HUDSON VALLEY COMMUNITY COLLEGE

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**State of the College
2012 – 2013**

Report to the Board of Trustees

December 18, 2013

State of the College
2012 – 2013

Hudson Valley Community College experienced a year of both major accomplishments and disruptive change in 2012-13. New facilities were constructed, new academic programs and courses developed, and student support services offered, while at the same time the college addressed major fiscal constraints resulting from a slow economic recovery nationally and its impact on state and local support, a second year of declining enrollment, and an unexpected change in the formula for calculating county chargebacks. In addition, 2012-13 saw a number of new initiatives come from both SUNY System Administration and the New York State Legislature that will have a profound impact on the college.

Enrollment at Hudson Valley declined from 13,750 in 2011-12 to 13,230 in 2012-13, a decrease of 3.8 percent. Average Annual Full-Time Equivalent (AAFTE) enrollment dropped from 9976.4 in 2011-12 to 9,704.6 in 2012-13, a decrease of 2.7 percent.

Distance learning enrollment continued its upwards trend in 2012-13. Enrollment increased 4.9 percent over 2011-12, even though the number of course sections offered in this format decreased by 6.1 percent. Over the past five years, distance education enrollment has increased 293 percent. The number of students taking distance learning courses exclusively was up 3.1 percent from the previous year, reaching a new record of 4,165 students.

Enrollment in the college's non-traditional initiatives continued to present a mixed picture. The College in the High School program continued to be very popular with local high school students, with 47 school districts participating in the program and an AAFTE enrollment of 473.5, up 12.9 percent from last year. Community and Professional Education saw an increase in their course enrollments to 10,643 in 2012-13 (up 6.4 percent from 2011-12) and brought in $1,028,104 in gross revenue for the period (a decrease of 1.6 percent). The summer enrollment for Continuing Education and Summer Sessions was 697 FTEs, down 2.5 percent from the previous year's figure.

The number of graduates reached a new record in 2012-13 increasing to 2,158 (up from 1,996 in 2011-12) and of these, 477 graduated with honors (an increase of 17 graduates from the previous year).

The college received approval from the State University of New York and the New York State Education Department for the establishment of new certificate programs in Architecture Technology, Entrepreneurship, and Health Sciences.

Instructional Support Services and Retention established the Center for Academic Engagement (CAE). Located on the second floor of the Siek Campus Center, the Center's mission is to "facilitate collaboration between academic and instructional support units and encourage faculty and staff to intervene on student retention issues in a timely manner."

The college enjoyed a success rate of 56 percent on its grant proposals (up from 33 percent last year), receiving a total of $432,890 for 14 new grants.

The Hudson Valley Community College Foundation received a $50,000 gift from the Troy Savings Bank Charitable Foundation in support of the Marvin Library Learning Commons, as well as gifts of $50,000 from Marshall & Sterling Insurance and $15,000 from UHY Advisors in support of the Science Center. The Foundation was also recognized by the Council for Advancement and Support of Education with its 2013 Educational Fundraising Award.

Construction of the college's $47.4 million Science Center was completed in August 2013. This 100,000 square foot state-of-the-art facility contains 25 laboratories, 11 classrooms, faculty offices, a science study center, conference and computer lab spaces, a student lounge/cafe, and a greenhouse. It will serve students taking courses in biology, biomanufacturing, biotechnology, chemistry, earth science, forensics, and physics.

Work began over the summer on the reconstruction of South Drive and the elimination/reconstruction of Cross Road. Once completed, South Drive will have three lanes of traffic with two exiting the campus and one entering from Route 4. Cross Road will have a "drop off" circle in front of the McDonough Sports Complex and another south of Higbee Hall. The rest of Cross Drive will be converted to pedestrian green space.

Hudson Valley entered into a two-year agreement with the Capital District Transportation Authority (CDTA) that provides registered students with unlimited ridership on CDTA buses beginning in fall 2013. The agreement covers the periods August 26, 2013 - May 17, 2014 and August 25, 2014 - May 16, 2015. The cost of the program is shared between Hudson Valley Community College, the Faculty Student Association, and the Student Senate.

The Capital District Educational Opportunity Center (EOC) completed final negotiations and obtained SUNY approval for a new EOC facility in Troy located

at 431 River Street (Hedley Park Plaza). The new facility will open in January 2014.

Working with Hudson Valley's Communication and Marketing Office, as well as the college's strategic marketing partner, Smith & Jones, a new logo was developed for the EOC that provides a more modern look and feel.

The roll out of the new logo will coincide with the EOC's move to its new facility.

The Middle States Steering Committee continued its work on preparing the self-study report required for reaccreditation by the Middle States Commission on Higher Education. The 11 Working Groups, each co-chaired by members of the Steering Committee, collected and analyzed data from a variety of sources including interviews with key personnel, the Senior Staff, and the Board of Trustees; student, faculty, staff, and department chairs surveys; and data obtained from the Office of Planning and Research and the college's web pages. Using this information, the Working Groups wrote reports assessing how well Hudson Valley is meeting each of the 14 standards Middle States uses to determine whether an institution is deserving of accreditation and presented recommendations on what issues and concerns Hudson Valley needs to address. These reports were compiled and edited into a draft Self-Study Report by the Middle States Core Group during the summer of 2013. This draft document will be presented to the college community in the fall of 2013 for discussion and comment.

Hudson Valley's Clean Technologies and Sustainable Industries Early College High School program located at TEC-SMART graduated its first class. Of the 21 students who graduated, 13 enrolled at Hudson Valley, six enrolled at other colleges, and two entered the military. Students in this program can earn up to 25 college credits before finishing high school. In 2012-13, over 70 juniors and seniors from 12 area schools participated in the program.

Six of the college's 16 sports teams qualified for post-season competition. Women's golf finished undefeated in Region III. Women's tennis ended the season with a perfect 7-0 record, capturing the team's first Mountain Valley

Conference Championship since 1998. The team went on to be runner-up at the Region III Championships and received a bid to play in the NJCAA National Tournament. Men's basketball advanced to the Region III Final Four.

Hudson Valley Community College was again named as one of the top 10 percent of community colleges in the country by the Aspen Institute, placing it in the running to receive the $1 million Aspen Prize for Community College Excellence. In addition, Hudson Valley was rated by *Community College Week* as the 63rd largest and most productive two-year college in the nation. In terms of specific degrees awarded, Hudson Valley ranked seventh in homeland security, law enforcement, firefighting, and related protective services; 10th in general sales, merchandising, and marketing; 15th in criminal justice; 20th in family and consumer science; 25th in natural resources and conversation; 30th in business, management, and marketing; 30th in precision products; and 34th in communication technologies and support services.

The *Times-Union* rated the college as the best two-year college in the Capital Region for the fifth year in a row.

Hudson Valley Community College was recognized as a Military Friendly School by *G. I. Jobs* magazine for the third year in a row.

As can be seen, there were a number of major accomplishments the college can point to with pride that occurred over the past year. However, 2012-13 was also a very difficult year for Hudson Valley Community College. Enrollment declined for the second year in a row, dropping to 13,230 (down 3.8 percent from 2011-12 and down 5.6 percent from 2010-11). While the state aid rate increased by $150 per FTE (bringing it to $2,272, which is still $403 less than the rate in 2009-10 and far below that statutory requirement) and the sponsor contribution from Rensselaer County increased by $100,000 (bringing it to $3,338,900), the college was still forced to raise tuition by $200 to $3,900. This, unfortunately, was not enough to address the revenue decline caused by lower enrollments and reduced state aid and the college was forced to continue the steps taken in 2011-12 to control costs (e.g., severely limited travel, delaying searches, replacing vacant full-time faculty lines with adjuncts unless absolutely necessary, only replacing vacant NTP and NIEU positions if absolutely necessary, cutting funding for scheduled maintenance projects, setting course enrollment caps in all sections in accord with the respective collective bargaining agreements regardless of modality, etc.), as well as taking additional steps such as the suspension of discretionary faculty promotions, sabbatical requests, and discretionary merit increases, and the suspension of funding for the Personnel Resources Committee for travel, professional development, and tuition reimbursement. It should be noted, though, that all of these steps were taken without impacting academic programs or critical services to students. However,

operating budget shortfalls persisted and Hudson Valley was forced with great reluctance to implement an employee retrenchment and work schedule reduction plan impacting 29 non-faculty employees where 20 full- and part-time employees were retrenched and nine had their hours reduced (generating more than $1 million in cost savings). As difficult as it was, this action was necessary to ensure continued access to the critical high quality academic programs needed by students and the communities the college serves.

