State of the College

2006 – 2007

Report to the Board of Trustees

December 18, 2007
Planning and Assessment Process

Over the past three years planning and assessment have steadily continued to become integral parts of the academic and administrative culture of the campus. Units have become even more proactive in using the results of their assessments to improve such things as student services, course offerings, administrative effectiveness, and student outcomes and to better plan for future growth and development.

The campus continues to work towards implementing the recommendations made by the Middle States Association Commission on Higher Education. A Periodic Review Report documenting the institution’s progress on the implementation of these recommendations will need to be filed by Hudson Valley in Spring 2009.

The final version of the Mission Review II Memorandum of Understanding with the State University of New York was submitted and approved by the Chancellor and signed by President Matonak.

During 2006-2007 work continued on the development of a strategic directions document for the campus. The Academic Senate Planning Committee conducted environmental scanning and integrated the information and suggestions provided by the focus groups during 2005-2006 and submitted a list of strategic issues to senior staff for their consideration. After this review, the final list of strategic priorities was submitted to the Board of Trustees for approval:

- **Distance Learning**
  Increase enrollment in distance learning through program/course redesign, elimination of internal barriers, and targeted marketing.

- **High School Population**
  Enhance academic opportunities for eligible high school age students to earn college credits prior to high school graduation.

- **Workforce Development**
  Enhance partnerships with employers (both private and public) to meet their workforce needs through traditional and online formats by utilizing Advisory Boards and identifying specific workforce needs.

- **Baby Boomers**
  Enhance credit and non-credit academic opportunities for Baby Boomers (individuals born between 1946 and 1964).

- **Traditional Age Students**
  Increase market share and yield of the traditional age student population.
• **Student Success**  
Enhance student success and retention through academic support services and increased engagement of students.

• **Southern Saratoga County**  
Enhance positive awareness and market penetration in southern Saratoga County.

• **Fiscal Stability and Resource Development**  
Increase operating and capital revenue sources through advocacy at local, state, and national levels, grants, and philanthropy.

• **Facilities Improvement and Accessibility**  
Secure full funding for the 2009-2013 Facilities Master Plan and the strategic technology plan.

• **Collegiality, Civility and Security**  
Create an environment conducive to service excellence, collegiality, civility, respect, and safety for all members of the college community and visitors by developing procedures, policies, and programs that demonstrate/model our accepted behaviors.

• **Highly Qualified Workforce**  
Maintain a highly qualified diverse and knowledgeable workforce by proactively recruiting, retaining, and continuously developing college employees to meet the current and future initiatives of the college.
The theme for 2006-2007 was “Daring to be Better” and the students, faculty, and staff of Hudson Valley Community College took that message to heart. During this past year a new vision statement was developed to complement the College’s mission statement and articulate its aspirations for the future:

_Deliver what the future demands. The vision of Hudson Valley Community College is to position itself to meet the demands of a rapidly transforming world. In delivering a dynamic learning environment, the college prepares those it serves to meet the obligations inherent in being responsible citizens and stewards of a global community._

Student enrollment was practically unchanged at 12,119 (a decline of less than one percent from the previous year), the number of graduates rose to 1787, an increase of 5.7% over last year’s figure.

Six new academic programs were implemented and others were developed and scheduled for implementation next year including the first ever SUNY-approved Overhead Electric Line Worker Certificate. The College in High School program continues to grow in popularity, increasing its FTE count by eight percent and adding another high school to its list of participants. Continuing Education and Summer Sessions increased summer course offerings by over five percent, resulting in an enrollment exceeding 700 FTEs. Community and Professional Education continued its pattern of growth with enrollment and revenue increasing by 11% over last year’s totals.

The new Administration Building was completed and the units occupying this new structure moved into the building in the summer of 2007. This striking addition to the campus contains seven new classrooms, a teaching art gallery, and a number of administrative, academic, and support offices. In addition, the campus did extensive landscaping improvements over the past year.

The Board of Trustees approved construction of a $15.6 million parking deck to be jointly funded by the State of New York and the Faculty Student Association of Hudson Valley Community College.

The new $199 million Facilities Master Plan 2009-2013 was completed and submitted to the Board of Trustees for its review and approval. Once approved, it moves to the Rensselaer County Legislature and SUNY System Administration for consideration.
Executive Summary

The 2006-2007 year is the second year that the planning database was used to develop this report. The framework for this section of the annual report is a table on the following page that summarizes the number of total initiatives under each goal and then reports the percent that were met, are in progress, are delayed, not met, and terminated as defined in the Annual Report Format (see appendix). Additionally, selected highlights for each goal are noted.

