

**HUDSON VALLEY COMMUNITY COLLEGE
SELF-STUDY DESIGN DOCUMENT
Spring 2021**

Middle States Commission on Higher Education (MSCHE)

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1. Institutional Overview

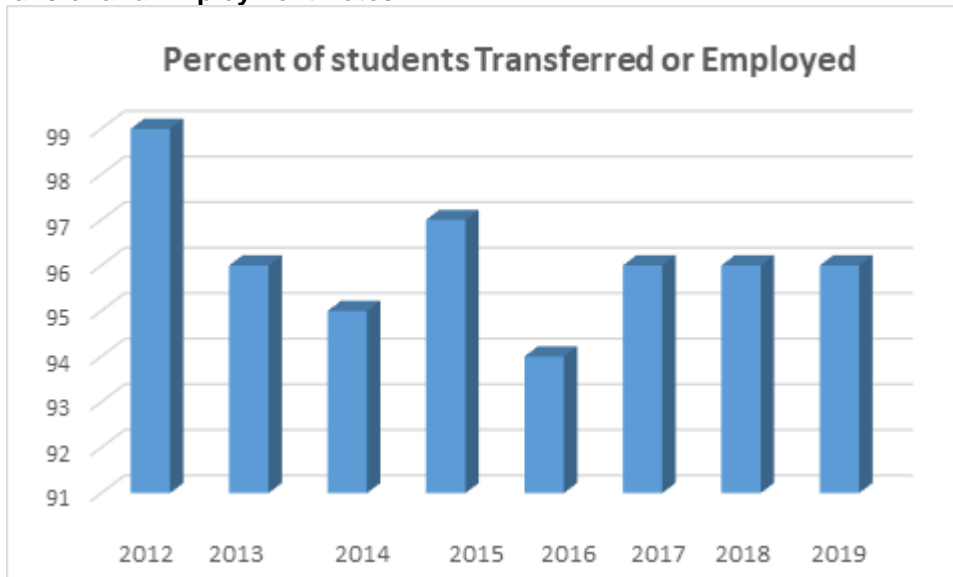
History

Hudson Valley Community College is a proud member of the State University of New York (SUNY), the nation's largest comprehensive public university system, and is one of the largest of the SUNY system's 30 community colleges. Since its inception, the college has been sponsored by Rensselaer County and plays an important role in the Capital Region. An outgrowth of the Veteran's Vocational School in downtown Troy, Hudson Valley was founded in 1953 as the Hudson Valley Technical Institute and initially provided practical hands-on vocational training for veterans returning from World War II and the Korean War. The college initially was housed in the former Earl and Wilson shirt collar factory building on the corner of Seventh and Broadway.

By 1955, the college's board of trustees was looking for a larger location to site a campus, and in 1956 announced that the Williams farm, which straddled the Troy-North Greenbush border, would be the chosen site. The new campus, with five Indiana limestone buildings, was completed in 1961. At this time Hudson Valley served some 1,200 students. The college saw its peak enrollment of 14,011 students in fall 2010 at the height of the Great Recession, when people who lost their jobs turned to community colleges to upgrade skills or to retrain. As the economy recovered, people returned to the workforce and by fall of 2020, the college served 9,348 students, and in spring 2020, Hudson Valley saw a graduating class of 1,713 students compared to 72 graduates in 1955. Currently, approximately 98% of Hudson Valley students are New York residents, with the majority of these students from the Capital Region and Upper Hudson Valley counties. A small percentage of our students are out-of-state and international, hailing from 40 different countries, including Turkey, China, and Vietnam.

Over the years Hudson Valley has seen extensive growth, not only in enrollment and facilities, but in the number and variety of academic programs, as technical and health science programs were supplemented with career and transfer programs in business and the liberal arts. The main campus is now comprised of 16 buildings, plus an extension site north of the Troy campus and has numerous instructional sites. By fall 2020, the college offered more than 80 two-year degree and certificate programs, with 22 programs available in an online format. The college now has three academic divisions: Business and Liberal Arts, Health Sciences, and STEM (Science, Technology, Engineering, and Math). The comprehensive breadth of Hudson Valley's academic programs produces a high transfer/employment rate for graduates, most of whom continue their academic studies in a regional four-year school or begin their careers at regional employers (see Figure IO1 below).

Figure IO1. Transfer and Employment Rates



In 1966, the Capital District Educational Opportunity Center (EOC) was established to serve the segments of the Capital Region’s population that were not being adequately served by traditional educational methods. Funding was provided through SUNY to establish EOCs in Troy, Buffalo, Manhattan, and Brooklyn and offered vocational training and college preparation along with community services aimed at surrounding residents. Now funded through the SUNY University Center for Academic and Workforce Development, the EOC delivers tuition-free comprehensive, community-based programs to eligible adult learners at no cost, including building trades, academic enrichment, college preparation, culinary, cosmetology, English as a second language, welding, energy technician, pharmacy technician, medical office administration, security guard training, and nursing assistant. The EOC also offers a comprehensive High School Equivalency (HSE) program which prepares individuals to take the Test Assessing Secondary Completion (TASC™), which replaced the General Educational Development (GED®), the primary pathway to a New York State High School Equivalency Diploma. Serving a highly diverse population reflective of the Capital Region, the EOC has helped nearly 50,000 individuals gain self-confidence in their own potential and obtain self-sufficiency and economic independence.

Affiliated Institutions Integrated with Hudson Valley Community College

The Foundation and the Faculty Student Association are separate corporations, which together with HVCC make up the three-legged stool of the college. Both the FSA and the Foundation are student-focused and facilitate the mission and goals of the college.

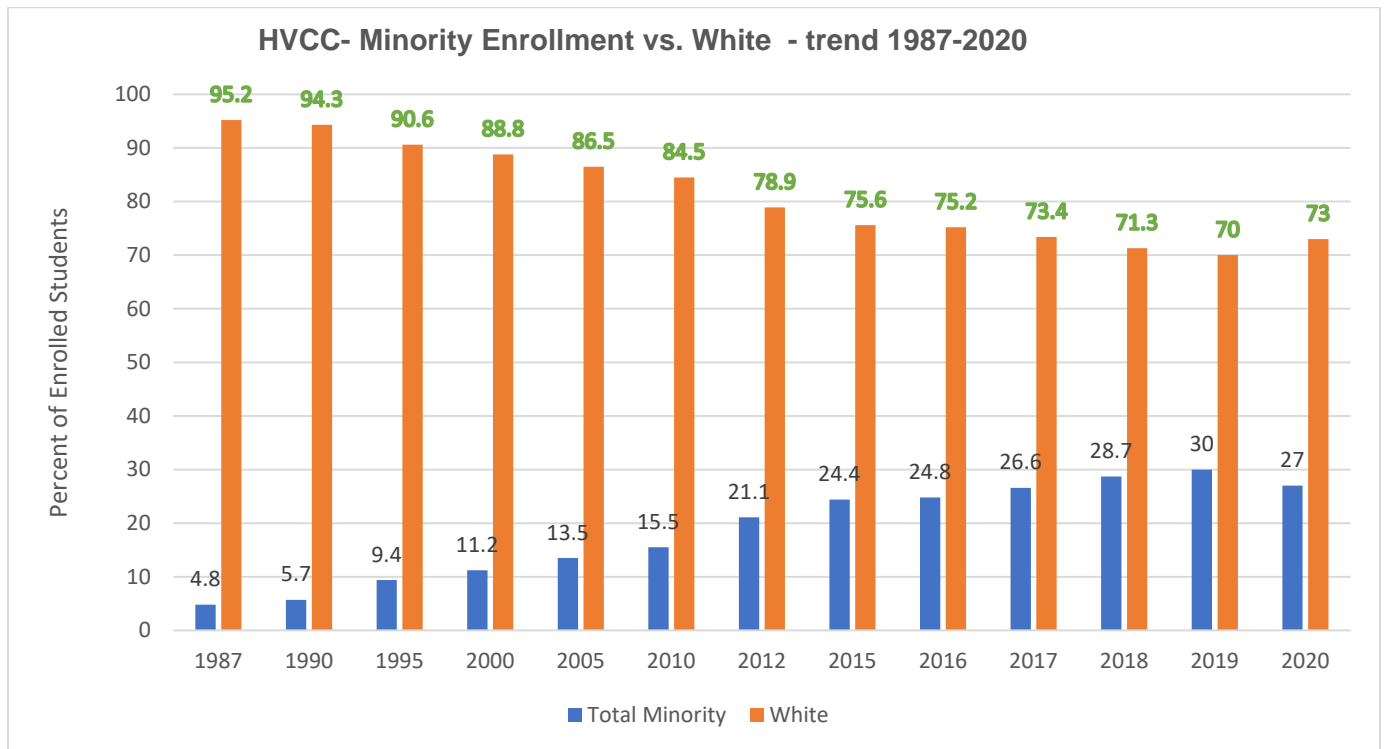
The Faculty Student Association (FSA) is a not-for-profit 501(c)(3) corporation established by law to run auxiliary services on the Hudson Valley campus, including: Viking's Cove Bookstore, Viking Child Care Center, Food Services, Intercollegiate Athletics, and Student Activities. The FSA is a self-sustaining organization governed by a Board of Directors that continually reinvests its funds to serve students and support initiatives which benefit the entire Hudson Valley community. It coordinates and provides Emergency Loans, Bookstore Refunds, Records and Activities Fee Collection, Child Care Payments and Child Care Scholarships to students. The FSA is a funding source for many projects throughout the campus, including Academic Regalia, CDTA Universal Ridership, Commencement Expenses, and Campus Improvements.

The Hudson Valley Community College Foundation's mission is to engage the community as advocates for the college to invest in a promising future. The Foundation exists solely for charitable and educational purposes. An independent, 501(c)(3) not-for-profit corporation administered by a board of directors composed of community leaders in partnership with staff, the Foundation maintains its funds apart from those of the college. By seeking external resources and grants, the Foundation works to promote the college's educational programs and services and to enhance its institutional goals and objectives. The Annual Fund gives donors the opportunity to contribute gifts that will benefit the college's greatest needs. The work the Foundation does for the college and the students is invaluable, helping to provide financial stability by supporting numerous program college initiatives, offering students emergency funding, raising money for scholarships, books, and equipment, and promoting community/corporate mentorships.

Diversity and Inclusion

As an open enrollment institution, Hudson Valley has a long history of providing college access and career training to a wide variety of individuals and demographic groups. As enrollment soared so did the percentage of students from diverse backgrounds, reflecting the changing demographics of the Capital Region. In 1987, the first year the information was archived for access, 4.8% of the incoming fall class identified as other than White. The percentage of minority students increased gradually but steadily every year, and by fall 2019, 30.0% of students enrolling identified as belonging to an underrepresented group. Additionally, a large majority of Hudson Valley's students are low income and first in their family to attend college. Such diversity and inclusivity enriches not only the college experience, but the college community as well, and offers students the opportunity to learn from and understand a wider range of viewpoints. Although the percentage of minority student enrollment dropped slightly in fall 2020, likely due to the more severe impact of COVID-19 on underrepresented groups, it is anticipated that due to active outreach and focused support programs from Hudson Valley, growth in the percentage of students from underrepresented groups will continue once the pandemic is over (see Figure IO2).

Figure IO2. Minority Enrollment 1987-2020



Economic Impact

HVCC influences both the lives of its students and the regional economy, supporting a variety of industries and businesses in the Capital Region and serving as a primary source of education. In New York, the college also benefits society as a whole from an expanded economy and improved quality of life and extends to the state and local government through increased tax revenues and public sector savings.

Through its direct expenditures and the resulting expenditures of students and regional businesses, HVCC promotes economic growth in the Capital Region, serving as an employer and buyer of goods and services for its day-to-day operations. Additionally, the college serves as a supplier of trained workers to regional industries enhancing overall productivity in the regional workforce and is a primary source of higher education to Capital Region residents.

According to a FY2017-18 Economic Impact Study performed by Emsi, Hudson Valley added \$600.1 million in income to the Capital Region economy during the analysis year, equal to the sum of the operations and construction spending impacts, the student spending impact, and the alumni impact. For context, the \$600.1 million impact was equal to approximately 1.0% of the total gross regional product (GRP) of the Capital Region.

Student Support Services and Academics

Hudson Valley is the fifth largest community college in the SUNY system, offers both credit and non-credit courses, and provides students with a full range of both academic and non-academic services. As a comprehensive college, Hudson Valley provides programs and courses to fit student needs, whether they plan to transfer to a four-year college or jump right into a career. Currently, the college offers a full range of programs, including health sciences, business, liberal arts, and STEM programs ([comprehensive list of Hudson Valley certificates and two-year programs](#)). Students can attend full-time, part-time, daytime, evening, or off-campus, utilizing a variety of delivery modes, including online, flex-hybrid, interactive TV, and traditional face-to-face instruction.

Student Support Services

To help ensure that students succeed, Hudson Valley provides students with a full range of services, both academic and non-academic, which are a result of active collaboration between Academic Affairs and Student Affairs. The goal of this collaboration is an integrated, synthesized, and seamless network of support across the college that provides Hudson Valley students with a strong pathway to success. Academic services and programs include the Center for Academic Engagement (CAE), which provides individualized academic coaching and skills building and the College Academic Support Program (CASP), which serves students from historically underrepresented and underserved groups. The college's Learning Centers encompass the Learning Assistance Center (LAC), staffed with educational specialists and professional and peer tutors, the Computer Learning Center (CLC), providing expertise for developing the computer skills necessary for academic success, and the Writing and Research Center, where specialists assist students through every step of the writing process, including how to do effective, valid research.

In addition to academic support, Hudson Valley also provides a plethora of student support services such as the Career and Transfer Center, which assists students and alumni in career and transfer counseling, including resume writing and interview preparation, securing employment, and transfer opportunities including articulation agreements and scholarship information. To help our military students (both active and veteran) pursue their educational goals, the college provides veteran peer mentors, guidance pertaining to education and other benefits, and veteran employment services. Hudson Valley's Center for Access and Assistive Technology (CAAT) works with all qualified students with disabilities by coordinating student needs with all available services and resources, and the college's comprehensive Wellness Center provides services and programs that address both mental and physical health to help ensure students reach their academic and life goals.

These are but a few examples of the wide range of academic and non-academic services in place to support student success. The college is dedicated to providing a community of support and encouragement for all our students.

Academic Programs

Hudson Valley's School of Health Sciences offers programs that prepare students for a career in the growing healthcare fields, including but not limited to Nursing, Dental Hygiene, Diagnostic Medical Sonography, Health and Wellness Studies, Mortuary Sciences, Radiologic Technology, Paramedic, Community and Public Health, and Respiratory Care. The college's Health Science professional licensure/certification pass rates are consistently very high across all programs and provide the Capital Region with highly-qualified healthcare professionals. The 2019 graduating class from Hudson Valley Community College's Nursing program again ranked among the best in the state, with a National

Council Licensure Examination for Registered Nurses (NCLEX-RN) pass rate of 96%, compared to the national average pass rate for the NCLEX-RN and the average New York State NCLEX-RN pass rate, both of which saw an 86% pass rate. Hudson Valley's 2019 Dental Hygiene program's graduates saw a 100% pass rate on the required licensure exam, as did Hudson Valley's 2019 Paramedic graduates, the 2019 Respiratory Care graduates, and 2019 Mortuary Science graduates.

The School of Science, Technology, Engineering and Math (STEM) was formed in 2020 and offers programs that provide the skills to enter the workforce in a variety of high growth career fields or transfer to a four-year program. The STEM division includes a variety of programs ranging from the Engineering Science A.S. program, a rigorous degree program that parallels the first two years of four-year college programs in various engineering fields, to the Electrical Construction and Maintenance A.O.S. program, which is primarily designed for those who wish to enter the workforce immediately following graduation. STEM programs such as Biotechnology, Advanced Manufacturing Technology, and Automotive Technologies have formed strong partnerships with regional businesses and industries, including Regeneron, Global Foundries, Watervliet Arsenal, Haas Automation, and Albany Molecular Research Institute, ensuring cutting-edge, relevant curriculum and providing access to well-paying employment upon graduation.

The college's School of Business and Liberal Arts provides a variety of business, computer information sciences, education, and liberal arts programs that provide a strong foundation for further study or direct entry into the workforce. Programs such as Business Administration, Theatre Arts, Criminal Justice, Forensic Science, Computer Information Systems, Early Childhood, Human Services, Marketing, and Cybersecurity offer students a strong foundation in the content area as well as courses designed to develop abilities in critical thinking, analysis, problem solving, communication and interpersonal relations. Many of the Liberal Arts and Business programs contain local and regional internship opportunities that provide students not only on-the-job experience, but networking opportunities as well. Additionally, Hudson Valley has numerous transfer agreements with four-year schools, including the University at Albany, R.P.I., College of Saint Rose, John Jay College, Sage Colleges, and many more local, regional, and national colleges.

Hudson Valley has a number of thriving non-credit offerings as well through the Office of Workforce Development (OWD) and the Office of Community and Professional Education (OCE). The OWD, formed in 1999, committed to assisting individuals in preparing for a new career path or to upgrade existing skills, provides strong, relevant curriculum driven by the needs of Capital Region businesses and industries with flexible course delivery systems and schedules to meet the diverse needs of students. Working directly with regional employers, the OWD is able to create customized staff development and training packages through delivery modes such as self-paced online courses and certificate programs with instructor or expert support. At this time, OWD offers Cybersecurity, Emerging Technologies, LEED Green Building, Project Management, PV Associate (Solar Power), and Web Design in this mode. In addition, instructor-led programming includes Advanced Manufacturing software (AutoCAD, SolidWorks, Mastercam), Clean Energy and Sustainability, Logistics and Supply Chain, and Management (Human Resources, non-profit, project). All offerings are noncredit and provide Continuing Education Units (CEUs). An important part of Hudson Valley, the OWD serves approximately 500 students every year.

The OCE offers a wide range of educational, professional, and recreational credit-free classes for all ages and interests, including arts and crafts, creative retirement classes, business and financial planning, health and fitness, driver training, computers, motorcycle rider training, and leisure classes. Every fall, spring, and summer, the OCE runs short-term programs for young people (coinciding with local K – 12 breaks) focused, for example, on computer programming of different types (Minecraft

Modders, Interactive Storytelling, and ESports Apprentice), along with SAT Preparation. During the summer, the OCE offers a rich series of “Summer Camps,” serving approximately 900 children and teens a term. The Summer Camp series offers summer-long programming such as athletic camps, Circus Theatrics, technology enrichment programs, the Science of Sports, cooking, and sports programs including tennis, basketball, baseball, and soccer. The OCE offers grant-subsidized tuition for those children or teens who qualify for free and reduced lunch. Additionally, non-credit certification programs in emergency medicine, dental assisting, paralegal training, and other professional areas are offered. The OCE has been offering such programs for over 30 years and serves approximately 900 students each year.

Hudson Valley Community College has been a first-choice higher education destination in the Capital Region for more than 60 years and seeks to continue to enrich and improve the surrounding community by providing business and industry with a skilled and educated workforce, serving as a cultural, community, and civic resource through both curricular and non-curricular programs and activities.