In addition to facing a revenue decline due to decreasing enrollment, Hudson Valley found itself facing a serious threat to its finances as a result of unexpected state legislation that changed the funding formula used to calculate county chargebacks (the funds received by a community college from the counties of its students attending the college from outside the sponsoring county of the college, i.e. students coming from counties other than Rensselaer County). The new formula is based on the amount of support provided by the sponsoring county divided by the number of student FTEs from that county. Any change to the chargeback formula would have a serious impact on Hudson Valley as 72 percent of its students come from outside Rensselaer County. Given the current level of sponsor county support ($1,228 per student FTE or $3.3 million), the projected loss of revenue to Hudson Valley would be $7.5 million. During this past year the Board of Trustees, President Matonak, and Vice President Fatato worked with Rensselaer County and SUNY leaders to address the issue. A recommendation for a five-year phase-in of the new formula that would give community colleges and the counties of the state time to adapt to the funding change was developed and will be submitted to the SUNY Board of Trustees in fall 2013 and to the New York State Legislature in December 2013. Also, the Board of Trustees, President Matonak, and Vice President Fatato initiated discussions with the Rensselaer County Executive and the County Legislature on a five-year plan to increase the sponsor rate per FTE in an effort to negate the fiscal impact of the funding formula change. Significant progress has been made toward a five-year phase-in agreement to increase the County's sponsor contribution. In June 2013, the Rensselaer County Legislature approved a $253,000 increase to its sponsor contribution for fiscal 2013-14. In addition, discussions began with the Rensselaer County Executive regarding not issuing bonds for the renovation portion of the Science Center project and instead increasing the sponsor contribution by $300,000 annually. These efforts have reduced the projected chargeback revenue decline from $7.5 million to $3 million and work continues on a proposal that would further reduce it to $2 million.

Beyond the fiscal concerns the college faced in 2012-13, Hudson Valley also had to address a flurry of new initiatives coming from SUNY System Administration and the New York State Legislature. These included:

- Degree Planning – Enhanced student degree planning services are to be provided through the implementation of DegreeWorks, a system-wide software package that will give SUNY students the ability to perform a degree audit that compares their course and general education history to the degree requirements for the transfer path programs at all campuses, conduct a "what if" degree analysis for up to three campuses simultaneously, and access the course offerings at all institutions.
- Open SUNY – The establishment of a shared and comprehensive online environment that would bring together all the online courses and programs offered at each of SUNY's 64 campuses.
- Transfer Mobility – The development of policies and procedures to provide students with seamless transfer between SUNY institutions to enable them to complete their intended programs of study on time and without unnecessary cost and/or duplication of effort.
- Cross Registration – The implementation of policies governing how SUNY campuses, including community colleges, can enter into cross registration arrangements with each other.
- Graduation, Achievement, Placement (GAP) Legislation – Passed by the New York State Legislature and due to be implemented in 2014-15, this legislation requires all community college to develop and implement remedial education programs that will improve outcomes for community college students by reducing the time spent in developmental education and to earn a degree, reduce expenditures on remedial courses, and improve graduation rates and employment/transfer prospects for students.

All of these initiatives will have major impacts on the college and have already placed increased demands on faculty and staff as they are reviewed and steps are taken to implement them. For example, implementation of the DegreeWorks software requires the creation of extensive database tables containing information about Hudson Valley course equivalencies with other SUNY institutions, adding to the workload of the Registrar's Office and department chairs. The Transfer Mobility initiative mandates that all associate degree programs require no more than 64 earned credits unless a compelling case can be made to exceed this limit. All college programs currently requiring more than 64 credits will need to be reviewed and changes made to bring them in line with the 64 credit hour maximum or a waiver sought to allow them to exceed the prescribed limit. This will involve extensive work by department faculty, the Curriculum Committee of the Academic Senate, the Office of the Vice President for Academic Affairs, and the Registrar's Office.

Over the past year, even with the extensive array of new initiatives being implemented by SUNY and the New York State Legislature and the serious fiscal issues the college has had to address and will need to continue to address, Hudson Valley has continued to demonstrate the hallmarks of a top-tier

institution of higher education—innovative high quality academic programs, extensive student support services, state-of-the-art facilities, and a faculty and staff deeply committed to the ongoing success of the student body they serve and the college as a whole.

Planning, Assessment, and Resource Allocation

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

Planning Annual Report

Executive Summary

The 2012-13 year is the eighth year that the planning database was used to develop this report. The framework for this section of the annual report is the table on the following page that summarizes the number of total initiatives under each goal and then reports the percent that were met, are in progress, ongoing, delayed, or terminated. Additionally, selected highlights for each goal are noted.

Observations (Refer to table on following page)

- Of the 666 total activities planned, 80 percent (532) were met, ongoing, or are in progress and expected to be completed during the 2013-2014 year.
- Of the 11 percent of activities that were reported delayed, nearly all were due to circumstances outside of the control of the unit (i.e. limitations of space, funds, or external delays).
- The four percent that were terminated were investigated and judged to be unrealistic.

Institutional Planning Report Summary

Goal	Activities		Met		In Progress		Ongoing		Delayed		Terminated	
1 - To enhance and promote excellence in teaching and learning	208	31%	79	38%	67	32%	67	32%	22	11%	7	3%
2 - To develop and support a student centered collegial environment	105	16%	37	35%	11	10%	28	27%	14	13%	6	6%
3. To promote the integration of pluralism within the college community	75	11%	39	52%	5	7%	19	25%	5	7%	4	5%
4. To create and sustain a technological environment that is supportive of academic and administrative needs	81	12%	42	52%	9	11%	18	22%	9	11%	1	1%
5. To maintain and improve administrative services	58	9%	21	36%	5	9%	15	26%	9	16%	2	3%
6. To develop and foster beneficial relationships with the community	139	21%	49	35%	14	10%	50	36%	11	8%	7	5%
Totals	**666**	**100%**	**267**	**40%**	**68**	**10%**	**197**	**30%**	**70**	**11%**	**27**	**4%**

Note: Numbers may not total 100% due to rounding
   For the Activities column, percentages are based on the total number of activities. For the other columns, percentages are based
   on the number of activities for each goal.

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

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

- Twelve faculty members were promoted to Assistant Professor.
- Merit Awards were received by five faculty members.
- SUNY Chancellor's Awards were given to one member of the Hudson Valley community for Excellence in Classified Service, two for Excellence in Professional Service, and three for Excellence in Teaching, bringing the total number of Chancellor's Awards received by the faculty and staff of the college to 138.
- Seven Hudson Valley staff members and one member of the staff of the EOC received Meritorious Service Awards.
- Three members of the college community received the Teaching and Learning Certificate of Completion.
- A total of $4,090 in tuition support was provided to five Hudson Valley employees pursuing college degrees at SUNY institutions.
- Faculty Workshop Day was held on February 27, 2013. A number of workshops were offered covering such topics as bullying in the classroom, how to use entrepreneurial concepts to connect classroom theory with real world applications, veterans in the classroom, and engaging online students with Blackboard Collaborate, to name but a few.
- The Center for Effective Teaching (CET) offered 41 professional development workshops that were attended by 205 individuals.
- Use of the Faculty Resource Room in the CET decreased from 1,803 in 2011-12 to 1,559 in 2012-13.
- College faculty had a number of articles, books, short stories, and poems published by a variety of nationally recognized professional journals and publishing houses.

1.2 To provide the necessary resources to meet the dynamic learning and developmental needs of our students

- The Interactive Media Center (IMC) developed a custom program for the English, Foreign Languages and English as a Second Language Department for the use of the department's flip cameras.
- The Armed Forces Study Room was established in the Marvin Library Learning Commons in fall 2012 to provide student veterans a quiet

space to study and a place they can go to get away from the hustle and bustle of campus. In 2012-13 it was used more than 350 times.