Observations (Refer to chart on following page)

- Of the 627 total activities planned, 76% (473) were met or are in progress and expected to be completed during the 2007-2008 year.
- Of the 13% of activities that were reported delayed, nearly all were due to circumstances outside of the control of the unit (i.e. limitations of space, funds, or external delays).
- The five percent of activities not met indicate that the initiative requires further investigation or the data was not available in time for this report.
- The seven percent that were terminated were investigated and judged to be unrealistic.
### Institutional Planning Report Summary – November 2007

<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities</th>
<th>Met</th>
<th>In Progress</th>
<th>Delayed</th>
<th>Not Met</th>
<th>Terminated</th>
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<tbody>
<tr>
<td>1 – To enhance and promote excellence in teaching and learning</td>
<td>214</td>
<td>34%</td>
<td>128</td>
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<td>2 – To develop and support a student centered collegial environment</td>
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<td>37</td>
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<tr>
<td>3 – To promote the integration of pluralism within the college community</td>
<td>54</td>
<td>9%</td>
<td>36</td>
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<td>4 – To create and sustain a technological environment that is supportive of academic and administrative needs</td>
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<td>6 – To develop and foster beneficial relationships with the community</td>
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<td>Totals</td>
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Note: Numbers may not total 100% due to rounding.
College Highlights

Goal 1

To enhance and promote excellence in teaching and learning

Goal 1: To enhance and promote excellence in teaching and learning

- Six new programs were implemented as planned: Biological Sciences A.S., Refrigeration and Air Conditioning Certificate, Heating Systems Certificate, Human services A.S., Photovoltaic Installation Certificate, Retailing option in Business-Marketing A.A.S.
- One program was revised: Dental Assisting Certificate (now online)
- Five new programs were developed for 2007 implementation: Criminal Investigation A.A.S., Gallery Management A.S., Invasive Cardiovascular Technology A.A.S., Architecture Technology A.A.S., Insurance option in Business Administration A.A.S.
- One new Certificate program designed for implementation in Spring 2008: Overhead Electric Line Worker (the first such SUNY-approved program).
- Two new programs designed for implementation in Fall 2008: Theatre Arts A.S., Alternative Fuels Certificate.
- The Chemical Dependency Counseling program received full re-approval for its Credential in Alcoholism and Substance Abuse Counselor and its Education and Training Provider Certificate was awarded for a three year term by the New York State Office of Alcoholism and Substance Abuse Services.
- A new Insurance option in the Business Administration A.A.S. program was developed with the insurance courses to be offered online.

1.1 To institute an integrated academic and administrative infrastructure that makes optimal employee support a priority

- Nineteen faculty members received the Teaching and Learning Certificate of Completion.

1.2 To support faculty with the necessary resources for professional and personal development

- Seventeen faculty members were promoted to Assistant Professor, six to Associate Professor, and four to full Professor.
- Merit Awards were received by one Department Chair and seven Non-Teaching Professionals.
- Sabbatical leave was granted to one faculty member.
- Chancellor’s Awards were given to two faculty members for Excellence in Teaching and two for Excellence in Professional Service bringing the total received by faculty and staff of the College to 97.
• The Center for Effective Teaching offered a variety of workshops designed to improve faculty pedagogy that were attended by 149 individuals and recorded over 1300 visits by faculty to its Faculty Resource Room.
• There was continued wide faculty participation in conferences, exhibits, and workshops in their fields including serving as presenters.
• College faculty had a number of articles, books, short stories, and poems published in a variety of nationally recognized professional journals and publishing houses.

1.3 To develop effective teaching and learning methods that will assist the college in adapting to changing student academic needs

• A pilot study was conducted by the Department of English, Modern Language, and English as a Second language to investigate the utility of hybrid freshman level English courses.

1.4 To increase and strengthen articulation agreements with educational institutions and affiliations with educational partnerships

• Twelve new articulation agreements were signed, a 9.1% increase over 2005-2006.
• The College in the High School Program added a new high school (Ravena-Coeymans-Selkirk) to its list of participated institutions and two more high schools agreed to offer summer programming.

1.5 To explore thoroughly all aspects of new educational delivery systems prior to implementation

• The Instructional Media Center was successful in identifying and acquiring the licensing rights to place NetAnatomy online to support the College’s Medical Imaging curriculum.

1.6 To create an academic atmosphere that encourages and supports innovation in the teaching environment

• Seven grants were awarded from the President’s Innovation Fund: The Citizen’s Academy, HVCC Reads 2007, Assessment Database for Computer Information Systems Core Courses, Graphing Calculators for the Classroom, EOC Professional Development Program, Equity Training in Higher Education, and Case Analysis Scholarship Competition.
• The online video-on-demand resource offered by the Instructional Media Center has become a significant instructional media support to the College’s academic programs.
1.7 To assess effectiveness in the teaching and learning environment

- The college completed its fourth year of institutional assessment.
- The CAAP Test in Writing has been piloted and adopted to meet the SCBA mandate in 2007-2008.

1.8 To ensure that the goals and standards of the College’s academic programs are achieved

- Ten programs underwent program review.
- The College maintained its full-time to part-time faculty contact hour ratio of 65% to 35% in 2006-2007.
- Nursing students achieved a first time pass rate on the State Boards of 91.4%, well above both the state and national pass rates for the period.

1.9 To provide and maintain a classroom environment that is conducive to teaching and learning

- Departments within the School of Engineering and Industrial Technologies are pleased to report that their commitment to safety and safety instruction has again resulted in no injuries requiring medical attention were received by any of their students during 2006-2007.
Goal 2: To develop and support a student centered collegial environment

2.1 To promote and provide friendly, informative and supportive services for students

- A new interactive personalized Web page was established for accepted students.
- The Division of Enrollment Management and Student Development moved from a “family day” to a more educative “orientation” program for students and parents.
- Summer Sessions produced over 700 FTEs for Summer 2007, more than meeting its goal of expanding summer offerings by five percent.