Challenges

Similar to colleges across the nation, particularly two-year public colleges, Hudson Valley has seen a steady decline in enrollment since 2010, when enrollment topped out at 14,011. By fall 2020 Hudson Valley’s headcount was 9,348, a decline of 33% since 2010. Many factors have played into this shift, including regional demographics, high employment statistics, and, most recently, the COVID-19 pandemic, which resulted in an average community college enrollment decline of 10.1% in fall 2020 from fall 2019, according to the National Student Clearinghouse Research Center (NSCRC). NSCRC also reports that while all postsecondary sectors are experiencing declines in enrollment, community colleges have been hit substantially harder. Hudson Valley has made enrollment one of its top Strategic Plan Priorities, focusing on optimizing enrollment through the improvement of access, affordability, and opportunity and by being responsive to emergent trends such as renewable energy and cybersecurity. Additionally, Hudson Valley is focused on outreach efforts to partner with local high schools, businesses, and industries and embedding a global perspective in the college’s programs to attract students to the college, and establishing micro-credentialing coursework, such as Cybersecurity, that lead directly into certificate and two-year programs.

Of most concern to Hudson Valley is the retention and graduation rates of its students, particularly students who identify as members of underrepresented groups such as Black/African American, Hispanic/Latino, and of Two or More Races, who lag substantially behind White Hudson Valley students in terms of retention and graduation. In fact, Hudson Valley’s first Institutional Priority is focused on the success of its students, stressing the need to provide meaningful academic, professional, and personal growth for our students based on tenets of diversity, equity, and inclusion. As noted above, 2020 was the first year in decades that Hudson Valley’s percentage of students from underrepresented groups decreased, from 30% in fall 2019 to 27% in fall 2020. Nationwide the percentage of students who identify as Native American/Native Alaskan or Black/African American enrolling in college decreased at a higher rate than White students (NSCRC), contributing to a decrease in diversity at colleges and exacerbating income inequality. Hudson Valley’s current Strategic Plan, Retention Plan, and Strategic Enrollment Plan emphasize targeted support programs for student populations in need of enhanced or focused assistance to successfully achieve their goals.

Another challenge faced by Hudson Valley is the diversification of the faculty, staff, and administration employed by the college. While the percentage of students from diverse groups is reflective of the surrounding community, the college continually faces a challenge hiring and retaining employees from underrepresented groups, particularly in faculty positions. In fall 2019, 10% of staff identified as non-White, and 9% of faculty identified as non-White. Hudson Valley values diversity in ideas, customs,

ethnicities, and perspectives in the college community, as it enriches the campus culture and enhances learning opportunities, both inside and outside the classroom, and better prepares students for the global economy. The college also acknowledges the importance of students seeing people who they identify with in faculty positions and in staff and administrative positions as well, to serve as role models and possible mentors. Diverse faculty can positively impact retention and academic success of diverse students. The importance of diversity is embedded in the college's Institutional Priorities as well as in the 2019-2024 Strategic Plan. The college has actively taken steps to broaden the college's faculty and staff recruitment and, several years ago, established the Office of Diversity, Equity, and Inclusion (ODEI). The ODEI works collaboratively with offices across campus with the goal to elevating inclusiveness and implementing best practices related to diversity, equity, and inclusion.

The college acknowledges these challenges and is anticipating that the Self-Study process will afford Hudson Valley the opportunity for a deeper look at what the college has done, and is doing, to effectively address them, and how it can improve and expand upon these efforts.

What's New?

Since the last MSCHE Self-Study in 2014, Hudson Valley has continued to stride forward. Below are examples of recent accomplishments and initiatives by Hudson Valley Community College:

- **Interfaith Partnership:** In March 2019, Hudson Valley brought together nearly 100 religious leaders from regional churches, mosques, and synagogues and college administrators from surrounding two- and four-year institutions to discuss ways to address education, social, and workforce issues and how they can work together to shape the community's future.
- **Guided Pathways:** In 2019, Hudson Valley joined the second SUNY Guided Pathways cohort, which focuses on providing structured educational experiences from high school through graduation at SUNY campuses, including the implementation of 'meta-majors,' curriculum maps with semester-by-semester sequence of courses, and individualized student success plans.
- **Transfer Admission Guarantee (TAG) Program:** In fall of 2019, Hudson Valley and the University at Albany finalized the Transfer Admission Guarantee (TAG) program. The TAG program provides Hudson Valley students who have identified UAlbany as their transfer choice UAlbany support services, including supplemental academic advising from a UAlbany advisor and other UAlbany support services. Students who maintain a minimum GPA of 3.0, meet guidelines specific to their academic programs, and earn their Hudson Valley associate's degree are guaranteed admission to their UAlbany program of choice.
- **Viking Child Care Center:** In December 2020, Hudson Valley was notified by SUNY that the college's Viking Child Care Center would receive \$114,500 from the Child Care and Development Block Grant to use for tuition subsidies for children of income-eligible student parents and for improving the quality of the program, thereby supporting students so they can stay on track and reach their goals.
- **CAMS Grand Opening:** In 2019, Hudson Valley hosted a grand opening ceremony for the \$14.5 million Gene F. Haas Center for Advanced Manufacturing Skills. The 37,500 square-foot building will enable the college to double the Advanced Manufacturing Technology program to meet the urgent workforce demand for skilled manufacturing employees in the region.
- **Veterans Center:** The Veterans Resource and Outreach Center (VET-ROC), slated to fully open in fall 2021, is a supportive and inclusive one-stop shop for all things related to the veteran and military-connected community on campus. Part of the Student Affairs Division, the VET-ROC is available to all military-connected students, including active duty, veteran, Reservist, National Guard, spouse or dependents.

- **Questar III Partnership:** Hudson Valley and Questar III formed a new partnership, the first of its type in the Capital Region, to create a STEM-focused high school on the Hudson Valley campus which will provide pathways to well-paid careers.
- **Office of Diversity, Equity, and Inclusion:** Hudson Valley's Office of Diversity, Equity, and Inclusion (ODEI) works with community organizations, businesses, school districts, and other partners to help develop collaborative relationships within Hudson Valley and the surrounding community, both on and off campus. In addition to the Interfaith Partnership initiative (above), the ODEI is working with minority organizations such as 100 Black Men of America, which provides unique programs that address specific needs in local communities, the Upstate New York Black Chamber of Commerce, and the NAACP. The ODEI is also involved in the SUNY PRODiG program, which supports the growth of faculty diversity, and offers workshops such as the ten week long "Embracing Diversity: What is Diversity?" and "Structural Inequities: Systemic Racism," which is a five-week training that unpacks structural inequalities in the U.S.
- **New Academic Programs:** Since Hudson Valley's last MSCHE site visit in 2014, new academic programs that support emerging regional needs have been implemented, including Early Childhood Administration A.A.S., Exercise Science A.S., Cybersecurity A.S., Clean Energy Management A.A.S., Community and Public Health A.S. and Certificate, and Health and Wellness A.S. Additionally, the college added five Certificate programs: Coaching, Worksite Health Promotion, Fitness Specialist, Early Childhood Administration, and IT Help Desk. Currently, there a number of new programs under development, including Electric and Autonomous Vehicle, Welding, and Diversity Studies.
- **Academic Partnership with SUNY Empire College:** Hudson Valley and SUNY Empire College have formed a new academic partnership that will enable Hudson Valley students to transfer to SUNY Empire and continue their studies on the Hudson Valley campus while enrolled at SUNY Empire.
- **New York State Off-Shore Wind Project:** To provide skilled technicians for the Port of Albany's wind tower manufacturing facility Hudson Valley is working to build a coalition with partners including the Capital District Educational Opportunity Center (EOC), Center for Economic Growth (CEG), and the Capital Region Building and Construction Trades Council.

Hudson Valley Community College's Mission, Vision, Core Values, and Goals and Objectives

Mission

Hudson Valley Community College provides transformative, student-centered and high-quality educational opportunities that address the diverse needs of local and global communities.

Vision

Deliver what the future demands. Hudson Valley Community College will meet the educational needs of a rapidly transforming world by leading today and anticipating tomorrow.

Core Values

Hudson Valley Community College is committed to:

LEADS – Leadership, Excellence, Accessibility, Diversity, Service

LEADERSHIP: Hudson Valley provides rigorous academic curricula and challenging co-curricular opportunities to promote the development of leadership qualities in students and to facilitate leadership development among faculty, staff, and students. Whether in our classrooms, labs, online environment, or throughout the Capital Region, Hudson Valley faculty, staff, and students lead the higher education landscape while developing the next generation of global citizens.

EXCELLENCE. Hudson Valley's commitment to excellence impels faculty, staff, and students to consistently strive for outcomes that are exemplary rather than simply satisfactory. This striving for excellence touches on all aspects of life at our institution, from academic programs (on-campus, online, off-campus) to our environment, from student services to athletics, from publications to our daily activities. We celebrate our achievements and contributions to the greater society.

ACCESSIBILITY: Accessibility to high-quality education is vital to the growth and prosperity of the local, national, and international communities. Hudson Valley provides educational access to a diverse community of traditional and non-traditional learners in an environment that fosters lifelong learning and freedom of inquiry and expression.

DIVERSITY: Each individual must be able to work and learn in an atmosphere of respect, dignity, and acceptance. Our commitment to diversity requires each of us to continuously ensure that our interactions are respectful, protect free speech, and inspire academic freedom. Hudson Valley values equity, inclusion, and dignity for all. We recognize that our differences make us stronger. We take action when we observe someone being treated unfairly or in a demeaning manner.

SERVICE: Meaningful service to students is at the center of life at Hudson Valley, as is service by students, staff, and faculty to our greater community. We share skills and expertise to assist others through campus clinics, off-campus internships, service learning, and numerous volunteer opportunities to extend the culture of service well beyond our campus.

Goals and Objectives

1. Enhance and promote teaching excellence and academic success.

- 1.1 Provide faculty with a variety of resources and opportunities for professional development.
- 1.2 Provide a variety of resources and opportunities to meet the academic and technological needs of students.
- 1.3 Develop, encourage and support effective and innovative teaching and learning environments and approaches that will assist the college in adapting to changing student academic needs.
- 1.4 Create opportunities for student engagement and learning outside the classroom.
- 1.5 Maintain and enhance an environment that supports student goal attainment, such as transfer, graduation, employment and personal/professional enrichment.
- 1.6 Review, revise and/or develop effective and innovative academic courses and programs in response to identified needs.
- 1.7 Assess effectiveness in the teaching and learning environment, to ensure that the goals and standards of the college's academic programs are achieved.

2. Develop and support a student-centered collegial environment.

- 2.1 Provide comprehensive academic and non-academic support services.
- 2.2 Maintain and enhance a systematic and integrated approach to retention, student persistence and success.
- 2.3 Maintain and enhance a comprehensive enrollment management system.
- 2.4 Provide effective academic advising for all students.
- 2.5 Maintain a comprehensive scheduling system and course schedule that is responsive to student needs.
- 2.6 Promote awareness of student support services, college policies and campus-sponsored events and activities.
- 2.7 Foster student responsibility and engagement in their education.

3. Promote diversity, equity, and inclusion within the college community.

- 3.1 Develop and promote institutional programs and processes that embrace diversity, equity and inclusion.
- 3.2 Promote an environment of diversity, equality and respect for all members of the campus community.
- 3.3 Increase the recruitment, retention and success of both students and employees from under-represented groups.

4. Create and sustain a technological environment that is supportive of all academic and administrative needs.

- 4.1 Provide for continuous review and upgrading of technology as it serves academic and administrative applications.
- 4.2 Maintain secure, reliable and redundant administrative and academic information systems

5. Maintain and improve administrative services.

- 5.1 Promote communication, cooperation, collaboration and shared decision making.
- 5.2 Promote fiscal responsibility and accountability throughout the college.
- 5.3 Support the staff with the necessary resources and opportunities for professional and personal development.
- 5.4 Promote a respectful and collaborative approach to the bargaining process.

5.5 Provide a clean, safe and accessible environment that meets the needs of the campus community and is conducive to teaching and learning.

5.6 Regularly assess the effectiveness of all administrative services.

6. Continue to develop and foster mutually beneficial relationships with the community.

6.1 Encourage and support administrative and academic partnerships with businesses, educational institutions and the community.

6.2 Promote the college as an exemplary educational institution by focusing on institution-wide marketing and the unique merits of each program.

6.3 Promote and encourage community service by students, faculty, and staff.

6.4 Serve as a community, cultural and civic resource.

6.5 Promote and support college initiatives that generate external revenue.

6.6 Pursue external financial support for college programs and initiatives

1. Institutional Priorities

Hudson Valley Community College's Institutional Priorities

The formulation of Hudson Valley's Self-Study Institutional Priorities was an interesting and very informative venture. At the outset of developing the Self-Study Design document, the Core Team discussed using the recently developed 2019-2024 Strategic Plan Priorities, created through a very collaborative and inclusive process when Hudson Valley's current president, Dr. Roger A. Ramsammy, joined the college in July 2018.

The Strategic Plan development process began with the formation of a 32-member Strategic Plan Steering Committee consisting of the college's Academic Senate Planning Committee, representatives from key areas of the college, the student body, faculty, staff, Academic Senate, Board of Trustees and college Foundation. With the guidance of an outside consultant, the Strategic Plan Steering Committee engaged the college's constituencies and stakeholders in dozens of meetings and town hall discussions over the course of eight months including a series of open forums, both face-to-face and online. Listening Sessions were held with many K-12 district representatives, corporate and business leaders in the community, and with the public. Several surveys were also distributed to the campus community to solicit feedback as the Plan was developed. The Strategic Plan development process was, by all accounts, an open, transparent, and inclusive process as evidenced by the Plan itself.

At the beginning of the Self-Study, the Core Team considered what Hudson Valley's Institutional Priorities were, and after thoughtful discussion, came back to the six Strategic Plan Priorities. Student success, diversity and inclusion, excellence of our faculty, staff, and academic offerings, enrollment, revitalization of our campus culture and infrastructure, and community engagements and partnerships are indeed important issues at this time of diminishing demographics and growing socioeconomic divide. The Self-Study Team vetted the six Institutional Priorities through the campus community, including holding several Open Forums for the entire campus, including students, and integrating their valuable feedback into the Priorities.

However, after very thoughtful and insightful feedback from Hudson Valley's MSCHE Liaison, the college's Middle States Self-Study Team revisited the six Institutional Priorities through a new lens and began the process of identifying the most integral priorities which have shaped and guided Hudson Valley's journey to become the community of teaching and learning that it is now, at this time. As this reflection progressed, and the Team thought deeply about what was most meaningful now, four priorities became clear: to build upon the college's ability to help students achieve their goals, to continually enhance academic excellence, to build upon and broaden Hudson Valley's integration within the larger community, and, last but certainly not of least importance, to cultivate the culture of the campus community.

These priorities were agreed upon by the college's Executive Team and the Self-Study Team again went through the process of gathering and integrating feedback from the campus community, including holding Open Forums before classes ended for the semester. The Open Forums were announced in the Campus Chronicle, the college's daily electronic newsletter, which is available to the entire campus community, including students and the public. In addition, all were invited to review the proposed revised Institutional Priorities and the revised Intended Outcomes and offer commentary, using the link to an Online Word document provided in the announcement. Participants in the Open Forums included faculty, administration, department chairs, advisors, and students, who gave thoughtful and constructive feedback, which was integrated into the proposed priorities. The revised proposed Institutional Priorities were then shared with Executive Team and the college's Board of Trustees.

Hudson Valley agrees that these four Institutional Priorities form the foundation upon which a positive and meaningful student experience is built, and provide a stronger, richer framework for the Self-Study process. Moreover, the current proposed Priorities reflect the essence of the six Strategic Plan Priorities as well. The synergy between Hudson Valley's Institutional Priorities, Mission, Core Values, and the seven Middle States Standards of Excellence is clear and the Hudson Valley Self-Study Team is confident that these priorities will effectively guide the Team through an objective, comprehensive, and meaningful examination of Hudson Valley, and to "become a better version of ourselves."

Institutional Priorities

Institutional Priority I: Increase Student Achievement Hudson Valley's first priority is to increase student achievement. Through an objective and honest self-examination of the complete student experience, inclusive of academic and support programming, administrative services, and co- and extra-curricular activities, the college will use the results to improve retention rates, graduation rates, transfer rates, and employment rates. In addition, Hudson Valley is striving to narrow the achievement gaps of students from underrepresented groups and to provide the best student experience possible for all students.

Institutional Priority II: Enhance Academic Excellence Hudson Valley acknowledges that the foundation of the student experience is built on the college's academic quality. As the college endeavors to continually improve academic programming and services, it seeks to use assessment data as effectively as possible including program learning outcomes achievement, Institutional Student Learning Outcomes and General Education outcomes, and the Five-Year Program Review process. Moreover, the college looks to expand professional development opportunities in support of innovative and effective teaching and learning and leadership skills.

Institutional Priority III: Broaden Community Engagement and Expand Partnerships Being an integral part of the local and regional community, Hudson Valley continually seeks to maintain and develop strong alliances with SUNY and Rensselaer County and the college's numerous community partners. The college is committed to developing relevant programming to meet community, regional, state and global employment needs and to expand internship and employment opportunities with business, industry, and government agencies.

Institutional Priority IV: Cultivate Campus Culture Hudson Valley recognizes the importance of campus culture to the student experience and to the college community overall. The college's goal is to ensure all students, faculty, staff, alumni, and visitors feel welcomed, valued, and respected. However, the college is aware the campus culture needs improvement based on the student opinion survey and employee satisfaction survey assessment results. The college is looking to further cultivate inclusivity, transparency, communication, shared governance, and civility. Hudson Valley strives and aspires to heighten awareness and understanding of diversity, equity and inclusion to help foster respect among all campus community members.

Figure 2 Crosswalk of MSCHE Standards to Institutional Priorities

Crosswalk of MSCHE Standards to Institutional Priorities	Institutional Priority I: Increase Student Achievement	Institutional Priority II: Enhance Academic Excellence	Institutional Priority III: Broaden Community Engagement and Expand Partnerships	Institutional Priority IV: Cultivate Campus Culture
Standard I - Mission and Goals	Direct	Direct	Direct	Direct
Standard II - Ethics and Integrity	Direct	Indirect	Direct	Indirect
Standard III - Design and Delivery of the Student Learning Experience	Direct	Direct	Direct	Direct
Standard IV - Support of the Student Experience	Direct	Direct	Indirect	Direct
Standard V - Educational Effectiveness Assessment	Direct	Direct	Indirect	Direct
Standard VI - Planning, Resources, and Institutional Improvement	Indirect	Indirect	Direct	Indirect
Standard VII - Governance, Leadership, and Administration	Indirect	Direct	Indirect	Direct

3. Intended Outcomes of Hudson Valley's Self-Study Process

Hudson Valley Community College has a robust commitment to assessment and institutional effectiveness and to making the college better and stronger through this process. The college welcomes the Middle States Self-Study process, as it provides the opportunity to undergo a formal assessment of the college's achievement of its Mission and Goals as well as have an objective team of peers give their valuable input.

Institutional Effectiveness (IE) at Hudson Valley Community College is defined as a continuous process of planning, outcomes assessment, and resource allocation to determine how well the college is achieving its mission, goals and objectives. The IE process ensures continuous improvement in student learning outcomes, educational programs, and administrative and educational support services, and provides accountability to all our constituencies (students, employers, accrediting agencies, government entities, and funding sources).

The Self-Study Intended Outcomes were announced in the college's newsletter, the Campus Chronicle, and vetted by the campus community at the same time and in the same manner as the Institutional Priorities (please see above in Chapter 2).

