



Self Study

Submitted to the Middle States Commission on Higher Education

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By

Hudson Valley Community College



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Executive Summary

Hudson Valley Community College is one of 30 community colleges in the State University of New York system. An outgrowth of the Veteran's Vocational School in downtown Troy, N.Y., the college 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 next six+ decades saw continual growth at the college, as technical and health science programs were supplemented with career and transfer programs in business, liberal arts and the STEM fields. Throughout our history Hudson Valley has navigated changing social and educational landscapes; adapted to the needs of each new generation of students; embraced progress, innovation, and technology; and weathered up and down variations in the economy and in our enrollment levels.

Constant throughout our history, has been our undying commitment to provide quality, accessible and affordable education to our most important stakeholders, our students. Today, Hudson Valley is the largest community college in the region, offering more than 80 degree and certificate programs that prepare our students for careers in most every sector of the workforce in our region and beyond. With more than 80,000 successful alumni, and through relationships with local employers, the college provides skilled labor resources that assist in keeping our local economy strong. Our Mission, "To provide transformative, student-centered and high-quality educational opportunities that address the diverse needs of local and global communities" is repeatedly validated through our widespread student successes.

In 2018, Hudson Valley welcomed its seventh President, Dr. Roger Ramsammy. In early 2019, at his direction, the Hudson Valley 2019-2024 Strategic Plan was completed. He specifically directed that the plan should be built from input gathered from all corners of the campus community, future directed with a vision as far in the future as possible, and that it be adopted widely, and never referred to as a "book on a shelf". The new plan established six priorities, upon which six teams of steering committee participants assembled and developed goals and strategies in support of their respective priorities. The committees were led by Campus Labs Inc., which brought a fresh external perspective and conducted a widespread SWOT analysis with help from the steering committee. Participants on the committees included members of faculty, students, staff, senate planning committee, Hudson Valley foundation board, and Hudson Valley Board of Trustees. Output from the six committees was then socialized with the campus community via listening sessions, surveys, meetings and town hall discussions.

Strategic Plan Priorities:

- Commit to Student Success, Inclusion, and Equity
- Enhance Academic Excellence
- Optimize Enrollment
- Encourage Faculty and Staff Excellence
- Expand Partnerships and Community Engagement
- Reinvigorate Campus Culture and Infrastructure



Currently, the college is experiencing challenges presented by widespread demographic shifts and unpredictable global economic conditions, which are contributing to declining enrollment. Faithful adherence to our mission and Strategic Plan priorities is providing guidance and thrust in addressing these challenges and others. Post pandemic student preferences are dictating changes in program and course modalities, and content, and the college remains observant and vigilant and seeks to address them in various ways as will be discussed herein.

We welcome the opportunity to develop and present our current self-study for our 2023 Middle States review. Preparation of our Self-Study has prompted many at Hudson Valley to take pause from their many varied efforts to take stock in the multitude of large and small initiatives that have consumed them since our last visit. At the same time, it has also been an enlightening exercise in which our analysis has revealed challenges that have been documented in the Self-Study. We have structured our Self-Study around the 7 Standards and present what we believe is an honest assessment of the current state of Hudson Valley, measured against the Standards.



Standard I: Mission and Goals

The Hudson Valley mission was revised in 2019 to reflect the current makeup of our entire community of students, faculty, business and educational partners and assessment and all teaching and learning attributes.

Strengths:

The college's mission, goals, and objectives are linked with the assessment, budgeting, and planning processes, and in achieving compliance with Middle States Standards.

The college's mission, vision, and core values were developed through a transparent, inclusive, collaborative, and collegial process in conjunction with the strategic planning process.

Challenges

It is an ongoing institutional challenge to continually communicate our mission, vision, goals and core values to maintain alignment among all members of our community.

Recommendations

Hudson Valley recognizes the value of our campus community embodying the college's mission, vision, goals, objectives, and core values. The college will actively engage the campus community through frequent, impactful, and visible reminders of these aspirations, including but not limited to signage, posters, events, employee recognition, email signature lines, business cards, new employee orientation, the **Employee Handbook**, and the website. A workgroup will be established by the Vice President for Institutional Effectiveness and Technology to spearhead this project.

The Planning Committee of the Academic Senate will establish a yearly, rotating schedule to assess the college's mission, vision, goals, objectives, and core values.

Standard II: Ethics and Integrity

Hudson Valley policies that govern transactions, learning, activities and commitments are widely available to staff, faculty and students on the Hudson Valley website and in the college course catalog. The college's Board of Trustees is bound by a clearly defined Code of Ethics that ensures no conflicts of interest exist. This code is publicly available, and all college stakeholders are made aware of the expectations that apply to the board.