1.3   To develop, encourage, and support effective and innovative teaching and learning environments and approaches that will assist the college in adapting to changing student needs

- Over 1.1 million searches were conducted on the Library's 70 research databases and electronic resources.
- The Writing and Research Center was established in the Marvin Library Learning Commons. This Center is a collaborative effort between faculty librarians, writing specialists, and library support staff designed to provide students with one-stop assistance in all aspects of the research and writing process.
- The Instructional Media Center added 82 new subject specific media programs to their holdings, as well as 128 traditional format items.
- A Presentation/Conference room was created for the IMC as part of the renovation of the Marvin Library.
- Working with academic departments and the Viking Cove Bookstore, the IMC increased the number of titles held in the Reserve Textbook Loan Program to over 600.

1.4   To increase and strengthen transfer opportunities with educational institutions and affiliations with educational partnerships

- A total of 25 articulation agreements with 10 four-year institutions were finalized in 2012-13. The college now has in place 327 program-to-program articulation agreements with 55 colleges and universities.
- A total of 31 school districts participated in Hudson Valley's College in the High School program.
- Hudson Valley's CIS/CSS curriculums were adopted as the template for the first two years of the University at Albany's Digital Forensics program. These curriculums were chosen as the model from among seven consortium community colleges and the other community colleges were asked by the University at Albany to model their curriculums on those of Hudson Valley.

1.5   To explore all new educational delivery and related administrative systems

- Open Knowledge and Lecture Capture were piloted in CISS 100.

1.6   To assess effectiveness in the teaching and learning environment

- The Chemical Dependency Counseling program was granted certification by the New York State Office of Alcohol and Substance

Abuse Services (OASAS) as an Education and Training Provider for a three year term effective September 1, 2013.

- Working with the Office of Planning and Research, the Teacher Preparation Department continued its development of a comprehensive, cohesive, and systematic mechanism for data collection, review, and analysis.

1.7   To ensure that the goals and standards of the college's academic programs are achieved

- Nine academic programs underwent program review during 2012-13.
- The college's full-time to part-time faculty contact hour ratio was 64 percent to 36 percent in 2012-13, slightly up from the previous year (63 percent to 37 percent).
- All graduates of the Electrical Engineering Technology A.A.S. program either found employment or transfer to a four-year program; and 84 percent of the graduates of the Automotive Technical Services-Auto Body Repair A.O.S., 95 percent of the Advanced Manufacturing Technology A.A.S., and 100 percent of the graduates of the Automotive Technical Services-Chrysler A.O.S. and the Computer Aided Drafting Certificate were employed in their fields of study.
- One hundred percent of the graduates from the Polysomnography A.A.S. program taking the RPSGT exam used for New York State licensure passed.
- Dental Hygiene students achieved a 100 percent pass rate on their field's national licensing examination and a 100 percent pass rate for clinical boards.
- The Medical Imaging Department had a 94 percent pass rate for their students taking the Radiologic Technology national board registry exam with an average score of 87.6 (the national average was 85.3).
- Nursing students achieved a first-time pass rate on the National Comprehensive Licensing Examination (NCLEX) of 87.7 percent, well above both the state (76.5 percent) and national (80.8 percent) pass rates.
- One hundred percent of the Emergency Medical Technician students who took the New York State Practical Skills exam passed. In addition, 100 percent of the graduates who took the more rigorous National Registry exam passed.
- All students taking the final exam for the Business Administration capstone course (BADM 299) scored at or above the department's criterion for success (70 percent). The mean score was 91 percent. In addition, all students taking the Educational Testing Service's Major Field Test for associate degrees in Business Administration met the department's criteria of scoring in the top 50 percent in each of the core subject areas (Accounting, Economics, Management, and Marketing).

- A total of 90.8 percent of the works submitted for the Fine Arts, Theatre Arts, and Broadcast Communications Department's Annual Student Juried Art Exhibition were judged to meet or exceed the stated criteria for technical proficiency in the respective art field, well above the department's criteria for success of 80 percent. However, the number of submissions was down sharply from 225 in 2011-12 to 119 in 2012-13.

1.8 To promote the maximum achievable graduation rate for students

- The graduation rate for full-time, first-time, degree/certificate-seeking students as reported to Integrated Postsecondary Education Data System (IPEDS) was 25 percent.
- A total of $121,725 was disbursed by the Hudson Valley Community College Foundation in scholarship aid.
- Tuition support was again provided to students in need enrolled in the College in the High School program.
- Ninety-four percent of the students in the Business Administration A.S. and A.A.S. programs taking the BADM 299 capstone course reported they had met or exceeded their self-identified educational goals.

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

- Marvin Library Learning Commons attendance in 2012-13 exceeded 471,000 and use of the group study rooms increased by 20 percent.
- Construction of the Science Center was completed. This state-of-the-art facility contains 25 laboratories, 11 classrooms, faculty offices, a science study center, conference and computer lab spaces, a student lounge/café, and a greenhouse.

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

- Twenty-two programs were revised: Accounting A.A.S., Administrative Management and Information Technology A.A.S., Automotive Management A.A.S, Computer Information Systems A.S., Computer Information Systems A.A.S., Computer Information Systems: System and Network Administration A.A.S., Computer Information Systems: Web Design and WWW Programing A.A.S., Dental Hygiene A.A.S., Electrical Construction and Maintenance (Part-Time, Evening) A.O.S., Emergency Medical Technician-Paramedic A.A.S., Engineering Science A.S., Entrepreneurship A.A.S., Invasive Cardiovascular Technology A.A.S., Liberal Arts and Science – Mathematics and Science A.S.,

Manufacturing Technical Systems A.O.S., Mechanical Engineering Technology A.A.S., Radiologic Technology A.A.S., Bereavement Studies Certificate, Computer Aided Drafting Certificate, Digital Media Certificate, Emergency Medical Technician-Paramedic Certificate, and Information Systems Certificate.

- New certificate programs in Architecture Technology, Entrepreneurship, and Health Sciences were approved by SUNY and the New York State Education Department.
- The new Digital Media A.S. program was approved by the Board of Trustees and sent on to SUNY and the New York State Education Department for review and approval.
- Two new advisement tracks, Recording Arts and Digital Film Production, were approved in the Fine Arts, Theatre Arts and Broadcast Communications Department.
- The Telecommunications Technology – Verizon program in the Automotive, Manufacturing and Electrical Engineering Technologies Department was deactivated, as were the Plant Utilities Technology A.A.S., Computer Aided Drafting A.A.S., Gallery Management A.S., the Insurance Option in the Business Administration A.A.S., and the Alternate Fuels Certificate.
- The Network and Information Technology A.A.S. was discontinued.
- Six new courses were developed by the Fine Arts, Theatre Arts and Broadcast Communications Department: *Digital Imaging I*, *Digital Imaging II*, *Web Art and Design*, *Interactive Media*, *Art Internship*, *History of Fashion*, and *History of Western Architecture*.
- English, Foreign Languages and English as a Second Language developed a new course, *Grammar and Punctuation* and developed hybrid versions of *English Comp II: Writing About Literature*, *Contemporary Drama*, and *Spanish Language and Culture III*.
- The curriculum of the Human Services and Chemical Dependency Counseling Department was aligned with the new standardized curriculum from OASAS.

College Highlights
Goal 2
To develop and support a student centered collegial environment

Goal 2: To develop and support a student centered collegial environment

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

- More than 1,000 students, accompanied by approximately 1,000 family members, attended New Student Orientation.
- The Center for Careers and Employment saw a decrease of 32.4 percent in the number of individual counseling appointments and walk-ins over the previous year (2,083 vs. 3,082).
- Use of the Center for Counseling and Transfer's online mental health screening program grew from 57 individuals in 2011-12 to 243 in 2012-13, an increase of 326 percent.
- The staff of the Center for Access and Assistive Technology (CAAT) had over 2,400 individual appointments with students with disabilities to provide them with assistance to meet their special needs. In 2012-13, 699 or 5.3 percent of the students enrolled at the college were registered with CAAT as having disabilities (down from 712 in 2011-12, but up slightly in percentage terms from 5.2 percent). The CAAT testing services were used a total of 2,750 times.
- The Marvin Library provided 531 instruction sessions for courses, visiting high schools, and individuals.
- The Athletics Department purchased a catastrophic insurance policy and a student-athlete accident insurance policy to cover the college's student athletes. This was necessitated by the college's elimination of its general student illness and accident policy.

