State of the College
2008 - 2009

Report to the Board of Trustees

December 15, 2009
Hudson Valley Community College has been systematically engaged in an integrated system of planning, assessment, and resource allocation for the past five 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 while positioning themselves for future growth and development.

This past year saw the approval by the Board of Trustees of the Hudson Valley Community College Strategic Plan 2008-2013. This plan was developed after extensive discussion and deliberation by the campus community, the Academic Senate Planning Committee, the Academic Senate, and the Senior Staff.

The plan identifies five strategic directions to serve as the college’s guideposts in its development as an institution of higher education over the next five years. Within each of these directions are priorities which focus on the issues and concerns of greatest importance to the college during this period. These strategic directions and priorities are as follows:

**Intellectual Growth and Innovation**

- Innovative Academic Programs - Enhance current programs and develop new programs to provide students with innovative and exemplary learning opportunities designed to meet their needs and to respond to the needs of society as a whole.

- Student Success - Enhance student success and retention through comprehensive academic support services and increased engagement of students.

- 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.
Managed Growth

- Enhance enrollments in five population segments:
  - High School Population – Enhance academic opportunities for eligible high school age students to earn college credits prior to high school graduation.
  - Traditionally Aged Students – Increase market share and yield of the traditionally aged student population.
  - Baby Boomers – Enhance credit and non-credit academic opportunities for Baby Boomers (individuals born 1946-1964).
  - Southern Saratoga County – Enhance positive awareness and market penetration in southern Saratoga County.
  - Distance Learning Students – Increase enrollment in distance learning through appropriate program/course development, elimination of internal barriers, and targeted marketing.

Campus Community

- Collegiality, Civility, and Security – Create an environment (both academic and physical) 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.

Fiscal and Infrastructure Development

- 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.

Outreach and Service

- Workforce Development – Enhance partnerships with employers (both private and public) to meet their workforce needs through traditional and online formats by utilizing college Advisory Committees and identifying specific workforce needs.
- Community Service – Encourage and support the commitment of the college community to service at the local, state, and national levels.
The 2008-09 academic year was another banner year for Hudson Valley Community College. Student enrollment grew to 12,787, an increase of 3.6 percent from the previous year and another all-time record for the college. Associated Full-Time Equivalents (FTEs) increased from 8,875.97 in 2007-08 to 9,269.5 in 2008-09, an increase of 4.4 percent. The number of graduates declined slightly in 2008-09 to 1,732 (down from 1,796 in 2007-08) and of these, 376 graduated with honors.

Enrollment continues to grow as well in the college’s non-traditional initiatives. The College in the High School program continues to be very popular with local high school students generating a total of 722 FTEs for 2008-09 and 31 school districts participating in the program. Community and Professional Education continues to expand with course enrollments growing to 9,644 in 2008-09. Continuing Education and Summer Sessions also saw their summer enrollment increase to 771 FTEs, 4.7% above last year’s figure.

The college received final approval from the New York State Education Department for the establishment of a new Bereavement Studies Certificate program in the Mortuary Science Department. The Human Services A.A. S. degree program was deactived due to its similarity with the more flexible A.S. program. The college also approved the establishment of a new Disabilities Studies Certificate and a Physical Sciences A.S. degree program (which are currently under review by SUNY/New York State Education Department).

Spring 2009 saw the start of construction for the college’s $15.6 million parking deck. This new parking facility will have room for approximately 800 cars and will serve both students and faculty/staff. Construction is expected to be completed in August 2010. Spring 2009 also saw the beginning of construction for the college’s $13.5 million Training and Education Center for Semiconductor Manufacturing and Alternative and Renewable Technologies (TEC-SMART). This new facility, located at the Saratoga Technology and Energy Park (STEP) in Malta, NY (adjacent to where GlobalFoundries is building a $4.2 billion computer chip facility) will feature more than a dozen state-of-the-art classrooms and laboratories that will be used to train the workforce in green technologies, including semiconductor manufacturing, photovoltaic, home energy efficiency, geothermal, alternative fuels and wind energy. Classes will be offered at TEC-SMART starting January 2010.
The college signed a 10 year lease for space (36,557 square feet) in a building located at 400 Jordan Road (approximately 1.5 miles south of campus). This new campus facility houses the Hudson Valley Community College Foundation, Alumni Affairs, the Center for Energy Efficiency and Building Science, the Workforce Development Institute, and the Department of Cardiorespiratory and Emergency Medicine.

Hudson Valley Community College played host to Dr. Nancy Zimpher, the newly appointed Chancellor of the State University of New York, in June 2009, as part of her statewide tour of SUNY institutions and introduction to the SUNY system.

The college installed a new telephone system campus-wide.

The college conducted a nationwide search for and hired a new Athletic Director.

Hudson Valley received almost $2 million from the U.S. Department of Labor to expand its green jobs and energy efficiency training program. In addition, the college received its first National Endowment for the Humanities grant to host the traveling exhibit, *Lincoln: The Constitution and the Civil War* (the only SUNY institution so selected and one of only 25 selectees nationally).