Strengths:

Annual student surveys reveal overall positive student perceptions of campus climate-related factors including sense of personal safety, acceptance of individual differences, lack of prejudice, freedom from harassment, etc.

Despite the number and complexity of all applicable federal, state, and Commission reporting policies, regulations, and requirements with which the institution must comply, Hudson Valley has a strong record of adherence and compliance.

Challenges:

Despite strengthened college efforts, the diversity of college employees, particularly faculty, does not mirror the diversity of our students.

Recent employee surveys reveal low employee perceptions of the campus climate.

While the college has maintained strong compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements, the college needs to develop and implement a formal process to institutionally monitor and document college compliance.

Recommendations:

The Academic Senate will establish a committee to address campus climate. The committee will communicate with and collect feedback from all campus stakeholders to develop measurable action plans regarding campus civility, tolerance, acceptance, respect, diversity, equity, and inclusion.

The Vice President for Institutional Effectiveness and Technology will hire an internal compliance auditor to strengthen the college's compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements.



Standard III: Design and Delivery of the Student Learning Experience

Hudson Valley Community College offers over 80 degree and certificate programs in subject areas that include business, technology, skill trades, engineering, science and mathematics, health, arts, English and the languages, education, and social sciences. Most degree and certificate programs meet the needs of today's workforce and transfer students with the flexibility of completing the courses with day and evening on-campus classes and with online modalities including both synchronous and asynchronous formats.

Strengths:

Hudson Valley has highly qualified, dedicated faculty who provide an excellent learning experience for students.

The college provides robust academic support opportunities for students.

Challenges:

Student learning outcomes for microcredentials have not been established.

An institutional process has yet to be finalized to address the new SUNY General Education requirements, including a formal internal approval of General Education designated courses.

Recommendations:

The Vice President of Academic Affairs will develop, publish, and assess student learning outcomes for all microcredentials, including non-credit.

The General Education Committee will establish a formalized process for the approval of the new SUNY General Education course designations.

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.

Strengths:

Hudson Valley has a committed team of qualified, diverse, innovative and energetic professionals who combine strengths in coordinated efforts to optimize the use of data from a multitude of sources on and off campus to sharpen and enrich the student experience.

Challenges:

As a community college, Hudson Valley is faced with changing student demographics and student needs.

Recommendations:

In collaboration with Academic Affairs, the Registrar will fully develop the Student Educational Planner in Degree Works to assist students with the planning of their coursework during their time at the college. The goal of this implementation is more targeted advisement for students with academic challenges as well as a more efficient use of advising resources.

The Vice President of Academic Affairs and Vice President of Student Affairs will develop a plan to improve the incoming transfer student experience inclusive of admission, the transfer credit evaluation process, and advisement.

**Standard V: Educational Effectiveness Assessment**

The Institutional Effectiveness organization at Hudson Valley is the center for all assessment activities across the campus. The office works with both academic and non-academic entities to spread understanding of assessment concepts, measures and expected outcomes. The office heads activities connected to institutional learning objectives, assessment of all campus functions, and annual reports detailing results and recommendations.

Strengths:

The implementation of Nuventive software has greatly improved the assessment and unit plan process, allowing linkages to be identified between these plans and the following: college's mission, goals and objectives, the Strategic Plan, Middle States standards, and institutional effectiveness recommendations. The software has streamlined the process, allowing easy access to prior results and action plans in order to close the loop and drive continuous improvement.

Hudson Valley's annual assessment and planning process is a mature, robust, and systemic aspect of the college's culture.

Challenges:

Not all departments include their staff and/or faculty in the assessment and planning processes.

Recommendations:

All unit/department heads will solicit input related to assessment and unit planning from the members of their respective areas to increase opportunities for inclusion in the process.

In order to improve the student outcomes assessment and programmatic accreditation processes, the Vice President for Institutional Effectiveness and Technology will investigate

options to automate the reporting of timely, program-specific, and accurate data to be used for continuous improvement. The goal of this recommendation is to streamline the current time-consuming and labor-intensive manual process.

Standard VI: Planning, Resources and Institutional Improvement

A mature, campus-wide process that continues to evolve based on lessons learned is evidence that Hudson Valley takes seriously the pursuit and achievement of efforts to match actions with goals both in planning and in resource allocation. Planning activities at Hudson Valley take place throughout the organizational hierarchy. Department heads reflect needs of their respective units, both academic and non-academic. Executive Team input is reflected in planning for technology, finance, physical and human resources.