2.2 To create opportunities for student engagement and learning outside the classroom

- The Teacher Preparation Department revised course assignments in ECCE 108, ECCE 115, ECCE 120, ECCE 214, and ECCE 230 to provide students with a service learning option.

2.3 To develop a systematic and integrated approach to student persistence and success

- The Learning Centers staff created and implemented a summer bridge program, Jump Start, targeted at incoming freshman and designed to lay the foundation for college success through a series of workshops covering topics in writing, mathematics, learning strategies, and computers. Eighty-eight percent of the students completing the program enrolled at Hudson Valley.
- Customized math workshops were developed by the Learning Centers, as were on-demand workshops designed to address learning assistance needs identified by course instructors.
- A workshop series was implemented for EOP students called EOP C.A.T.S. (Career, Academic, Transfer, Success). The workshops provided targeted hands-on informational sessions covering such topics as resume building, networking, eating etiquette, transfers, stress reduction, and test taking.
- Over 66 percent of the new ISP (weak-in-three) students in the Individual Studies program persisted into the second semester, up from over 50 percent in 2011-12.
- The Nursing Department retained over 60 percent of its Nursing 2011 class.
- The Center for Counseling and Transfer saw student visits for transfer and personal counseling decrease by 10 percent from 2011-12 (3,225 vs. 3,585).
- The fall-to-spring student retention rate for the fall 2012 cohort was 74 percent, up slightly from 73.5 percent for the fall 2011 cohort.
- Faculty use of the Early Warning System decreased by two percent over the previous year.

2.4 To maintain and enhance a comprehensive enrollment management system to achieve and maintain effective recruitment and retention of students

- The college's Enrollment Committee completed its seventh year of enrollment management planning and oversight and dealt with such issues as 2013-14 enrollment projections, new marketing initiatives, enrollment decline of new students from the inner-city, combining orientation and advising, production of online program brochure, new placement test waiver policy, new SUNY initiatives (Open SUNY, transfer mobility, DegreeWorks, etc.), CDTA initiative, enrollment priorities for 2013-2018 Strategic Plan, expanded inner-city recruitment efforts, follow-up efforts for students who did not attend or chose to attend another college, to name but a few.
- The Enrollment Initiative Fund concluded its seventh year of funding enrollment recruitment and retention initiatives. A total of $2,245 was provided to support seven initiatives including an Athletics Instant

Admit Day, a Refuge Welcome Day, a welcoming reception to heighten awareness of the Center for Academic Engagement, summer workshops for incoming criminal justice students, small group workshops for high risk students offered by the Learning Centers, a new program in the Teacher Preparation Department to pair incoming early childhood students with senior students, and support for Learning Disabilities Services to host a college transition conference for high school students with disabilities.

- Hudson Valley has joined the SUNY Agency-Based Recruitment Initiative. This initiative has SUNY System Administration working with international student recruitment agencies from around the world to highlight the strength and quality of SUNY institutions and actively recruit international students to attend them. In addition, to further increase the attractiveness of Hudson Valley to such students, the college has enrolled in the SUNY International Student and Scholar Health Insurance Plan.
- The Admissions Office conducted an Instant Admit event at TEC-SMART, special on-campus enrollment events for veterans and student athletes, and a special group visit day on Columbus Day for juniors and seniors in local high schools.
- Instructional Support Services and Retention established the Center for Academic Engagement (CAE). Located on the second floor of the Siek Campus Center, the Center's mission is to "facilitate collaboration between academic and instructional support units and encourage faculty and staff to intervene on student retention issues in a timely manner." During 2012-13, the Center received 1,463 student visits, provided 1,866 hours of support, and conducted 85 Engage-N-Go workshops for a total of 195 participants.
- In 2012-13, as a pilot the criteria for waivers from placement testing were changed to include a minimum of an 80 high school GPA or a minimum of six college credits including three credits in an English course and three credits in a math course with a grade of "C" or better in both courses. Analysis of the fall 2012 performance of students waived under the new criteria showed no difference in the distribution of grades from that of the fall 2010 cohort waived under the old criteria.

2.5 To provide effective academic advising for all students

- One hundred percent of the spring 2013 Liberal Arts graduates and 64 percent of the Individual Studies graduates completed seven or more of the SUNY General Education requirements.
- Ninety-two percent of the students in the Individual Studies A.S. program using an AVN did so in accordance with their articulated goals.
- A WordPress blog was created for use by the advisors in the Individuals Studies and Liberal Arts Department containing program

specific information that is searchable and able to be revised as new information becomes available.

- Academic units continue to improve their advisement services through a variety of mechanisms (web pages, increased advising staff and hours, etc.).

2.6   To develop and maintain a comprehensive scheduling system and course schedule that is driven by student needs

- The Scheduling Office continued to work to improve consistency in the location of class meetings. In spring 2013, 91.6 percent of classes that have the same meeting time on each day were in the same room for all meeting times, while 97 percent of classes that have different meeting times were meeting in the same building.
- The Scheduling Office processed room changes for 45 students with disabilities and 112 room changes requested by faculty.

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

- The College Learning Center conducted a Pre-Orientation Outreach Program targeting at-risk students. One hundred percent of the attendees were accepted to Hudson Valley and 69 percent of the attendees enrolled in the fall 2012 semester.

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

- Six Hudson Valley students were recognized for their achievements with the SUNY Chancellor's Award for Student Excellence.
- *Who's Who Among Students in American Universities and Colleges* recognized 57 Hudson Valley Community College students for their academic excellence, leadership in extracurricular activities and/or community service, and potential for future achievement.
- A total of 307 Hudson Valley students were inducted into Phi Theta Kappa, the national honor society for two-year college students, up from 224 the previous year.
- Twelve student-athletes received All-Region Academic recognition, five student-athletes received NJCAA All America recognition, and five received NJCAA Academic All-American awards**.**

2.9   To promote safety and civility within the college community

- There were three closed-door Campus Judiciary Referrals in 2012-13: two for weapons violations and one for an off-campus incident.
- According to the Campus Crime Statistics report produced by the Public Safety Office as required by federal law, the campus had four

reportable crimes in 2012-13 occur on campus (one aggravated assault, one burglary, one motor vehicle theft, and one weapons violation), up from three in 2011-12.

Goal 3: To promote the integration of pluralism within the college community

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

- The National Coalition Building Institute (NCBI) offered 10 workshops in 2012-13 with a total of 236 individuals participating. For the third year NCBI offered its highly successful "Safe Space" training workshop. The Safe Space program is designed to "increase the visible presence of student and adult allies who can help to shape a school culture that is accepting of all people, regardless of sexual orientation, gender identity/expression, or any other difference."

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

- Minority applications for Full-Time Instructor positions decreased from 10.4 percent in 2011-12 to 6.3 percent in 2012-13 and minority applications for Adjunct Instructor positions increased from 10.6 percent to 13.2 percent. The percentage of minority full-time faculty for 2012-13 was 6.2 percent, up from 5.7 percent in 2011-12. The percentage of adjunct minority faculty in 2012-13 was 8.4 percent, an increase from the 7.3 percent figure for 2011-12.

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

- Minority enrollment for fall 2012 was at 21.1 percent, up slightly from the figure for fall 2011 (20.7 percent). This number continues to compare favorably with the minority population figure for the Capital Region (17.6 percent as of the 2010 U.S. Census).
- Enrollment of students with disabilities declined from 712 in fall 2011 to 699 in fall 2012, but increased slightly as a percentage of the total student body (up from 5.2 percent to 5.3 percent).
- Testing accommodations coordinated by the Center for Access and Assistive Technology (CAAT) in 2012-2013 increased by five percent

over the previous year (2,750 vs. 2,636). Adaptive technology training increased by 17.8 percent.

- A total of 148 students with disabilities graduated in 2012-2013, an increase of over 21 percent.

