State of the College
2007 - 2008

Report to the Board of Trustees

December 16, 2008
Hudson Valley Community College has been systematically engaged in an integrated system of planning, assessment, and resource allocation for the past four years and in that time the process has become an integral part of the academic and administrative culture of the campus. Academic departments and administrative units continue to be committed to using the results of their assessments as they work to further improve their student outcomes, course offerings, student services, and administrative efficiency and effectiveness through thoughtful and informed planning and resource allocation as they position themselves for future growth and development.

This past year also saw the approval by the Board of Trustees of the college's Strategic Priorities. These priorities were developed after extensive discussion and deliberation by the campus community, the Academic Senate Planning Committee, the Academic Senate, and the senior staff:

- **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.

In addition, the Academic Senate Planning Committee conducted a review of the college's Goals and Objectives and proposed the revision of a current Objective and the addition of a new Objective. These changes were approved by the Board of Trustees and are as follows:

**Objective 1.6 (revised)**
To encourage and support innovation in the teaching and learning environment.

**Objective 1.10 (new)**
To develop new academic programs, new certificate programs, and/or new courses; and/or to revise current academic programs, certificate programs, and/or courses in response to identified needs.
The 2007-08 academic year was a banner year for Hudson Valley Community College. Student enrollment grew to 12,346, an increase of almost two percent from the previous year and an all-time record for the institution. Associated Full-Time Equivalents (FTEs) increased from 8811.4 in 2006-07 to 8875.97 in 2007-2008. The number of graduates rose to 1,796 and of these 443 graduated with honors, both records as well for the college.

Seven new academic programs were implemented during the past year including the first ever SUNY-approved Overhead Electric Line Worker Certificate. The new Theatre Arts A.S. program and the Alternative Fuels Certificate received approval from SUNY and the New York State Education Department and are scheduled to be implemented in fall 2009. The College in the High School program continues to be very popular with local high school students generating a total of 716 FTEs for 2007-08 and 28 school districts participating in the program. Community and Professional Education continues to expand at a very respectable rate with course enrollments growing to 9,560 in 2007-08, an increase of 12% over last year. Continuing Education and Summer Sessions also saw their enrollment increase to 735.3 FTEs, 4.3% above last year’s figure.

The new Administration Building, which houses a number of administrative, academic, and support offices and includes a Teaching Gallery to showcase the work of the college’s Fine Arts program and provide a “living laboratory” for the new Gallery Management Program, and the Dr. Frank J. Morgan Clock Tower were officially dedicated in fall 2007. While both are striking structures, the Clock Tower in particular has become a favorite gathering point for the campus community as well as swiftly becoming a recognized landmark for the institution. In addition, the new LaPan Services Building was completed and became the new home for a number of administrative units including Physical Plant, Environmental Health and Safety, and Graphics and Print Shop. Work also began on a new 300 space parking lot located east of the McDonough Sports Complex which was completed in the beginning of the fall 2008 semester.

The $199 million Facilities Master Plan 2009-2013 was approved by the Rensselaer County Legislature and SUNY System Administration.

Funding for the $15.6 million parking deck has been obtained from the State of New York and the Faculty Student Association of Hudson Valley Community College with construction scheduled to begin in spring 2009. The college also received $27.2 million from the State of New York for the construction of the
Brahan Science Center and related building renovations. The remaining $27.2 million will come from capital chargebacks, Rensselaer County, and other revenue sources. Construction is scheduled to begin in 2012.

The college was also provided $13.5 million by the State of New York to fund the construction of the Training and Education Center for Semiconductor Manufacturing and Alternative and Renewable Technologies (TEC-SMART). TEC-SMART will be located in the Saratoga Technology and Energy Park (STEP) in Malta (which is adjacent to where Advanced Micro Devices Inc. is planning to build a $4.6 billion computer chip factory) and will feature classrooms and labs that will be used to train the area’s workforce in emerging technologies, including semiconductor manufacturing, alternative fuels, photovoltaic, geothermal, and wind energy, as well as energy efficiency training for the building trades. Construction will begin during 2008-2009 with a projected completion date of 2010.

The college conducted a nationwide search for and hired a new Chief Information Officer (CIO).

The campus successfully implemented the SUNY NY-Alert Emergency Notification System, enrolling about 2500 members of the campus community.

A student housing economic feasibility study commissioned by the Faculty Student Association was conducted by MGT of America, Inc. and its findings presented to the campus community and the Board of Trustees.

A study, Audit of Critical Elements of a Disability Services Program, was conducted by Salome Heyward & Associates reviewing the college’s disability services and presented to the Board of Trustees.