Self-Study Intended Outcomes

The intended outcomes of the Hudson Valley Community College's transparent, inclusive Self Study Process are as follows:

- I. Demonstrate how Hudson Valley currently meets and exceeds the Commission's Standards for Accreditation and Requirements of Affiliation and verify compliance with accreditation relevant Federal Regulations.
- II. Gain a clearer understanding of, and document, the systemic inter-relationships of the college's mission, goals, and objectives, its assessment, budget, and planning processes, and its academic and non-academic programs.
- III. Provide opportunities for members of the wider campus community to participate in an inclusive, transparent, and honest self-appraisal process with the goal of making Hudson Valley Community College a stronger and more responsive institution.
- IV. Demonstrate the strength of Hudson Valley's academic programming, support services, extra- and co-curricular activities, and administrative units; identify Hudson Valley's challenges, weaknesses, concerns and opportunities; and recommend strategies to address and improve them.
- V. Focus on continuous improvement in the assessment of the college's efforts to fulfill the Mission, Goals, and Objectives and Institutional Priorities

Figure 3. Crosswalk of Intended Outcomes and Hudson Valley’s Institutional Priorities

<p>Crosswalk of Intended Outcomes and Institutional Priorities</p>	<p>Institutional Priority I: Increase Student Achievement</p>	<p>Institutional Priority II: Enhance Academic Excellence</p>	<p>Institutional Priority III: Broaden Community Engagement and Expand Partnerships</p>	<p>Institutional Priority IV: Cultivate Campus Culture</p>
<p>I. Demonstrate how Hudson Valley currently meets and exceeds the Commission’s Standards for Accreditation and Requirements of Affiliation and verify compliance with accreditation relevant Federal Regulations.</p>	<p>Direct</p>	<p>Direct</p>	<p>Direct</p>	<p>Direct</p>
<p>II. Gain a clearer understanding of, and document, the systemic inter-relationships of the college’s mission, goals, and objectives, its assessment, budget, and planning processes, and its academic and non-academic programs.</p>	<p>Direct</p>	<p>Direct</p>	<p>Direct</p>	<p>Direct</p>
<p>III. Provide opportunities for members of the wider campus community to participate in an inclusive, transparent, and honest self-appraisal process with the goal of making Hudson Valley Community College a stronger and more responsive institution.</p>	<p>Direct</p>	<p>Direct</p>	<p>Indirect</p>	<p>Direct</p>
<p>IV. Demonstrate the strength of Hudson Valley’s academic programming, support services, extra- and co-curricular activities, and administrative units; identify Hudson Valley’s challenges, weaknesses, concerns and opportunities; and recommend strategies to address and improve them.</p>	<p>Direct</p>	<p>Direct</p>	<p>Direct</p>	<p>Direct</p>
<p>V. Focus on continuous improvement in the assessment of the college’s efforts to fulfill the Mission, Goals, and Objectives and Institutional Priorities</p>	<p>Direct</p>	<p>Direct</p>	<p>Direct</p>	<p>Direct</p>

4. Institutional Effectiveness Recommendations

Institutional Effectiveness (IE) Recommendations

At the close of each Institutional Effectiveness cycle the AIE Committee develops the Institutional Effectiveness (IE) Recommendations, formulated from the assessment of the Core Indicators, college-wide surveys such as the Employee Satisfaction Survey, the Student Satisfaction Survey, and the Student Opinion Survey, and the results presented in the college's various Strategic Plan reports, including the Retention Plan Update and the 2019-2024 Strategic Plan Update. The IE Recommendations are broad and institution-wide and address the larger concerns that impact the college and the campus community and part of the annual Institutional Effectiveness (IE) Report. (Please see Figure 4, below)

The 2020 IE Recommendations are as follows:

1) **Diversity of faculty and staff on campus:**

Increase efforts to recruit, hire, and retain faculty and staff from underrepresented groups and work to ensure that all employees are fully integrated into campus culture and that there is inclusivity in all campus activities. Develop and implement an orientation and onboarding process to familiarize new employees with the college and their job responsibilities and to build engagement and confidence, leading to higher participation in campus life and higher employee retention.

2) **Student Enrollment, Persistence, Retention, and Graduation:**

Identify and remove barriers to student enrollment, persistence, retention, and graduation. Implement goals as outlined in the 2019-24 Strategic Plan and the 2019 Retention Plan, which outlines a comprehensive, systemic approach to student persistence and success, and which emphasizes targeted interventions for all student groups, including diverse, academically underprepared, and first-generation students.

3) **Assessment, Planning, and Budget:**

In order to ensure institutional effectiveness, it is vital that comprehensive assessment of college processes, activities, and initiatives, including Strategic Plan Priorities and Goals, be performed on a regular basis, using results for continuous improvement and data-informed decision making. The assessment of student learning ascertains that students have met the educational goals consistent with their program of study and these outcomes should be used for continuous improvement purposes. Assessment outcomes in all areas of the college should be used not only to improve the outcomes but to inform and help shape the planning, budget, and resource allocation processes as well.

4) **Shared Governance and Communication:**

Promote a meaningful shared governance system which encourages and allows faculty, staff, administration, and students to participate in the development of policies and in decision making that affects the college. Develop a positive campus culture and environment built on the tenets of transparency, trust, and accountability that promotes civility and open lines of communication between and among administrative and academic departments.

Figure 4 Crosswalk: IE Recommendations and MSCHE Standards

Crosswalk: IE Recommendations MSCHE Standards	Student Enrollment, Persistence, Retention, and Graduation	Diversity of faculty and staff on campus	Assessment, Planning, and Budget	Shared Governance and Communication
Standard I Mission and Goals	Direct	Direct	Direct	Direct
Standard II Ethics and Integrity	Direct	Direct	Direct	Direct
Standard III Design and Delivery of the Student Learning Experience	Direct	Direct	Indirect	Direct
Standard IV Support of the Student Experience	Direct	Direct	Indirect	Direct
Standard V Education Effectiveness Assessment	Direct	Indirect	Direct	Indirect
Standard VI Planning, Resources, and Institutional Improvement	Indirect	Indirect	Direct	Direct
Standard VII Governance, Leadership, and Administration	Direct	Direct	Indirect	Direct

Direct The IE Recommendation is directly addressing the MSCHE Standard

Indirect Efforts to related to this IE Recommendation indirectly address the MSCHE

5. Self-Study Approach

Hudson Valley Community College has decided to adopt a comprehensive Standards-based Self-Study rather than an Institutional Priorities-based Self-Study, and all Standards will be viewed through the lens of the college's Institutional Priorities and Mission, Goals, and Objectives, similar to the last Self-Study produced by the college in 2014. To this end, the college has organized seven Working Groups, each dedicated to one of the seven Middle States Standards. Each Working Group will focus on the Standards for Accreditation and has been charged with integrating the MSCHE's Requirements of Affiliation as appropriate into their research, documentation, and presentation of evidence. Additionally, each Working Group will address the college's Intended Outcomes of the Self-Study, the college's IE Recommendations, and the MSCHE Requirements of Affiliation as appropriate within their research.

In summary, the 2023 Self Study team, working in a transparent and inclusive collaboration with the entire campus community, will consist of the Core Team (which includes the two Self Study Co-Chairs), and the Steering Committee, consisting of the Core Team and the fourteen Co-Chairs of the seven Working Groups. In addition, a permanent Institutional Compliance Team has been formed to address the Requirements of Affiliation as well as the HEOA Federal Regulations, co-chaired by the college's Compliance Officer (the Executive Director for Institutional Effectiveness) and the Registrar (for full membership see chart on page 38).

The Self-Study Evidence Inventory was developed in collaboration with the Working Groups as they developed their Lines of Inquiry and organized and managed by the college's Office of Research and Planning.

6. Organizational Structure of the Steering Committee and Working Groups

History of the Steering Committee

In fall of 2020, Hudson Valley began the formal process of the Self-Study rallying the campus community and organizing the Self-Study team. At that time, two Self-Study Co-Chairs were formally named, and a small Core Team was established, consisting of Kathleen Petley, Executive Director for Institutional Effectiveness, James Macklin, Office of Planning and Research, and the two Self-Study Co-Chairs: Dr. Margaret Geehan, Dean of Institutional Assessment, and Associate Professor Joseph Stenard, Economist and faculty member. Together, the four members of the Core Team have over 100 years of experience working at Hudson Valley. James Macklin is the retired former Director of Planning and Research and has the most experience with Middle States reviews and is the architect of the Self-Study Evidence Inventory. Kathleen Petley has played several roles at the college in her tenure,

including the role of Registrar; Margaret Geehan has also played various roles in Academic Affairs before being named Dean of Institutional Assessment, and Joseph Stenard comes to the Core Team with a full-time faculty perspective and also plays several roles in his faculty position, including Advisor of the Student Investment Club, which he founded. President Dr. Roger Ramsammy then charged the Core Team with the responsibilities and authority to carry out their duties.

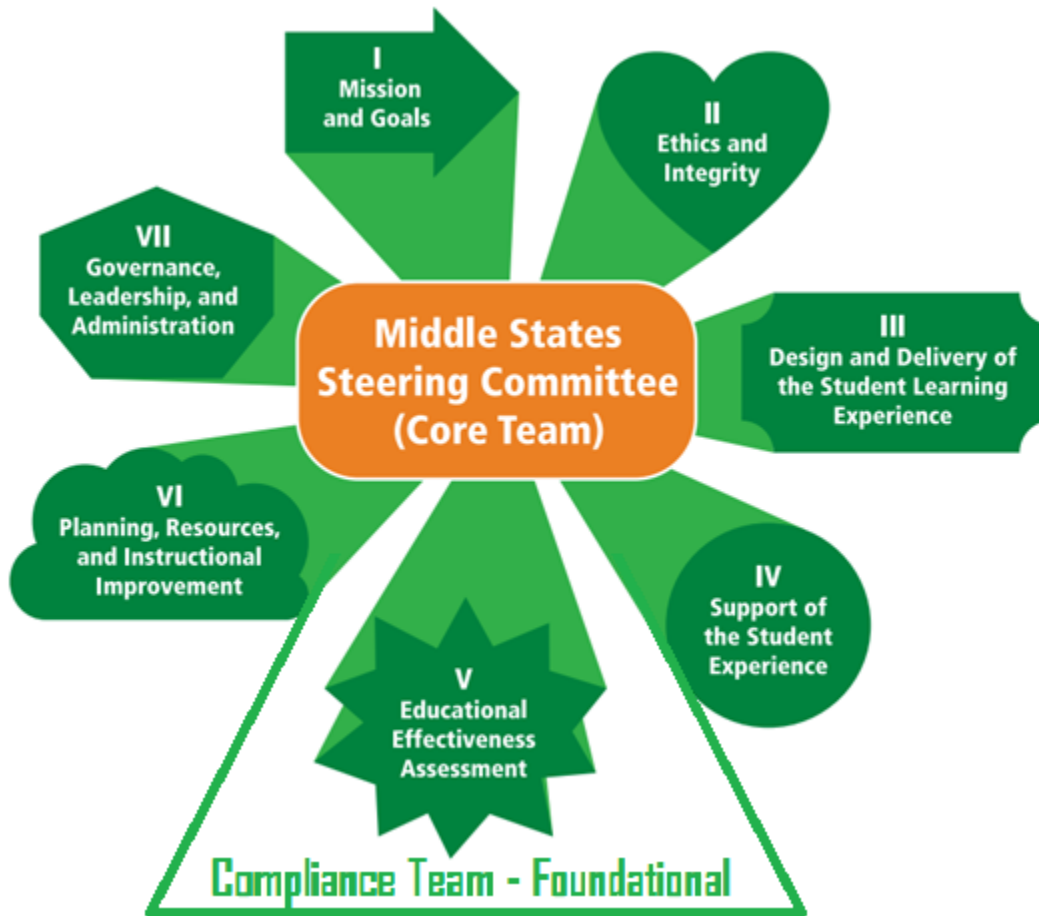
During the Fall of 2020, the Core Team members participated in the Middle States Self-Study Institute. They received valuable guidance and focus from an experienced panel of representatives from various MSCHE accredited institutions and MSCHE Vice President liaisons, including with Hudson Valley liaison Dr. Robert Bonfiglio. The Team also established relationships with counterparts at other institutions in Hudson Valley's Self-Study cohort and proceeded with laying out a timeline and sequence, as well as establishing components of the process including but not limited to a communication plan, organizational structure, and Self-Study communication plan.

During the same time, the Core Team communicated with the college community regarding the upcoming Self-Study, ensuring that the process would be transparent, inclusive, diverse, and comprehensive so that all members of the community might participate, contribute, and be informed. The Self-Study Co-Chairs and the other members of the Core Team were announced and the entire campus community was encouraged to participate. Working Group Co-Chairs were established for each of the seven MSCHE Standards, possessing complementary skill sets and perspectives, establishing the Hudson Valley Self-Study Steering Committee. The Working Group members were recruited with an eye towards campus representation, inclusiveness, and varying levels of experience with the college, to ensure participation of those who were perennial participants in extra college efforts and those who were rising stars in the organization.

The Working Groups were populated with an average of twelve members each by emphasizing the meaningfulness of participation and the importance of including all perspectives. Overall, the Working Group Co-Chairs and members either volunteered or were recruited from across the whole college (on a voluntary basis of course), representing all divisions, departments, classifications, and roles, including retirees, alumni, and students. Campus electricians, faculty, Public Safety personnel and academic advisors are all represented in the Working Groups, rounding out a truly inclusive and diverse cross-section participating in an authentic Self-Study. The Evidence Inventory was taken on by the college's Planning and Research team, and an Institutional Compliance Team was assembled, with members possessing specialized knowledge in this area.

As the Self-Study process progresses, active measures will be taken to continually recruit students to serve on the Working Groups, including regular attendance by the Self-Study Co-Chairs at Student Senate, and announcements in the college's student newspaper The Hudsonian. Additionally, when the campus community is once on campus notices will be put up on student bulletin boards.

Figure 6. Hudson Valley’s Self-Study Team Organization



Middle States Steering Committee Membership

Core Team

Dr. Margaret Geehan, Dean of Institutional Assessment, Accreditation Liaison Officer (ALO), Co-chair
 James Macklin, Office of Research and Planning
 Kathleen Petley, Executive Director for Institutional Effectiveness
 Joseph Stenard, Professor of Economics, Co-chair

Standards’ Co-Chairs

- Standard I: Mission and Goals: Vaidehi Agashe, Director of Planning and Research
 James Macklin, Planning and Research

- Standard II: Ethics and Integrity: Dr. Linda Lim, Faculty, Engineering, Architecture, Construction, and Mathematics
 Daniel O’Connor, Adjunct Faculty, Education and Social Sciences

Standard III: Design and Delivery

of the Student Learning Experience: Dr. Nicole Arduini-Van Hoose, Faculty, Education and Social Sciences

Anthony Podlaski, Faculty, English, Foreign Language, and English as a Second Language

Standard IV: Support of the Student Experience:

Dr. Gayle Healy, Director of the Center for Careers and Transfer
Matthew Howe, Director of Retention and Student Outreach

Standard V: Educational Effectiveness Assessment:

Margaret Mann, Accreditation and Assessment Analyst
Dr. Mark Stephens, Faculty, Biology, Chemistry, and Physics

Standard VI: Planning, Resources, and Institutional Improvement:

Patricia Gaston, Director of Business Services
Dennis Wax, Director of Strategic Planning

Standard VII: Governance, Leadership, and Administration:

Joel Glickman, Faculty, Engineering, Architecture, Construction, and Mathematics
Ainsley Thomas, Chief Diversity Officer

Evidence Inventory:

Office of Research and Planning

*Institutional Compliance Team
Co-Chairs:*

Ian LaChance, Registrar
Kathleen Petley, Executive Director for Institutional Effectiveness

Charge to the Steering Committee

In late fall 2020, Dr. Ramsammy sent a letter to the college's Steering Committee members, formally charging them to begin and lead the Self-Study process.

The charge to the Steering Committee is as follows:

ESTABLISH INSTITUTIONAL PRIORITIES: The Steering Committee will collaborate and work with institutional leadership to identify Institutional Priorities that are forward-looking and aligned with the college's mission. Throughout the course of the Self-Study process, the Steering Committee will work with the Working Groups to ensure that the priorities are sufficiently addressed.

DEVELOP THE SELF-STUDY DESIGN: The Core Team will attend the MSCHE Self Study Design Institute and, together with the Steering Committee, will develop a 'documentation roadmap' to guide the Self Study process.

ESTABLISH, CHARGE, AND OVERSEE THE WORKING GROUPS: The Steering Committee will support and lead the Working Groups ensuring that they are representative of the various college groups (faculty, staff, students, administrators, and trustees) and possess the appropriate knowledge, experience, and interest to be productive members of their groups. The Steering Committee will work with the Working Group Co-Chairs to ensure inclusivity and transparency and coordinate effective collaborations.

MANAGE TIMELINE: The Steering Committee will develop a timeline of the Self Study process and ensure that it is implemented as planned.

COMMUNICATIONS PLAN: The Steering Committee will create a cohesive and transparent Communications Plan to effectively communicate the Self Study process and progress to stakeholders.

GATHER AND ORGANIZE EVIDENCE: The Steering Committee will ensure that evidence collected by the Working Groups is comprehensive, accessible, and organized and that it aligns with the lines of inquiry addressed within the Self Study.

IDENTIFY OPPORTUNITIES FOR IMPROVEMENT: The Steering Committee will identify the most important opportunities for improvement and innovation that will be included in the final Self Study Report.

WRITE SELF STUDY DRAFTS: The Steering Committee will gather Working Groups' evidence and reviews for their respective Standards, combine into a cohesive draft of the final Self Study report, and arrange for institution-wide review of and responses to the draft.

COMPLETE SELF STUDY: The Steering Committee will oversee the completion of the final Self-Study Report, including the refinement of the Evidence Inventory and completion of the Verification of Compliance materials and federal regulations and policies.

OVERSEE ARRANGEMENTS: The Core Team will schedule, arrange, and host the Evaluation Team visit.

Charge to the Working Groups:

Specific to their Standard's criteria, the Working Group members will actively engage in the Self-Study inquiry process, adhere to the Self-Study timeline, and will:

- Develop lines of inquiry that frame and guide the investigation of their Standard, engaging in an active, open, inclusive, and transparent process;
- Integrate the College's Mission, Goals, and Objectives along with the Institutional Priorities and Requirements of Affiliation as appropriate into their research, documentation, and presentation of evidence;
- Highlight relevant assessment practices, processes, applicable data and evidence, and use of results for continuous improvement;
- Communicate openly with the Working Group Co-Chairs, the entire Self-Study Team, and the HVCC community;
- Address the Intended Outcomes of the Self-Study by engaging the college community in a transparent, accessible, and inclusive self-appraisal process that will support student success, student learning, and preparation of students to become socially responsible citizens;
- Conduct a fair inquiry process;
- Respect the diverse perspectives and professional/personal boundaries of each Working Group member, and recognize each members' contributions, and
- Identify institutional strengths, challenges, and opportunities for continuous improvement and innovation, and produce recommendations for further college action.

Self-Study Recommendations Process

As the Working Groups gather evidence, collaborate, and advance their research into the lines of inquiry, they outline potential recommendations based on their findings. These potential recommendations must:

- align with the college's Mission
- align with the Institutional Priorities
- align with the Institutional Effectiveness Recommendations

The Working Group Co-chairs will then advance a limited number of recommendations to the Steering Committee, who will:

- review, discuss, and streamline the recommendations, including those formulated by the Steering Committee itself after reviewing all Working Group examination of and responses to their lines of inquiry
- put forth the streamlined recommendations to and consult with college leadership (Executive Team) and governance (BOT and Academic Senate) and those units/divisions/departments who would potentially be responsible for the recommendations
- review proposed recommendations with the wider campus community as part of the discussion and feedback on the Self-Study Report draft
- after receiving input from these entities and incorporating it as appropriate, the Steering Committee will put the Self-Study Report draft, with recommendations, forth to the Executive Team and the President, and
- in consultation with the Steering Committee and as part of the Self-Study Report review process, the President will make the final decision on which recommendations make it into the final Self-Study Report.