2.2 To develop a systematic and integrated approach to student retention and success

- Instructional Support Services and Retention has established an assessment plan for the learning disabilities area.
- Support continues to be provided to departmental labs and study centers by part-time Education Specialists and Peer Tutors from Instructional Support Services and Retention (Biology Study Center: 899 hours, Physics Study Room: 202 hours, Chemistry Study Group: 190 hours, Math Center: 84 hours).

2.3 To provide effective academic advising for all students

- 100% of the Fall 2006 and Spring 2007 Liberal Arts graduates completed seven or more of the SUNY General Education Requirements.
- Continuing Education and Summer Sessions created an organization through Blackboard to better enable them to advise non-matriculated students.
- Academic units continue to improve their advisement services through a variety of mechanisms (web pages, increased advising staff and hours, etc.).

2.4 To develop and maintain a student scheduling system that is driven by student needs

- A thorough review by the School of Business of the Business Advisement Center found the Center was doing an excellent job in ensuring that students were given appropriate and optimal schedules.
2.6 To foster and promote student responsibility and involvement in his/her education

- Students participated in departmental workshops and field trips relevant to their career fields.
- The Computer Information Systems program established five new internship sites, two of which merit special note (New York State Department of Taxation and Finance and Map Info).
Goal 3: To promote the integration of pluralism within the College community

- The Department of Teacher Preparation and Early Childhood implemented a three course sequence of diversity courses: ECCE 101-Diversity in Education, ECCE 102-Culturally Responsive Teaching, ECCE 103-Building Partnerships with Diverse Families.

3.1 To develop and promote institutional programs and processes that embrace diversity

- The number of workshops offered through the National Coalition Building Institute (NCBI) increased from eight to ten. Total attendance, however, declined slightly from 2005-2006 (down 5.8%). Brochures and posters continue to be the most effective marketing strategy for this program.
- The College hosted the President’s NCBI Awards Recognition Reception, the first and only institution within the NCBI organization to do so.

3.2 To promote affirmative action and equal employment opportunities to increase the number of faculty and staff members from under-represented groups

- Minority applications for faculty and staff members overall were down 18% from 2005-2006. The percentage of minority full-time faculty decreased to 4.9% (one person).
- The College continues to monitor and demonstrate success in achieving its articulated goals. Over the past year the College increased its total faculty minority hires over last year by 67%.

3.3 To increase the recruitment, retention, success, and transfer of students from under-represented groups

- Minority enrollment for 2006-2007 was at 13.5%, unchanged from the final figure for 2005-2006. This number continues to compare favorably with the 11.2% figure for the Capital Region.
- Of those students from under-represented groups who attended the Multicultural Orientation Program, 67% completed the registration process. Survey respondents rated this program very highly with 97% indicating that it convinced them that Hudson Valley Community College was a good choice for their education.
- Of those students in the College Academic Support Program (CASP) who received tutoring in mathematics, 57% successfully completed their mathematics courses in Fall 2006 and 79% in Spring 2007.
College Highlights
Goal 4
To create and sustain a technological environment that is supportive of academic and administrative needs

Goal 4: To create and sustain a technological environment that is supportive of academic and administrative needs

4.1 To provide for continuous review and upgrading of technology as it serves academic and administrative applications

- Based on the EDUCASE Core Data Services Survey of a peer group of 17 similarly-sized associate degree granting public institutions, the College:
  - Exceeded the mean peer group responses in the Wired Internet connections, Wireless Internet connectivity, LCD projects, computers, Smart boards, Document projectors/systems/cameras and Other categories
  - Exceeded the mean peer group response for number of hours per week a public help desk service is provided
  - Exceeded the median peer groups funding for Instructional Technology organization when centralized and decentralized funding are combined.
- The School of Engineering and Industrial Technologies added 10 new computers in Williams to enhance its courses Systems Design I and Systems Design II.
- Smart Room technology has been installed in Williams 104 and 106.
- Citrix Thin Client architecture was successfully launched providing distance learning students with access to the College’s academic software.
- Instructional Technology Services upgraded 33 campus classrooms to IRC A level (fully functioning multimedia rooms) and one classroom to IRC B level (computer classroom with projector).

4.2 To promote computer competence for students, faculty, and staff

- The Center for Effective Teaching conducted 27 technology workshops as well as a variety of classes and workshops on distance learning. The Center also instituted a Mentors on the Move initiative to provide assistance to faculty unable to get to their Faculty Resource Room.