Hudson Valley Community College was rated by Community College Week as being one of the largest and most productive two-year colleges in the nation.
Executive Summary

The 2007-08 year is the third 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, ongoing, delayed, not met, or terminated. Additionally, selected highlights for each goal are noted.

Observations (Refer to chart on following page)

- Of the 551 total activities planned, 83% (457) were met, ongoing, or are in progress and expected to be completed during the 2008-2009 year.
- Of the seven percent 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 three 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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities</th>
<th>Met</th>
<th>In Progress</th>
<th>On Going</th>
<th>Delayed</th>
<th>Not Met</th>
<th>Terminated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To enhance and promote excellence in teaching and learning</td>
<td>167</td>
<td>30%</td>
<td>80</td>
<td>48%</td>
<td>19</td>
<td>11%</td>
<td>46</td>
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<tr>
<td>2. To develop and support a student centered collegial environment</td>
<td>90</td>
<td>16%</td>
<td>37</td>
<td>41%</td>
<td>17</td>
<td>19%</td>
<td>21</td>
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<td>3. To promote the integration of pluralism within the college community</td>
<td>48</td>
<td>9%</td>
<td>19</td>
<td>40%</td>
<td>5</td>
<td>10%</td>
<td>14</td>
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<tr>
<td>4. To create and sustain a technological environment that is supportive of academic and administrative needs</td>
<td>64</td>
<td>12%</td>
<td>36</td>
<td>56%</td>
<td>5</td>
<td>8%</td>
<td>16</td>
</tr>
<tr>
<td>5. To maintain and improve administrative services</td>
<td>63</td>
<td>11%</td>
<td>24</td>
<td>38%</td>
<td>7</td>
<td>11%</td>
<td>22</td>
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<tr>
<td>6. To develop and foster beneficial relationships with the community</td>
<td>119</td>
<td>22%</td>
<td>47</td>
<td>39%</td>
<td>17</td>
<td>14%</td>
<td>25</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>551</td>
<td>100%</td>
<td>243</td>
<td>44%</td>
<td>70</td>
<td>13%</td>
<td>144</td>
</tr>
</tbody>
</table>

Notes: Numbers may not total 100% due to rounding. For the Activities column, percentages are based on the total number of activities. For the other columns, percentages are based on the number of activities for each goal.
Goal 1: To enhance and promote excellence in teaching and learning

- National accreditation of the Respiratory Care program was renewed for another 10 year period.

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

- Thirteen faculty members received the Teaching and Learning Certificate of Completion.
- Five members of the Hudson Valley community received the Leadership Development Certificate.

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

- Fifteen faculty members were promoted to Assistant Professor, nine to Associate Professor, and four to full Professor.
- Merit Awards were received by six faculty members and one Non-Teaching Professional.
- Sabbatical leave was granted to three faculty members and two Non-Teaching Professionals.
- SUNY Chancellor’s Awards were given to one faculty member for Excellence in Teaching and two for Excellence in Professional Service, bringing the total received by the faculty and staff of the college to 100.
- Funding allocated to the Personnel Resources Committee to support faculty and staff professional development was increased to $26,400 in 07-08. A total of 96 individuals received support for their professional development activities. In addition, a total of $36,000 in tuition support was provided to Hudson Valley employees pursuing college degrees.
- The Center for Effective Teaching offered a variety of workshops designed to improve faculty pedagogy that were attended by 209 individuals (a 40% increase over last year) and recorded over 1200 visits by faculty to its Faculty Resource Room.
- Computing and Information Sciences continued the innovative use of its departmental portal to facilitate collaboration between full-time and part-time faculty thereby augmenting monthly department meetings and providing a common repository of useful information for department faculty.
• Mathematics and Engineering Science has established a peer-to-peer mentoring program designed to assist new faculty with such concerns as assessment measures, student populations, instructional techniques, etc.
• 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**

• The Fine Arts, Theatre Arts and Broadcast Communications Department began a study, including a nationwide survey of colleges, to determine the future direction of the photography field relative to an expansion of the digital medium and a reduction of the film-based medium in basic photography courses.

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

• A total of 30 articulation agreements with nine four-year institutions were finalized in 2007-08.
• The College in the High School Program added one new high school (Ravena-Coeymans-Selkirk) to its list of participating institutions.

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

• Math Education Specialists within the College Learning Centers implemented the use of Sketch Pad software (which produces computer generated graphical representations of math problems) in several math workshops.