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

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

- Access to ACE, Banner, Blackboard, and on- and off-campus networks was available to the campus user community 99.91 percent, 99.63 percent, 99.90, and 100.00 and 99.93 percent, respectively, of the time at all times and during peak hours on days when classes are in session, thereby again exceeding the goal of 99 percent set by Information Technology Services (ITS).
- The college's telephone system was available 99.88 percent of the time, again exceeding ITS' goal of 99 percent.
- The college upgraded to Blackboard 9.1 Service Pack 11.
- Instructional Technologies (IT) purchased and deployed a new video/audio conferencing bridge enabling IT to support standard Unified Communications video conferencing needs and standards.
- Viking Video Technologies' Studio Suite A main production path was converted to produce native high definition video.
- Graphics and Printing Services has moved to 100 percent digital processing. Analog paper platemaking, darkroom film processing for plates, darkroom plate exposure, and processing and washing processes have all been eliminated.
- In alignment with New York State Teacher Certification requirements and National Association for the Education of Young Children (NAEYC) standards, the Teacher Education Department implemented e-portfolios for their students.

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

- The Center for Distance and Online Learning offered a number of workshops to train faculty in the new Blackboard 9.1 system.
- Faculty in the Teacher Preparation Department provided instruction to their students on how to use the department's new e-portfolio software.

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

- Student Services Information Technology developed a new Banner form and process to track complete student applications and begin moving the Admissions Office towards a more paperless process.
- A process using current Banner forms was developed to record calls made by Student Outreach and Support Systems allowing for more automated process of call lists and statistics, as well as bringing the data into Banner where it can be used to assess retention efforts.
- Work began on the implementation of the processes in support of SUNY System Administration's transfer mobility initiative (course articulation and DegreeWorks).

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

- The Distance Learning Center offered a self-assessment for faculty to complete to assist them in determining their readiness to engage in online learning and identify any weaknesses. Workshops were offered by the Center to assist faculty in addressing any weaknesses found.
- Blackboard documentation and tutorials offered by the Distance Learning Center were revised to reflect the upgrade of the Blackboard Learning Management System and the implementation of the Change Management Strategy.
- Proctored exams were coordinated, scheduled, and administered for online students from 25 institutions.
- Hudson Valley has one of the largest and most comprehensive synchronous Interactive Video Technology (ITV) and videoconferencing programs in New York State. In 2012-13, the college offered 17 classes with 11 high schools using ITV.
- Administrative Information Management and Technology A.A.S., the Computer Information Systems A.S. and A.A.S., Computer Information Systems: Web Design and WWW Programming A.A.S, Health Information Management and Technology A.A.S., and Information Systems Certificate programs were added to the list of Hudson Valley programs that can be taken entirely online.
- The Disabilities Studies Certificate can now be taken completely online and an articulation agreement was established with the CUNY School of Professional Studies that enables students completing this certificate program to complete a bachelor's degree in Disability Studies online.
- Three new online courses were developed by the Physical Education Department: *Philosophy, Principles and Organization of Athletics in Education*; *Health Sciences Applied to Coaching*; and *Theory and Techniques of Coaching*.
- Thirty new instructors attended online learning course development training offered by the Distance Learning Office.

- During 2012-13, Hudson Valley offered 22 degree and certificate programs completely online.
- The College in the High School program offered online courses in accounting, art history, business, calculus, communications, entrepreneurship, Latin, library skills for research, marketing, psychology, Russian, sociology, and Spanish that are available to any junior or senior year high school student in New York.

4.5   To continue to sustain a secure and scalable technological environment that is supportive of academic and administrative needs

- ITS implemented a changeover in the system that authenticates a person's identity when logging in to Hudson Valley's computer system, moving from LDAP to Active Directory, thereby making the system stronger, more robust, and more secure.
- ITS upgraded its online service request ticketing system.
- Graphics and Printing Services established a Zenfolio online photo gallery for college use.
- New networked Toshiba copiers were installed throughout the campus during summer 2013, providing users with more features and enabling the college to reduce the number of desktop printers and the costs associated with maintaining them.

4.6   To ensure data accuracy and integrity, and safeguard the college's academic and administrative records

- The college's Information Security Committee began its review the college's current information security policies and procedures to ensure they are in compliance with existing federal, state, and SUNY requirements. It will also make recommendations on how information security at Hudson Valley can be improved and conduct an annual review of the state of the college's information security.

4.7   To develop and maintain an effective IT workforce to ensure the college's business continuity

- ITS personnel attended Apple OS X Support Essentials training.
- Searches began in summer 2013 to fill two positions, a Computer Programmer Analyst and a Network Specialist.

4.8   To provide information storage redundancy and backup services to ensure disaster recovery

- Construction was completed on the new backup data center for Information Technology Services located in ADM 040. This facility will provide needed backup for the data center located in Higbee Hall,

allowing for uninterrupted network and data access for the college in the event that the facility is unable to function due to an emergency or a planned outage.

- ITS staff began discussions with their counterparts at the University at Albany to develop a Memorandum of Understanding between the two institutions enabling them to share information technology services and facilities.

Goal 5: To maintain and improve administrative services

5.1 To maintain and regularly assess the college's institutional planning process

- During 2012-13 the Planning Committee held a number of focus groups for faculty, staff, and students to gather information to be used in the development of the college's 2013-2018 Strategic Plan. In addition, the Committee conducted an environmental scan to identify potential issues, concerns, and demographic changes (both internal and external) that could impact Hudson Valley in the next five years.
- The Planning Committee and the Academic Senate approved the college's Strategic Technology Plan for 2013-14.

5.2 To regularly assess the effectiveness of all areas under administrative services

- All units of the college submit annual assessment reports evaluating student outcomes and/or services provided as well as unit plans detailing their initiatives for the year.
- The Graphics Office and Print Shop reported 96 percent of their customers expressed satisfaction with the work done for them.

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

- A number of enrollment management forums were held during 2012-13 to provide faculty and staff with the opportunity to ask questions and share their views and suggestions.
- The email address suggestions@hvcc.edu continued to receive suggestions from the campus community as to how the college could increase enrollment, cut costs, increase revenue, and improve the efficiency and effectiveness of its business practices.

5.4 To ensure fair and equitable performance evaluation, promotion, and compensation systems for all faculty and staff.

- Effective September 1, 2012, members of the college's Faculty and Department Chairpersons bargaining units received the 3.75 percent salary increases called for in their contracts. Members of the Non-

Teaching Professional Association and Non-Instructional Employees Union received their contractual 4.0 percent increase. Excluded Non-Teaching Professionals received a 2.0 percent increase.

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

- Staff Development Day was held on February 27, 2013.
- One member of the Hudson Valley staff received the Teach It Forward Certificate.
- Two members of the college community received the Academic Advising Certificate.
- Graphics and Printing Services subscribed to Creative Edge online software online training service. This enabled the office to train four employees all year long on their own schedule for the cost of sending one employee to a training workshop off-campus.

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

- Negotiations on a new labor agreement began between the Non-Teaching Professional Association and Hudson Valley Community College.

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

- College Health Services received a three-year reaccreditation from the Accreditation Association for Ambulatory Health Care. Hudson Valley is the only two-year college in the country to achieve this accreditation.
- Graphics and Printing Services produces all of the college's marketing publications on 100 percent or partially-recycled paper stocks and printed using environmentally-friendly print devices and methods, including soy-based inks.
- The Board of Trustees approved a tobacco-free policy for the college. Effective August 26, 2013 "Chewing tobacco or using any product or similar product or device such as pipes, cigars or cigarettes or personal vaporizers is prohibited on the College premise and in vehicles on campus." This policy brings the college in line with SUNY's Tobacco-Free SUNY policy requiring a 100 percent tobacco-free campus environment expected to take effect on January 1, 2014.
- College Health Services treated 2,846 patients in 2012-13, down from 3,317 in 2011-12.
- The Office of Environmental Health and Safety managed the revision of the Facility Air Permit to comply with new EPA RICE requirements. New maintenance and monitoring procedures were developed for air

emissions control and the New York State Department of Environmental Conservation issued a new Air Permit.

- Revised programs, procedures, and training have been implemented by the Office of Environmental Health and Safety to comply with the updated OSHA Communication Standard.