4.3 To maintain an administrative database that is useful, integrated, and user friendly

- The Scheduling Office purchased and implemented new final examination scheduling software which was used with great success in Fall 2006 and Spring 2007.
4.4 To provide a supportive environment for the development and implementation of distance learning opportunities

- New online courses for the New York State School Boards Association, the Justice Court System, and the Office of the State Comptroller were developed by the Distance Learning Center.
- As of Fall 2007, the highly popular INDS 100, *Career Planning and Decision Making*, will be offered as a distance learning class. An online version of MATH 210, *Calculus III*, also will be offered.
- New distance learning sections of ENGL 101, ENGL 102, ENGL 104, ENGL 120, and ENGL 206 have been added to the department’s course offerings.
College Highlights
Goal 5
To maintain and improve administrative services

Goal 5: To maintain and improve administrative services

5.1 To develop and maintain an integrated institutional planning process

- The strategic planning process was completed in Spring 2007 and resulted in the identification of 11 strategic priorities: Distance Learning, High School Population; Workforce Development; Baby Boomers; Traditional Age Students; Student Success; Southern Saratoga County; Fiscal Stability and Resource Development; Facilities Improvement and Accessibility; Collegiality, Civility and Security; and Highly Qualified Workforce.

5.2 To regularly assess the effectiveness of all areas under administration

- All units of the College now submit annual assessment reports evaluating student outcomes and/or services provided.

5.3 To promote communication, cooperation, and shared decision making among administrative and academic departments

- Input was sought from the campus community for both the College’s Strategic Priorities and the Facilities Master Plan 2009-2013.
- A number of enrollment management forums were held during 2006-2007 to provide faculty and staff with the opportunity to share their views and suggestions regarding this issue.

5.5 To support the staff with the necessary resources for professional and personal development

- Individual Studies and Liberal Arts has been provided with its own separate office space in the Siek Campus Center, making available three offices for adjunct instructors and part-time advisors.

5.6 To implement a non-adversarial and collaborative approach to the bargaining process

- A four year successor agreement with the Non-Instructional Employees Union (NIEU) was completed.
- Negotiations have begun with the Hudson Valley Community College Department Chairpersons Association, the Educational Opportunity Center Alliance, and the Hudson Valley Community Faculty Association.
5.7 To provide a clean, safe, and accessible environment which meets the needs of students, faculty, and staff

- The newly renovated Siek Student Center was occupied and the space issues confronting Financial Aid, CASP, Nursing, ID Photo, and the Radio Club were addressed.
- A major renovation of the Chemistry labs was completed, replacing all the chemical fume hoods in the laboratories in the Amstuz Building.
- Construction of the new Administration Building was completed and affected units moved to their new locations Summer 2007. As well as containing administrative offices, this new space includes seven classrooms with full multimedia capabilities and the Teaching Gallery.
- The 2009-2013 Facilities Master Plan was approved by the Board of Trustees and sent forward for consideration by the Rensselaer County Legislature and State University of New York System Administration.
- A study examining the feasibility of student housing was commissioned by the College’s Faculty Student Association with the final report to be presented to the campus community in Fall 2007.

5.8 To promote fiscal responsibility and accountability

- Tuition was held constant and the College maintained its ranking below the average for cost of SUNY community colleges.
- The college maintains its below average standing in terms of cost per FTE.
- A reserve fund of five percent of the operating budget was maintained.
- The annual budget was approved by Rensselaer County with no increase in the sponsor contribution.
- During the 2006-2007 year, the College through the budget process allocated $1.5 million to a designated fund balance account to offset its liability for termination benefits.
Goal 6: To develop and foster beneficial relationships with the community

6.1 To enrich and increase administrative and academic partnerships with businesses and the community

- The College in the High School Program increased its headcounts by six percent and its FTEs by eight percent in 2006-2007. The number of course offerings through this program increased to 287 (an increase of one percent from 2005-2006).
- Hudson Valley Community College has developed a partnership with Johnson Controls (the only school in the entire Northeast to have this formal affiliation) for the purposes of student jobs, sharing expertise, and the procurement of donated equipment.
- The Health Institute of the Department of Physical Education Studies has successfully completed three semesters of weight loss and fitness instruction for participants from the local community.
- The Computer Information Systems program established itself as a partner in the University at Albany’s Center for Information Forensics and Assurance initiative.

6.2 To promote and support the Office of Workforce Development, the Foundation, the Office of Planning and Research, and the Office of Community and Professional Education and the Office of Continuing Education and Summer Sessions as generators of external revenue

- The Office of Community and Professional Education saw an increase of 11% in its course enrollments and tuition revenue for the year.
- The Workforce Development Institute provided entry level photovoltaic installation courses leading to NABCEP certification and expanded the NYSERDA contract consisting of Learning Centers under Center for Energy Efficiency and Building Sciences at Erie Community College, Broome Community College, Bronx Community College, and OCM BOCES.
- The Workforce Development Institute also conducted a number of one day professional development seminars funded by a SUNY grant in concert with the Center for Economic Growth to assist manufacturers and other businesses with workforce training.
6.3 To develop a comprehensive enrollment management system to achieve and maintain effective recruitment, and retention of students

- A communications plan directed to high school seniors and their parents was developed and implemented by Instructional Support Services and Retention.
- An Enrollment Initiative Fund was established to assist with departmental recruitment and retention initiatives.

6.4 To promote the maximum achievable graduation rate for students

- More than $285,000 was disbursed by the Hudson Valley Community College Foundation in scholarship aid to students.
- A scholarship was awarded to a student in the Medical Imaging Department by the American Society of Echocardiography Education and Research Foundation.