1.6 **To encourage and support innovation in the teaching and learning environment**

• Three grants were awarded from the President's Innovation Fund: Renewable Energy Workforce Development Study Tour in Germany, Teaching History in Today's Digital Enlightenment: An East-West Classroom Exchange, and Health Occupation Basic Entrance Test (HOBET) Pilot Program.
• The Discovery Streaming online video-on-demand resource offered by the Instructional Media Center continued to be a significant
instructional media support to the college’s academic programs, both on campus and online.

- The Instructional Media Center added 295 new subject specific media programs to their holdings to support departmental media needs in such areas as human services, multicultural, American history, engineering science, sociology, and art.

1.7 To assess effectiveness in the teaching and learning environment

- The college completed its fifth year of institutional assessment.
- The CAAP tests in Writing and Critical Thinking were successfully administered in 2007-08 as part of the college’s SUNY-mandated Strengthened Campus-Based Assessment (SCBA) plan for General Education.
- The Teacher Preparation Department completed an extensive five year academic program review and revised/updated current courses and curriculum outlines to reflect both New York State Learning Standards and National Association for the Education of Young Children (NAEYC) standards.
- A new assessment tool to evaluate student dispositions in field-based courses was developed by the Teacher Preparation Department. The tool will be piloted and revised during the 2008-09 academic year.

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

- Seven degree programs underwent program review during 2007-08.
- The college’s full-time to part-time faculty contact hour ratio was 64% to 36% in 2007-08, a slight change from the previous year (65% to 35%).
- Nursing students achieved a first time pass rate on the National Comprehensive Licensing Examination (NCLEX) of 87.5%, well above both the state and national pass rates for the period.
- All graduates of the Radiologic Technology, Medical Sonography, and Echocardiography programs passed their national certification and licensing examinations.

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

- Computer Services renovated 12 computer classrooms in the Bulmer Telecommunications Center.
- SynchronEyes and two levels of English as a Second Language (ESL) software were added to Academic Computing Environment (ACE) for the English, Modern Language and English as a Second Language Department.
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 being received by any of their students during 2007-08.

1.10 To develop new academic programs, new certificate programs, and/or new courses; and/or to revise current academic programs, certificate programs, and/or courses in response to identified needs

- Seven new programs were implemented as planned: Architecture Technology A.A.S., Criminal Investigation A.A.S., Entrepreneurship option in Business-Marketing A.A.S., Gallery Management A.S., Insurance option in Business Administration A.A.S., Invasive Cardiovascular Technology A.A.S., Overhead Electric Line Worker Certificate.
- Two programs were revised: Computer Aided Drafting A.A.S, Computer Aided Drafting Certificate.
- One new program was developed and approved for spring 2009 implementation: Biotechnology Certificate.
- One new program was developed and approved for fall 2009 implementation: Alternative Fuels Certificate.
- Three new courses were developed by the English, Modern Language and English as a Second Language Department: Gender and Literature, Latin I, and Latin II.
- The Teacher Preparation Department offered two new courses in 2007-08: Technology in the Classroom and The Child in an Ever Changing World (offered online).
Goal 2: To develop and support a student centered collegial environment

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

- The Collegiate Academic Support Program (CASP) provided tutoring and assistance to traditionally underrepresented students in mathematics (2770 hours) and science (1143 hours), as well as in writing (93 hours).
- The library website was reviewed, restructured, and revised to further enhance functionality and access to information. In addition, seamless access to the library’s website is provided in all Blackboard courses.
- Summer Sessions produced over 735 FTEs for summer 2008, an increase of over four percent from summer 2007.
- Students have been provided with the option to request a copy of their registration bill online via WiReD and online payment options for students have been expanded to include web check as well as credit card.
- One hundred percent of the respondents to the Continuous Quality Improvement (CQI) measure developed by the Division of Enrollment Management and Student Development indicated they were either extremely satisfied or very satisfied with the service provided by the Registrar’s Office.
- A student housing feasibility study was conducted and its results presented to the campus community and the Board of Trustees.

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

- 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: 1196 hours, Physics Study Room: 319 hours, Chemistry Study Group: 61 hours, Math Center: 84 hours).
- Fall-to-spring student retention increased from 75.5% for the fall 2006 cohort to 76.2% for the fall 2007 cohort.
- Finding Success: A Guide for New Students, the resource distributed to all first-time, full-time students through the College Forum course, was revised and updated.
2.3 To provide effective academic advising for all students

- One hundred percent of the fall 2007 and spring 2008 Liberal Arts graduates completed seven or more of the SUNY General Education Requirements.
- The Human Services and Chemical Dependency Department conducted a survey of all their student advisees to assess their satisfaction with the advisement process and on the basis of the results added evening hours for advisors.
- The Teacher Preparation Department has instituted a one page student program plan for its students for use by the department's advisors. This serves to help streamline the advising process and enable advisors to better assist their advisees.
- 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 survey was conducted by the Scheduling Office to determine what areas cause the most confusion for department chairs with respect to scheduling. A reference guide to scheduling, taking into account the survey findings, is under development and will be distributed in spring 2009.