The college submitted its Periodic Review Report to the Middle States Commission on Higher Education and was highly praised by the reviewers for the quality of its report and its accomplishments as an institution of higher education over the past five years.

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

The 2008-09 year is the fourth year that the planning database was used to develop this report. The framework for this section of the annual report is the 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 752 total activities planned, 87% (656) were met, ongoing, or are in progress and expected to be completed during the 2009-2010 year.
- Of the four 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 two percent of activities not met indicate that the initiative requires further investigation or the data was not available in time for this report.
- The two 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>231</td>
<td>123</td>
<td>53%</td>
<td>33</td>
<td>48</td>
<td>6</td>
<td>3</td>
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<tr>
<td>2. To develop and support a student centered collegial environment</td>
<td>128</td>
<td>74</td>
<td>58%</td>
<td>15</td>
<td>28</td>
<td>4</td>
<td>3</td>
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<tr>
<td>3. To promote the integration of pluralism within the college community</td>
<td>66</td>
<td>39</td>
<td>59%</td>
<td>6</td>
<td>13</td>
<td>3</td>
<td>5</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>93</td>
<td>48</td>
<td>52%</td>
<td>5</td>
<td>16</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>5. To maintain and improve administrative services</td>
<td>84</td>
<td>42</td>
<td>50%</td>
<td>11</td>
<td>24</td>
<td>5</td>
<td>6</td>
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<tr>
<td>6. To develop and foster beneficial relationships with the community</td>
<td>150</td>
<td>84</td>
<td>56%</td>
<td>14</td>
<td>33</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>752</td>
<td>410</td>
<td>55%</td>
<td>84</td>
<td>162</td>
<td>33</td>
<td>4%</td>
</tr>
</tbody>
</table>

Note: 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

- The Nursing Department underwent national reaccreditation review including a site visit to the college during 2008-09. Preliminary feedback from the site visit team is extremely positive, but the department will not be informed of the official results of the review until spring 2010.

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

- One staff member received the Teaching and Learning Certificate of Completion.
- Three 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, five to Associate Professor, and five to full Professor.
- Merit Awards were received by eight faculty members and one department chairperson.
- Sabbatical leave was granted to four faculty members.
- SUNY Chancellor’s Awards were given to one faculty member for Excellence in Faculty Service, two for Excellence in Professional Service, and four for Excellence in Teaching, bringing the total number of Chancellor’s Awards received by the faculty and staff of the college to 108.
- Funding allocated to the Personnel Resources Committee to support faculty and staff professional development was increased to $40,400 in 08-09. A total of 110 proposals for professional activities were received and all funds allocated were expended. In addition, over $42,000 in tuition support was provided to 40 Hudson Valley employees pursuing college degrees.
- The Center for Effective Teaching offered 51 workshops (a 27.5% increase over 2007-08) designed to improve faculty pedagogy that were attended by 385 individuals. In addition the Faculty Resource Room was renovated with a new/second instructor console built and installed, new document scanners at all workstations, and a new networked multifunction copier (with delivery of a new Macintosh...
computer, Web-cams, and audio headsets for users expected in 2009-10).

- One hundred percent of faculty surveyed by the College Learning Centers indicated that they were very satisfied with the customized/collaborative efforts of the College Learning Centers’ staff.
- There was continued extensive 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 student goals and objections sections of all course outlines in the Teacher Preparation Department now contain references to the National Association for the Education of Young Children (NAEYC) national standards.

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

- A total of 11 articulation agreements with six four-year institutions were finalized in 2008-09. The college now has in place a total of 254 program-to-program articulation agreements with 54 colleges and universities.
- The College in the High School Program added three new high schools (Christian Brothers Academy, Mechanicville, and Tech Valley High) to its list of participating institutions.
- The college has initiated a Human Services degree program with Cazenovia College allowing students to study on the Hudson Valley campus and obtain a Bachelor’s degree from Cazenovia College.

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

- The Distance Learning Center is working with college faculty to investigate the instructional opportunities afforded by Second Life, a Web-based virtual learning environment in which users create avatars and interact with one another within a simulated environment, through a pilot project being funded through the President’s Innovation Fund.
1.6 To encourage and support innovation in the teaching and learning environment

- Six grants were awarded from the President’s Innovation Fund: *New SMART Technology: An Opportunity for Increased Student Support, Teaching History in Today’s ‘Digital Enlightenment’: An East-West Classroom Exchange Project, An Advisement Wiki, Virtual Learning Environments and Immersive Learning: A Second Life Pilot for Online, Hybrid, and WEC Instruction, Handheld Audio/Video Device and Video for Clinical Use,* and *Technology Based Learning for the GED.*
- The Medical Imaging Department purchased a classroom response system (clickers) for use in its courses.
- The Instructional Media Center added 164 new subject specific media programs to their holdings to support departmental media needs in such areas as human services, multicultural affairs, American history, engineering science, sociology, and art.