5.8   To promote fiscal responsibility and accountability

- The college's auditors, UHY LLP, reported to the Board of Trustees in December 2012 that they had given Hudson Valley an unqualified auditor's report with no audit findings for fiscal year 2011-2012.
- Tuition was increased by $200 for 2012-13 to $3,900. The college was at the median tuition cost for SUNY community colleges ($3,900).
- The college's operating cost per FTE was $163 above the average for community colleges in New York State ($8,954 vs. $8,791).
- The annual budget was approved by Rensselaer County with an increase of $100,000 in the sponsor contribution.
- The Business Office met its criterion of sending out all county chargeback billings within 10 days of the census date each term.
- The college produced the Cost of Curriculum Report, providing departments/units with data to evaluate curriculum costs, enrollment trends, and the relationship between cost and revenue.

Goal 6: To develop and foster beneficial relationships with the community

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

- Hudson Valley Community College and the Mechanicville Central School District began an initiative to strengthen coordination between the two institutions to develop targeted strategies to achieve college readiness and success for students before they graduate high school. Administrators from the college and the school district met to discuss the gaps in New York State's standards and assessments with the intent to make the necessary changes to ensure that graduating Mechanicville students will enter Hudson Valley ready to enroll in credit-bearing English and math courses.
- Viking Video Technologies continued to provide multimedia and video production support services for the SUNY Chancellor's Office, SUNY System Administration, and SUNY colleges and institutions for a number of events and special projects. For example, Viking Video provided a live stream of the University at Albany's Commencement ceremony, remote coverage of SUNY Board of Trustees meetings, and produced a high quality video presentation for SUNY Maritime's Student Awards Banquet.
- The EOC received funding from the Capital Region Youth Council and Workforce Investment Board to provide Rensselaer County out-of-school WIA-eligible youth with case management, academic and career courses, customer service training, job readiness training, internships, and job placement and follow-up services.
- Hudson Valley continues to be actively involved in the Albany Promise Cradle to Career Network, a major initiative coordinated by SUNY and spearheaded by Chancellor Nancy Zimpher to develop and institutionalize the education pipeline in the Albany area.
- College officials serve on a number of local boards, including three area Chambers of Commerce, and President Andrew "Drew" Matonak was elected Chairman of the Board of the Albany-Colonie Regional Chamber of Commerce.

6.2 To promote and support the departmental and college efforts that generate external revenue

- The Office of Community and Professional Education had a total of 10,643 course enrollments (up from 10,000 in 2011-12), producing a gross revenue of $1,028,104 (a decrease of 1.6 percent from the previous year).
- Continuing Education and Summer Sessions enrollment in summer 2013 was 697 FTEs, down 2.5 percent from summer 2012.
- Viking Video Technologies (VVT) secured a two-year $50,000 contract with the SUNY Research Foundation to produce in-studio bi-weekly one-and-a-half hour "Learning Tuesday" training programs. Overall, VVT exceeded its revenue projection for 2012-13 by 18 percent.
- Forty-five events were held at TEC-SMART, a decrease of 26 percent from 2011-12, generating $30,312 in revenue. The decrease was due to GlobalFoundries moving the events they previously held at TEC-SMART to their newly completed administration building.

6.3 To promote the image of Hudson Valley Community College as an exemplary educational institution through an institution-wide marketing focus, as well as a specific focus on the unique merits of each of its programs

- Phase I of the college's branding campaign was completed. Student survey results indicated familiarity with college advertising and a favorable impression of the branding activities.
- The development of social media guidelines by Communications and Marketing was completed and will be released in early 2014.
- Redesign of Hudson Valley's home web page was completed.
- More than $524,000 in media was purchased in 2012-13 for college priorities.
- Communications and Marketing worked with a number of college departments/units (Admissions, Community and Professional Education, Continuing Education and Summer Sessions, academic departments, etc.) to produce a wide variety of high quality publications.
- Working with ITS and Smith & Jones, Communications and Marketing implemented PIWIK web analytics and established a quarterly analytics review of the college's web site to better understand web usage and navigation.
- The college continued its transition to a new content management system (OmniUpdate) for its web presence.
- Using Readabout.me software, Communications and Marketing distributed hometown press releases to 526 media outlets across the country communicating student accomplishments, generating 12,105 stories with 23,248 online page views and 1,460 posts to social media.

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

- Five members of Hudson Valley Community College departmental advisory committees were recognized for their contributions to the college with Distinguished Service Awards presented by Vice President for Academic Affairs, Dr. Carolyn Curtis.
- EOC Cosmetology students participated in a special event held by New York State Senator Bill Perkins in honor of Older American Month, providing participants with manicures. In addition, the students also provided manicures and hair styling to the individuals at the Sheridan Hollow Drop-In Center.
- Hudson Valley was recognized by the U.S. Department of Education and the Corporation for National and Community Service for participating in the President's Interfaith and Community Service Campus Challenge. Members of the campus community participated in variety of local programs to foster service and interfaith including assisting with the Thanksgiving Day Community Dinner at Equinox, helping the homeless at Joseph's House and Shelter, and working with Catholic Charities of the Diocese of Albany, NY to help with the devastation in Schoharie County caused by Hurricane Irene.
- President Matonak was elected president of the New York Community College Association of Presidents for 2013-15.
- Students in the Civil, Construction, Industrial and Mechanical Technologies Department completed the roof over existing the courtyard of Hudson Hall. They also constructed 12 animal shelters for the Animal Outreach Club.

6.5   To serve as a cultural, community, and civic resource for internal and external communities through both curricular and non-curricular programs and activities

- The Pumpkin Palooza Fall Festival held on October 24, 2012 attracted 763 attendees from both the local community and the campus community. Highlights included a pumpkin decorating contest, a pumpkin catapult competition between teams of students from the Engineering Science program, and evening festivities at the McDonough Sports Complex for both young and old alike.
- The EOC conducted an employment to work orientation for participants in the Albany City Summer Youth program.
- The Marvin Library Learning Commons hosted the traveling national exhibition, "Lincoln: The Constitution and the Civil War." Hudson Valley's was one of only 50 libraries in the nation chosen by the National Endowment for the Humanities and the American Library Association as a site for this exhibition.
- Twenty students in the Civil Engineering program competed in the American Society of Civil Engineers' Steel Bridge and Concrete Canoe

regional competition, which was held at the Rochester Institute of Technology, coming in second in stiffness for the bridge and finishing sixth overall in both bridge and canoe.

- TEC-SMART hosted 32 community events, a 18.5 percent increase over the previous year.
- Voices, the Dwight Marvin Library's lecture series, provided live webcasting of its events. During 2012-13, 12 lectures and six Lincoln events were offered.
- The English, Foreign Languages and English as a Second Language Department continued to publish *Threads*, a student literary journal that celebrates student writing.
- As a result of a partnership between the English, Foreign Languages and English as a Second Language Department and Cultural Affairs, Hudson Valley hosted a number of famous authors on campus, including Joyce Carol Oats, Amy Tan, and Anne Lamott.
- Cultural Affairs sponsored a number of events during 2012-13 at which issues of social and cultural significance were addressed through film, lecture, theatre, dance, and music, including an appearance by legendary Broadway composer Stephen Sondheim.
- The Teaching Gallery hosted a number of exhibitions, receptions, and artist lectures. A total of 1,431 people attended the four art shows held in 2012-13, down from the 1,650 in 2011-12 but exceeding the Gallery's goal of an average of 300 attendees per show.

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

- The institution's gift income for 2012-13, as reported to the annual Council for Aid to Education survey, was $834,089, a decrease of over 42 percent from the previous year. (It should be noted that there were two non-repeatable gifts last year totaling $650,650 that account for the large decrease.)
- The Foundation raised $198,239 for the Annual Fund, an increase of a little over two percent from 2011-12.
- The Foundation supported many college initiatives in 2012-13, including $121,725 in student scholarships; more than $400,000 to support campaign initiatives such as the Nursing program, TEC-SMART, and other student-centered programs; $120,000 to purchase state-of-the-art microscopes and other equipment for the Science Center; and almost $20,000 in non-monetary gifts to the college.
- The "Promise of Our Region" campaign has raised over $9.4 million in cash and pledges towards its first $10 million since its inception.
- Four new funds were established at the Foundation in 2012-13. These include: the Dave '64 and Jill Fry Technology Scholarship, the Clarence Charles Sliter, Jr. Memorial Scholarship Fund, the Arthur and Susan Coyle Sweet and Lovable Fund, and the Automotive Department Fund.