2.5 To increase awareness of student support services, policies, and campus events

- The electronic sign purchased as a class gift from the Class of 2006 was installed on the walkway between Amstuz Hall and the Guenther Enrollment Services Center. This sign conveys information about Student Senate sponsored events which are open to all students as well as other information useful to the campus at large.

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.
- A chapter of the American Institute of Architecture Students (AIAS) was added to the campus for students in the Architecture Technology program.
Goal 3: To promote the integration of pluralism within the college community

- The Teacher Preparation Department’s three course sequence in diversity (ECCE 101- *Diversity in Education,* ECCE 102- *Culturally Responsive Teaching,* ECCE 103- *Building Partnerships with Diverse Families*) was offered off-campus at Albany Head Start.

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) in 2007-08 increased from 10 to 14 with a total of 498 individuals participating.

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 full-time Instructor positions increased from 5.1% to 8.1% in 2007-08 and minority applications for adjunct Instructor positions increased from 7.9% to 9.0%. The percentage of minority full-time faculty for 2007-08 was 4.8%, virtually identical to the figure for 2006-07. The percentage of adjunct minority faculty in 2007-08 was 8.1%, an increase from the 7.4% figure for 2006-07.

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

- Minority enrollment for fall 2007 was at 14%, unchanged from the figure for fall 2006. This number continues to compare favorably with the figure for the Capital Region.
- A total of 107 students from under-represented groups attended the Multicultural Orientation Program offered by CASP in fall 2007, an increase of 149% from the previous year.
- Of those CASP students who received tutoring in mathematics or science, 70% passed their math courses in fall 2007 and 74% in spring 2008 while 71% passed their science courses in fall 2007 and 65% in spring 2008.
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 15 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 median 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.
  - While central IT staffing for the college was below the median value for the peer group, college IT staffing in other departments was significantly higher than the median value for the peer group (by almost a factor of 12).
- Access to Banner, Blackboard, and on- and off-campus networks was available to the campus user community at least 99.6% of the time at all times and during peak hours on days when classes are in session, thereby again exceeding the goal of 99% set by Computing Services.
- Instructional Technology Services upgraded three technology enhanced classrooms and added 14 new smart classrooms.
- Instructional Technology Services conducted a survey in spring 2008 and found that 90% of respondents (faculty and staff) indicated high levels of satisfaction with regard to equipment availability and instructional multimedia equipment in college instructional and presentation space.
- The Thin Client Architecture (Citrix) put in place by Computing and Information Sciences to support its distance learning students continues to be a success. It should be noted that Hudson Valley is the first SUNY college to employ this technology.
• Viking Video Technologies added videostreaming to the services available to its clients.

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

• The Center for Effective Teaching conducted a series of workshops designed to aid college faculty and staff in the transition from Microsoft Office 2003 to Office 2007.

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

• Computer Services implemented new usernames, passwords, and email addresses for the entire campus community, thereby enabling users to access all services through a single username and password as well as ensuring FERPA compliance by the college.
• The Office of Student Service Information Technology developed a new Banner form to assist the Athletic Department and Health Services to track student eligibility.

4.4 To provide a supportive environment for the development and implementation of distance learning opportunities

• The Center for Distance and Online Learning offered workshops to assist faculty in the transition from Blackboard 7 to Blackboard 8.
• Two new online courses have been developed by the Center for Distance and Online Learning as part of its commitment to providing professional development opportunities for interested individuals/organizations: Pharmacy Technician and What Justices Need to Know about Record Keeping and Reporting.
• New distance learning sections of ENGL 101, ENGL 102, ENGL 104, and ITAL 100 have been added to the department’s course offerings.
• In the Computing and Information Sciences Department all core courses in AIT (Administrative Information Technician A.A.S.) and HIT/HIC (Health Information Technician A.A.S. and Certificate) are now available online.
• All courses in the Teacher Preparation Department are offered either online or are web enhanced except the three one credit courses in diversity (EECE 101, 102, 103).
Goal 5: To maintain and improve administrative services

5.1 To develop and maintain an integrated institutional planning process

- The Board of Trustees approved the college's 11 Strategic Priorities developed by the campus community as part of the strategic planning process. They are: 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.

- A review of the college's Goals and Objectives was conducted by the Academic Senate Planning Committee resulting in the approval by the Board of Trustees of the revision of one objective and the addition of a new objective.