1.7 To assess effectiveness in the teaching and learning environment

- The college completed its sixth year of institutional assessment.
- The annual SUNY-mandated assessments of the 10 General Education Knowledge and Skills Areas were successfully completed.
- NAEYC has approved the application of the Teacher Preparation Department for national accreditation. The self-study necessary for this accreditation is currently in progress.

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

- Fifteen degree programs underwent program review during 2008-09.
- The college’s full-time to part-time faculty contact hour ratio was 64% to 36% in 2008-09, identical to that of the previous year.
- The grades required for advancement to Respiratory Care courses and graduation in the Respiratory Care (A.A.S.) program were raised to C or better for physics and chemistry courses.
- Nursing students achieved a first-time pass rate on the National Comprehensive Licensing Examination (NCLEX) of 90.24%, well above both the state and national pass rates for the period.
- The Nursing Department implemented a one week, five hours per day Nursing Boot Camp in August 2009 designed to assist in the transition of students from NURS 102 to NURS 201.
- The Nursing Department received approval to implement a selective admissions policy for the Nursing A.A.S. program.
1.9  To provide and maintain a classroom environment that is conducive to teaching and learning

- The Computing and Information Sciences Department designed and implemented a new Networking Lab in BTC 211.
- Instructional Technologies installed seven multimedia classroom upgrades.
- The Interactive Media Center refurnished its three multimedia viewing rooms with new tables, desks, and chairs to provide an environment more conducive to teaching and learning for faculty and students.
- The Library established color zones to designate silent, quiet, and collaborative study areas.
- Construction was completed in August 2009 of the Flexible Learning Space in the Library. This 30-seat, multi-use Smart classroom is equipped with accordion doors which can be closed for focused library/media/learning strategies instruction or opened to provide additional seats for students utilizing the ACE Computer Learning Center.
- 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 2008-09.

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

- Six programs were revised: Mortuary Science A.A.S., Automotive Technical Services General Motors A.O.S., Automotive Technical Services Daimler Chrysler A.O.S., Automotive Technical Services A.O.S., Computer Information Systems: Web Design (CWD) A.A.S., and Human Services A.S.
- Two new programs were developed and approved for fall 2009 implementation: Bereavement Studies Certificate and Theatre Arts (A.S.).
- New Physical Sciences A.S. and Disabilities Studies Certificate programs were approved by the college and will be sent on to SUNY/New York State Education Department for review and approval.
- The Human Services A.A.S. degree program was deactivated due to its similarity with the more flexible A.S. program.
- The Mortuary Science A.A.S. program was revised to include four more humanities credits and a two credit comprehensive review class.
- Seven new courses were developed by the Biology, Chemistry and Physics Department: Principals of Microbiology, Methods in Cell
Culture, Immunology Methods, Biological Imaging and Cytometry,
Biotechnology Internship, Principals of Physical Chemistry, and
Methods of Theoretical Physics.

• Five new courses were created by the Fine Arts, Theatre Arts and
Broadcast Communications Department: Art Appreciation, History of
Photography, History of American Cinema, and Advanced Study in
Drawing and Painting I and II.

• The Fine Arts, Theatre Arts and Broadcast Communications,
Computing and Information Sciences, and Civil Engineering,
Construction, Industrial and Mechanical Engineering Technologies
Departments began the development of an interdisciplinary Graphics
Arts program.

• The Teacher Preparation Department developed a new course,
Assistive Technology Preschool through High School.
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 WIReD Individualized Student Enrollment (WISE) checklist was successfully implemented. This Web-based system allows students to check the status of their application; determine where it is in the application/enrollment process; obtain information about such things as financial aid, placement testing, advising, etc.; and discover what, if any, information/action(s) are required on their part.
- Students are now able to request an official copy of their transcript via WIReD.
- The Collegiate Academic Support Program (CASP) provided tutoring and assistance to traditionally under-represented students in science (577 hours).
- Through its MetLife Foundation grant and funding from the Perkins grant, CASP created a new Peer Mentor Program.
- Summer Sessions produced over 771 FTEs for summer 2009, an increase of almost five percent from summer 2008.
- Testing, Advisement and Academic Placement has enabled the Remote Testing feature of COMPASS Internet Version to allow students who live at a distance from Hudson Valley to take the college’s placement test at a location closer to home.
- The Center for Careers and Employment launched a new computerized job bank system called Symplicity.

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

- The College Learning Centers provided study groups for a number of courses and subjects including MATH 090, MATH 099, MATH 120, ECCE 115, ECCE 122, physics, electricity, and nursing, as well as a workshop in Chicago Manual Style for students taking history courses.
- Fall-to-spring student retention increased from 76.25% for the fall 2007 cohort to 78.3% for the fall 2008 cohort.
- The EOC developed a new program initiative, Prep 4 College Success, whereby it would provide remedial instruction to Hudson Valley applicants prior to their enrollment at the college and who either test weak in three areas or are EOP applicants.
• The Center for Counseling and Transfer saw student visits for transfer and personal counseling increase by 13% from 2007-08 (4,658 vs. 4,102).