6.5 To promote the image of Hudson Valley Community College as an exemplary educational institution through an institution-wide marketing focus, that highlights the merits of all programs

- In the fall of 2006, Cognitive Marketing of Rochester worked with the campus community and embarked upon a comprehensive brand identity study (the Market Voice process)
- Based on the study’s findings, the College’s brand identity was determined and a comprehensive marketing campaign (TV, radio, print and online) was developed for implementation in Fall 2007.
- A new suite of Admission’s marketing materials was developed to reflect the college’s brand identity.
- “Hudson Valley 101,” a seminar for parents and accepted students, was launched to provide information regarding academic programs and assist with enrollment.
- The College continues to be a leader in National Coalition Building Institute training in and beyond the Capital Region, working with 20 school districts, 10 colleges and universities, state agencies, and community organizations.

6.6 To promote a spirit of community service among students, faculty, and staff

- The Athletics Department was active in a community cleanup of Burden Pond in Troy.
- The Hudson Valley baseball team conducted a mini sports clinic at Rensselaer Middle/High School.
- Students and faculty of the Electrical Construction and Maintenance Department provided the expertise and manpower to completely wire the newly constructed house for a low income family as part of Youthbuild of Troy.
- The faculty and students of the Construction Department helped to build two Habitat for Humanity homes in Schenectady.
6.7 To serve as a cultural resource for internal and external communities through both curricular and non-curricular programs and activities

- The ESL advisor in the English, Modern Language, and ESL Department continues to promote ESL course offerings through brochures, Campus Chronicle, classroom visits, and communication with community organizations.
- The Hudson Valley Community College Cultural Affairs program presented 19 events. Issues of social and cultural significance were addressed through film, lecture, theatre, dance and music. Fall of 2006 marked the reopening of the Maureen Stapleton Theatre, which allowed the production of larger scale, multimedia events.
- Attendance increased at Cultural Affairs events, indicating that promotional and outreach efforts aimed at increasing awareness of the Cultural Affairs program were successful.

6.8 To cultivate relationships with external funding sources and actively pursue financial support for programming, goods and services not supported by the College budget

- The institution’s gift income for 2006-2007, as reported to the annual Council for Aid to Education survey, was $912,672.
- The Foundation registered its most successful Annual Fund year ever, raising $267,000 in unrestricted gifts, a 14% increase over last year. This includes $64,000 from the Foundation’s most successful golf outing in college history.
- Nearly $210,000 was raised to create a new endowment to benefit the Dental Hygiene program.
- The Foundation supported many college initiatives in 2006-07, including $133,000 in 166 student scholarships, $71,624 in non-scholarship restricted fund initiatives, $94,000 in initiatives funded from unrestricted giving, and $152,848 in non-monetary gifts to the college.
- The “Promise of Our Region” campaign reached nearly $1.6 million in cash and pledges. In 2006-07, the campaign was in a “quiet” internal phase. A feasibility study was conducted and President Matonak made dozens of “executive awareness” visits with external prospective donors and some key volunteer leadership slots, including honorary chairman, were filled in 2006-07. At the same time, the push for gift commitments from internal constituencies took place in 2006-07. Both the Foundation Board of Directors and the Board of Trustees reached 100 percent participation in the campaign, and the employee division of the campaign reached close to 50% in 2006-07.
- A Director of Grants was hired and a centralized process was put in place to pursue and seek grant funding.
- The Foundation successfully funded a new $100,000 clock tower on campus and led efforts to name the clock tower after Dr. Frank J. Morgan Jr.
- Five individuals were inducted into the Heritage Society, a group that recognizes individuals who have pledged deferred gifts to the Foundation.
- Eleven new funds were established at the Foundation in 2006-07, including several new scholarship funds and departmental program funds to support Building Technology Systems; Construction Technology; History, Philosophy and Social Sciences; and Individual Studies and Liberal Arts.
• The College successfully pursued $13 million in state funding for TEC-SMART, a facility to train workers in the semiconductor manufacturing and alternative energy fields.
• The College was one of three community college selected for a special workforce training grant, and will receive $700,000 in funds from the New York State Foundation for Science, Technology and Innovation to support TEC-SMART up-front operating expenses.
Executive Summary

The table on the following page summarizes the number of total outcomes under each goal, and then reports three sets of data:

1. the percent where the criteria for success was achieved, not achieved, or for which criteria is not yet available;
2. if the results were used to improve service/student outcomes;
3. whether the outcome will be measured again in 2007-08.

This is the second year the assessment data base was used to produce the institutional assessment report summary. The data base has the capability of producing reports for all functional units of the college.

Of the 490 outcomes for 2006-07, 354 or 72% of them were achieved and 107 or 22% were not achieved, as opposed to 63% and 54% in 2005-06, respectively. A new category, “Criteria Not Yet Available”, was added to reflect data that the College is waiting for SUNY to produce once the new SUNY-wide ID system initiative is implemented. Currently, six percent of our outcomes fall into this new category.