Strengths:

Hudson Valley has been effective in both establishing and growing its assessment and planning practices and associated reporting capabilities to strengthen efforts toward resource allocation and continuous improvement campus-wide.

Challenges:

The college needs to develop and integrate additional, accessible planning functionality that provides timely data and reports in order to facilitate informed decision making. In an effort to right size the institution, the college needs to determine the optimal human and technological resources needed to respond to evolving student needs and rapidly transforming technology trends.

Recommendations:

Based on campus feedback, the Vice President for Institutional Effectiveness and Technology will continue to work with Nuventive to further develop and refine the system, including the development of additional reports, a more streamlined user experience, and the ability to integrate additional campus plans for ongoing assessment and tracking.

The Vice President for Institutional Effectiveness and Technology will develop a new Strategic Technology Plan to meet emerging and future instructional and informational technology needs.

As part of the annual budget process and as referenced in the Strategic Plan, senior leadership will review and determine appropriate staffing levels for all areas of the college.



Standard VII: Governance, Leadership and Administration

Hudson Valley governance is shared throughout the campus among the Board of Trustees, the President's senior leadership teams, the Executive Team, the President's Team, the Academic Senate and the Student Senate. Policy development and decision-making at the College are based on a combination of institutional and departmental planning processes guided by its Mission Statement, Vision Statement, Core Values and Goals and Objectives, which were reviewed and revised in 2018-2021 in conjunction with the development of the College's five-year Strategic Plan (2019-2024). These objectives are incorporated into the activities and plans at all levels of governance.

Strengths:

Hudson Valley has a functioning governance process that allows for the successful realization of its Mission and Goals.

Challenges:

In recent years, the college's governing bodies have conducted self-assessments periodically and have been inconsistent explaining the use of assessment results.

Recommendations:

The Board of Trustees, the Academic Senate, and the Student Senate will perform an annual self-assessment and use the results for continuous improvement.





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.

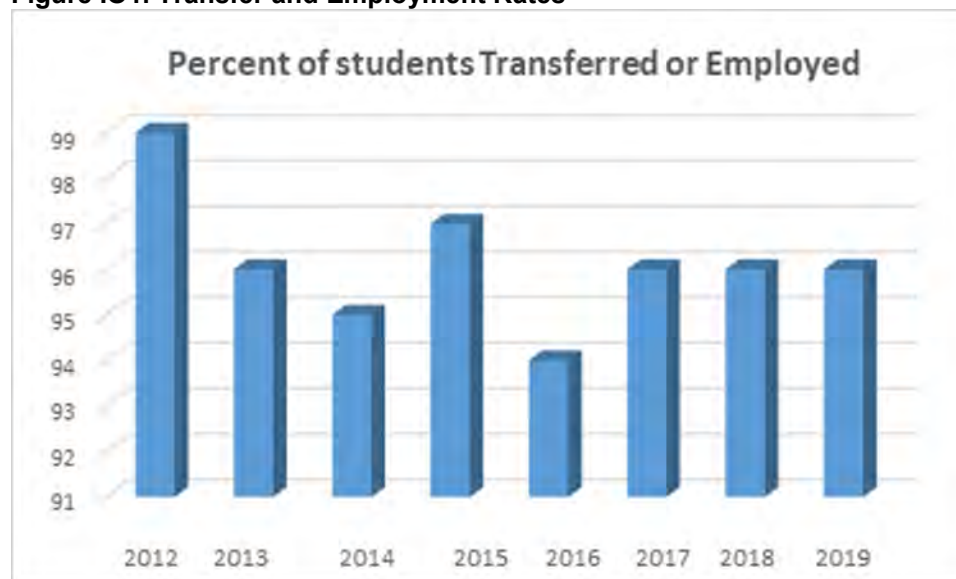


By 1955, the college's board of trustees was looking for a larger location to site a campus, and in 1956 announced that the Williams farm, which straddled the Troy-North Greenbush border, would be the chosen site. The new campus, with five Indiana limestone buildings, was completed in 1961. At this time 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 Hudson Valley 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.