In addition, the CAP COM Federal Credit Union Scholarship and Michael Such Criminal Justice Scholarship attained permanent (endowed) status.

- The number of President's Circle donors (individuals giving at least $1,000 a year) grew to 133.
- To date, a total of $635,000 has been raised by the Faculty Staff Association in the $3.2 million capital campaign undertaken towards the enhancement of the college's outdoor athletic facilities.
- The Faculty Student Association provided $102,706 to support a variety of services to students and the campus community.
- The college received 14 grants totaling $432,890 during the 2012-123 academic year, a success rate of 56 percent on grant proposals submitted (up from 33 percent in 2011-12). These included a grant from the New York State Division of Science, Technology and Innovation to expand the college's solar workforce training initiative at TEC-SMART, one from the U.S. Department of Labor to support initiatives in the college's semiconductor program, and one from the SUNY High Needs program to sustain and expand biotechnology training.

Assessment Annual Report

Executive Summary

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

1. The percent where the criteria for success was achieved or not achieved;
2. If the results were used to improve service/student outcomes;
3. Whether the outcome will be measured again in 2013-14.

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

Of the 617 outcomes for 2012-13, 392 or 64 percent of them were achieved overall with the largest percentage of achieved outcomes (83 percent) occurring for Goal 5 ("To maintain and improve administrative services"), followed by Goal 3 ("To promote the integration of pluralism within the college community") and Goal 6 ("To develop and foster beneficial relationships with the community") at 69 percent each. Further, 71 percent of the assessment results will be used to improve services and outcomes. Note, too, departments/units in large measure (75 percent) have chosen to extend their assessment outcomes into 2013-14.

Institutional Assessment Report Summary

Goal	Outcomes		Results				Results to be used to improve Service/Outcomes		Extend to '13-14	
			Criteria Achieved		Criteria Not Achieved					
1 - To enhance and promote excellence in teaching and learning	257	42%	147	57%	110	43%	172	67%	197	77%
2 - To develop and support a student centered collegial environment	137	22%	91	66%	46	34%	99	72%	101	74%
3. To promote the integration of pluralism within the college community	54	9%	37	69%	17	31%	39	72%	37	69%
4. To create and sustain a technological environment that is supportive of academic and administrative needs	33	5%	17	52%	16	48%	26	79%	27	82%
5. To maintain and improve administrative services	46	7%	38	83%	8	17%	34	74%	36	78%
6. To develop and foster beneficial relationships with the community	90	15%	62	69%	28	31%	71	79%	63	70%
Totals	**617**	**100%**	**392**	**64%**	**225**	**36%**	**441**	**71%**	**465**	**75%**

Notes: Numbers may not total 100% due to rounding and multiple responses.

For the Outcomes column, percentages are based on the total number of outcomes. For the other columns, percentages are based the number of outcomes for each goal.

The ultimate goal of assessment is to use the results to improve student outcomes or services. Some examples of how assessment results are being used at Hudson Valley are listed below:

- To better identify and assist students with academic difficulties taking Sprint classes, the college's Early Warning System is now available from the first day of classes.
- While all Business Administration students taking the ETS Major Field test in that area met the department's criterion of scoring in the top 50 percent in the four core areas (Accounting-51 percent, Economics-59 percent, Management-50 percent, and Marketing-50 percent), the department will conduct an in-depth analysis of the data and develop recommendations for curricular changes to be made to improve performance.
- Based on the results of a survey to graduates in which respondents indicated a need for more team building, the Civil, Construction, Industrial and Mechanical Technologies Department modified the capstone course for the Civil Engineering Technologies program (CIVL 233) to include more team building activities such as lab teams, joint team reports, and team evaluations. In addition, exit surveys given to seniors graduating from the department indicated that writing continues to be an issue. As a result the department is looking into the development of a technical writing course. Similarly, noting the increase in students in the Mechanical Engineering Technology program transferring to four-year institutions, the department changed its requirements to allow for the use of higher level math courses and moved the second English course to a major requirement emphasizing writing skills to ensure a second writing experience for each student.
- Observing that students in the Construction Technology program were having difficulty with mathematics, an in-house tutor was obtained to provide additional assistance to students.
- Noting that the one student injury reported in courses offered by the Building Systems Technology Department resulted from stuffing conduit into a recycling can, the department purchased cut-proof gloves to be used when disposing of such material in the future.
- To maintain the excellent performance of Emergency Medical Tech students in their internship experience, the Cardiorespiratory and Emergency Medicine Department added Professional Competency to EMSP 230 (*Critical Applications for the Paramedic*) and continued the Preceptor Workshops to ensure familiarity with expectations and evaluation tools.
- Finding that the longer graduates of the Respiratory Care A.A.S. program wait to take the National Registry exam the greater the chance of failure, the Cardiorespiratory and Emergency Medicine Department reaches out to its graduates to encourage them to do so and also contacts graduates' hospital administrators to ask them to encourage the program's graduates to take the exam.
- Concerned that not all students in the Dental Assisting Certificate program doing their clinical experiences were being placed in sites with up-to-date technology, the Dental Hygiene Department instituted a policy of moving

students in their second semester to a more modern site, including the Dental Hygiene Clinic located on campus, if their first semester experience was in a less modern site.

- To be proactive in early intervention strategies, the Dental Hygiene Department working in collaboration with Learning Assistance Center developed and implemented a customized remediation program, APEX, designed to address retention and student success through graduate and licensure.
- To continue the observed increase in retention rates in its program, the Nursing Department has added additional workshops, increased use of ATI and PrepU by its students, and opened its Skills Lab on Saturdays.
- Observing that the percentage of Broadcast Communications students rated as technically proficient by their internship supervisors had fallen below their criterion of 90 percent, the faculty of the Fine Arts, Theatre Arts and Broadcast Communications Department will add additional lecture/studio time to address the issue.
- Based on collected student work samples, the Teacher Preparation Department faculty have created additional rubrics, self-monitoring tools, and active learning experiences for their students and incorporated them into course assignments in ECCE 115, ECCE 122, ECCE 214, and EDUC 108.
- To address New York State Teacher Certification requirements and NAEYC national standards, the Teacher Education Department implement e-portfolios for their students. Use of the e-portfolios is a course requirement for ECCE 122, ECCE 123, ECCE 226, and ECCE 227 culminating in a student-initiated e-portfolio containing artifacts that reflect the seven national accreditation standards.
- Noting the increased use of health sciences materials in both print and electronic formats, the Marvin Library added a new health science e-book collection and online database.
- To better understand web usage and navigation, Communications and Marketing, working with ITS and Smith & Jones, implemented PIWIK web analytics and established a quarterly review of the college's web site.

General Education

Performance by Hudson Valley students on the General Education assessments continues to demonstrate the high quality of the college's academic programs and its faculty's profound commitment to excellence in teaching. These positive results also reinforce the importance of the college's ongoing commitment to providing students with excellent resources for learning and skills development, including access to a wide variety of support services, free peer tutoring, and small class sizes (with the exception of occasional large group lectures in some classes).

Across the areas assessed, the percentage of students who met or exceeded standards ranged from 78 percent (Natural Sciences) to 98 percent (Other World Civilizations) with the average at 84.5 percent. In fact, Foreign Language, The Arts, and Other World Civilizations had percentages of 90 percent or above. The number of general education assessments in 2012-13 increased 13.3 percent from 2011-12. This year there were 188,462 assessments compared to 166,402 in 2010-11. (As a point of comparison, in 2002-03, the first year of general education assessment, there were only 9,575 assessments.)