STANDARD I: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Lines of Inquiry: *The Standard I Working Group will:*

I.1 Examine if Hudson Valley's Mission and Goals were developed in an inclusive, transparent process and are reviewed, assessed, and updated on a regular basis in a similarly collaborative fashion.

I.2 Analyze if, and how, Hudson Valley's Mission and Goals guide the college in making decisions related to planning, resource allocation, program and curricular development, and institutional and educational outcomes.

I.3 Examine if, and provide evidence that, Hudson Valley's Goals and Objectives are clearly defined, aligned with the college's Mission, and speak to both internal and external contexts and constituencies.

I.4 Analyze if and how Hudson Valley's stated Goals and Objectives focus on student success and goal attainment and provide for comprehensive academic, administrative, and educational support services and programs.

I.5 Ascertain and provide evidence that Hudson Valley's Mission, Goals and Objectives are realistic, achievable, and appropriate for higher education.

I.6 Analyze if, and how, Hudson Valley's Goals focus on teaching and learning, particularly program and institutional learning outcomes, as well as continuous institutional improvement and are appropriately supported by administrative and educational programs and services and are consistent with the Mission.

I.7 Examine if and provide evidence that there is a process at the college to review the Mission, Vision, Goals, and Objectives to ensure relevance and achievability.

Membership:

Vaidehi Agashe, Director of Planning and Research (Co-Chair)

James Macklin, Planning and Research (Co-Chair)

Cheryl Beauchamp, Director of Grants

Marianne Belles, Faculty, Dental Hygiene

Reese Harrison, Student

Roman Tarbay, Research Analyst, Research and Planning

Laura Tubbs, Faculty, Dental Hygiene

Dr. Robert (Sid) Whitaker, Faculty, Education and Social Sciences

STANDARD II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Lines of Inquiry: *The Standard II Working Group will:*

II.1 Explore if and demonstrate how Hudson Valley is committed to the protection of intellectual property rights, academic freedom for faculty and students and freedom to engage in academic/intellectual debates/discussions without fear of repercussion, and show evidence that these policies are regularly reviewed and updated as appropriate.

II.2 Provide evidence that demonstrates if, and how, Hudson Valley is committed to inclusion and a climate of respect among all campus community constituencies, including those who come from diverse backgrounds and hold different perspectives and ideas, and if and how they are communicated to the campus community.

II.3 Examine Hudson Valley's formal grievance policies to address grievances by campus community members, including students, faculty, and staff, for fairness and impartiality, and determine whether grievances are addressed in a timely manner.

II.4 Demonstrate, with evidence, whether Hudson Valley has documented policies regarding any possible conflicts of interest and that the college is committed to the avoidance of any such conflicts of interest in all its activities across all areas, including the college's Board of Trustees and separation of employees, and provide evidence of fairness and impartiality in these procedures across all employee classifications.

II.6 Analyze, with evidence, Hudson Valley's marketing efforts, inclusive of commercials, advertisements, and other recruiting activities, for commitment to honesty, truthfulness, and transparency.

II.7 Examine and document Hudson Valley's level of commitment to making quality education affordable and accessible to all members of the community and providing full information and disclosure regarding funding sources, including student loans and their repayment.

II.8. Analyze and document how Hudson Valley complies with federal, state, and Commission requirements and adheres to full disclosure of student achievement inclusive of graduation rates, retention rates, and certification and licensing board pass rates and other institution-wide assessments.

II.9 Provide evidence if, and how, Hudson Valley performs periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the way in which these are implemented.

Membership of Standard II Working Group:

Dr. Linda Lim, Faculty, Engineering, Architecture, Construction, and Mathematics (Co-Chair)
Dan O'Connell, Faculty, Education and Social Sciences (Co-Chair)
Gaspar Castillo, Adjunct Faculty, Business, Computer Science, and Criminal Justice
Brian Farr, Faculty, Human Services and Chemical Dependency Counseling
Kathleen Haynes, Program Assistant, Education and Social Sciences
Monica Hughes, Academic Advisor, Business Advisement Center
Jena Iversen, RDH BA, Adjunct Faculty, Dental Hygiene Department
Christina Kelly, Athletic and Recreation Supervisor & Adjunct Faculty, Health, Physical Education, and Exercise Studies
Dennis Kennedy, Executive Director of Communications and Marketing
James Perez, Electrician, Grounds Department
Jeffrey Schoonmaker, Faculty (Retired), Biology, Chemistry, and Physics
Logan Simms, Student
John Staerker, Technical Assistant Learning Resources, Library

STANDARD III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Lines of Inquiry: *The Standard III Working Group will:*

III.1 Explore if and provide evidence that Hudson Valley's Certificate and Associate's degree programs are designed and assessed by faculty and other appropriate professionals, including department chairs, and delivered by qualified faculty with expertise in the content area.

III.2 Examine and document if Hudson Valley's academic programs are designed, structured, and clearly described in a way that provides students with a clear framework that enables them to achieve the programs' particular goals and learning outcomes in the specified time period.

III.3 Provide evidence of Hudson Valley's level of commitment to providing students with learning experiences with qualified, effective faculty who are provided with ample opportunities to enhance their pedagogical knowledge and content expertise, and who are fairly and constructively evaluated.

III.4 Explore and document if Hudson Valley provides students with effective and sufficient resources to support their programs of study, including opportunities outside the classroom to enhance their learning and understanding of the program content.

III.5 Review Hudson Valley's SUNY General Education program including the ten disciplinary areas of knowledge and skills and the college's seven Institutional Student Learning Outcomes that extend beyond the discipline-specific learning outcomes and analyze if and how they are providing students

with new areas of intellectual experience and the opportunity to expand their cultural awareness and sensitivity to diverse perspectives.

III.6 Analyze and document if Hudson Valley's credit-bearing CRFT courses, offered by the Troy Arts Center, are subject to the same rigorous review, approval, and evaluation process consistent with all other credit-bearing courses.

III.7 Examine if and provide evidence that Hudson Valley regularly participates in the program review process as outlined by SUNY, which examines every academic program's outcomes, including learning outcomes and graduate outcomes such as employment and transfer, assessment practices, faculty qualifications and effectiveness, and that the process culminates in an Action Plan that emphasizes continuous improvement.

Membership of Standard III Working Group:

Dr. Nicole Arduini-VanHoose, Faculty, Education and Social Sciences (Co-Chair)
Anthony Podlaski, Faculty, English, Foreign Language, and English as a Second Language (Co-Chair)
Douglas Baxter, Faculty, Engineering, Architecture, Construction, and Mathematics
Rachel Bornn, Faculty, English, Foreign Language, and English as a Second Language
Tara Bocketti, Director of Community and Professional Education
Margaret Ewart-Zapp, Department Chair, Medical Imaging
Peter Fil, Faculty, Applied Technologies
Sandra Gepfert, Faculty, Medical Imaging
Brenda Hazard, Director, Library
Megan McGreevy, Technical Assistant, New Student Orientation
Carol Meyer, Coordinator of Instructional Services, EOC
Aaron Nooney, Education Specialist, Learning Centers
Danica Nowosielski, Faculty, Biology, Chemistry, and Physics
Denise Pickering, Faculty, Human Services and Chemical Dependency Counselling
Theresa Powers, Faculty, Engineering, Construction, and Mathematics
Casey Ryan, Faculty, Business, Computer Science, and Criminal Justice
Trevor Radez, Student

STANDARD IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Lines of Inquiry: *The Standard IV Working Group will:*

IV.1 Examine and document if, and how, Hudson Valley provides thorough and accurate information on the full cost of its programs, including all fees and offers clear information and readily available

guidance on all aspects of the financial aid, grant, loan, and scholarship application process including the loan repayment process and its implications.

IV.2 Examine and demonstrate if, and how Hudson Valley works to identify academically underprepared students at admittance and/or early in their first semester and inform and guide them into appropriate coursework and support programs, such as the college's GAP program and the Learning Assistance Center.

IV.3 Demonstrate how the college's orientation, advisement, College Forum courses, and counseling programs provide guidance and support throughout students' educational experience at Hudson Valley to improve retention and to enhance students' achievement of goals, including completion, transfer, and employment.

IV.4 Analyze if and present evidence that Hudson Valley's policies and procedures regarding the evaluation of and transfer in of prior learning, including college credit, experiential learning, and other alternative learning approaches are easily available and transparent.

IV.5 Examine if and document how Hudson Valley effectively maintains and protects student records and ensures only appropriate release of this information.

IV.6 Present evidence that extracurricular activities at Hudson Valley, including athletics and student life, are regulated by and compliant with the same academic, fiscal, and administrative procedures that govern all other Hudson Valley programs.

IV.7 Examine if the credit-bearing CRFT courses offered by the Arts Center of the Capital Region are subject to the same high standards and institutional review process and supported by the same support services as Hudson Valley's courses and programs, and provide evidence to support the findings.

IV.8 Analyze if and present evidence that systematic, effective assessment of Hudson Valley's academic and non-academic student support programs and services is performed and that results are utilized for purposes of continuous improvement to optimize the student experience and student success.

Membership of Standard IV Working Group:

Dr. Gayle Healy, Director of the Center for Careers and Transfer, Adjunct Faculty (Co-Chair)

Matthew Howe, Director, Retention and Student Outreach (Co-Chair)

Fred Aliberti, Director, Public Safety

Aimee Bastian, Assistant Director, Financial Aid

Dr. Tyler Kessel, Department Chair – English, Foreign Language, and English as a Second Language

MaryKate Kraus, Director of High School Programs/Educational Outreach

Ian LaChance, Registrar

Casey Lensink, Academic Advisement Services Manager - Business Advisement Center, Adjunct Faculty

Kailey Loucks, Director of First Year Experience and Orientation Programs

Doreen McGreevy, Academic Coach, Center for Academic Engagement

Julie Panzanaro, Director of Admissions

Adam Sopris, Assistant Athletic Director, Athletic Department

Kimberly Williams, Academic Advisor – Liberal Arts and General Studies Department

Lisandra Williams, Student

Dr. Elizabeth Yanoff, Department Chair – Education and Social Sciences

STANDARD V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Lines of Inquiry: *The Standard V Working Group will:*

V.1 Demonstrate if and how Hudson Valley's educational goals and outcomes for all levels—institutional, programmatic, and course—are consistent with the college's mission, if they are clearly articulated to students and prospective students, and if they are interrelated with each other and with the college's mission.

V.2 Examine Hudson Valley's degrees/programs to ascertain whether they have meaningful curricular goals with appropriate benchmarks that are regularly assessed and demonstrate how these goals provide a path to success in careers and/or further education and if, and how, the results are communicated to stakeholders.

V.3 Analyze if and demonstrate how Hudson Valley conducts regular assessment of the SUNY General Education outcomes and the Institutional Student Learning Outcomes and if and how the college utilizes the results to make appropriate curricular and instructional changes to improve student achievement.

V.4 Examine and document if Hudson Valley analyzes assessment results and how these results are used to improve educational effectiveness through informed changes to curriculum, instruction, and delivery of degree/programs and in planning and budgeting of academic and non-academic student support programs and services.

V.5 Analyze if and demonstrate how Hudson Valley utilizes core indicator data such as retention, graduation, transfer, and employment rates to make informed decisions in the development of strategic plans, including the Retention Plan, Diversity Action Plan, the Strategic Plan, and the Strategic Enrollment Plan.

V.6 Review how, and if, Hudson Valley uses assessment results, including the five-year SUNY Program Review process, for the continuous improvement of student learning, pedagogy, academic programs and student services, and core indicators of student success such as retention, graduation, transfer and employment rates.

V.7 Explore and describe the assessment process for credit-bearing Arts Center of Troy CRFT courses if it is held to the same standards as Hudson Valley's assessment process, and examine if students enrolled in CRFT courses have access to the college's grade dispute policies.

V.8 Review and describe the college's process for regular assessment of the assessment process to improve student learning and enhance their opportunities for successful transfer and employment.

Membership of Standard V Working Group:

Margaret Mann, Accreditation and Assessment Analyst (Co-Chair)

Dr. Mark Stephens, Faculty, Biology, Chemistry, and Physics (Co-Chair)

Dr. Michelle Bannoura, Faculty, Education and Social Sciences

Wendy Carpenter, Assistant Coordinator of Student Services-Testing, EOC

Colleen Ferris, Department Chair, Health, Physical Education, and Exercise Studies

Andrea Heroux, Adjunct Faculty, Dental Hygiene
Antoinette Howard, Adjunct Faculty, Teacher Preparation Department
Tatianna Moragne, Student
Marcy Pendergast, Director of College Learning Centers
Andrew Roberts, Director of Center for Academic Engagement
Deb Shoemaker, Associate Dean of Community and Educational Partnerships
Savanah Shulkin, Student
Kelly Smith, Adjunct Faculty, Dental Hygiene
Brian Vlieg, Academic Advisor, Criminal Justice

STANDARD VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Lines of Inquiry: *The Standard VI Working Group will:*

VI.1 Examine whether Hudson Valley possesses an evidence-based planning and resource allocation process that is informed and driven by assessment results and that is aligned with the college's Mission and Strategic Plan priorities, and describe findings.

VI.2 Analyze if, and document how, Hudson Valley's planning and improvement processes are clear and transparent and informed by assessment results, and describe how college constituencies are encouraged to participate in these processes.

VI.3 Review Hudson Valley's financial and budgeting processes to ascertain whether they are guided by the college's Mission, Goals, and Objectives, informed by assessment findings, and are clearly linked to the college's Strategic Plan and departments' and units' individual missions and intended outcomes and strategic plans.

VI.4 Examine and document if Hudson Valley possesses the physical and technological infrastructure and appropriate fiscal and human resources to ensure continuity of all programs regardless of where and how these programs are delivered and if these institutional resources are adequate to support the college's Mission and Goals.

VI.5 Review Hudson Valley's decision-making processes to find out whether they are clearly defined as well as evidence-based and data-informed, and whether there is transparent communication regarding responsibility and accountability.

VI.6 Examine if and provide evidence that Hudson Valley possesses a transparent and comprehensive planning process for its facilities, technology, and infrastructure that includes sustainability and maintenance and that is clearly connected to the college's strategic and fiscal planning processes.

VI.7 Examine if and present documentation that Hudson Valley performs annual independent audit that examines the college's financial viability and that, in the case of any concerns cited in the audit's management letter, these concerns are addressed.

VI.8 Analyze if and document that Hudson Valley's processes and strategies to gauge and assess that institutional resources—technological, financial, human, etc.—are adequately and efficiently utilized in a way that fully supports the college's Mission and Goals.

VI. 9 Describe Hudson Valley's assessment practices that examine the effectiveness of its planning and the availability, allocation, and efficient utilization of resources, and if, and how, these resources are most effectively used for continuous institutional improvement.

Membership of Standard VI Working Group:

Patricia Gaston, Director of Business Services (Co-chair)

Dennis Wax, Director of Strategic Planning (Co-chair)

Larry Amos, Principal Stores Clerk

Elissa Baker, Senior Instructional Designer

John Braungard, Comptroller

Tammy Conway, Department Chair, Dental Hygiene

Peter Gemellaro, Retired Faculty, Adjunct, Criminal Justice

Carol Hammond, Professor/Ed Spec *Learning Centers*

Taunya Hannibal-Williams, Community Outreach Specialist, Office of Diversity, Equity, and Inclusion

Crystal Heshmat, Facility Documents/Records Manager

Amy Keegan-Hughes, Associate for Academic Planning, Assessment, Research and Accreditation, Office of the Vice President of Academic Affairs

Frank Montanaro, Application Specialist, Information Technology Services

John Mulcare, Faculty, Business, Computer Science, and Criminal Justice

Gina Ricci, Director of Budget

Kate Teal, Secretary II, Human Resources

STANDARD VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Lines of Inquiry: *The Standard VII Working Group will:*

VII.1 Examine if and provide evidence that Hudson Valley's governance structure clearly displays roles, responsibilities, and accountability for decision making by all constituencies, including the college's Board of Trustees, administration, faculty, staff, and students.

VII.2 Review and document that Hudson Valley's governing body serves the public interest by assuring that the college is true to its Mission, assuming fiduciary responsibility and ensuring that no political, financial, or other influences interfere with their governing responsibilities.

VII.3 Analyze if and document how Hudson Valley's Board of Trustees is ultimately responsible for the college's academic quality, planning, and fiscal health, and possesses the necessary independence and expertise to assure integrity of the college without interfering in the daily operations of the college while complying with a written conflict of interest to ensure impartiality.

VII.4 Examine if and document how the Board of Trustees oversees at the policy level the approval of degree programs, personnel policies and procedures, and policies and by-laws, and performs a basic policy-making role in financial affairs to ensure strong fiscal management.

VII.5 Examine and document whether Hudson Valley's chief executive officer possesses appropriate credentials and professional experience consistent with the Mission and has the authority and autonomy to fulfill the responsibilities of the position including directing the college toward attaining the college's goals and objectives.

VII.6 Provide evidence if, and how, Hudson Valley's administration structure provides the President with the support of qualified staff, sufficient in number, that enables him to effectively fulfill his responsibilities.

VII.7 Document if and how Hudson Valley's administration is provided the necessary resources, such as time, assistance, and technology, to perform their duties, inclusive of the establishment of a process for assessing the college's efficiency and effectiveness.

VII.8 Examine if and provide evidence how Hudson Valley's procedures to ensure the engagement of faculty, students, staff, and administration in the college's shared governance and decision-making processes and the advancement of the college's Mission, Goals, and Objectives.

VII.9 Analyze and document if and how Hudson Valley regularly assesses the effectiveness of its governance, leadership, and administration.

Membership:

Joel Glickman, Faculty, Engineering, Architecture, Construction, and Mathematics (Co-chair)

Ainsley Thomas, Chief Diversity Officer (Co-chair)

Shawna-Kay Addison, Faculty, Business, Computer Science, Criminal Justice

Donal Christian, Chief Fiscal Officer and Interim Vice President of Administration

Mark Gregory, Graphics and Printing Specialist

Pamela Harris, Assistant Coordinator Student Services - College and Career Services, EOC

Antoine Johnson, Program Assistant, Academics

Suzanne Kalkbrenner, Executive Assistant to the President/Assistant Secretary to the Board of Trustees

Angela O'Neal, Major Gifts and Planned Giving Officer

Dr. Chong Hwan Son, Faculty, Education and Social Sciences

Carina Teator, Technical Assistant, Workforce Development

7. Guidelines for Reporting

The Hudson Valley Self-Study Core Team will work with all the Working Groups to ensure that individual reports are well-written and written in one voice. The following format and style guidelines will be followed when preparing the Self-Study Working Group and the final, integrated Self-Study:

Figure 7: Guidelines for Reporting

Length	The final Self-Study Report is to be no longer than 112 single spaced pages. Graphs and charts will be used in order to simplify and enhance the report.
Software	Microsoft Office Word
Font & font size	Arial 11
Line spacing	Single
Paragraph	No indentation. Double space between paragraphs. Triple space between sections.
Alignment	Left justified
Major Headings	Left justified in bold, upper and lower case, 14 font size. Double space between headings and text.
Sub-Headings	Left justified in bold and italics upper and lower case, 12 font size. Single space between sub-headings and following text.
Sub-Sub-Headings	Left justified in bold, 11 font size. Text continues on the same line.
Margin	1" top, bottom, left, and right.
Indentation	No indentation for paragraphs.
Abbreviation	The first time a word, phrase, or internal name (e.g., an office or program name) is used in a section, use the full word, phrase, or internal name followed by the abbreviation may then be used in the following sentences. Include acronyms in the glossary.
Alphabetical	Use alphabetical order when listing individuals' names, such as for Working Group membership. Also use alphabetical order for sections (e.g., list of student services) when no other order is evident.
Capitalization	Discipline areas normally lower case (e.g., biology, nursing, engineering) except for English and foreign languages. Use Committee when referring to an official college committee.
Spell check	American English
Contractions	Do not use contractions.
Numerals	Spell out zero through nine and use numerals for 10 and over.
Titles, positions	Refer to positions or titles, rather than the individuals' names (other than initial membership lists)
Voice	Active voice, use present tense, and third person.
College Name	Use Hudson Valley Community College, Hudson Valley, or college. Do not use HVCC.