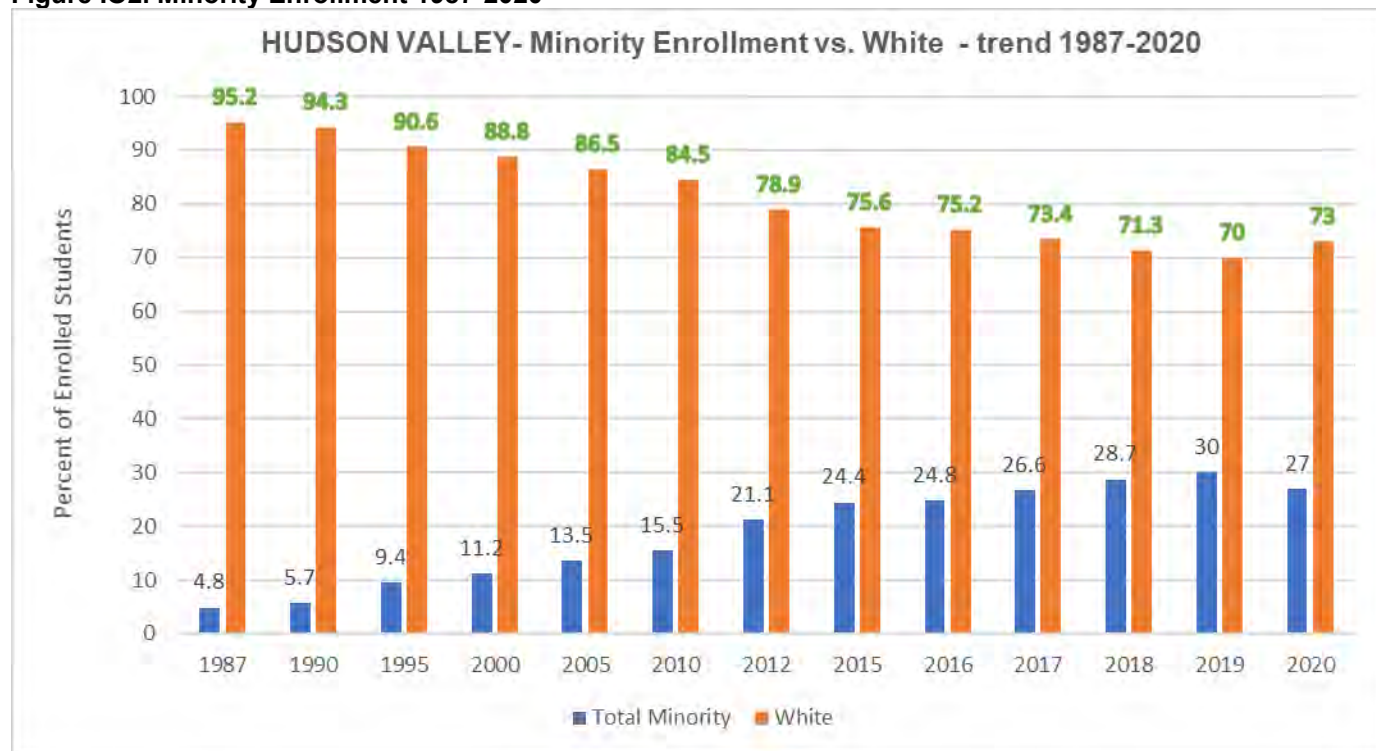


Diversity and Inclusion

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 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

Hudson Valley 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.

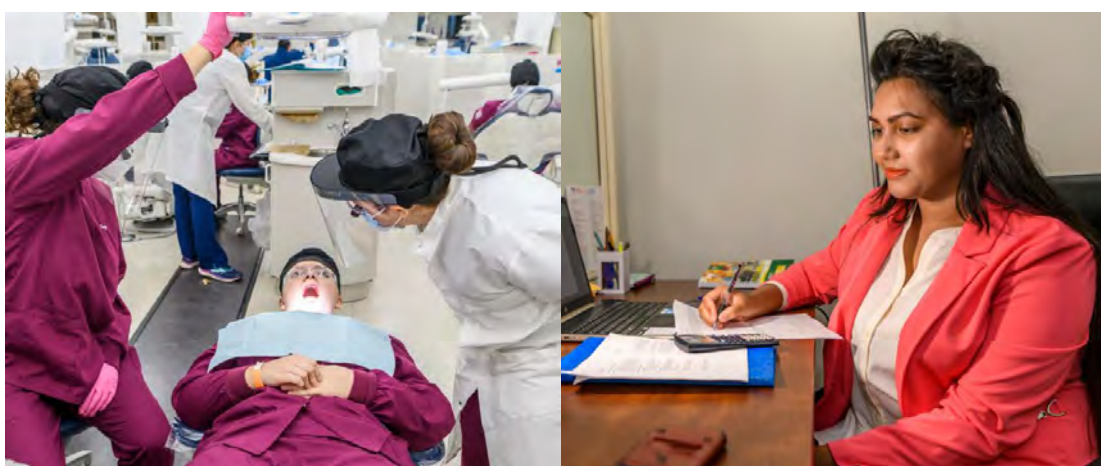
Through its direct expenditures and the resulting expenditures of students and regional businesses, Hudson Valley promotes economic growth in the Capital Region, serving as an employer and buyer of goods and services for its day-to-day operations. Additionally, the college serves as a supplier of trained 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. 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 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:

1. **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.
2. **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.
3. **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.
4. **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.