5.2 To regularly assess the effectiveness of all areas under administration

- All units of the college submit annual assessment reports evaluating student outcomes and/or services provided as well as unit plans detailing their initiatives for the year.

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

- A number of enrollment management forums were held during 2007-08 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

- The Center for Effective Teaching added three new training workshops to its professional development offerings.
5.6 **To implement a non-adversarial and collaborative approach to the bargaining process**

- A four year successor agreement with the Educational Opportunity Center Alliance was completed and approved.
- Negotiations with the Hudson Valley Community College Department Chairpersons Association and the Hudson Valley Community Faculty Association continued during the past year.

5.7 **To provide a clean, safe, and accessible environment which meets the needs of students, faculty, and staff**

- $15.6 million in funding has been obtained to build a new parking deck for the campus with construction to begin in 2008-09.
- Funding totaling $27.2 million has been received from the State of New York for the construction of the new Brahan Science Center with the remaining $27.2 million to come from other revenue sources.
- Work began on a new 300 space parking lot located east of the McDonough Sports Complex and was completed in early fall 2008.
- The new LaPan Services Building was completed and became the new location for a number of administrative units including Physical Plant, Environmental Health and Safety, Graphics and Print Shop, Mailroom, and Central Receiving.
- The 2009-2013 Facilities Master Plan was approved by the Rensselaer County Legislature and SUNY System Administration.
- The final report of the study examining the feasibility of student housing commissioned by the college's Faculty Student Association was presented to the campus community and the Board of Trustees in fall 2007.
- The Board of Trustees approved the appointment of three individuals in the Department of Public Safety as peace officers.

5.8 **To promote fiscal responsibility and accountability**

- While tuition increased by $100 for 2007-08 the college continued to maintain its position as being one of the least expensive of the 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 2007-2008 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 two percent and its FTEs by one percent in 2007-08.
- The Office of Testing, Advisement and Academic Placement has established the first remote test site with the New York State Office of Children and Family Studies to allow for the placement testing of incarcerated individuals looking to take Hudson Valley distance learning courses.
- The Teacher Preparation Department has added six new local school districts to its list of external partnerships.
- A new director for the Center for Careers and Employment has been hired and she has begun to meet with personnel directors of businesses in the Capital District.

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 12% in its course enrollments and an 8.8% increase in its tuition revenue for the year.
- Continuing Education and Summer Sessions increased their enrollment to 735.3 FTEs in 2007-08, over four percent greater than last year.

6.3 To develop a comprehensive enrollment management system to achieve and maintain effective recruitment, and retention of students

- The college's Enrollment Committee completed its second year of enrollment management planning and oversight.
- The Enrollment Initiative Fund concluded its second year of funding enrollment recruitment and retention initiatives.
6.4 **To promote the maximum achievable graduation rate for students**

- More than $278,000 was disbursed by the Hudson Valley Community College Foundation in scholarship aid to students.
- A new English as a Second Language scholarship was established in the English, Modern Language and English as a Second Language Department.

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**

- Publications and ads developed for the college’s comprehensive marketing campaign garnered two Admissions Marketing Gold Awards and four SUNYCUAD Awards for Excellence.
- A series of BTW (By The Way) videos highlighting the campus and aimed at prospective students were developed for the Admitted Student website and uploaded to YouTube.
- Pages on MySpace and FaceBook were established for the college.
- Ten of the college’s 14 athletic programs participated in post season play with three programs winning Region III championships and five winning Mountain Valley Conference Championships.

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

- Students from the Civil Engineering Technology program designed and constructed the 15 foot metal tulip, floating platform, and lily pads for the 60th Annual Albany Tulip Fest.
- Students in the CAD Certificate program designed two Habitat for Humanity homes to be built in Albany in 2008-09.
- The faculty and students of the Construction Department helped to build a Habitat for Humanity home in Schenectady.
- The Capital District Education Opportunity Center was recognized with the Governor’s Certificate of Appreciation for Community Service.
- Hudson Valley Community College was one of 68 community colleges nationwide named to the President’s Higher Education Community Service Honor Roll in recognition of its innovative, effective, and exemplary community service programs.

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 English as a Second Language 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 14 events and co-sponsored a sold-out event with the Alumni Association. Issues of social and cultural significance were addressed through film, lecture, theatre, dance and music.
- The Teaching Gallery hosted a number of exhibitions, receptions, and artist lectures.