8. Organization of the Final Self-Study Report

Hudson Valley Community College’s final Self-Study Report will be organized as follows:

Figure 8: Organization of the Self-Study Report

Chapter 1	Executive Summary Compliance Certification Requirements of Affiliation
Chapter 2	Hudson Valley Community College Introduction and History Documentation of the Self-Study Process
Chapter 3	Standard I – Mission and Goals Introduction, Evidence and Analysis, Conclusions, Recommendations
Chapter 4	Standard II – Ethics and Integrity Introduction, Evidence and Analysis, Conclusions, Recommendations
Chapter 5	Standard III – Design and Delivery of the Student Learning Experience Introduction, Evidence and Analysis, Conclusions, Recommendations
Chapter 6	Standard IV – Support of the Student Experience Introduction, Evidence and Analysis, Conclusions, Recommendations
Chapter 7	Standard V – Educational Effectiveness Assessment Introduction, Evidence and Analysis, Conclusions, Recommendations
Chapter 8	Standard VI – Planning, Resources, and Institutional Improvement Introduction, Evidence and Analysis, Conclusions, Recommendations
Chapter 9	Standard VII – Governance, Leadership, and Administration Introduction, Evidence and Analysis, Conclusions, Recommendations
Chapter 10	Conclusion
Appendices	Glossary of Terms, Evidence, etc.

9. Verification of Affiliation Strategy

Hudson Valley's Institutional Compliance Team, co-chaired by the college's Executive Director for Institutional Effectiveness, who also serves as Hudson Valley's Compliance Officer, and the Registrar will address the Requirements of Affiliation and Verification of Compliance for the Self-Study (see membership below, Figure 9.1).

The last Verification of Compliance with the Commission's accreditation-relevant federal regulations was completed in fall of 2013, the semester prior to the college's 2014 Re-accreditation site-visit, along with the Compliance with Federal Title IV Requirements certification. The current Verification of Compliance study is underway in preparation for the 2023 Self-Study.

The Institutional Compliance Team, in concert with the Self-Study Steering Committee, created a crosswalk mapping the 15 Requirements of Affiliation to the seven MSCHE Accreditation Standards and the eight USDE accreditation-relevant federal regulations (see Figure 9.2). Since many of these Requirements are part of more than one Standard, they will be addressed in multiple chapters of the Self-Study, as per the Working Groups' Charge: *Integrate the College's Mission, Goals, and Objectives along with the Institutional Priorities and Requirements of Affiliation as appropriate into their research, documentation, and presentation of evidence.*

When the inquiry by the Institutional Compliance Team is finished, the Team will complete Hudson Valley's Institutional Federal Compliance Report and submit it the semester before the site visit (fall 2022). The Compliance Report will contain supporting evidence and documentation of the eight accreditation-relevant USDE federal regulations subsumed in the MSCHE Requirements of Affiliation along with evidence and documentation of the remaining seven MSCHE Requirements of Affiliation, as presented below.

Figure 9.1 Institutional Compliance Team (Spring 2021)

Institutional Compliance Team Member	Title
Ian LaChance, co-chair	Registrar
Kathleen Petley, co-chair	Executive Director for Institutional Effectiveness
John Braungard	Comptroller
Heather Henry	Director of Financial Aid
Margaret Mann	Accreditation and Assessment Analyst
DeAnne Martocci	Director of the Center for Access and Assistive Technology
David TenEyck	Faculty representative
Vacant	Director of Environmental Health and Safety

Figure 9.2: Requirements of Affiliation, MSCHE Standards, and Accreditation-Relevant Federal Regulations

MSCHE Requirements of Affiliation	MSCHE Standards	Accreditation-Relevant Federal Regulations
1. Authorization to operate		Compliance review process
2. Institution is operational		Compliance review process
3. Graduating one class before initial accreditation		Compliance review process
4. Communication with MSCHE in English		Compliance review process
5. Compliance with government policies, regulations, and requirements		Compliance review process
6. Complying with MSCHE policies		Compliance review process
7. Mission and goals	Standard I	
8. Systematic evaluation of all programs	Standards III, IV, V, VI	
9. Student learning programs	Standards III, V	
10. Institutional planning	Standards I, III, IV, V, VI	
11. Financial resources	Standard VI	
12. Governance structure	Standard VII	
13. Governing board conflicts of interest	Standard VII	
14. Governing board providing information		Compliance review process
15. Core of faculty	Standard III	

10. Self-Study Timetable and Communication Plan

Hudson Valley has strongly agreed that it is imperative that the 2023 MSCHE Self-Study Process be inclusive and transparent as possible. To that end, the Steering Committee has developed a comprehensive Communication Plan to keep the campus community aware of its activities and milestones, and to invite feedback and input from the campus community as the Self-Study progresses. The Self-Study Timetable and Communication Plan is presented below in Figure 10.

Figure 10: Self-Study Timetable and Communication Plan

Spring 2020	<ul style="list-style-type: none"> Self-Study Co-Chairs identified Working Group recruitment begins Some Working Group Co-Chairs identified 	<ul style="list-style-type: none"> Announcement in Campus Chronicle by Executive Director of Institutional Effectiveness
Summer 2020	<ul style="list-style-type: none"> Working Groups, Co-Chairs recruitment continues 	<ul style="list-style-type: none"> Largely communicated via word of mouth, emails, phone
Fall 2020	<ul style="list-style-type: none"> Working Group Co-Chairs identified and formally charged Working Groups largely populated, formally charged Self Study Design begins development: <ul style="list-style-type: none"> Core Team participates in the MSCHE Self-Study Design Institute (virtually) Core Team develops Self-Study Design outline Core Team begins to meet bi-weekly, then weekly Working Groups begin working—Lines of Inquiry completed before Thanksgiving Bi-weekly Steering Committee meetings Seven Working Groups meet regularly <ul style="list-style-type: none"> Self-Study Co-Chairs attend Working Group meetings Working Groups assigned with next step: identification of evidence, documentation, etc. 	<ul style="list-style-type: none"> Information and introduction video by the college President about the Middle States in Campus Chronicle Appointment of the Self-Study Co-chairs, charged in a letter by the college President, shared with campus community via: <ul style="list-style-type: none"> Campus Chronicle Board of Trustees Academic Senate Standard Working Group Co-chairs charged in a letter by the college President Explaining the Self-Study process and inviting campus community participation: <ul style="list-style-type: none"> Campus Chronicle article Academic Senate presentation Assessment and Institutional Effectiveness Committee Regular (four times a semester) update to Academic Senate established Regular (monthly) updates established to the college's Board of Trustees
Spring 2021	<ul style="list-style-type: none"> Working Chairs assigned with next step: Submit evidence, documentation, etc. to Core Team Development of Evidence Inventory Working Groups begin responses to their Lines of Inquiry <ul style="list-style-type: none"> Assignment: very rough draft of responses by April 15th, mainly to see where the gaps might be, etc. (template for responses provided by Core Team, improved by Working Groups) 	<ul style="list-style-type: none"> Middle States Minute—regular updates on the Self Study process in the Campus Chronicle Co-chairs attend Student Senate meeting to explain process and ask for student participation Co-chairs briefly attend Department Meetings to explain progress, ask for participation Campus Chronicle Updates Regular updates at Academic Senate Board of Trustees update Steering Committee meetings—four a semester. Update all Working Group Co-Chairs, asking them to share their updates, thoughts, and questions. Encourage collaboration among the groups

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	<ul style="list-style-type: none"> • Core Team continues work on Self-Study Design. <ul style="list-style-type: none"> • Institutional Priorities and Intended Outcomes developed, input from Executive Team, Steering Committee and Working Groups solicited and used for revision • Institutional Priorities and Intended Outcomes presented to campus community, Open Forums/Listening Sessions held for feedback, feedback incorporated • Core Team continues work on Self-Study Design <ul style="list-style-type: none"> – Rough draft submitted to Executive Team, feedback incorporated – Self-Study Design submitted to MSCHE liaison – Revisions incorporated • Virtual visit by MSCHE liaison • Results of visit shared with Steering Committee, Working Groups, campus committee • Liaison responses' incorporated and utilized as appropriate • Feedback to Working Groups' responses given 	<ul style="list-style-type: none"> • Regular updates to the college's Assessment and Institutional Assessment Committee (the AIE Committee meets a minimum of five or six times a semester) and the Planning Committee, a standing committee of the Academic Senate, co-chaired by one of the Self-Study Co-chairs and the Co-chair of Standard VI Working Group • Self-Study design document drafts shared with the college's Executive Team, AIE Committee, and Steering Committee • Three Open Forums, announced in the Campus Chronicle, to invite campus community members to give feedback and input into the draft Institutional Priorities and Intended Outcomes • Core Team shares details about Self-Study Design approval process, virtual campus visit by MSCHE Liaison, shares results of the visit to the campus community via: <ul style="list-style-type: none"> o Executive Team o Board of Trustees o Campus Chronicle o Committees o Academic Senate • Updates in The Hudsonian, Hudson Valley's student-run newspaper (and recruiting efforts)
<p>Summer 2021</p>	<ul style="list-style-type: none"> • Core Team continues meeting regularly • Working Groups continue to work, although faculty are officially off in the summer • Core Team begins the outlining of the Self-Study • Core Team begins work on Executive Summary • Institutional Compliance Team works on Requirements of Affiliation, including accreditation-relevant federal regulations • Ongoing development of Evidence Inventory 	<ul style="list-style-type: none"> • Keep campus updated about the 2023 Middle States News Blackboard Portal, open to campus community, and the Middle States News website on the college website, also open to campus community and to the public as well • General updates via the Campus Chronicle • Post final Self-Study Design in the 2023 Middle States News Blackboard Portal

Hudson Valley Community College Self-Study Design Spring 2021

Fall 2021	<ul style="list-style-type: none"> • If prudent, hold an in-person Steering Committee meeting with appropriate safety measures, and encourage collaboration across Working Groups, identifying areas of similarity and working to share documentation, evidence, etc. as appropriate. At this point, any gaps or uncertainties will have been identified at the end of Spring 2021, and collaboration will become vital to the process • Regular formal and informal meetings with Core Team, Steering Committee, and Working Groups as they work to synthesize evidence, communications with college entities, and other documentation into narratives appropriate for their Standards • Continue to recruit students as participating students graduate and/or move on, and to increase student participation • Working Groups develop more complete answers to Lines of Inquiry, share progress, challenges, resources • Interview Sessions with Executives, administrators, etc. as sources of information (organized so as to not overwhelm areas with requests) • Intergroup Synergy: Core Team meetings with Steering Committees, Working Groups, Q & A sessions • Second submission of Lines of Inquiry responses, much more fleshed out, by Thanksgiving 	<ul style="list-style-type: none"> • Middle States update at the All College Meeting (once a semester) • Back to regular and ongoing updates via (see Spring 2021): <ul style="list-style-type: none"> ◦ Campus Chronicle ◦ Academic Senate ◦ Board of Trustees ◦ Blackboard Middle States 2023 News site ◦ AIE and Planning Committees ◦ Middle States 2023 website ◦ Working Group meetings, Steering Committee Meetings (see Spring 2021) ◦ Student Senate (once a semester) • Continue to flesh out Middle States News website with progress updates • Updates in The Hudsonian, Hudson Valley's student-run newspaper (and recruiting efforts) • Flyers on Student Announcement bulletins on campus (assuming students are back on campus)
Spring 2022	<ul style="list-style-type: none"> • As the Core Team continues to work and collaborate with the Working Groups, synthesizing their findings into a single rough draft narrative Self-Study, the first draft is shared in late spring with campus community (via Campus Chronicle), including the Board of Trustees, and the President and the Steering Committee will hold Open Forums/Town Halls (both virtual and in-person) for feedback and input • Collaborate! Hold informal meetings along with formal meetings • Feedback offered, etc. • Formal Steering Committee, Working Groups meeting as outlined above • Final draft of Working Groups' work submitted to Core Team by April 30 	<ul style="list-style-type: none"> • Campus Chronicle Updates • Regular updates at Academic Senate • Board of Trustees update • Regular updates to college Committees <ul style="list-style-type: none"> • Updates in The Hudsonian, Hudson Valley's student-run newspaper
Summer 2022	<ul style="list-style-type: none"> • Core Team synthesizes Working Groups' work into a single, 112 page working draft • Evidence and documentation organized for easy access by the Evaluation Team • Update Data and Values with most current available 	<ul style="list-style-type: none"> • Core Team continues to work on Self-Study draft • Updates as usual to the Blackboard Portal site and the college's Website • Updates in Campus Chronicle
Fall 2022	<ul style="list-style-type: none"> • Core Team shares final, working draft of the Self Study document. The document is shared with the campus community 	<ul style="list-style-type: none"> • Updates as cited in previous semesters are continued

	<p>(Campus Chronicle, Open Forums/Town Halls)</p> <ul style="list-style-type: none"> All details—linkages, documentation, etc. perfected, to finalize draft to send in early 2023 to the Evaluation Team Core Team meetings continue 	<ul style="list-style-type: none"> Core Team final, working draft of the Self Study document is shared with the campus community for feedback (Campus Chronicle, Open Forums/Town Halls)
Winter-session (January)	<ul style="list-style-type: none"> Hudson Valley's 2023 Middle States Self-Study submitted 	<ul style="list-style-type: none"> Submission shared with campus via Campus Chronicle
Spring 2023	<ul style="list-style-type: none"> Details about MSCHE Evaluation Team visit, including the meeting schedules for the three-day visit, travel arrangements, etc. finalized Evaluation Team visits Hudson Valley 	<ul style="list-style-type: none"> Details about Evaluation Team visit will be shared in Campus Chronicle, Board of Trustees The Evaluation Team's report will be shared with campus community by the President (e-mail and/or Campus Chronicle)
Summer 2023	<ul style="list-style-type: none"> Action by Commission June 2023 Assessing the Self-Study Process: Reflecting on what worked, what didn't, what aspects could be improved upon, and recommendations for the next Self-Study Team. The assessment will include focus groups with Steering Committee members, surveys to Steering Committee members and a survey to the campus community 	<ul style="list-style-type: none"> The President will share the share the final MSCHE Accreditation Action with the campus (June 2023) via Campus Chronicle, email The assessment of the Self-Study Process will be outlined in the Campus Chronicle, and shared with the Academic Senate, AIE Committee, and Student Senate.

11. Evaluation Team Profile

Profile of the Evaluation Team

Hudson Valley Community College recommends that the following criteria be considered when selecting the Team Chair and members of the Evaluation Team:

- The Chair of the Evaluation Team should be a President of a public two-year college similar in size, location, and demographics to Hudson Valley, including a diverse (30%) student body and a comprehensive array of academic programs (health sciences, STEM, liberal arts, and business).
- The Team should include at least one Chief Academic Officer (Vice President for Academic Affairs, Provost).
- A Chief Financial Officer should also be a member of the Team, preferably one who understands the organization and finances associated with community colleges within a large system.
- Faculty serving on the Evaluation Team should have community college experience, including at least one with experience in distance learning.
- The Team should include Student Affairs executives with expertise in a wide range of student support services and student success initiatives in a commuter college with a diverse, first generation, economically disadvantaged student population.
- Team members should have experience working in an institution with collective bargaining.
- All members of the Evaluation Team should be aware of the particular issues associated with publicly funded institutions of higher education, especially at the community college level.

Institutions that may be comparable peers:

The MSCHE website and the National Center for Education Statistics (NCES) were used to identify comparable colleges based on institution type, programs offered, student population, and graduation and retention rates. Because Hudson Valley is part of the State University of New York (SUNY) system, no SUNY community colleges are included.

- Brookdale Community College, Lincroft, NJ (enrollment: 11,489; tuition: in-district \$5,639; programs: similar; diversity: 63% White, 37% URG (underrepresented groups))
- Delaware County Community College, Media, PA (enrollment: 10,700; tuition: in-district \$5,870; programs: similar; diversity: 52% White, 48% URG (underrepresented groups))
- Harford Community College, Bel Air, MD (enrollment: 5,000; tuition: \$6,000; programs: similar; diversity: 69% White, 31% URG (underrepresented groups))
- Frederick Community College, Frederick, MD (enrollment: 6,129; tuition: in-district \$3,748; programs, similar; 63% White, 37% URG (underrepresented groups))
- Middlesex County College, Edison, NJ (enrollment: 11,142; tuition: in-district \$3,708; programs: similar; diversity: 78% URG, 22% White)

12. Evidence Inventory

Hudson Valley's Self-Study Evidence Inventory was developed from evidence lists submitted by the Working Groups, curated and managed by the Office of Planning and Research, and housed in the MSCHE Middle States Steering Committee Blackboard site.

In early spring 2021, the Hudson Valley Self-Study Core Team asked the Steering Committee to gather a list of evidence/documentation from the members of their Working Group as they began exploring their lines of inquiry. This early list was submitted to the Evidence Inventory manager, James Macklin, a Core Team member, Co-Chair of Standard I Mission and Goals, and part of the college's Office of Planning and Research. Mr. Macklin is very knowledgeable regarding what evidence and documentation exists at the college and where it can be found. Additionally, he knows what office or department would have information pertinent to the Standards' criteria. This list will be built on as the Working Groups analyze their criteria and continue to work through their piece of the Self-Study process.

The Working Group members, working collaboratively with another member or members, are responsible for their own 'quilt patch,' concentrating on certain criteria within their Standard. The Evidence Inventory manager will organize the evidence, eliminate duplication, and annotate it with information regarding what it contains and which Standard(s) pertains to. The manager will continue to review and refine the Inventory, update metadata (such as the college's Institutional Effectiveness Report), and identify any gaps and needs in the available evidence and documentation. The Evidence Inventory will provide the Self-Study team with convenient access to evidence, their own and evidence that other Working Groups' have identified and that could work for their Standard as well.