The institutional assessment plan includes a student survey annually instead of the SUNY plan of every three years. The rationale is that information is needed more frequently to evaluate improvement. SUNY plans to change the student survey to the Community College Survey of Student Engagement (CCSSE) in 2008. The survey contains items examining such things as college activities, opinions about the school, educational and personal growth, weekly activities, student services, and college experiences. The College administered the CCSSE to its students in spring 2007. Highlighting some of the results:

- 75% of respondents felt “very much” or “quite a bit” that Hudson Valley Community College provides the support they need to help them succeed at this college.
- 72% felt the fellow students are friendly, supportive, and provide a sense of belonging.
- 72% felt their instructors are available, helpful, and sympathetic.
- 71% felt “very” or “somewhat” satisfied with their academic advising/planning.
- 70% felt “very much” or “quite a bit” that their experience at Hudson Valley helped them to acquire a broad general education while 58% said it helped them acquire job or work-related knowledge and skills.
- 67% felt their Hudson Valley experience helps them to learning effectively on their own.
- 65% felt the College encourages them to spend significant amounts of time studying.
### Institutional Assessment Report Summary – November 2007

<table>
<thead>
<tr>
<th>Goal</th>
<th>Outcomes¹</th>
<th>Criteria Achieved</th>
<th>Criteria Not Achieved</th>
<th>Criteria Not Yet Available</th>
<th>Results to be used to improve Service/Outcomes³</th>
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<tbody>
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<td>1 – To enhance and promote excellence in teaching and learning</td>
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<td>72%</td>
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Note: Numbers may not total 100% due to rounding and multiple responses.

1 Add down the column for both number and percentage
2 For these 3 columns add down the column for number and add across for the percentages (tied to “Outcomes”)
3 Add down the column for the number, percentage is tied to “Outcomes”
The ultimate goal of the assessment activities is to demonstrate how assessment results are used to improve student outcomes or services. Some examples of these improvements are highlighted below:

- Noting issues with advisors communicating with non-matriculated students, the Office of Continuing Education and Summer Sessions has created an organization through Blackboard for these students to use email for such communications and has submitted a request to Computer Services to write a program that would streamline the process for notifying students of their AVN numbers.

- Based on the comments received as part of an alumni survey conducted by the department, Business Administration has switched to custom and/or paperback versions of the texts used in their courses to decrease the cost to students.

- Computing and Information Sciences discovered that it had difficulty offering advanced courses due to low enrollments due to many of their students transferring before completed of their degree. The department has developed new streamlined curriculums with advisory board and transfer institution input which should serve to improve upper level course delivery.

- Noticing a decline in the number of students passing the National Board Exam, the Mortuary Science Department has moved to develop and provide new review materials and further encourage its students to attend review classes.

- While 100% of its students passed the New York State licensure exam, faculty in the Respiratory Care program found that performance in a particular content area was below the national mean. Changes were made in four courses within the program to better train students in this content.

- Working to increase and improve customer feedback, the Graphics Office and Print Shop implemented an online assessment survey which has resulted in a much higher response rate than the old system and provided the office with better and more user data.

- Using the results from a special donor retention report, the Hudson Valley Community College Foundation is working to better target its mailings to increase their donor retention rate and implement strategies to steward new donors from one-time to annual donors.

- Based on results from surveys conducted in 2005-06, the Office of Institutional Planning and Research redesigned their website to provide easier access to more data. For example, departmental program review information was all grouped under department name so Department Chairs could find pertinent data in just one location.

- All departments in the Division of Enrollment Management and Student Development have developed Continuous Quality Improvement (CQI) measures.
The General Education findings for 2006-07 continue to reflect the strength of Hudson Valley’s programs and the faculty’s deep commitment to excellence to teaching. The positive results also demonstrate the College’s ongoing commitment to providing students with excellent resources for learning and skills development, including access to resources, free peer tutoring, and small class sizes (with the exception of occasional large group lectures in some classes).

Across the areas assessed, approximately 82% of students met or exceeded standards, with some areas (Other World Civilizations and Foreign Language) at 92% or more. The number of general education assessments declined 9.2% from 2005-06. This year there were 52,334 assessments compared to 57,637 in 2005-06. As a point of comparison, though, in 2002-03, the first year of general education assessment, there were only 9,575 assessments. It is expected that the number of assessments will increase in 2007-08.