2.3 To provide effective academic advising for all students

• One hundred percent of the fall 2008 and spring 2009 Liberal Arts graduates completed seven or more of the SUNY General Education requirements.
• Testing, Advisement and Academic Placement has finalized and introduced Web for Advisors to the advising community on campus. Advisors are now directly connected to their advisees’ records in WIReD.
• Academic units continue to improve their advisement services through a variety of mechanisms (Web pages, increased advising staff and hours, etc.).
• The Center for Effective Teaching established an Academic Advising Certification of Completion program which provides participants with training in the foundations of advising, advising special groups, and advising tools and resources.

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

• A form was made available on the Office of the Registrar’s Web page that enables students to request enrollment verification electronically. Of the requests for such verification made during 2008-09, 25% were done via the Web.

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

• Digital signs purchased as a class gift from the Class of 2009 were installed in the Siek Campus Center, Guenther Enrollment Services Center, Bulmer Telecommunications Center, Marvin Library, Brahan Hall, McDonough Sports Complex, and Cogan Hall. These signs provide, in both an efficient and timely fashion, information about programs, events, services of interest, and emergency situations to the entire campus community.

2.6 To foster and promote student responsibility and involvement in his/her education

• Five Hudson Valley students were recognized for their achievements with the SUNY Chancellor’s Award for Student Excellence.
• Who’s Who Among Students in American Junior Colleges recognized 51 Hudson Valley Community College students for their academic
excellence, leadership in extracurricular activities and/or community service, and potential for future achievement.

- A chapter of the American Institute of Architecture Students (AIAS) is now in place on campus for students in the Architecture Technology program.
- Students participated in departmental workshops and field trips relevant to their career fields.
Goal 3: To promote the integration of pluralism within the college community

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

- President Matonak established a campus-wide Diversity Task Force and charged it to conduct a diversity audit to analyze the gaps between where the college is and where it should be in terms of access and equity and recommend an action plan to the Senior Staff of the college that would include a vision statement, objectives, strategies for accountability and assessment; and also detail the resources necessary to implement the plan.
- The National Coalition Building Institute (NCBI) offered a total of 12 workshops in 2008-09 with a total of 455 individuals participating.
- NCBI held the 1st Annual NCBI Youth Leadership Award Ceremony in May 2009 to recognize students, both high school and college, who have demonstrated specific acts of leadership in their schools throughout the year to create a safe, welcoming, and inclusive learning environment using the skills and principles taught in the NCBI training program.

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 decreased from 8.1% to 7.3% in 2008-09 and minority applications for Adjunct Instructor positions decreased from 9.0% to 7.7%. The percentage of minority full-time faculty for 2008-09 was 1.4%, down from 4.8% in 2007-08. The percentage of adjunct minority faculty in 2008-09 was 7.8%, a decrease from the 8.1% figure for 2007-08.

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

- Minority enrollment for fall 2008 was at 13.9%, virtually unchanged from the figure for fall 2007. This number continues to compare favorably with the figure for the Capital Region.
• Of those CASP students who received tutoring in science, 64% passed their science courses in fall 2008.
• The retention rate for CASP students for fall 2008 was 76%.
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 10 similarly-sized associate degree granting public institutions, the college:
  - Exceeded the mean peer group responses in the Wired Internet connections, Wireless Internet connectivity, LCD projectors, computers, Document projectors/systems/cameras and Other categories (VHS/DVD).
  - Was below the median peer group response for number of hours per week a public help desk service is provided (77 vs. 82 hours).
  - Exceeded the median peer group funding for Instructional Technology organization for both centralized and decentralized funding.
  - 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.
- Access to ACE, Banner, Blackboard, and on- and off-campus networks was available to the campus user community at least 99.79% 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.
- The college installed a new telephone system campus-wide. The new system was available 99.77% of the time.
- Instructional Technology Services conducted a survey in spring 2009 and found that 94% 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 great success. It should be noted that Hudson Valley is the first SUNY college to employ this technology.
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.
- The Capital District Educational Opportunity Center (EOC) conducted three information technology institutes for over 50 youths (ages 16-24) to provide training leading to Microsoft Certification in Application Software (MCAS) in Microsoft Word.

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

- Retention Services worked with the Registrar’s Office to develop a new Banner program to generate call lists for the Student Outreach and Support Call Center.

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.
- Twenty of the 22 course offerings in the Teacher Preparation Department are Web enhanced and 16 of them are also offered completely online. In addition, some sections of ECCE 122, 123, and 226 are now offered as hybrid courses.
Goal 5: To maintain and improve administrative services

5.1 To develop and maintain an integrated institutional planning process

- As the culmination of a multi-year strategic planning process, the Board of Trustees approved the *Hudson Valley Community College Strategic Plan 2008-2013*.

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.
- The State University of New York established a new Chancellor's Award for Excellence in Classified Service in 2008-09. The college is very pleased that one of its classified service employees was a member of the inaugural group of individuals receiving this award in recognition of their exemplary service to their respective institutions and SUNY as a whole.