Figure 12 Middle States Evidence - Most Frequently Identified Evidence Areas as of April 2021

Counter	Evidence Area	Standard One	Standard Two	Standard Three	Standard Four	Standard Five	Standard Six	Standard Seven
1	Academic Senate	X	X			X	X	X
2	Assessment and Institutional Effectiveness	X	X	X	X	X	X	X
3	Board of Trustees	X	X				X	X
4	Budget	X			X	X		X
5	Center for Effective Teaching			X		X		X
6	College Catalog	X		X	X			
7	College Courses			X	X	X		
8	Department Chairs	X	X	X	X	X	X	X
9	Distance Learning			X		X	X	X
10	Graduation			X	X	X		
11	Human Resources		X					X
12	Library			X				
13	Planning and Research	X	X	X	X	X	X	X
14	Policies and Procedures	X	X	X	X	X	X	X
15	President						X	X
16	Retention		X	X	X	X		
17	Strategic Plan	X	X	X	X	X	X	X
18	Student Handbook		X	X		X		
19	Student Support	X	X	X	X	X	X	X
20	Vice President for Academic Affairs			X		X		X

DOCUMENTATION ROADMAP	
STANDARD I: MISSION AND GOALS	
<i>Standard/Criteria</i>	<i>Documentation, Evidence, Policies, Etc.</i>
<p>An accredited institution possesses and demonstrates the following attributes or activities:</p> <p>1. clearly defined mission and goals that:</p> <ul style="list-style-type: none"> a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement; b. address external as well as internal contexts and constituencies; c. are approved and supported by the governing body; d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes; e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution; f. are publicized and widely known by the institution's internal stakeholders; g. are periodically evaluated; 	<p>Review Mission, Goals, and Objectives</p> <p>College Catalog</p> <p>Map the Mission approval process</p> <p>Planning Committee minutes</p> <p>Board of Trustees (BOT) manual; review BOT minutes</p> <p>College budget</p> <p>Materials for external groups</p> <p>College budget to determine level of support (show examples, number of occurrences that can be identified)</p> <p>Academic Senate, including minutes https://bbprod.hvcc.edu/webapps/blackboard/execute/announcement?method=search&context=course_entry&course_id=8480_1&handle=announcements_entry&mode=view</p> <p>Committee information</p> <p>Office of Institutional Planning and Research website Organizational Chart</p> <p>Analyze connections to the various planning documents Review development of the Strategic Plan</p> <p>Institutional Effectiveness Reports https://bbprod.hvcc.edu/webapps/blackboard/execute/announcement?method=search&context=course&course_id=8568_1&handle=cp_announcements&mode=cpview</p> <p>Strategic Plans</p> <p>HVCC Assessment and Unit Plans https://bbprod.hvcc.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=12_1</p>

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	<p>College Catalog https://catalog.hvcc.edu/</p> <p>Center for Effective Teaching (CET)</p>
<p>2. institutional goals that are realistic, appropriate to higher education, and consistent with mission;</p>	<p>HVCC Mission, Vision, Goals, and Objectives</p> <p>SUNY General Education outcomes (General Education Requirements - SUNY)</p> <p>Institutional Student Learning Outcomes (ISLOs)</p> <p>College Catalog</p> <p>Institutional Effectiveness Reports (Appendices)</p>
<p>3. goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission; and</p>	<p>SUNY General Education outcomes</p> <p>Institutional Student Learning Outcomes (ISLOs)</p> <p>HVCC Assessment/Unit Plans (linkage reports)</p> <p>College Catalog</p>
<p>4. periodic assessment of mission and goals to ensure they are relevant and achievable.</p>	<p>Planning Committee agendas, minutes</p> <p>Academic Senate agendas, minutes</p> <p>BOT Minutes, Agendas</p> <p>Campus Chronicle</p>
<p>STANDARD II: ETHICS AND INTEGRITY</p>	
<p><i>Standard/Criteria</i></p>	<p><i>Documentation, Evidence, Policies, Etc.</i></p>
<p>1. a commitment to academic freedom, and respect for intellectual freedom, freedom of expression, and respect for intellectual property rights;</p>	<p>HVCC Faculty/Staff Handbooks</p> <p>HVCC Judicial System</p> <p>Records of complaints from faculty and their resolution</p> <p>BOT Minutes</p> <p>Personal Faculty/Student Testimonies</p> <p>The Hudsonian archives (HVCC student newspaper)</p> <p>Faculty Association (Contract)</p> <p>SUNY Board of Trustees and SUNY Chancellor Statement 11-20-19 Statement - SUNY</p> <p>SUNY 'It's all Academic—Freedom, that is!' PowerPoint Presentation (suny.edu)</p> <p>Academic Senate (bylaws, minutes)</p> <p>Academic Senate Standing Committees minutes, bylaws</p>

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	<p>Office of Human Resources website, documentation</p> <p>SUNY Copyright and Faculty Ownership of Intellectual Freedom Copyright & Faculty Ownership - SUNY</p> <p>SUNY Policies and Procedures University-wide Policies & Procedures - SUNY</p> <p>HVCC Policies and Procedures Handbook</p> <p>HVCC Employee Guidelines</p> <p>Mandatory training on email, social media security, etc.</p>
<p>2. a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;</p>	<p>HVCC Human Resources</p> <ul style="list-style-type: none"> • Affirmative Action Policy • ADA Compliance Statement • Anti-Discrimination and Harassment Policy • Title IX Compliance Statement <p>SUNY Policies and Procedures: Sexual Orientation Nondiscrimination - #6503</p> <p>HVCC Office of Diversity, Equity, and Inclusion</p> <ul style="list-style-type: none"> • Goals • Community Conversations • Workshops and Trainings • STEM Outreach Workshop Initiative <p>HVCC Center for Access</p> <ul style="list-style-type: none"> • Disability Services • Reasonable Accommodations • Campus Accessibility • Service • Policies and Protocols • Assistive Technology <p>HVCC Human Resources: Procedure for Filing a Complaint of Discrimination</p> <p>HVCC Judicial System: Article V - Code of Conduct for Campus Regulations and Computer Ethics Article VI - Procedure for Processing Complaints Involving</p> <p>Alleged Violations of Campus Regulations and Computer Ethics Article VII - Code of Conduct for Academic Ethics Article VIII - Informal Procedures for Processing Violations of Code of Conduct</p> <p>Academic Ethics Article IX - Hearing Procedures Under the Code of Conduct</p>

	<p>Article X – Appeals</p> <p>HVCC Human Resources website</p> <p>New Employee Orientation Presentation</p> <p>Employee Development and Training</p> <p>HVCC Office of Diversity, Equity, & Inclusion: Goals (website) Community Conversations Workshops and Training</p> <p>HVCC Center for Access and Assistive Technology website</p>
<p>3. a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution’s policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably;</p>	<p>HVCC Policies and Procedures</p> <p>Student Disciplinary Procedures/Complaint Procedures</p> <p>Judicial System - Hudson Valley Community College - Acalog ACMS™ (hvcc.edu)</p> <ul style="list-style-type: none"> • <i>Articles I - V</i> <ul style="list-style-type: none"> • <i>Article VI. Procedure for Processing Complaints Involving Alleged Violations of Campus Regulations and Computer Ethics (6.1 – 6.11)</i> <p>HVCC Title IX Grievance Process - Hudson Valley Community College - Acalog ACMS™</p> <ul style="list-style-type: none"> • <i>I – VII</i> <p>Records of student complaints and their resolutions</p> <ul style="list-style-type: none"> • TITLE IX <ul style="list-style-type: none"> ○ <i>Title IX Coordinator:</i> Sandra J. McCarthy, JD 24 hour hotline: (518) 257-2089 24 hour email: s.mccarthy@hvcc.edu • AFFIRMATIVE ACTION <ul style="list-style-type: none"> ○ <i>Office of Affirmative Action and Human Resources</i> Administration 140 (518) 629-4552 • STUDENT AFFAIRS <ul style="list-style-type: none"> ○ <i>Vice President for Student Affairs</i> GUN 159 (518) 629-7307 <p>Academic Due Process</p>

	<p>HVCC Fraud Policy</p> <p>HVCC Legal Affairs</p> <p>HVCC Student Affairs/Student Policies & Procedures</p> <p>Students' Bill of Rights HVCC Title IX</p> <p>HVCC Personnel Policy Bulletin</p> <p>2002/PPB Grievance Procedure for Employees Without Negotiated Provisions</p> <p>1992/PPB Appeal and/or Protests regarding Examinations</p> <p>HVCC FA Grievance Process Article 20: HVCC FA Complaint, Grievance and Arbitration Procedure</p> <p>HVCC Pathways/Student Rights, Responsibilities, and Appeals</p> <p>HVCC Student Handbook</p> <p>Student Senate Bylaws</p> <p>Office of Student Rights & Responsibilities / Advocacy</p> <p>Faculty Student Association and Student Senate Legal Services</p> <p>Title IX policies and compliance reports</p> <p>Grievance Process (College Catalog)</p> <p>HVCC Employee Handbook</p> <p>HVCC Organizational Chart</p> <p>HVCC Student Handbook</p> <p>HVCC Complaint Filing</p> <p>Input@HVCC.edu page</p> <p>HVCC Judicial System: Article VI - Procedure for Processing Complaints Involving Alleged Violations of Campus Regulations and Computer Ethics Article VIII - Informal Procedures for Processing Violations of Code of</p> <p>Academic Ethics Article IX - Hearing Procedures Under the Code of Conduct Article X - Appeals</p> <p>Procedures for Handling Student Complaints About Faculty Conduct in Academic Settings</p> <p>Students' Bill of Rights HVCC Title IX</p> <p>HVCC Personnel Policy Bulletin</p>
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	<p>2002/PPB Grievance Procedure for Employees Without Negotiated Provisions</p> <p>1992/PPB Appeal and/or Protests regarding Examinations</p> <p>HVCC FA Grievance Process</p> <p>Article 20: HVCC FA Complaint, Grievance and Arbitration Procedure</p> <p>HVCC Pathways/Student Rights, Responsibilities, and Appeals</p> <p>Student Resources and FAQs</p> <p>Faculty Association</p> <p>Records from Coordinator of College Judicial System</p> <p>Academic Senate minutes</p> <p>The Hudsonian</p> <p>Employee/Student Testimonies</p>
<p>4. the avoidance of conflicts of interest or the appearance of such conflict in all activities and among all constituents;</p>	<p>HVCC Board of Trustees Policies and Bylaws BOARD OF TRUSTEES BYLAWS AND POLICY MANUAL (hvcc.edu)</p> <p>HVCC Foundation</p> <p>Conflict of Interest policy</p> <p>Gift Acceptance Policy</p> <p>Policy on Naming of Facilities, Programs and Support Funds</p> <p>HVCC's Endowment Mgmt, Investment, and Spending Policy</p> <p>START-UP NY Campus Plan</p> <p>HVCC Judicial System: Article V - Code of Conduct for Campus Regulations and Computer Ethics</p> <p>Board of Trustees Meeting Minutes - Aug. 18, 2020 and others</p> <p><u>SUNY Policies and Procedures:</u></p> <p> Conflict of Interest #6001</p> <p>HVCC Board Policies and Bylaws</p> <p>Foundation Conflict of Interest policy</p> <p>HVCC's Endowment Management, Investment, and Spending Policy</p> <p>New York State Ethics Guidelines/ JCOPE training materials</p> <p>HVCC Judicial System:</p> <ul style="list-style-type: none"> • Article VI - Procedure for Processing Complaints Involving Alleged Violations of Campus Regulations and Computer Ethics

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	<ul style="list-style-type: none"> • Article VIII - Informal Procedures for Processing Violations of Code of Academic Ethics • Article IX - Hearing Procedures Under the Code of Conduct • Article X - Appeals <p>HVCC's Purchasing Policies</p> <p>Financial Aid Policies</p> <p>Institutional Review Board (HVCC)</p> <p>Contracts under a certain dollar amount</p> <p>SUNY Guidelines</p> <p>Advisory Committee Membership (HVCC)</p> <p>Public employee guidelines</p> <p>Employee Information Page</p> <p>New Employee Orientation documents (example)</p> <p>Faculty Orientation Events</p> <p>Campus Chronicle</p> <p>Employee Training and Education</p> <p>Email Communications</p> <p>HVCC Policies and Procedures</p>
<p>5. fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees;</p>	<p>HVCC Human Resources: Affirmative Action Policy ADA/Section 504 Compliance Statement Anti-Discrimination and Harassment Policy</p> <p>Employment Search Process Information and Forms</p> <p>HVCC Office of Diversity, Equity, & Inclusion: Goals (website) Community Conversations</p> <p>HVCC Labor Agreements DC Agreement EOC Alliance Agreement Faculty Agreement NIEU Agreement NTPA Agreement UPSEU Agreement</p> <p>University-wide Policies & Procedures - SUNY</p>

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	<p>Evaluation and Promotion of Academic and Professional Employees (8 NYCRR Part 336) #8091</p> <p>Board of Trustees Minutes</p> <p>Human Resources</p> <p>Personnel Policy</p> <p>ADA/Section 504 Compliance Statement</p> <p>Office of Planning and Research:</p> <ul style="list-style-type: none"> • Employee Demographics • Current data book • Past data books • Program Review Data • Survey reports <p>HVCC Organizational Chart</p>
<p>6. honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;</p>	<p>HVCC Policies and Procedures</p> <p>Federal policies and reports</p> <p>Oversight of Exec. Director of Communications</p> <p>Board of Trustees Minutes</p> <p>HVCC Organizational Chart</p> <p>Office of Planning and Research:</p> <ul style="list-style-type: none"> • Current data book • Past data books • Survey reports <p>HVCC Social Media Accounts</p> <p>Existing HVCC Advertisement</p> <p>Office of Communications and Marketing</p> <p>HVCC Brand Standard Guidelines</p> <p>HVCC Social Media Guidelines for College Employees</p> <p>Institutional Research and Assessment Website/Institutional facts/ Fast Facts/ Institutional Profile</p> <p>HVCC Press Releases</p>
<p>7. as appropriate to its mission, services or programs in place:</p> <p>a. to promote affordability and accessibility;</p>	<p>Tuition & Fees Schedule</p> <p>History of Tuition Rates for last several years</p> <p>HVCC Financial Aid page</p>

<p>b. to enable students to understand funding sources and options, valued received for cost, and methods to make informed decisions about incurring debt;</p>	<p>History of "fees"</p> <p>Workforce Development Office</p> <p>Office of External Academic Affairs</p> <p>Office of Community and Professional Development - High School programs Scholarships</p> <p>SUNY HVCC Community Engagement page</p> <p>SUNY Campus Applied Learning Plans HVCC page</p> <p>Workforce Development Office</p> <p>Office of External Academic Affairs</p> <p>Office of Community and Professional Development - High School programs Scholarships</p> <p>SUNY HVCC Community Engagement page</p> <p>SUNY Campus Applied Learning Plans HVCC page</p> <p>HVCC Student Handbook</p> <p>SUNY HVCC Profile Page</p> <p>Promotional materials</p> <p>HVCC Student Announcements page</p> <p>HVCC Financial workshops (cf. Campus Events Calendar archive, HVCC Social Media Pages)</p> <p>SUNY Smart Track "Empowered Financial Planning"</p> <p>HVCC Financial Aid FAQs</p> <p>New York State Senate Legislature, Title 7, Article 125</p> <p>HVCC Anti-Discrimination and Harassment page</p> <p>Record of complaints/resolutions</p> <p>Employment Opportunities page</p> <p>Mutual Support Statement</p> <p>HVCC ADA/ Section 504 Compliance Statement</p> <p>Center for Access and Assistive Technology</p>
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	<p>Accommodations</p> <p>Accessibility Concern Report page</p> <p>Student Remote Access</p> <p><i>(Do we do an employee climate survey?)</i></p>
<p>8. compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:</p> <p>a. the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;</p> <p>b. the institution’s compliance with the Commission’s Requirements of Affiliation;</p> <p>c. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;</p> <p>d. the institution’s compliance with the Commission’s policies; and</p>	<p>Office of Planning and Research</p> <p>Office of Assessment and Institutional Effectiveness</p> <p>HEOA Act Compliance HVCC Consumer Information website</p> <p>Transfer policie-s and agreements</p> <p>Articulation Agreements</p> <p>Retention Programs</p> <p>Public Reports (State/County/Federal) e.g. Nursing, Dental Hygiene</p> <p>Office of Planning and Research</p> <p>Rensselaer County Records</p> <p>National Center for Education Statistics HVCC page</p> <p>Past HVCC MSCHE self-study documents</p> <p>Department/program reviews</p> <p>State of the College (2018) Report <i>(More recent reports?)</i></p> <p>SUNY System Wide Compliance Resources</p> <p>State of the College Reports</p> <p>Archived HVCC Catalog vs. Current HVCC Catalog (catalog.hvcc.edu)</p> <p>Board of Trustees Minutes</p> <p>Mission Statement, Vision Statement, Core Values (on HVCC main webpage and elsewhere)</p> <p>Current/Former HVCC Strategic Plans (2019-2024) and (2014-2019)</p> <p>Campus Chronicle Records</p> <p>Faculty/Staff wide, Community wide email communications</p> <p>New Employee Welcome Page</p> <p>HVCC All College Meeting Recordings</p> <p>MSCHE Accreditation actions taken by HVCC during last 10 years</p> <p>SUNY System Wide Compliance Resources</p>

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	(This question is essentially identical to 8 (combine?))
<p>9 periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these were implemented.</p>	<p>HVCC Catalog: Community Bill of Rights and Responsibilities HVCC Fraud Policy Plagiarism Policy Student Handbook</p> <p>Public Safety: Policies, Regulations, and Reports</p> <p>HVCC Code of Ethics for Employees</p> <p>Board of Trustees Bylaws and Policy Manual</p> <p>Student Senate Bylaws</p> <p>College in the High School Student Handbook</p> <p>Judicial System</p> <p>Academic Senate Policies and Procedures</p> <p>Public Safety</p> <p>Faculty Student Association</p> <p>Board of Trustees</p> <p>Department Chairpersons Association</p> <p>HVCC Plagiarism Policy</p> <p>Student handbook</p> <p>HVCC Catalog: Student Conduct Process Rights</p> <p>HVCC Judicial System: Article VI - Procedure for Processing Complaints Involving Alleged Violations of Campus Regulations and Computer Ethics Article VIII - Informal Procedures for Processing Violations of Code of Academic Ethics Article IX - Hearing Procedures Under the Code of Conduct Article X - Appeals Procedures for Handling Student Complaints About Faculty Conduct in Academic Settings Students' Bill of Rights HVCC Title IX</p> <p>HVCC Personnel Policy Bulletin 2002/PPB Grievance Procedure for Employees Without Negotiated Provisions 1992/PPB Appeal and/or Protests regarding Examinations</p> <p>HVCC FA Grievance Process Article 20: HVCC FA Complaint, Grievance and Arbitration Procedure</p> <p>HVCC Pathways/Student Rights, Responsibilities, and Appeals</p>

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	<p>SUNY Model Rules of Decorum for Hearings</p> <p>HVCC Consumer Information - Filing a complaint</p> <p>Office of Diversity, Equity, and Inclusion: Workshops and Training</p> <p>HR Mandatory training</p> <p>HR Assessment of trainings</p> <p>HVCC Catalog: Procedures to Prevent Sexual Offenses</p> <ul style="list-style-type: none"> • Educational programs • Access to NYS Sex Offender Registry • Prevention • Counseling and Support Services <p>Campus Security Report</p>
<p>STANDARD III DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE</p>	
<p><i>Standard/Criteria</i></p>	<p><i>Documentation, Evidence, Policies, Etc.</i></p>
<p>An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.</p> <p>An accredited institution possesses and demonstrates the following attributes or activities:</p> <p>III. I certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning;</p>	<p>Department Chairs, Career and Transfer Center</p> <p>Published documents about course and program offerings Hudson Valley Community College - Acalog ACMS™ (hvcc.edu) Programs & Courses HVCC</p> <p>New York State Board of Education Commissioner’s Regulations Regulations New York State Education Department (nysed.gov) Department Expectations: Curriculum New York State Education Department (nysed.gov)</p> <p>NYSED Office of College and University Evaluation Program Registration New York State Education Department (nysed.gov) General Academic Program New York State Education Department (nysed.gov)</p> <p>SUNY Office of Academic Affairs/Program Planning Academic Program Planning - SUNY</p> <p>SUNY Memoranda to Presidents Microsoft Word - rwb-final.doc03.doc (suny.edu)</p> <p>Community Education/Workforce Development for non-credit certificates and micro-credentials Community Education HVCC Workforce Development HVCC</p> <p>Registrar’s Office/Advisement</p>