ASSESSMENT OF STUDENT LEARNING OUTCOMES
IN GENERAL EDUCATION

CAMPUS REPORT

Campus: <u>Hudson Valley Community College</u>   Academic Year: <u>2012-13</u>

Knowledge and Skills Areas / Competencies	Learning Outcome	Information			Results[1]			
		Date of Assessment Semester/Year[2]	Students Assessed		% Exceeding Standard	% Meeting Standards	% Approaching Standards	% Not Meeting Standards
			N	%[3]				
Mathematics[4]	Arithmetic, Algebra, Geometry	Fall 12 & Spring 13	3901	87%	61%	20%	10%	9%
	Data analysis, Quantitative reasoning	Fall 12 & Spring 13	3763	85%	59%	21%	10%	10%
Natural Sciences	Understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis	Fall 12 & Spring 13	4433	80%	58%	21%	9%	12%
	Application of scientific data, concepts, and models in one of the natural sciences	Fall 12 & Spring 13	4450	80%	56%	22%	11%	11%
Social Sciences	Understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis	Fall 12 & Spring 13	8715	93%	67%	17%	7%	9%
	Knowledge of major concepts, models and issues of at least one discipline in the social sciences	Fall 12 & Spring 13	9117	93%	62%	21%	8%	9%
American History	Knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society	Fall 12 & Spring 13	1594	95%	68%	17%	6%	9%
	Knowledge of common institutions in American society and how they have affected different groups	Fall 12 & Spring 13	1597	95%	67%	18%	7%	9%
	Understanding of America's evolving relationship with the rest of the world.	Fall 12 & Spring 13	1597	95%	66%	18%	7%	9%
Western Civilization	Knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization	Fall 12 & Spring 13	1511	86%	63%	20%	7%	10%
	Relate the development of Western civilization to that of other regions of the world	Fall 12 & Spring 13	1510	86%	63%	18%	7%	12%

[1] Each student should be counted only once and the four percentages should total 100%. System Administration will combine category results, as appropriate, for aggregate reporting purposes, for example, "meeting" and "exceeding" as "meeting and exceeding"

[2]. Enter the previous date, the current date or the planned date, whichever is appropriate

[3]. As a percentage of the students enrolled in courses intended to address this learning outcome

[4]. The five explicit learning outcomes in Mathematics in the Implementation Guidelines should be grouped, for reporting purposes, as two outcomes; [Arithmetic, Algebra, Geometry] and [Data analysis, Quantitative reasoning]

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ASSESSMENT OF STUDENT LEARNING OUTCOMES
IN GENERAL EDUCATION

CAMPUS REPORT (Continued)

Knowledge and Skills Areas / Competencies	Learning Outcome	Information			Results[1]			
		Date of Assessment Semester/Year[2]	Students Assessed		% Exceeding Standard	% Meeting Standards	% Approaching Standards	% Not Meeting Standards
			N	%[3]				
Other World Civilizations	Knowledge of either a broad outline of world history, **or** the distinctive features of the history, institutions, economy, society, culture, etc., of non-Western civilization	Fall 12 & Spring 13	103	80%	82%	16%	1%	1%
Humanities	Knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program	Fall 12 & Spring 13	4960	90%	70%	15%	6%	9%
The Arts	Understanding of at least one principal form of artistic expression and the creative process inherent therein	Fall 12 & Spring 13	1792	90%	78%	12%	4%	6%
Foreign Language	Basic proficiency in the understanding and use of a foreign Language	Fall 12 & Spring 13	666	85%	82%	11%	3%	4%
	Knowledge of the distinctive features of culture(s) associated with the language they are studying	Fall 12 & Spring 13	668	85%	81%	11%	4%	4%
Basic Communication	Produce coherent texts within common college-level written form	Fall 12 & Spring 13	5796	85%	64%	18%	7%	11%
	Demonstrate the ability to revise and improve such texts	Fall 12 & Spring 13	5796	85%	64%	18%	7%	11%
	Research a topic, develop an argument, and organize supporting details	Fall 12 & Spring 13	5796	85%	64%	18%	7%	11%
	Develop proficiency in oral discourse	Fall 12 & Spring 13	5561	89%	73%	12%	4%	11%
	Evaluate an oral presentation according to established criteria	Fall 12 & Spring 13	5561	89%	73%	12%	4%	11%
Critical Thinking (Reasoning	Identify, analyze, and evaluate arguments as they occur in their own or other's work	Fall 12 & Spring 13	21915	92%	67%	17%	6%	10%
	Develop well-reasoned arguments	Fall 12 & Spring 13	21915	92%	67%	17%	6%	10%
Information Management	Perform the basic operation of personal computer use	Fall 12 & Spring 13	21915	92%	67%	17%	6%	10%
	Understand and use basic research techniques	Fall 12 & Spring 13	21915	92%	67%	17%	6%	10%
	Locate, evaluate and synthesize information from a variety of sources	Fall 12 & Spring 13	21915	92%	67%	17%	6%	10%

2013 – 2014 Strategic Directions

Hudson Valley Community College has indeed experienced a year of both major accomplishments and disruptive change in 2012-13. The faculty, staff, and administration worked to address both fiscal concerns and a number of new SUNY and New York State Legislature initiatives. These will continue in 2013-14 and the members of the college community will continue to address them. At the same time, the entire college community is steadfast in its commitment to ensuring that Hudson Valley exemplifies what it means to be a top quality, innovative, and highly effective institution dedicated to providing the very best education possible to its students. To that end, the college will undertake a number of initiatives to further the mission and goals of the institution. Summarized below are the highlights of the directions planned:

- Hudson Valley Community College will continue to work with the Rensselaer County Executive and the Legislature to explore additional opportunities to increase the sponsor contribution.
- Hudson Valley will continue to expand on its efforts to serve the high school population through partnerships with local school districts. For example, Hudson Valley will be working with the Ballston Spa School District and the Troy City School District on two NYS Pathways in Technology Early College High School (NYS P-TECH) grants. These two programs focusing on advanced manufacturing/biotechnology/biomanufacturing (Troy) and clean technologies (a continuation and expansion of the Early College High School program with Ballston Spa) will provide students with a high school diploma, a college degree, and a pathway to a job.
- Hudson Valley will continue its work with the Mechanicville Central School District to make changes to the district's English and math high school curricula to ensure graduating Mechanicville students will enter Hudson Valley ready to enroll in credit-bearing English and math courses.
- The college will actively implement the new SUNY initiatives (Degree Planning, Open SUNY, Transfer Mobility, and Cross Registration).
- To address the changes in developmental education mandated by the New York State's Graduation, Achievement, Placement (GAP) Legislation, the college is developing a pilot program using 40 students who test weak-in-three on the COMPASS placement tests. These students will take a predetermined set of courses with an extended amount of time added to each course. In addition, the students in the pilot will be under the guidance of a mentor and will be required to meet with the mentor on a regular basis.
- Distance education will continue to be a priority for Hudson Valley.
- The newly developed honors track for Business Administration will undergo review and approval by college governance, SUNY, and the New York State Education Department.
- The English, Foreign Languages and English as a Second Language Department will develop a Journalism advisement track.

- Marketing and Communications will implement Phase II of the college's branding campaign.
- Redesign of level two and three of the college's web pages will be completed in 2014.
- Hudson Valley will be reaccredited by the Middle States Commission on Higher Education. The college's self-study report will be submitted to the Commission in January 2014 and the Evaluation Team will be conducting its site visit to the college March 2-5, 2014.
- The Planning Committee of the Academic Senate will complete its work on the college's 2013-2018 Strategic Plan and present it to the appropriate governance structures for review and approval.
- The Assessment and Institutional Effectiveness Committee will implement the college's Institutional Effectiveness Assessment Plan and prepare a benchmark report.
- Negotiations on new collective bargaining agreements between Hudson Valley Community College and the Non-Teaching Professionals Association, the Non-Instructional Employees Union, and United Public Service Employees will be conducted.
- To address the college's fiscal constraints, the actions taken in 2012-13 will be continued in 2013-14 including:
    o Continued replacement of vacant full-time faculty positions with adjuncts
    o Continued non-replacement of NTP and NIEU vacancies unless absolutely essential
    o Suspension of discretionary faculty promotions for 2014-15
    o Suspension of discretionary staff merit recognitions for 2014-15
    o Suspension of sabbatical leave applications for 2014-15
    o Suspension of travel except for accreditation, licensure, and grant "mandated" travel
    o Suspension of Academic Senate Personnel Resources Committee funding for travel, professional development, and tuition reimbursement

In addition there will be no funding budgeted for academic equipment or Physical Plant project work.