source: Institutional Research Data

Student Leadership

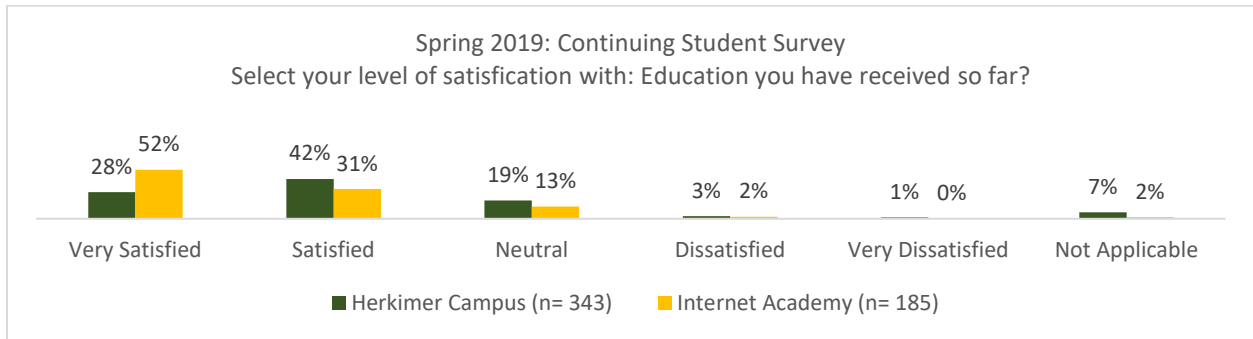


Source: Academic Support Center and Center for Student Leadership and Involvement



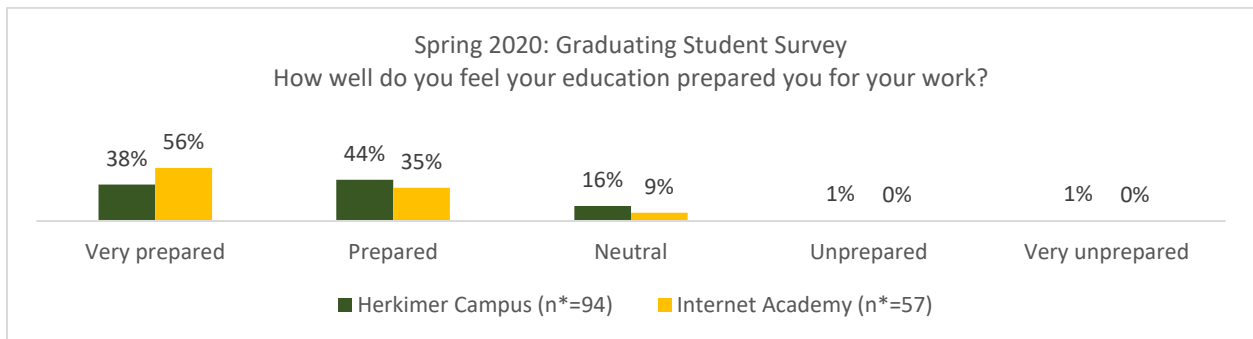
Source: Residence Life and Housing

Student Satisfaction



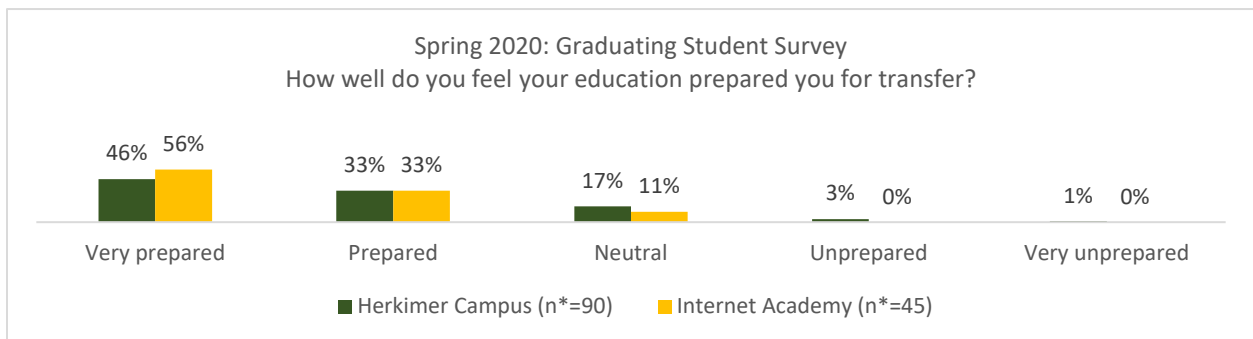
Source: Spring 2019 Continuing Student Survey

70% of the Herkimer Campus students and 83% of the Internet Academy students were either Very Satisfied or Satisfied.



Source: Spring 2020 Graduating Student Survey

82% of the Herkimer Campus students and 91% of the Internet Academy students were either Very Prepared or Prepared.



Source: Spring 2020 Graduating Student Survey (There was an N/A category that was not counted toward these percentages.)

79% of the Herkimer Campus students and 89% of the Internet Academy students were either Very Prepared or Prepared.

Questions to Foster Opportunity:

- If the student survey data is showing a high level of "neutral" responses, then we are not providing a "Premier Two-year College Experience." If we want to provide a premier two-year college experience, then what can be done to improve the student's experience? The current definition was based on a study conducted in 2016, generational changes and external influences have shifted the expectations.
- What surprised you most about the data, was there anything that you would like to have researched further?
- What in this report would you brag about?

"Success in a classroom starts with learning. Learning is the most important obligation of all, but you yourself have to be willing to learn. Although, a classroom plays an important role in students learning process. Learning basically has a process, it's an individual. The student has to, the instructors cannot do it for you. A classroom is the place where students develop what they want their future to look like as well as knowledge of skills needed to reach their goals. You also need personal space to learn those skills from other places like from the outdoor. Outdoor learning is one of the biggest parts of education, it includes environmental education, team building, leadership, and more that helps with problem solving. By having to solve a problem the student practices learning not memorizing. Education is the key because it is not only the academics and subjects you learn from books. Learning is about problem solving, collaboration, creativity, and passion. Anyway, learning is much more than that. The most important life lessons we will ever learn will be from the bad decisions we make. We learn from our mistakes and success. This is why I believe that learning comes from experimentation with life. You, not only learn from your own experiences but also the people you surround yourself with." – Anonymous from Fall 2020 incoming student Online Orientation Course

References:

This reference section lists sources of published works that were used directly or indirectly to support the theories that are relevant in the Student Experience.

Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition* (2nd. Ed.). Chicago: University of Chicago Press.

Braxton, J. M., Milem, J. F., & Sullivan, A. S. (2000). The influence of active learning on college student departure process: Towards a revision of Tinto's theory. *Journal of Higher Education*, 71, 569–590.

Cox, P. L., Schmitt, E. D., Bobrowski, P. E., & Graham, G. (2005). Enhancing the first-year experience for business students: Student retention and academic success. *Journal of Behavioral and Applied Management*, 7(1), 40.

Hausmann, L., SchoEeld, J. W., & Woods, R. (2007). Sense of belonging as a predictor of intentions to persist among African American and White first-year college students. *Research in Higher Education*, 48, 803–839.

Kuh, G. D., Kinzie, J., Bridges, B., & Hayek, J. C. (2007). *Piecing together the student success puzzle: Research, propositions, and recommendations*. San Francisco, CA: Jossey-Bass.

Strayhorn, Terrell. (2018). *College Students' Sense of Belonging*.