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

- A number of enrollment management forums were held during 2008-09 to provide faculty and staff with the opportunity to share their views and suggestions regarding this issue.
- The *Hudson Valley Community College Strategic Plan 2008-2013* was developed after extensive input, review, and discussion by all levels of the college community, including the Academic Senate Planning Committee, the Academic Senate as a whole, and the Senior Staff.

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

- The Subcommittee on Professional Development of the Academic Senate’s Personnel Resources Committee organized and sponsored the Staff Development Day held in spring 2009. A keynote speaker and workshops addressed a variety of issues related to the workplace.
5.6 To implement a non-adversarial and collaborative approach to the bargaining process

- A four year successor agreement with the Hudson Valley Community College Department Chairpersons Association was completed and approved.

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

- Work was completed on the new 300 space parking lot located east of the McDonough Sports Complex.
- Replacement of the McDonough Sports Complex and Hudson Hall roofs was completed.
- The renovations of the bathrooms on the first floor of the Marvin Library and the locker rooms in Hudson Hall were completed.
- Construction began on the new parking deck, which is scheduled to be completed in time for the start of the fall 2010 semester.
- The Board of Trustees approved the Hudson Valley Community College Identity Theft Program as required under the Federal Trade Commission’s Red Flag Rules.

5.8 To promote fiscal responsibility and accountability

- While tuition increased by $100 for 2008-09, 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 2.7% of the operating budget was maintained.
- The annual budget was approved by Rensselaer County with no increase in the sponsor contribution.
- During the 2008-09 fiscal 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 generated 722 FTEs in 2008-09, a one percent increase in enrollment.
- The Scheduling Office schedules classrooms and provides computer accounts for faculty and staff from SUNY IT, College of Saint Rose, and The Sage Colleges. Approximately 270 individuals are involved in this program annually.
- The Office of Testing, Advisement and Academic Placement has installed COMPASS Internet Version and trained staff at New York State Office of Children and Family Studies facilities across the state to allow for the placement testing of incarcerated individuals looking to take Hudson Valley distance learning courses.
- Viking Video Technologies provided videoconferencing/live streaming support for the SUNY Chancellor’s Office for the Chancellor’s “First Day at SUNY” address, her videoconference with SUNY student reporters located at campuses across the state, and the Chancellor’s “End of Campus Tours” press conference.
- The EOC has been designated as a collaborative partner with the Center for Energy Efficiency and Building Science and will be working with them to bring a basic building science course to EOCs throughout the state.
- The EOC has entered into a Memorandum of Agreement with Glenmont Job Corps (GJC) that provides student with the opportunity to dual enroll with the EOC and GJC.

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 had a total of 9,644 course enrollments, producing a tuition revenue of $986,617.
• Continuing Education and Summer Sessions increased their summer enrollment to 771 FTEs in 2008-09, over four percent greater than last year.

• Working with the Center for Distance and Online Learning, the Workforce Development Institute developed a new online course as part of its commitment to providing professional development opportunities for interested individuals/organizations: Pharmacy Technician.

• The college continued its China Initiative, with a delegation from Dezhou, People’s Republic of China, visiting Hudson Valley to discuss workforce development issues.

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 third year of enrollment management planning and oversight and dealt with such issues as student orientation, making registration and its related processes more student friendly and efficient, safety related issues such as the creation of the Student Behavioral Assessment Team, and enhancing department chair input in the enrollment projection process.

• The Enrollment Initiative Fund concluded its third year of funding enrollment recruitment and retention initiatives. A total of $4,482 was provided to support eight initiatives including panel discussions featuring woman and non-traditional engineering professionals designed to interest middle and high school women and under-represented population students in careers in the engineering professions, the Write All Night program (which assists at-risk students with their writing assignments during the last two weeks of the fall and spring semesters), recruitment of spouses and relatives of current international students at area colleges and universities (F-2 or J-2 visa holders), and a program that reaches out to at-risk high school students and their parents formerly not considering higher education as an option and informs them about the opportunities available at Hudson Valley and the application and enrollment process.

• The college’s first purge date was moved to July 1st to increase the availability of course access for students earlier for the fall semester. Students must pay a $50 commitment fee or complete a FAFSA application in order to maintain their fall schedule and not to be purged on July 1st.

6.4 To promote the maximum achievable graduation rate for students

• More than $295,238 was disbursed by the Hudson Valley Community College Foundation in scholarship aid to 419 students.
• Through the joint efforts of the College in the High School program and the Hudson Valley Community College Foundation, high school scholarships were increased from $10/credit hour to $20/credit hour.

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

• Redesign of the college’s Web site began in 2008-09. The redesigned website will take advantage of the Drupal content management framework to enable Web 2.0 features.
• A new suite of admissions materials for 2009-2010 was developed in 2008-09.
• A BTW (By The Way) video highlighting the campus and aimed at prospective students was uploaded to YouTube.
• Facebook Fan pages were launched for both the college and the Alumni Association.