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	<p>Center for Careers and Transfer Career & Transfer Center HVCC</p> <p>Office of Institutional Assessment</p> <p>College in the High School for credit earning by high school students</p> <p>Curriculum committee procedures for review and approval of program content revision, new programs and courses, etc. Curriculum Committee – Academic Senate (hvcc.edu)</p> <p>Academic program review process defined by SUNY and the VPAA</p> <p>Program level curricular maps where available</p> <p>Graduation requirements for each program Programs & Courses HVCC</p>
<p>III. 2. student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:</p> <p>a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution’s mission, goals, and policies;</p> <p>b. qualified for the positions they hold and the work they do;</p> <p>c. sufficient in number;</p> <p>d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;</p> <p>e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;</p>	<p>Student evaluations of faculty (aggregate data) Planning and Research HVCC</p> <p>Faculty qualifications/credentials Labor Agreement - Faculty Agreement (hvcc.edu)</p> <p>Data books Planning and Research HVCC</p> <p>SUNY Academic Program Reviews (Departments, VPAA)</p> <p>Online faculty—OSCQR criteria</p> <p>Academic Program Assessment and Unit Plans Assessment and Institutional Effectiveness HVCC</p> <p>Office of Planning and Research Planning and Research HVCC Student/Faculty Fall and Spring Ratio Current Data Book HVCC Under ‘Other Reports’</p> <p>Program Review HVCC</p> <p>Faculty Job Postings (Human Resources)</p> <p>Center for Effective Teaching Center for Effective Teaching HVCC</p> <p>Professional Development Opportunities and Funding HVCC</p> <p>SUNY Center for Professional Development SUNY Center for Professional Development Home Page</p> <p>Evaluations/Classroom Observations Labor Agreement - Faculty Agreement (hvcc.edu)</p>

<p>III 3. academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion;</p>	<p>Hudson Valley Programs and Courses: Academic Program Learning Outcomes, Program Outcomes (employment, transfer, etc.), Core Requirements, Electives, Suggested Semester Sequence Programs & Courses HVCC</p> <p>College Catalog Hudson Valley Community College - Acalog ACMS™ (hvcc.edu)</p> <p>Admissions Admissions & Aid HVCC</p> <ul style="list-style-type: none"> • Admission Counselors <p>Academic Advisement Offices – Progress forms, Semester sequence guidelines</p> <p>DegreeWorks How to Access and Use DegreeWorks in WIReD (hvcc.edu)</p>
<p>III 4. sufficient learning opportunities and resources to support both the institution’s programs of study and students’ academic progress;</p>	<p>Center for Effective Teaching Center for Effective Teaching HVCC</p> <p>Academic Senate Personnel Resources Committee</p> <p>Professional Development Opportunities and Funding HVCC</p> <p>President’s Office</p>

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	<p>SUNY Tuition Waiver, funded by SUNY SUNY sponsors a \$4,383 tuition waiver fund that grants faculty and NTPs 50% of tuition, up to six credit hours per semester, at any SUNY Institution. Funds are allocated on a first come-first served basis.</p>
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<p>III 5. at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:</p> <p>a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;</p> <p>b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; and</p> <p>c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills; NOT APPLICABLE</p> <p>III 6. in institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula; NOT APPLICABLE</p>	<p>SUNY General Education Outcomes General Education - SUNY</p> <p>Hudson Valley's 2002 General Education Plan General Education Assessment Plan September 2002 (hvcc.edu)</p> <p>Hudson Valley's annual General Education outcomes</p> <ul style="list-style-type: none"> • Aggregate General Education outcomes • Program General Education outcomes (aggregated by academic program) • Specific course General Education outcomes (aggregated by General Education designated courses) <p>General Education Assessment Plan September 2002 (hvcc.edu)</p> <p>Annual General Education/ISLO Summary Reports: appended to the annual Institutional Effectiveness Reports Plans and Reports HVCC</p> <p>Institutional Student Learning Outcomes (ISLOs): (part of the General Education Reports) Plans and Reports HVCC</p> <p>Institutional Assessment Office: ISLOs part of annual Assessment Plans for every academic program's General Education/ISLO/Program Learning Outcomes Institutional Assessment – Institutional Effectiveness (hvcc.edu)</p> <p>ISLO Curricular Mapping for two-year programs Institutional Assessment – Institutional Effectiveness (hvcc.edu)</p>
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<p>III 7. adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers; and</p>	<p>Fine Arts and Digital Media apartment: CRFT courses offered through the Troy Center for the Arts</p> <p>Hudson Valley Community College - Acalog ACMS™ (hvcc.edu)</p>
<p>III 8. periodic assessment of the effectiveness of programs providing student learning opportunities.</p>	<p>Annual Academic Program Assessment Plans and Unit Plans Institutional Assessment – Institutional Effectiveness (hvcc.edu)</p> <p>SUNY Five Year Program Reviews (Department Offices)</p>
<p>STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE</p>	
<p><i>Standard/Criteria</i></p>	<p><i>Documentation, Evidence, Policies, Etc.</i></p>
<p>IV 1(a) accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;</p> <p>IV 1(b) A process by which students are not adequately prepared for study at the level for which they have been admitted are identified, placed and supported in attaining appropriate educational level.</p> <p>IV 1(c) orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;</p> <p>IV 1(d) processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement;</p>	<p>Financial Aid policies and website, FinAid TV, CampusLogic, College Forum content with regard to FinAid, manuals, internal reports (within the department); Institutional Research data; Alison Collins-Schroeder re:Foundation Software re: Scholarships include EOP/SmartScholars/etc; CARES Act? Default % improvements in IE Report; Check with Ricky T. re: students completing taxes with dept. help; Campus Chronicle as Communication Tool (use in multiple Criteria)</p> <p>Institutional Research data Planning and Research HVCC</p> <p>First Year Experience data (Testing and NSO available from within the department), Learning Centers data CAE & GAP data Registration Calendar, Transfer student data (from DC's and graduate survey); EOP data; Admissions data (transcripts); Advising conversations/data; Program Entrance Requirements policy; Selective Admissions Policies</p>

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	<p>CSRS referrals and outreach data</p> <p>GP Committee meeting minutes/reports, Institutional Research data,</p> <p>Communication plans,</p> <p>Course Outlines:</p> <ul style="list-style-type: none">-College Forum-New Composition and ESLS Courses-GAP Courses-INDS 100-ENGL 115?-INDS Service Learning Courses <p>Internships</p> <p>Micro-credentials</p> <p>New Student Orientation (NSO) Task Force Report</p> <p>Advising Syllabus</p> <p>Advisement Improvement Team</p> <p>CAAT Data (ACCOMMODATE)</p> <p>Health Services Data</p> <p>Counseling and Wellness Data</p> <p>Annual reports,</p> <p>Unit/Assessment Plans (via Nuventive), Graduation Survey data,</p> <p>Assessment & Instit. Effective. Report,</p> <p>CRM (RECRUIT/ADVISE),</p> <p>Learning Ctrs./Inst. Support Serv. Data,</p> <p>IE Reports re: Cr. to program completion;</p> <p>Dept. Advising processes (File Review)</p> <p>Dept. ARGOS Reports</p> <p>Registrar Reports & DegreeWorks Data</p> <p>Clearinghouse Data</p> <p>Committees discussing Transfers; Referrals to Career/Transfer (Advising)</p> <p>Articulation Agreements</p>
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	<p>K-12 Partnerships</p> <p>SUNY MTPs Memos to Presidents Memoranda to Presidents - SUNY</p> <p>-General Education</p> <p>-2014/5 SUNY Seamless Transfer Initiative (GP discussions)</p> <p>-Cross-Registration Agreements</p> <p>-SUNY Reverse Transfer</p> <p>SUNY Portal - see IPEDS</p>
<p>IV 2 Policies and procedures regarding and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches;</p>	<p>Transfer Credit Policy, Transferring to Hudson Valley Community College HVCC</p> <p>Registrar’s website re: AP/CLEP Continuing Education and CLEP data (available within the department)</p> <p>Life Experience data Life Experience Program HVCC</p> <p>Registrar’s Office re: Challenge Exams, AP, CLEP Data; Life Experience Program HVCC Registrar's Office HVCC</p> <p>IB Credit as a recommendation? Articulation Agreements;</p> <p>Course Equivalency Management (Table) – Incoming & Outgoing transfers</p> <p>Micro-credentials</p> <p>Internships/Volunteer Work?</p> <p>Workforce Development?</p> <p>Credit-Free Courses?</p>
<p>(3) Policies and procedures for the safe and secure maintenance and appropriate release of student information and records;</p>	<p>FERPA Policy,</p> <p>Law enforcement/Public Safety records – website (e.g. Cleary Act)</p> <p>ITS Policies</p> <p>Contracts/Grants/Agreements with 3rd Parties</p> <p>IRB Policy</p> <p>Mandated IT/Security Trainings</p> <p>FERPA Workshops</p> <p>County Records Retention Schedule</p> <p>CAAT/ADA Policy?</p> <p>HIPPA Policy</p> <p>Code of Conduct/Judicial Affairs Policy</p> <p>SUNY Policies and Procedures</p>

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	SUNY's Records Retention and Disposition Policy #6609
<p>IV 4 if offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.</p>	<p>Athletics/Intramurals data, CAE data, Student Senate; SSARP Committee Minutes, NJCAA data, Student Life survey, Diversity data/Collaborative efforts; Annual Reports, Student Activities/EOP/Clubs/PTK Data (available from the department), FYE Survey, Admissions data (re: recruiting interests); Budgets for these offices ROI/Participation Rates; Campus Ministry Data Cultural Affairs Data HVCC Student Satisfaction Survey and SUNY Student Opinion Survey Planning and Research HVCC</p>
<p>IV 5 if applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers;</p>	<p>The Arts Center: Fine Arts Department documents re: contracts with the Arts Center, Registrar's relationship with the Arts Center, Academic Depts commonly advising into CRFT Courses Data HVCC College policies and their relationship with the Arts Center, primary focus of the Arts Center is instruction. Speak with Standard V; Scott H & Marcy Smith</p>
<p>IV 6 Periodic assessment of the effectiveness of programs supporting the student experience.</p>	<p>IE Report Institutional Assessment – Institutional Effectiveness (hvcc.edu) Strategic Plan Unit/Assessment Plans (Institutional Assessment) Student Satisfaction/Opinion Surveys includes comparisons with other SUNY CC's Planning and Research HVCC Departmental Surveys Weave this into other criteria?</p>

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STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT	
<p>An accredited institution possesses and demonstrates the following attributes or activities:</p> <p>V 1. clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;</p>	<p>HVCC institution mission statement (HVCC Website)</p> <p>Program specific mission statements (included in Assessment Reports)</p> <p>Program frameworks (included in Assessment Reports)</p> <p>Program specific student learning outcomes</p> <p>Course specific syllabi (V-share)</p> <p>College Course Catalog (HVCC Website) Hudson Valley Community College - Acalog ACMS™ (hvcc.edu)</p>
<p>V 2 organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:</p> <p>a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;</p> <p>b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;</p> <p>c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;</p>	<p>General information available to prospective, current, and graduated students (HVCC Website)</p> <p>Assessment Reports (Margret Geehan)</p> <p>ISLO Institutional Learning Objectives (7 criteria)</p> <p>Strategic Plan (Dennis Wax)</p> <p>Institutional Effectiveness plan (Margret Geehan)</p> <p>Nuventive assessment portal (Dean of Assessment Margaret Geehan)</p> <p>Program Reviews (Office of Planning and Research web page), VPAA Office, Department Offices</p> <p>Student Satisfaction Surveys (Institutional Effectiveness – Margaret Geehan) Planning and Research HVCC</p> <p>Academic Senate procedures, student handbook, and college catalog (HVCC Website)</p> <p>Program Review (Office of Planning and Research website)</p> <p>SUNY General Education Assessment Plan (Assessment of Student Learning Outcomes in General Education Report) (SUNY website)</p> <p>SUNY Council on Assessment (Institutional Effectiveness Rubric) (SUNY Website)</p> <p>Strategic Plan (2019-2024) (Assessment & Institutional Effectiveness Office)</p> <p>State of the College Reports (Assessment & Institutional Effectiveness Office)</p> <p>HVCC Assessment website Institutional Effectiveness Plan & Reports</p> <ul style="list-style-type: none"> • Departmental Assessment and Unit Plan reports (Assessment & Institutional Effectiveness—Margaret Geehan)

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	<p>Graduation and transfer data (Career & Transfer-Gayle Healy/Planning & Research-Vaidehi Agashe)</p> <ul style="list-style-type: none"> • Graduate follow-up reports <p>Enrollment reports and census data (Admissions- Julie Panzanero)</p> <p>Green Sheet Initiative (ENGL Dept. and Writing and Research Center) (<u>Benchmark reading reports</u>) (DC of EFL/ESL -Tyler Kessel)</p>
<p>V 3 consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution’s mission, such uses include some combination of the following:</p> <p>a assisting students in improving their learning;</p> <p>b improving pedagogy and curriculum;</p> <p>c reviewing and revising academic programs and support services;</p> <p>d planning, conducting, and supporting a range of professional development activities;</p> <p>e planning and budgeting for the provision of academic programs and services;</p> <p>f informing appropriate constituents about the institution and its programs;</p> <p>g improving key indicators of student success, such as retention, graduation, transfer, and placement rates;</p> <p>h implementing other processes and procedures designed to improve educational programs and services;</p>	<p>Learning Centers data (Marcy Pendergast)</p> <p>Center for Academic Engagement data (Andy Roberts)</p> <p>Planning and Research Office (Vaidehi Agashe)</p> <p>Center for Effective Teaching (Jen Eaton & Tara Farley-Wyckoff)</p> <p>Changes from midterm to final course grades [Planning and Research Office (Vaidehi Agashe)]</p> <p>Intuitional learning outcomes (VPAA’s Office)</p> <p>GenEd assessments (Margaret Geehan – Dean of Assessment)</p> <p>Action plan</p> <ul style="list-style-type: none"> a. improving pedagogy and curriculum; <ul style="list-style-type: none"> - Academic Senate Curriculum Committee (Michael Shea,Chair) -Student employment & transfer – nature of the institution students are accepted to <p>Microcredential? (Center for Career and Transfer – Gayle Healy, Director)</p> <p>reviewing and revising academic programs and support services;</p> <ul style="list-style-type: none"> -transfer to 4-year schools (National Clearinghouse Data – Vaidehi Agashe) <p>-Job placement (Center for Career and Transfer – Gayle Healy, Director)</p> <p>-scores on licensing tests or required standardized tests</p> <p>-Learning Centers data (Marcy Pendergast)</p> <p>- Center for Academic Engagement data (Andy Roberts)</p> <p>- Guided pathways (?) - Special Improvement Group (Ronalyn Wilson?)</p> <p>planning, conducting, and supporting a range of professional development activities;</p> <ul style="list-style-type: none"> - Center for Effective Teaching (Jen Eaton & Tara Farley-Wyckoff) -List of conferences attended – DC summaries (VPAA Office) -FWD (Workforce Development?)

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	<ul style="list-style-type: none"> -Client Relation Management (Christine Smith – Director Enterprise Operations) Solutions & Matthew Howe – Director Retention & Student Outreach) -Institution wide initiatives -New faculty orientation (Center for Effective Teaching-see above) planning and budgeting for the provision of academic programs and services; -budget office (Donal Christian, Chief Fiscal Officer) -Foundation data (Regina LaGatta) -VP questionnaire on budgeting results informing appropriate constituents about the institution and its programs; -marketing (Communications and Marketing – Dennis Kennedy) -career center (Center for Career and Transfer – Gayle Healy, Director) -corporate partners (Foundation – R. LaGatta and Workforce Development – P.Hill) -High school outreach (Admissions Office – Guidance Counselor Breakfast) -Advisory boards for each program/degree (all report through VPAA) -Learn where you earn (Now part of Workforce Development) -Workforce development (Penny Hill, Dean) improving key indicators of student success, such as retention, graduation, transfer, and placement rates; -data from planning and research -foundation data (Regina LaGatta) -Guided pathways (?) - Special Improvement Group (Ronalyne Wilson?) -SIR surveys (Vaidehi Agashe) -Satisfaction surveys – students & faculty (Vaidehi Agashe) -National Clearinghouse data
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	<p>implementing other processes and procedures designed to improve educational programs and services;</p> <ul style="list-style-type: none"> - Guided pathways (?) - Special Improvement Group (Ronalyn Wilson?) -Retention committee -Satisfaction surveys (Institutional Effectiveness – Margaret Geehan) -Social media sites (Communications and Marketing – Dennis Kennedy) -Larger resource = State of the College report, Strategic Plan, Action Plan, Curriculog -Create an organizational hierarchy <u>Table of Administrative Organization (hvcc.edu)</u>
<p>V 4 if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and</p>	<ul style="list-style-type: none"> Arts Center of the Capital Region Fine Arts Department Process of assessment Contracts Course Outlines Institutional Effectiveness Plan and Report Assessment and Institutional Effectiveness Committee Planning Committee General Education/Institutional Student Learning Outcome (ISLO) Committee SUNY General Education Assessment Plan Program Reviews/Curriculum Committee/Academic Senate/ Program Learning Outcomes Strategic Plan College Goals and Objectives Distance Learning State of the College Reports HVCC Assessment website Institutional Effectiveness Plan & Reports Office of School Programs – College in the High School program Surveys (parents, CHS surveys)

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<p>V 5.periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.</p>	<p>Institutional Effectiveness Plan and Report</p> <p>Assessment and Institutional Effectiveness Committee</p> <p>Planning Committee</p> <p>General Education/Institutional Student Learning Outcome (ISLO) Committee</p> <p>SUNY General Education Assessment Plan</p> <p>Program Reviews/Curriculum Committee/Academic Senate/ Program Learning Outcomes</p> <p>Strategic Plan</p> <p>College Goals and Objectives</p> <p>Distance Learning</p> <p>State of the College Reports</p> <p>HVCC Assessment website Institutional Effectiveness Plan & Reports</p> <p>Office of School Programs – College in the High School program Surveys (parents, CHS surveys)</p>
STANDARD VI: Planning, Resources, and Institutional Improvement	
<i>Standard, Criteria</i>	<i>Documentation, Evidence, Sources</i>
<p>An accredited institution possesses and demonstrates the following attributes or activities:</p> <p>VI 1. institutional objectives, BOTH institution wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;</p>	<p>Annual Institutional Effectiveness Report Data, Plans and Reports for Employee Use HVCC</p> <p>Nuventive Reports showing Assessment/Unit Plans across HVCC (will all be available in Blackboard, open to all campus employees)</p> <p>Linkage reports from Nuventive showing links to Goals/Strategies, etc.</p> <p>Budget request report from Nuventive showing resource allocation, included in the annual Institutional Effectiveness (IE) Reports Data, Plans and Reports for Employee Use HVCC</p>
<p>VI 2.clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results;</p>	<p>HVCC Assessment Process (Office of Institutional Assessment/Institutional Effectiveness)</p> <p>AIE Committee, Minutes, Chronicle, Home – Blackboard Learn (hvcc.edu)</p>