### 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 2007-2008, as reported to the annual Council for Aid to Education survey, was $951,305.
- The Foundation raised $241,839 for the Annual Fund from a variety of sources including the U. W. Marx Golf Classic and the Distinguished Service Award Luncheon.
- Nearly $100,000 was raised through the Celebration of Excellence Gala to create a new endowment to benefit the Energy, Building, Engineering Technologies, and Engineering Science programs.
- The Foundation supported many college initiatives in 2007-08, including $278,356 in 305 student scholarships (a funding increase of over 109% from 2006-07), $151,651 in non-scholarship restricted fund initiatives (an increase of almost 112% from last year), $68,117 in initiatives funded from unrestricted giving, and $122,000 in non-monetary gifts to the college.
- The “Promise of Our Region” campaign entered its public phase in spring 2008 and has raised nearly $5.5 million in cash and pledges towards its first $10 million since its inception.
- Six individuals were inducted into the Heritage Society, a group that recognizes individuals who have pledged deferred gifts to the Foundation, bringing the total number of Society members to 33.
- MetLife Foundation has awarded Hudson Valley $100,000 to help students enroll prepared for college coursework and succeed academically. Only 10 awards were made by the MetLife Foundation and Hudson Valley was the only SUNY campus to receive an award. The project is coordinated by the faculty and staff of the college’s Collegiate Academic Support Program and the Learning Assistance Center.
- Eight new funds were established at the Foundation in 2007-08, including several new scholarship funds and departmental program funds to support the Criminal Justice program, the Manufacturing Technical Systems program, the Electrical Construction and Maintenance and Construction Technology programs, students interested in the Insurance option of the Business Administration program, students receiving services from the Collegiate Academic
Support Program, and innovative programming and professional development needs in a field of study regarding service to individuals with intellectual disabilities.

- Hudson Valley received $478,492 from the federal government for the establishment of a new evening/weekend nursing program.
- The college received 10 grants totaling $1,933,511 during the 2007-08 academic year.
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 or not achieved;
2. If the results were used to improve service/student outcomes;
3. Whether the outcome will be measured again in 2008-09.

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

Of the 418 outcomes for 2007-08, 210 or 50% of them were achieved overall with the largest percentage of achieved outcomes (70%) occurring for Goal 6 ("To develop and foster beneficial relationships with the community."). Further, 55% of the assessment results will be used to improve services and outcomes. Note, too, that departments/units have overwhelming chosen to extend their assessment outcomes (90%) into 2008-09.
### Institutional Assessment Report Summary

<table>
<thead>
<tr>
<th>Goal</th>
<th>Outcomes</th>
<th>Criteria Achieved</th>
<th>Criteria Not Achieved</th>
<th>Results to be used to improve Service/Outcomes</th>
<th>Extend to '08-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - To enhance and promote excellence in teaching and learning</td>
<td>213</td>
<td>83</td>
<td>130</td>
<td>85</td>
<td>203</td>
</tr>
<tr>
<td></td>
<td>51%</td>
<td>39%</td>
<td>61%</td>
<td>40%</td>
<td>95%</td>
</tr>
<tr>
<td>2 - To develop and support a student centered collegial environment</td>
<td>69</td>
<td>43</td>
<td>26</td>
<td>51</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>17%</td>
<td>62%</td>
<td>38%</td>
<td>74%</td>
<td>78%</td>
</tr>
<tr>
<td>3. To promote the integration of pluralism within the college community</td>
<td>47</td>
<td>31</td>
<td>16</td>
<td>35</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>11%</td>
<td>66%</td>
<td>34%</td>
<td>74%</td>
<td>89%</td>
</tr>
<tr>
<td>4. To create and sustain a technological environment that is supportive of academic and administrative needs</td>
<td>22</td>
<td>12</td>
<td>10</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>5%</td>
<td>55%</td>
<td>45%</td>
<td>59%</td>
<td>91%</td>
</tr>
<tr>
<td>5. To maintain and improve administrative services</td>
<td>30</td>
<td>15</td>
<td>15</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>7%</td>
<td>50%</td>
<td>50%</td>
<td>57%</td>
<td>87%</td>
</tr>
<tr>
<td>6 - to develop and foster beneficial relationships with the community</td>
<td>37</td>
<td>26</td>
<td>11</td>
<td>28</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>9%</td>
<td>70%</td>
<td>30%</td>
<td>76%</td>
<td>84%</td>
</tr>
<tr>
<td>Totals</td>
<td>418</td>
<td>210</td>
<td>208</td>
<td>229</td>
<td>376</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>50%</td>
<td>50%</td>
<td>55%</td>
<td>90%</td>
</tr>
</tbody>
</table>

**Notes:** Numbers may not total 100% due to rounding and multiple responses. For the Outcomes column, percentages are based on the total number of outcomes. For the other columns, percentages are based the number of outcomes for each goal.
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:

- To assist department heads, deans, and vice presidents in obtaining budget information, the Budget Office developed a Budget Detail report in SQR that can be accessed from their workstations.
- Based on a recommendation from the college’s external auditors, account transaction information from Rensselaer County is obtained and analyzed by the Budget Office on a monthly basis.
- A new employer survey is being developed to obtain better information from employers on the perceived technical proficiency of the graduates of the Building Systems Technology programs.
- The Biology, Chemistry and Physics Department has implemented a more effective means of distributing and evaluating assessment results through the use of Blackboard.
- Noting that while 100% of the students in the Respiratory Care A.A.S. program passed the BiPAP/IPPB station of the practical skills assessment exam, sometimes a second attempt was required to do so. In response, the department instituted an increased focus on BiPAP assessment in its courses (RESP 200, 225, 235, and 250) and offered an IPPB review during the last month of the program.
- To further increase the responses received for their satisfaction survey the Office of Continuing Education and Summer Sessions is exploring a move to an online format for the 2008-09 academic year.
- The English, Modern Languages and English as a Second Language Department continues to revise and expand its departmental web portal which provides assessment results, rubrics, useful assessment links, student tools, suggestions for the improvement of student learning, etc. for departmental faculty and students.
- To further improve students’ approach to and attitude towards learning, the College Learning Centers instituted a facilitated study groups initiative that has been rated by students as being highly effective, both in term of increased class focus and class success.
- Based on concerns raised by faculty and staff about Saturday workshops, NCBI is now scheduling its workshops for weekdays and highlighting its offerings on Faculty Workshop Day and Staff Development Day.
- The online customer satisfaction survey implemented by the Graphics Office and Print Shop has resulted in a much higher response rate than the old system and provided the office with better and more user data.
Performance by Hudson Valley students on the General Education assessments continues to demonstrate the high quality of the college’s academic programs and its faculty’s profound commitment to excellence in teaching. These positive results also reinforce the importance of 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 81% of students met or exceeded standards, with some areas (Other World Civilizations, The Arts, and Foreign Language) at 90% or more. The number of general education assessments increased 44.1% from 2006-07. This year there were 75,401 assessments compared to 52,334 in 2006-07. (As a point of comparison, in 2002-03, the first year of general education assessment, there were only 9,575 assessments.) This increase in assessments was due to the first full-scale assessments of critical thinking and information management that occurred in spring 2008.
<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 07 &amp; Spring 08</td>
<td>3223</td>
<td>53%</td>
<td>23%</td>
<td>11%</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Data analysis, Quantitative reasoning</td>
<td>Fall 07 &amp; Spring 08</td>
<td>3050</td>
<td>52%</td>
<td>23%</td>
<td>11%</td>
<td>14%</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 07 &amp; Spring 08</td>
<td>3722</td>
<td>52%</td>
<td>22%</td>
<td>12%</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>Application of scientific data, concepts, and models in one of the natural sciences</td>
<td>Fall 07 &amp; Spring 08</td>
<td>3697</td>
<td>53%</td>
<td>21%</td>
<td>12%</td>
<td>14%</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 07 &amp; Spring 08</td>
<td>6859</td>
<td>61%</td>
<td>21%</td>
<td>8%</td>
<td>10%</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 07 &amp; Spring 08</td>
<td>6896</td>
<td>54%</td>
<td>24%</td>
<td>11%</td>
<td>11%</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 07 &amp; Spring 08</td>
<td>973</td>
<td>56%</td>
<td>22%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Knowledge of common institutions in American society and how they have affected different groups</td>
<td>Fall 07 &amp; Spring 08</td>
<td>949</td>
<td>56%</td>
<td>22%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Understanding of America’s evolving relationship with the rest of the world.</td>
<td>Fall 07 &amp; Spring 08</td>
<td>949</td>
<td>56%</td>
<td>22%</td>
<td>11%</td>
<td>11%</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 07 &amp; Spring 08</td>
<td>1314</td>
<td>61%</td>
<td>18%</td>
<td>9%</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>Relate the development of Western civilization to that of other regions of the world</td>
<td>Fall 07 &amp; Spring 08</td>
<td>1317</td>
<td>59%</td>
<td>19%</td>
<td>9%</td>
<td>13%</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 (Cont.)