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

• The Cardiorespiratory and Emergency Medicine Department gave Tobacco Awareness presentations to approximately 1,000 elementary school students.
• Students in the CAD Certificate program designed a Habitat for Humanity home to be built in Troy in 2009-10.
• The faculty and students of the Construction Department helped to build a Habitat for Humanity home in Schenectady.
• Hudson Valley was recognized with the Recycling Achievement Award for recycling a total of 141,202 pounds of paper, a threefold increase over recycling efforts from only two years ago.

6.7 To serve as a cultural resource for internal and external communities through both curricular and non-curricular programs and activities

• The English, Modern Language, and English as a Second Language Department continues to publish Threads, a student literary journal that celebrates student writing.
• The Hudson Valley Community College Cultural Affairs program presented 16 events, including workshops in flamenco dance and guitar. 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.
• The College in the High School program and the Marvin Library partnered to present a showcase of artworks on campus by students
at Shaker High School and Bethlehem High School taking College in the High School art courses.

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 2008-09, as reported to the annual Council for Aid to Education survey, was $1,395,008, an increase of almost 47% from the previous year.
- The Foundation raised $161,408 for the Annual Fund from a variety of sources including the U. W. Marx Golf Classic and the Distinguished Service Award Luncheon.
- Nearly $120,000 was raised through the Celebration of Excellence Gala to create a new endowment to benefit the college’s Health Sciences programs.
- The Foundation supported many college initiatives in 2008-09, including $296,408 in 419 student scholarships, $129,628 in non-scholarship restricted fund, $103,366 in initiatives funded from unrestricted giving, and $568,817 in non-monetary gifts to the college (an increase of 366% over 2007-08).
- The “Promise of Our Region” campaign entered its public phase in spring 2008 and has raised almost $6.2 million in cash and pledges towards its first $10 million since its inception. It is anticipated that the campaign will reach its goal in spring 2010.
- Four 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 38.
- Fifteen new funds were established at the Foundation in 2008-09, including seven scholarship funds and eight departmental funds. These include: Allied Health Endowment Fund; Automotive Expansion Fund; Energy, Biology, Chemistry and Physics Funds, Building Engineering Technology and Engineering Science Endowment Fund; Business Department Student Award Fund; Manufacturing Technical Systems Fund; Nursing Expansion Fund; and Respiratory Care Fund.
- Hudson Valley received $175,000 from Albany Medical Center for the support of the college’s nursing program.
- The college received 12 grants totaling $2,123,947 during the 2008-09 academic year, an increase of 9.8% from the previous year.
- The Civil Engineering, Construction, Industrial and Mechanical Engineering Technologies Department brought in over $90,000 in donations to the college.
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 2009-10.

This is the fourth 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 416 outcomes for 2008-09, 216 or 52% 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, 65% of the assessment results will be used to improve services and outcomes. Note, too, that departments/units have in large measure (81%) chosen to extend their assessment outcomes into 2009-10.
# 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 2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - To enhance and promote excellence in teaching and learning</td>
<td>196</td>
<td>81</td>
<td>52</td>
<td>102</td>
<td>186</td>
</tr>
<tr>
<td>2 - To develop and support a student centered collegial environment</td>
<td>77</td>
<td>50</td>
<td>19</td>
<td>64</td>
<td>50</td>
</tr>
<tr>
<td>3. To promote the integration of pluralism within the college community</td>
<td>41</td>
<td>22</td>
<td>6</td>
<td>32</td>
<td>31</td>
</tr>
<tr>
<td>4. To create and sustain a technological environment that is supportive of academic and administrative needs</td>
<td>20</td>
<td>13</td>
<td>3</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>5. To maintain and improve administrative services</td>
<td>29</td>
<td>13</td>
<td>5</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>6. To develop and foster beneficial relationships with the community</td>
<td>53</td>
<td>37</td>
<td>10</td>
<td>44</td>
<td>41</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>416</strong></td>
<td><strong>216</strong></td>
<td><strong>95</strong></td>
<td><strong>269</strong></td>
<td><strong>339</strong></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:

- The Fine Arts, Theatre Arts and Broadcast Communications Department has developed a Strategic Photography Technology Plan to move to its photography program to the digital medium to bring it in line with how the field has developed.
- Work has begun in the Mathematics and Engineering Science Department on a pilot program to offer a self-paced MATH 090 (Numeric Skills) course and the modularization of Elementary Algebra I (MATH 099). In addition, MATH 085 (Math Study Skills) was developed and will be a co-requisite for MATH 090.
- The Mortuary Science A.A.S. program was revised to include four more humanities credits and a two credit comprehensive review class.
- The Nursing Department implemented a one week, five hours per day Nursing Boot Camp in August 2009 designed to assist in the transition of students from NURS 102 to NURS 201.
- The College Learning Centers developed and conducted specialized workshops for freshman and senior respiratory care students on specific mathematical concepts for their field of study and for students in the Teacher Preparation Department taking ECCE 115 and ECCE 120 targeting students’ knowledge of APA style and their ability to synthesize observational notes into narrative form.
- The Business Administration Department has developed an exit survey for its graduating students. The survey collects information on students’ attainment of goals and plans after graduation for use by the department to improve its offerings and student retention.
- The grades required for advancement to Respiratory Care courses and graduation in the Respiratory Care (A.A.S.) program were raised to C or better for physics and chemistry courses.
- To improve retention and graduation rates in the Forensic Science Studies program, the Criminal Justice, Forensic Science and Public Administration Department is investigating the use of mandatory study groups for its students.
- To further improve students’ writing skills, the Human Services and Chemical Dependency Counseling Department has increased the number of essays required in its courses and increased the referrals of its students to the Learning Assistance Center.
- To further improve students’ approach to and attitude towards learning, the College Learning Centers has continued its facilitated study groups initiative that has been rated by students as being highly effective, both in terms of increased class focus and class success. In fact, 90% of student surveyed responded that they attribute much of their success in class to their study group participation.
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, the percentage of students who met or exceeded standards ranged from 72% (Natural Sciences) to 92% (Foreign Language) with the average at 82%. In fact, the areas Other World Civilizations and The Arts also had percentages above 90%. The number of general education assessments decreased slightly (1.8%) from 2007-08. This year there were 74,067 assessments compared to 75,401 in 2007-08. (As a point of comparison, in 2002-03, the first year of general education assessment, there were only 9,575 assessments.)
# ASSESSMENT OF STUDENT LEARNING OUTCOMES IN GENERAL EDUCATION

## CAMPUS REPORT

**Campus:** Hudson Valley Community College  
**Academic Year:** 2008-2009  
*(Specify name of branch campus, if relevant)*

<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>% Meeting Standards</th>
<th>% Approaching Standards</th>
<th>% Not Meeting Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics</strong></td>
<td>Arithmetic, Algebra, Geometry</td>
<td>Fall 08 &amp; Spring 09</td>
<td>3219</td>
<td>75%</td>
<td>22%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Data analysis, Quantitative reasoning</td>
<td>Fall 08 &amp; Spring 09</td>
<td>3121</td>
<td>72%</td>
<td>25%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Natural Sciences</strong></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 08 &amp; Spring 09</td>
<td>4126</td>
<td>74%</td>
<td>22%</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>Application of scientific data, concepts, and models in one of the natural sciences</td>
<td>Fall 08 &amp; Spring 09</td>
<td>4113</td>
<td>74%</td>
<td>21%</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Social Sciences</strong></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 08 &amp; Spring 09</td>
<td>7215</td>
<td>77%</td>
<td>19%</td>
<td>7%</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 08 &amp; Spring 09</td>
<td>7259</td>
<td>77%</td>
<td>24%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>American History</strong></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 08 &amp; Spring 09</td>
<td>1046</td>
<td>81%</td>
<td>21%</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Knowledge of common institutions in American society and how they have affected different groups</td>
<td>Fall 08 &amp; Spring 09</td>
<td>1046</td>
<td>81%</td>
<td>23%</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Understanding of America’s evolving relationship with the rest of the world.</td>
<td>Fall 08 &amp; Spring 09</td>
<td>1046</td>
<td>81%</td>
<td>22%</td>
<td>11%</td>
</tr>
<tr>
<td><strong>Western Civilization</strong></td>
<td>Knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization</td>
<td>Fall 08 &amp; Spring 09</td>
<td>1199</td>
<td>76%</td>
<td>18%</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 08 &amp; Spring 09</td>
<td>1503</td>
<td>81%</td>
<td>15%</td>
<td>7%</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]
## Knowledge and Skills Areas / Competencies