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	<p>Academic Senate Academic Senate HVCC</p> <p>Finance/Budget Finance Offices & Information HVCC</p> <p>Nuventive mapping reports, linking budget requests with assessment results and linkages to the mission, goals, and objectives as well as the individual department and unit objectives and the college’s Strategic Plan (Office of Institutional Assessment/Institutional Effectiveness) assessment@hvcc.edu</p>
<p>VI 3.a financial planning and budgeting process that is aligned with the institution’s mission and goals, evidence-based, and clearly linked to the institution’s and units’ strategic plans/objectives;</p>	<p>Operating – college’s formal budget call letter/email Finance Offices & Information HVCC</p> <p>Budget call letter/email and internal timeline/process CC Sponsors.xls (suny.edu)</p> <p>Unit plan budget requests assessment@hvcc.edu</p> <p>Nuventive reports – Banner (approved budgets)</p> <p>2019-24 Strategic Plan</p> <p>Institutional Effectiveness Reports Data, Plans and Reports for Employee Use HVCC</p> <p>HVCC’s Assessment/Planning Process documents (Nuventive) Linkage Reports assessment@hvcc.edu and Announcements – Institutional Effectiveness (hvcc.edu)</p> <p>Current Data Book HVCC</p> <p>Past Data Books HVCC</p> <p>Program Enrollment Projection—Annual—Office of Research and Planning Planning and Research HVCC</p> <p>HVCC 2019 Master Plan Board of Trustees Oct. 27, 2020 Meeting Minutes (hvcc.edu)</p> <p>SUNY Strategic Plan Power of SUNY - Strategic Plan - SUNY</p>
<p>VI 4.fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;</p>	<p>Formal Structures of the College as outlined in the college’s Organizational Chart Table of Administrative Organization (hvcc.edu)</p> <p>College Facilities Unit Plans and Budget Requests</p> <p>HVCC Space Utilization Reports</p> <p>Instructional Technology/Classroom Update (ITS)</p> <p>Board of Trustees’ Bylaws are based in NY State Education Law and are located on the website. BOARD OF TRUSTEES BYLAWS AND POLICY MANUAL (hvcc.edu)</p>

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	<p>Rensselaer County Legislature https://www.rensselaercounty.org</p> <p>SUNY: CC Sponsors.xls (suny.edu)</p> <p>CC Sponsors.xls (suny.edu) Budget structure: pg. 7</p> <p>CC Sponsors.xls (suny.edu) Community College Guidelines for Financial Reporting and Budgeting pg. 8</p> <p>HVCC Annual Operating Budgets (Budget Office)</p>
<p>VI 5. well-defined decision-making processes and clear assignment of responsibility and accountability;</p>	<p>Formal Structures of the College Table of Administrative Organization (hvcc.edu)</p> <ul style="list-style-type: none"> · Board of Trustees. Bylaws on the website. BOARD OF TRUSTEES BYLAWS AND POLICY MANUAL (hvcc.edu) · Academic Senate Bylaws on the website · Student Senate. Constitution and Bylaws on the website. · Foundation. Bylaws on the website. By-laws and Policies HVCC · Faculty Student Association. Bylaws on the website. By - Laws Of The Faculty Student Association Of Hudson Valley Community College, Inc. (hvcc.edu) <p>Board of Trustees' Bylaws are based in NY State Education Law and are located on the website. Table of Administrative Organization (hvcc.edu)</p> <p>Board of Trustees has final authority over:</p> <ul style="list-style-type: none"> • Hiring and supervision of President. As part of the search process, the Board solicited feedback from the campus community. The search committee was comprised of a variety of members of the campus community. • Hiring of Deans and Vice Presidents, upon recommendation from the search committees and the President. • Curriculum, after recommendation from Academic Affairs, Curriculum Committee, Academic Senate and President • Capital Construction projects, after recommendation from Executive Team and President. The Academic Senate may also provide recommendation through Academic Senate committees, such as Instructional Resources and Planning committee. • Acceptance of gifts to the college and naming of buildings, upon recommendation of the HVCC Foundation Board of Directors and the President. • Budget of the college, upon recommendation of the Executive Team and the President.
<p>VI 6. comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes;</p>	<p>Hudson Valley Annual Budgets (Budget Office)</p> <p>Hudson Valley's Master Facilities Plan</p> <p>Strategic Technology Plans (Institutional Effectiveness Reports) Assessment and Institutional Effectiveness HVCC</p>

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	<p>Strategic Plans:</p> <ul style="list-style-type: none"> • 2019-2024 Strategic Plan (hvcc.edu) • Strategic Directions and Priorities (2014 - 2019) (hvcc.edu)
<p>VI 7. an annual independent audit confirming financial viability with evidence of follow up on any concerns cited in the audit's accompanying management letter;</p>	<p>Copy of management letter, financial statements, and single audit Finance Offices & Information HVCC</p> <p>Copies of previous completed audits are available. Hudson Valley Community College Foundation Audited Financial Statements: 2017-2018 (hvcc.edu)</p> <p>FSA Audit Hudson Valley Community College Foundation Audited Financial Statements: 2017-2018 (hvcc.edu)</p> <p>Finance and Purchasing Office Procedures (hvcc.edu)</p> <p>What is the college's process for responding to cited concerns?</p> <p>We contact the affected areas of the college to rectify the concern Office of the Comptroller</p> <p>Does the college have an internal auditor? If no, should the college?</p> <p>No the college does not, the last internal auditor resigned in 2018</p>
<p>VI 8. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and</p>	<p>Institutional Effectiveness Plan & Reports Planning and Research HVCC</p> <ul style="list-style-type: none"> · Space Utilization reports · HVCC Assessment Plans-Unit Plans · Strategic Plan · Strategic Plan Outcomes and Measures Progress Report · HVCC Budget Request /Rensselaer County · Annual Budget Process / Reports · HVCC Preparation for Fiscal 2022 Operating Budget · HVCC Planning / Budgeting – Forecasting and Tracking · Personnel, Expenses and Income · Current and past Data Books Planning and Research HVCC <p>Administrative/Financial Statistics – multiple reports available</p> <ul style="list-style-type: none"> · Assessment Plans and Reports ,

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	<p>Business Process Review Report</p> <p>Institutional Effectiveness Plan and Reports</p> <p>Strategic Plans,</p> <p>Unit Plans and Assessment Reports</p> <p>Distance Learning & Information Technology Services</p> <p>State of College Reports</p> <p>Budget Process and Reports</p> <p>Finance and Purchases Procedures</p>
<p>VI 9. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.</p>	<p>HVCC Assessment Process (Office of Institutional Effectiveness) Assessment and Institutional Effectiveness HVCC</p> <p>Nuventive—Aps and Ups: Assessment and Institutional Effectiveness HVCC</p> <ul style="list-style-type: none"> • Budget process • Purchasing <p>Facilities Master Plan</p> <p>Strategic Plan Annual Update Assessment and Institutional Effectiveness HVCC</p>
<p>STANDARD VII: Governance, Leadership, and Administration</p>	
<p><i>Standard, Criteria</i></p>	<p><i>Documentation, Evidence, Sources</i></p>
<p>Criteria 1. An accredited institution possesses and demonstrates the following:</p> <p>VII 1 a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students.</p>	<p>By-laws and Policy manual posted on the college website.</p> <p>The Foundation, By-laws Yes.</p> <p>BOT meeting schedule, agendas and minutes, and Policies, Financial Information</p> <ul style="list-style-type: none"> • https://www.hvcc.edu/about/foundation/about.html <p>Student Senate, Constitution, By-laws and Policies https://www.hvcc.edu/campuslife/student-senate/index.html</p> <p>BOT- By-laws and Meeting calendars https://www.hvcc.edu/about/leadership/board-of-trustees/index.html</p> <p>Organizational Chart</p> <p>SUNY BOT</p> <p>HVCC Organizational Chart</p>

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	<p>https://www.hvcc.edu/about/organizational-chart.pdf</p> <p>Academic Senate, there is a meeting calendar and By-laws to follow https://www.hvcc.edu/academic-senate/</p> <p>NTP union, NIEU union, Public Safety Union, EOC Alliance. Also, members of the NTP & NIEU union are also members of the Academic Senate.</p> <p>Student Senate constitution and By-laws https://www.hvcc.edu/campuslife/student-senate/index.html</p> <p>Board of Trustees - Meeting Schedules, By-laws and policies</p> <p>Academic Senate-Meeting Calendar, By-laws</p> <ul style="list-style-type: none"> • https://www.hvcc.edu/academic-senate/
<p>VII 2. a legally constituted governing body that:</p> <p>a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;</p> <p>b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;</p> <p>c. ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution;</p> <p>d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management;</p> <p>e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;</p> <p>f. appoints and regularly evaluates the performance of the Chief Executive Officer;</p>	<p>The college is governed by a 10-member Board of Trustees, which is appointed by the Governor (4), the Rensselaer County Legislature (5), and elected from among the student body (1). The Board of Trustees have duties of oversight of the college that are enumerated in their bylaws, as established under NY State Education Law, Section 6306.</p> <p>Per the Board of Trustees Bylaws (p.20) Board of Trustees HVCC, the Board recognizes the Academic Senate as an “advisory and recommending governing entity.” Their areas of responsibility are contained in the Academic Senate Bylaws. https://www.hvcc.edu/academic-senate/bylaws.html</p> <p>Meeting schedules are listed publicly on the college’s website and published in local newspapers. https://www.hvcc.edu/about/leadership/board-of-trustees/meetings.html</p> <p>All committee and monthly meetings are open to the public. During the COVID-19 pandemic, in accord with the NYS Governor’s Executive Order regarding Open Meetings, the Board meetings were conducted via Zoom and livestreamed for the public through the college’s website.</p> <p>BOT - Suzanne Kalkbrenner Executive Assistant to the President and Assistant Secretary to the Board of Trustees</p> <p>Academic Senate President Joe Schneider</p> <p>Academic Standing Committees: Curriculum Student Life Planning IRC (Instructional Resource Committee)</p> <p>Personnel Resource EPS (Educational Policy & Standards?) Elections</p>

<p>g. is informed in all its operations by principles of good practice in board governance;</p> <p>h. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest;</p> <p>i. supports the Chief Executive Officer in maintaining the autonomy of the institution;</p>	<p>BOT Agenda & Meeting Minutes - https://www.hvcc.edu/about/leadership/board-of-trustees/agenda.html Academic Senate Reports on HVCC Portal</p> <p>https://www.hvcc.edu/about/leadership/board-of-trustees/bylaws.pdf</p> <p>Board of Trustees Bylaws and Policy Manual Section 10, Code of Ethics, page 13</p> <p>The appointing bodies are responsible for vetting potential conflict of interest. Once appointed, Board members fill out a Conflict of Interest Disclosure form upon joining the Board. This form is updated periodically. Board members consult college counsel regarding any potential conflicts of interest before acting on agenda items and abstain from voting if necessary.</p> <p>Board members swear an oath of office before the Rensselaer County Clerk. Certifications of the oath are stored in the College's Board files. BOT Bylaws and Policy Manual Section 2, Membership Item E, pag3 5</p> <p>https://www.hvcc.edu/about/leadership/board-of-trustees/bylaws.pdf</p> <p>p. 13 - Section 10 - Code of Ethics</p> <p>Also, the Board of Trustees has delegated authority for the day-to-day operations of the college to the President. Board of Trustees Bylaws, pp.14-15; 17. https://www.hvcc.edu/about/leadership/board-of-trustees/bylaws.pdf</p> <p>Curriculum Committee of the Academic Senate College governance approval process Internal Governance Process Program Approval through SUNY & NY State Ed</p> <p>Qualifications are defined by State Ed - Master's Degree required for most positions per the Board of Trustees Bylaws (pp.18-19) Faculty Contract Student Surveys Department Chair *Dean VPAA</p> <p>Internal College Governance Approval</p> <ul style="list-style-type: none"> ● Approved at Dept. level ● Dean ● VPAA ● Curriculum Committee ● Faculty Senate <p>SUNY SED</p> <p>State Ed SUNY</p>
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	<p>Board of Regents Department Registrar</p> <p>https://www.hvcc.edu/hr/employee-handbook/index.html</p> <p>Board of Trustees Academic Senate Faculty Association Department Chair Association NTP Public Safety NIEU EOC Alliance</p> <p>Policies and policies: Voted on for approval by: Academic Senate Board of Trustees Reviewed by: College Counsel Final decision by: President</p> <p>Board of Trustees President Chief Financial Officer SUNY State Department of Budget Reviewed by: Rensselaer County Legislature & New York State Governor</p> <p>Board of Trustees President Chief Financial Officer SUNY State Department of Budget Reviewed by: Rensselaer County Legislature & New York State Governor</p> <p>Monthly review of the financials by the BOT External Audit (annually) Budget/Finance committee review Executive committee review</p> <p>CFO presents monthly financial statements to BoT BOT reviews and approves Annual Audited Financials and Form 990 for the College and the Foundation. Two members of the Board of Trustees serve on the Board of the Faculty Student Association (FSA). The FSA's audited financial statements are reviewed and approved by its Board and shared with the full Board of Trustees annually.</p> <p>Financial decision making is subject to review by annual external financial audit, review of financial status at monthly BOT meetings. The decision process is also subject to review by SUNY Central and the NY State Division of the Budget. Taken together, these monitoring sources assure that sound decision making is practiced at HVCC</p> <p>BoT By-laws Article 5 Finance Section 5.1</p>
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	<p>The Board conducts a written evaluation of the Chief Executive Officer (the President) annually. The evaluation is shared with the President by the Chairman of the Board and a copy is sent to Human Resources to be included in his personnel file.</p> <p>The annual evaluation provides the president with a candid assessment of the president’s performance and suggests areas of improvement. However, should the Board determine that the president is not acting in the best interest of the college, the president’s contract outlines circumstances where the president’s employment can be terminated for “just cause.”</p> <p>BOT By-laws Part I, Article I, Section 6</p> <p>BoT By-laws Part I, Article I, Section I Appointment of Trustees is codified in NYS Education Law, Section 6306.</p> <p>BoT By-Laws Part I, Article I, Section II Five members are appointed by the legislature of the sponsoring county (Rensselaer County); four are appointed by the Governor of NY; a student trustee is elected annually by the students. All but the student trustee must reside in the sponsoring county.</p> <p>https://www.hvcc.edu/about/leadership/board-of-trustees/bylaws.pdf - Page 13 - Policy is reviewed and may be amended by the BOT from time to time.</p> <p>https://www.hvcc.edu/about/leadership/board-of-trustees/bylaws.pdf - Page 13 <i>SECTION 10: CODE OF ETHICS, Also Appendix A, p. 34</i> Refers to General Municipal Law §801 and the Code of Ethics adopted by the Board of Trustees for details.</p> <p>https://www.hvcc.edu/about/leadership/board-of-trustees/agenda.html Code of Ethics Enacted by Resolution, October 25, 2011 and amended December 18, 2012 Bylaws and policy manual last adopted by resolution: November 26, 2019</p> <p>https://www.hvcc.edu/about/leadership/board-of-trustees/agenda.html</p> <p>The college’s legal counsel attends all Board meetings and reviews any potential conflicts of interest that Board members may have.</p> <p>Board of Trustees Bylaws, pp.14-15; 17. Board of Trustees HVCC</p> <p>The President is the official channel of communication between the College staff and the Board of Trustees, which maintains the screen between the Board and the college. BOT Bylaws, p. 15 Board of Trustees HVCC</p>
<p>VII 3. a Chief Executive Officer who:</p>	<p>Under the direction of the Board of Trustees, a college-wide search committee is formed, following the guidelines from SUNY entitled,</p>

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<p>a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body</p> <p>b. has appropriate credentials and professional experience consistent with the mission of the organization;</p> <p>c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;</p> <p>d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization’s efficiency and effectiveness;</p>	<p>“Presidential Search Guidelines.” The Board meets with the Chancellor’s designee, usually the Senior Vice Chancellor for Community Colleges, who helps guide the Board on best practices. For the past two searches (2004-05 and 2016-17), the Board has issued an RFP for a search firm to conduct a nationwide recruitment effort and screen potential candidates</p> <p>The Board conducts a written evaluation of the Chief Executive) annually</p> <p>The evaluation tool was developed in consultation with the New York Community College Trustees (NYCCT).</p> <p>https://www.hvcc.edu/about/leadership/president/index.html https://www.linkedin.com/in/roger-ramsammy-ph-d-msc-4882a415/</p> <p>BOT Bylaws: ARTICLE 1.0 COLLEGE OPERATIONS SECTION 1.1: PERSONNEL</p> <p>https://www.hvcc.edu/about/organizational-chart.pdf https://www.hvcc.edu/hr/</p> <p>https://www.hvcc.edu/dept/assessment/index.html https://www.hvcc.edu/hr/employee-handbook/index.html HVCC Catalog - https://catalog.hvcc.edu/content.php?catoid=3&navoid=101</p> <p>https://www.hvcc.edu/dept/assessment/index.html</p>
<p>1. an administration possessing or demonstrating:</p> <p>a. an organizational structure that is clearly documented and that clearly defines reporting relationships;</p> <p>b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;</p> <p>c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;</p> <p>d. skills, time, assistance, technology, and information systems expertise required to perform their duties;</p>	<p>Organizational Chart https://www.hvcc.edu/about/organizational-chart.pdf</p> <p>https://www.hvcc.edu/hr/ Review of administrative staff resumes.</p> <p>https://www.hvcc.edu/hr/employee-handbook/index.html CET (Center for Effective Teaching) Leadership Certificate EAP (Employee Assistance Program) Tuition reimbursement / waiver https://www.hvcc.edu/dept/cet/index.html</p> <p>Department Chairs, Academic affairs office https://www.hvcc.edu/hr/ Guidelines in labor contracts Promotions Meritorious Service Award Chancellor’s Award</p>

<p>e. regular engagement with faculty and students in advancing the institution's goals and objectives;</p> <p>f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations; and</p>	<p>Human Resources https://www.hvcc.edu/hr/ College Outreach (Fair & Open process) Hiring Committees</p> <p>Job Qualifications carefully reviewed & considered Official copies of credentials required Search Committees Human Resources Must meet qualifications before experience is</p> <p>https://www.hvcc.edu/hr/</p> <p>BOT Bylaws and Policy Manual https://www.hvcc.edu/about/leadership/board-of-trustees/index.html</p> <p>Section 2.3: Professional Staff Items A & B and Section 2.4: Faculty Credentials Items A-C, pp 18-19</p> <p>BOT Policy Manual https://www.hvcc.edu/about/leadership/board-of-trustees/index.html</p> <p>Article 1.0 Section 1.1 Also: Human Resources, posting of job descriptions located on HVCC website. Should contact HR for further evidence and documentation.</p> <p>https://www.hvcc.edu/about/policies-procedures/index.html</p> <p>Office of Communications, Dennis Kennedy, ED - current updates on website and Campus Chronicle, Chief Information Officer - Jonathan Brennan</p> <p>Fig 3.5 Chart located at https://www.hvcc.edu/about/organizational-chart.pdf</p> <p>www.hvcc.edu/publicsafety/emergency/preparedness Emergency preparedness plan, Definition, Purpose and Scope, Campus Responsibilities, and Committee clearly listed, COVID Committee.</p> <p>Faculty/staff- All college meeting (Bi-annual, once per semester) in-person, and streamed online for those who can not attend in-person</p> <p>Students- ? Town Hall open meetings (2 or 3 per semester)</p> <p>Committees</p> <p>Having them included in the Strategic Plan</p> <p>www.hvcc.edu/dept/assessment/strategic-plan2019-24</p>
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VII 5. periodic assessment of the effectiveness of governance, leadership, and administration.	<p>Assessment and Institutional Effectiveness HVCC</p> <p>Board of Trustees Self Assessment</p> <p>Employee Satisfaction Surveys Planning and Research HVCC</p> <p>Individual Supervisor annual evaluations (Trakstar)</p>