<table>
<thead>
<tr>
<th>Knowledge and Skills Areas / Competencies</th>
<th>Learning Outcome</th>
<th>Date of Assessment</th>
<th>Students Assessed</th>
<th>Information</th>
<th>Results¹</th>
<th>Results¹</th>
<th>Results¹</th>
<th>Results¹</th>
<th>Results¹</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td>%</td>
<td>Exceeding Standard</td>
<td>Meeting Standards</td>
<td>Approaching Standards</td>
<td>Not Meeting Standards</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 non-Western civilization</td>
<td>Fall 07 &amp; Spring 08</td>
<td>175</td>
<td>94%</td>
<td>79%</td>
<td>14%</td>
<td>2%</td>
<td>5%</td>
<td></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 07 &amp; Spring 08</td>
<td>4318</td>
<td>72%</td>
<td>66%</td>
<td>17%</td>
<td>6%</td>
<td>11%</td>
<td></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 07 &amp; Spring 08</td>
<td>1823</td>
<td>84%</td>
<td>76%</td>
<td>14%</td>
<td>3%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Basic proficiency in the understanding and use of a foreign Language</td>
<td>Fall 07 &amp; Spring 08</td>
<td>959</td>
<td>75%</td>
<td>83%</td>
<td>9%</td>
<td>2%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knowledge of the distinctive features of culture(s) associated with the language they are studying</td>
<td>Fall 07 &amp; Spring 08</td>
<td>958</td>
<td>75%</td>
<td>82%</td>
<td>7%</td>
<td>4%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Basic Communication</td>
<td>Produce coherent texts within common college-level written form</td>
<td>Fall 07 &amp; Spring 08</td>
<td>5064</td>
<td>79%</td>
<td>59%</td>
<td>17%</td>
<td>8%</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate the ability to revise and improve such texts</td>
<td>Fall 07 &amp; Spring 08</td>
<td>5064</td>
<td>79%</td>
<td>59%</td>
<td>20%</td>
<td>8%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research a topic, develop an argument, and organize supporting details</td>
<td>Fall 07 &amp; Spring 08</td>
<td>5064</td>
<td>79%</td>
<td>59%</td>
<td>20%</td>
<td>8%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop proficiency in oral discourse</td>
<td>Fall 07 &amp; Spring 08</td>
<td>5104</td>
<td>81%</td>
<td>69%</td>
<td>14%</td>
<td>4%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluate an oral presentation according to established criteria</td>
<td>Fall 07 &amp; Spring 08</td>
<td>5104</td>
<td>81%</td>
<td>69%</td>
<td>14%</td>
<td>4%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking (Reasoning)</td>
<td>Identify, analyze, and evaluate arguments as they occur in their own or others’ work</td>
<td>Spring 08</td>
<td>206</td>
<td>100%</td>
<td>52%</td>
<td>32%</td>
<td>13%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop well-reasoned arguments</td>
<td>Spring 08</td>
<td>206</td>
<td>100%</td>
<td>52%</td>
<td>32%</td>
<td>13%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Information Management</td>
<td>Perform the basic operation of personal computer use</td>
<td>Spring 08</td>
<td>2799</td>
<td>73%</td>
<td>62%</td>
<td>18%</td>
<td>8%</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understand and use basic research techniques</td>
<td>Spring 08</td>
<td>2799</td>
<td>73%</td>
<td>62%</td>
<td>18%</td>
<td>8%</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Locate, evaluate and synthesize information from a variety of sources</td>
<td>Spring 08</td>
<td>2799</td>
<td>73%</td>
<td>62%</td>
<td>18%</td>
<td>8%</td>
<td>13%</td>
<td></td>
</tr>
</tbody>
</table>
Even with concerns about the economic conditions present in New York State and the nation at large, the 2008-2009 academic year promises to be an exciting and productive period for Hudson Valley. Summarized below are the highlights of the directions planned:

- Planning and construction of the new $13.5 million Training and Education Center for Semiconductor Manufacturing and Alternatives and Renewable Technologies (TEC-SMART) will take place, with a projected facility opening sometime in 2010.
- Construction of the new $15.6 million parking deck will begin.
- 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 nearly $5.5 million since its inception.
- The new Alternative Fuels Certificate, Biotechnology Certificate, Overhead Electric Line Worker Certificate, and Entrepreneurship option in the Marketing A.A.S. program will be implemented.
- 36 additional students will be admitted to the Nursing program as a result of a grant received by the Nursing Department.
- A new campus telephone system will be installed in fall 2008.
- Additional improvements to the campus infrastructure will be developed and/or implemented including the renovation of the locker rooms in Hudson Hall, renovation of the bathrooms on the first floor of the Marvin Library, and the replacement of the McDonough Sports Complex and Hudson Hall roofs.
- 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.
- The college will conduct a diversity audit and develop an action plan to put its recommendations in place for consideration by the campus community.
- The college’s Periodic Review Report will be completed and submitted to the Middle States Commission on Higher Education.