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Information</th>
<th>Results¹</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><strong>Knowledge and Skills</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Other World Civilizations</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Knowledge of either a broad outline of world history, or the distinctive features</td>
<td>Date of Assessment</td>
<td></td>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of the history, institutions, economy, society, culture, etc., of non-Western</td>
<td>Semester/Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>civilization</td>
<td>Fall 08 &amp; Spring 09</td>
<td>168</td>
<td>91%</td>
<td>78%</td>
<td>13%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Knowledge of the conventions and methods of at least one of the humanities in</td>
<td>Date of Assessment</td>
<td></td>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>addition to those encompassed by other knowledge areas required by the General</td>
<td>Semester/Year</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Education program</td>
<td>Fall 08 &amp; Spring 09</td>
<td>4152</td>
<td>72%</td>
<td>70%</td>
<td>16%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td><strong>The Arts</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Understanding of at least one principal form of artistic expression and the</td>
<td>Date of Assessment</td>
<td></td>
<td>%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>creative process inherent therein</td>
<td>Semester/Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Fall 08 &amp; Spring 09</td>
<td>1677</td>
<td>81%</td>
<td>78%</td>
<td>13%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td><strong>Foreign Language</strong></td>
<td></td>
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<tr>
<td>Basic proficiency in the understanding and use of a foreign</td>
<td>Date of Assessment</td>
<td></td>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>Semester/Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall 08 &amp; Spring 09</td>
<td>854</td>
<td>72%</td>
<td>83%</td>
<td>9%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Knowledge of the distinctive features of culture(s) associated with the language</td>
<td>Date of Assessment</td>
<td></td>
<td>%</td>
<td></td>
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<tr>
<td>they are studying</td>
<td>Semester/Year</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall 08 &amp; Spring 09</td>
<td>858</td>
<td>72%</td>
<td>79%</td>
<td>11%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td><strong>Basic Communication</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Produce coherent texts within common college-level written form</td>
<td>Date of Assessment</td>
<td></td>
<td>%</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Semester/Year</td>
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</tr>
<tr>
<td></td>
<td>Fall 08 &amp; Spring 09</td>
<td>4648</td>
<td>76%</td>
<td>61%</td>
<td>17%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to revise and improve such texts</td>
<td>Date of Assessment</td>
<td></td>
<td>%</td>
<td></td>
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<tr>
<td></td>
<td>Semester/Year</td>
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<tr>
<td></td>
<td>Fall 08 &amp; Spring 09</td>
<td>4648</td>
<td>76%</td>
<td>61%</td>
<td>17%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Research a topic, develop an argument, and organize supporting details</td>
<td>Date of Assessment</td>
<td></td>
<td>%</td>
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<td></td>
<td>Semester/Year</td>
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<tr>
<td></td>
<td>Fall 08 &amp; Spring 09</td>
<td>4648</td>
<td>76%</td>
<td>61%</td>
<td>17%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Develop proficiency in oral discourse</td>
<td>Date of Assessment</td>
<td></td>
<td>%</td>
<td></td>
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<tr>
<td></td>
<td>Semester/Year</td>
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<td></td>
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<tr>
<td></td>
<td>Fall 08 &amp; Spring 09</td>
<td>4538</td>
<td>77%</td>
<td>72%</td>
<td>12%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Evaluate an oral presentation according to established criteria</td>
<td>Date of Assessment</td>
<td></td>
<td>%</td>
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<td></td>
<td>Semester/Year</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Fall 08 &amp; Spring 09</td>
<td>4538</td>
<td>77%</td>
<td>72%</td>
<td>12%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td><strong>Critical Thinking (Reasoning)</strong></td>
<td></td>
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</tr>
<tr>
<td>Identify, analyze, and evaluate arguments as they occur in their own or others'</td>
<td>Date of Assessment</td>
<td></td>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>work</td>
<td>Semester/Year</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>NOT REPORTED THIS YEAR</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Develop well-reasoned arguments</td>
<td>Date of Assessment</td>
<td></td>
<td>%</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>Semester/Year</td>
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</tr>
<tr>
<td></td>
<td>NOT REPORTED THIS YEAR</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Information Management</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform the basic operation of personal computer use</td>
<td>Date of Assessment</td>
<td></td>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Semester/Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall 08 &amp; Spring 09</td>
<td>2815</td>
<td>72%</td>
<td>62%</td>
<td>18%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Understand and use basic research techniques</td>
<td>Date of Assessment</td>
<td></td>
<td>%</td>
<td></td>
<td></td>
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Even with continuing concerns about the economic conditions present in New York State and the nation at large, the 2009-2010 academic year promises to be an exciting and highly productive period for Hudson Valley. Summarized below are the highlights of the directions planned:

- Construction of the new Training and Education Center for Semiconductor Manufacturing and Alternative and Renewable Technologies (TEC-SMART) will be completed and the facility will open in January 2010.
- Construction of the new parking deck will be completed in August 2010.
- The college will solicit proposals from architectural firms for the design of the new Brahan Science Center, with construction expected to begin in the summer of 2011 and be completed in the summer of 2013.
- 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 $6.2 million since its inception.
- The new Bereavement Studies Certificate and Theatre Arts A.S. programs will be implemented.
- The college will enter into a Google Apps Education Edition Agreement with Google Inc. and move student email accounts to Google Gmail, thereby providing expanded and more efficient service to students and freeing up college computing resources for other purposes.
- In spring 2010 Hudson Valley will be upgrading to Banner 8.
- Additional improvements to the campus infrastructure will be implemented including the reconstruction of the Q parking lot; upgrading the college’s gas service, Cogen transformers, cooling tower, the lighting in the Cogan Senior Lab, and the HVAC controls in the Bulmer Telecommunications Center, Guenther Enrollment Services Center, and Brahan/Fitzgibbons; overhauling the chiller and replacing the roof for the Siek Campus Center; and replacing the Dasher Board structure in the Conway Ice Rink.
- Two new NJCAA Division III sports will be added to the college’s Athletic Department—Men’s Cross-Country and Women’s Golf.
- As part of an statewide initiative by SUNY’s University Center for Academic and Workforce Development, all EOC student reporting will be transitioned to a Banner student system.
- The Diversity Task Force will complete its diversity audit and develop an action plan to put its recommendations in place for consideration by the campus community.