Using the results of the piloting of the CAAP standardized test in writing done in 2005-06, the College spent 2006-07 planning for the administration of this assessment, as well as assessments of critical thinking and information management in spring 2008. More than 900 students are to be tested, with the results to be submitted to SUNY System Administration as part of the institution’s Strengthened Campus-Based Assessment (SCBA) plan.
<table>
<thead>
<tr>
<th>Knowledge and Skills Areas / Competencies</th>
<th>Learning Outcome</th>
<th>Date of Assessment Semester/Year</th>
<th>Students Assessed</th>
<th>% Exceeding Standard</th>
<th>% Meeting Standards</th>
<th>% Approaching Standards</th>
<th>% Not Meeting Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Arithmetic, Algebra, Geometry</td>
<td>Fall 06 &amp; Spring 07</td>
<td>2139</td>
<td>49%</td>
<td>56%</td>
<td>20%</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Data analysis, Quantitative reasoning</td>
<td>Fall 06 &amp; Spring 07</td>
<td>2142</td>
<td>50%</td>
<td>51%</td>
<td>21%</td>
<td>12%</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>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</td>
<td>Fall 06 &amp; Spring 07</td>
<td>2677</td>
<td>45%</td>
<td>59%</td>
<td>18%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Application of scientific data, concepts, and models in one of the natural sciences</td>
<td>Fall 06 &amp; Spring 07</td>
<td>2668</td>
<td>45%</td>
<td>54%</td>
<td>21%</td>
<td>12%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>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</td>
<td>Fall 06 &amp; Spring 07</td>
<td>5274</td>
<td>58%</td>
<td>62%</td>
<td>20%</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>Knowledge of major concepts, models and issues of at least one discipline in the social sciences</td>
<td>Fall 06 &amp; Spring 07</td>
<td>5246</td>
<td>57%</td>
<td>56%</td>
<td>24%</td>
<td>10%</td>
</tr>
<tr>
<td>American History</td>
<td>Knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society</td>
<td>Fall 06 &amp; Spring 07</td>
<td>646</td>
<td>51%</td>
<td>63%</td>
<td>20%</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>Knowledge of common institutions in American society and how they have affected different groups</td>
<td>Fall 06 &amp; Spring 07</td>
<td>646</td>
<td>51%</td>
<td>63%</td>
<td>20%</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>Understanding of America’s evolving relationship with the rest of the world.</td>
<td>Fall 06 &amp; Spring 07</td>
<td>636</td>
<td>50%</td>
<td>60%</td>
<td>23%</td>
<td>8%</td>
</tr>
<tr>
<td>Western Civilization</td>
<td>Knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization</td>
<td>Fall 06 &amp; Spring 07</td>
<td>1287</td>
<td>66%</td>
<td>62%</td>
<td>19%</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Relate the development of Western civilization to that of other regions of the world</td>
<td>Fall 06 &amp; Spring 07</td>
<td>1285</td>
<td>66%</td>
<td>61%</td>
<td>20%</td>
<td>8%</td>
</tr>
</tbody>
</table>

1 Each student should be counted only once and the four percentages should total 100%. System Administration will combine category results, as appropriate, for aggregate reporting purposes, for example, “meeting” and “exceeding” as “meeting and exceeding”
2 Enter the previous date, the current date or the planned date, whichever is appropriate
3 As a percentage of the students enrolled in courses intended to address this learning outcome
4 The five explicit learning outcomes in Mathematics in the Implementation Guidelines should be grouped, for reporting purposes, as two outcomes; [Arithmetic, Algebra, Geometry] and [Data analysis, Quantitative reasoning]
## ASSESSMENT OF STUDENT LEARNING OUTCOMES
IN GENERAL EDUCATION

### CAMPUS REPORT (Page 2)

<table>
<thead>
<tr>
<th>Knowledge and Skills Areas / Competencies</th>
<th>Learning Outcome</th>
<th>Information</th>
<th>Results¹</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Date of Assessment N %</td>
<td>% Exceeding Standard</td>
</tr>
<tr>
<td>Other World Civilizations</td>
<td>Knowledge of either a broad outline of world history, or the distinctive features of the history, institutions, economy, society, culture, etc., of on non-Western civilization</td>
<td>Fall 06 &amp; Spring 07 168 90%</td>
<td>79%     14%         4%     3%</td>
</tr>
<tr>
<td>Humanities</td>
<td>Knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program</td>
<td>Fall 06 &amp; Spring 07 3876 65%</td>
<td>68%     17%         5%     9%</td>
</tr>
<tr>
<td>The Arts</td>
<td>Understanding of at least one principal form of artistic expression and the creative process inherent therein</td>
<td>Fall 06 &amp; Spring 07 1393 64%</td>
<td>72%     14%         5%     8%</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Basic proficiency in the understanding and use of a foreign Language</td>
<td>Fall 06 &amp; Spring 07 726 57%</td>
<td>81%     11%         3%     5%</td>
</tr>
<tr>
<td></td>
<td>Knowledge of the distinctive features of culture(s) associated with the language they are studying</td>
<td>Fall 06 &amp; Spring 07 742 58%</td>
<td>77%     12%         5%     5%</td>
</tr>
<tr>
<td>Basic Communication</td>
<td>Produce coherent texts within common college-level written form</td>
<td>Fall 06 &amp; Spring 07 4223 66%</td>
<td>59%     20%         8%     14%</td>
</tr>
<tr>
<td></td>
<td>Demonstrate the ability to revise and improve such texts</td>
<td>Fall 06 &amp; Spring 07 4223 66%</td>
<td>59%     20%         8%     14%</td>
</tr>
<tr>
<td></td>
<td>Research a topic, develop an argument, and organize supporting Details</td>
<td>Fall 06 &amp; Spring 07 4223 66%</td>
<td>59%     20%         8%     14%</td>
</tr>
<tr>
<td></td>
<td>Develop proficiency in oral discourse</td>
<td>Fall 06 &amp; Spring 07 4057 64%</td>
<td>69%     14%         4%     14%</td>
</tr>
<tr>
<td>Critical Thinking (Reasoning)</td>
<td>Identify, analyze, and evaluate arguments as they occur in their own or other’s work</td>
<td>Spring 08 0 0</td>
<td>0%      0%          0%     0%</td>
</tr>
<tr>
<td></td>
<td>Develop well-reasoned arguments</td>
<td>Spring 08 0 0</td>
<td>0%      0%          0%     0%</td>
</tr>
<tr>
<td>Information Management</td>
<td>Perform the basic operation of personal computer use</td>
<td>Spring 08 0 0</td>
<td>0%      0%          0%     0%</td>
</tr>
<tr>
<td></td>
<td>Understand and use basic research techniques</td>
<td>Spring 08 0 0</td>
<td>0%      0%          0%     0%</td>
</tr>
<tr>
<td></td>
<td>Locate, evaluate and synthesize information from a variety of sources</td>
<td>Spring 08 0 0</td>
<td>0%      0%          0%     0%</td>
</tr>
</tbody>
</table>
Excellence Without Boundaries

2007 – 2008 Strategic Directions

The 2007-2008 academic year has been titled “Excellence Without Boundaries”. Summarized below are the highlights of the directions planned:

- Groundbreaking for the new $13 million Training and Education Center for Semiconductor Manufacturing and Alternatives and Renewable Technologies (TEC-SMART) will take place, with a projected facility opening of Fall 2009.
- The Promise of Our Region Campaign will continue pursuing financial support for programming, goods, and services not supported by the college budget, having already raised $1.6 million in its first year.
- Using the results of the Market Voicing process, a “branding” campaign to help establish the identity of Hudson Valley Community College will begin.
- The results and recommendations from the student housing feasibility study will be reported to the campus community.
- The institutional strategic plan will be completed and work will begin on the College’s Periodic Review Report to the Middle States Commission on Higher Education.
- Seven new programs will be implemented
- Recruitment will begin in earnest for the newly established Honors program.
- Additional improvements to the campus infrastructure will be developed and/or implemented including drawing up plans for the renovation of the locker rooms in the McDonough Sports Complex, completion and dedication of the Frank J. Morgan, Jr. Clock Tower, and finalizing a proposal to upgrade the College’s telephone system.
- Increased efforts will be made by the Office of the Vice President for Enrollment and Student Development to enhance student engagement and broaden student activities.
- Campus security will continue to be upgraded with the hiring of additional campus safety officers, upgrading the College’s public address system, and implementing the SUNY NY-Alert Emergency Notification System.
- The new Strategic Priorities will be integrated into the five year divisional plans and the budgeting process.
Due Dates: All Annual Reports are due to the Office of Assessment and Institutional Effectiveness by October 31, 2007.

Annual Reports will consist of two parts:

Part One: Report on the status of 2006-2007 planning initiatives as detailed in the Departmental Unit Plan. Additional departmental highlights may be included within the designated section at the end of the report. Additions to the 2007-2008 Departmental Unit Plan may also be included in Part One.


Part One: Departmental/Vice President Unit Plan—Yearly Planning Reports at the Departmental Level
This section reports on the status of the year’s departmental planning initiatives as delineated in the 2006-2007 Departmental Unit Plan. If desired, it is appropriate to add to the chart to reflect those initiatives undertaken during the academic year that were not cited on the original planning document. As well, additions to the 2006-2007 Plan may be added on the blank Unit Plan matrix that is included.

Format: Use the Departmental Unit Plan chart that has been forwarded electronically to review and report on the status of the initiatives as cited in your Departmental Unit Plan using the following definitions:

- **Met**
  - Completed
- **In Progress**
  - Initiative not completed in 06-07, but is still ongoing. If possible, indicate what percentage of the objective has been completed at this point.
- **Delayed**
  - Initiative may be delayed due to any number of factors. List those factors in the Comments column. Indicate if initiative will move to 06 – 07 Plan.
- **Not Met**
  - Neither delayed nor terminated. Requires further investigation.
- **Terminated**
  - For some reason, the objective was unrealistic, or other factors contributed to abandoning this objective. Include reasons in the Comments column.

Add Comments in the Comments column as appropriate.

Additional Departmental Information may be added in the final section of the Departmental Unit Plan. This section provides an opportunity for a department to include 2006-2007 departmental accomplishments not previously identified in the Departmental Unit Plan.

Provide additions (if any) to the 2007-2008 Departmental Unit Plan on the blank Unit Plan Matrix that is included in the electronic submission packet.

Part Two: Assessment Plan and Report — Yearly Outcomes Report
This section reports on the status of the year’s outcomes assessment initiatives as delineated on the annual Assessment Plan and Report.

Program Assessment Format: Use the Assessment Plan and Report matrix that has been forwarded electronically to:
- Review cited institutional mission and goals, educational outcomes, means of assessment and criteria
- Using the definitions below, check the appropriate responses (for data base use)
  - Identify the specific goal/objective for each intended outcome in the first column
  - Summarize assessment data collected and check the following
    - Yes – met criteria
    - No – criteria too high or need to change something to improve outcome/service
    - Describe how results will be used to improve instruction/services and Use of Results
      - Yes – will implement change
    - Extend to next year
      - Yes – if “no” on criteria and change will be implemented
      - No – no further action for outcome/service needed

NOTE: Addition of check boxes does NOT eliminate the need for the narrative portion.

General Education Assessment Format: A copy of the General Education annual report will be provided by the Coordinator of General Education Assessment.

(Annual Report Form 9/20/07)