5. **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.

6. **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.

7. **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.

8. **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.

9. **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.

10. **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.

11. **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.

The Middle States Steering Committee and Working Groups began to assemble in 2020. During the period of the Self Study from 2020 through 2023, Hudson Valley had over one hundred volunteers from across the campus community participate in the process. Some individuals were all-in from day one and contributed throughout the process. Some members were not able to participate for the entire Self Study. Their contributions are recognized herein and appreciated.

Membership – Self Study Steering Committee

Core Team Members

Dr. Margaret Geehan, Dean of Institutional Assessment, Self Study Co-Chair
Joseph Stenard, Associate Professor of Economics, Self Study Co-Chair
Kathleen Petley, Vice President for Institutional Effectiveness and Technology
James Macklin, Planning and Research
Dennis Wax, Director of Strategic Planning
Margaret Mann, Accreditation and Assessment Analyst

Steering Committee Members

Vaidehi Agashe, Director of Planning and Research
Dr. Nicole Arduini-VanHoose, Faculty, Education and Social Sciences
Dr. Gayle Healy, Dean of Student Development, Center for Careers and Transfer
Matthew Howe, Associate Dean, Academic Advisement and Retention
Patricia Gaston, Director of Business Services
Dr. Linda Lim, Department Chair of Computer Information Systems and Mathematics
Daniel S. O'Connor, Adjunct Faculty, Education and Social Sciences
Dr. Johnathan Peabody, Faculty, English, Foreign Language, and English as a Second Language
Anthony Podlaski, Department Chair of English, Foreign Language, and English as a Second Language
Dr. Mark Stephens, Faculty, Biology, Chemistry, and Physics
Ainsley Thomas, Chief Diversity Officer



Membership – Working Groups

Membership of Standard I Working Group:

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 Trustee
Brady Oles, Student
Roman Tarbay, Research Analyst, Planning and Research
Laura Tubbs, Faculty, Dental Hygiene
Dr. Robert (Sid) Whitaker, Faculty, Education and Social Sciences, FSA President

Membership of Standard II Working Group:

Dr. Linda Lim, Department Chair of Computer Information Systems and Mathematics (Co-Chair)
Daniel S. O'Connor, Adjunct 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, Adjunct Faculty, Academic Advisor, Business Advisement Center
Jena Iversen, 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
Dr. Alice Malavasic, Faculty, Education and Social Sciences
Patricia Myers, Work Force Development
Karen Paquette, Executive Director of Human Resources
James Perez, Electrician, Grounds Department
Jeffrey Schoonmaker, Professor Emeritus, Biology, Chemistry, and Physics
Logan Simms, Student
John Staerker, Technical Assistant Learning Resources, Marvin Library
Ellicia Swedish, Student
Julie Warren, Clinical Coordinator, College Health Services



Membership of Standard III Working Group:

Anthony Podlaski, Department Chair of English, Foreign Language, and English as a Second Language (Co-Chair)
 Dr. Nicole Arduini-VanHoose, Faculty, Education and Social Sciences (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
 Dr. Jaya Dasgupta, Faculty, Biology, Chemistry and Physics
 Margaret Ewart-Zapp, Department Chair, Medical Imaging
 Peter Fil, Faculty, Applied Technologies
 Sandra Gepfert, Faculty, Medical Imaging
 Deborah Hall, Student
 Scott Hathaway, Department Chair of Fine Art, Theatre Arts, and Digital Media
 Brenda Hazard, Director, Library
 Neasa McAlice, Student
 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
 Trevor Radez, Student
 Casey Ryan, Faculty, Business, Computer Science, and Criminal Justice
 Linda Ryder, Senior Instructional Designer, Distance Learning
 Jennifer Walker, Adjunct Faculty, Dental Hygiene
 Hunter Wallace, Student

Membership of Standard IV Working Group:

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 Matthew Howe, Director, Retention and Student Outreach (Co-Chair)
 Fred Aliberti, Director, Public Safety
 Alfredo Balarin, Director of Student Life
 Aimee Bastian, Assistant Director, Financial Aid
 Robert Dungan, Student
 Astrid Fuentes-Dimas, Student
 Beth Kane, Faculty, Computer Sciences and Mathematics
 Dr. Tyler Kessel, Dean of Business and Liberal Arts
 MaryKate Kraus, Director of High School Programs/Educational Outreach
 Ehdoh Kyi, Student
 Ian LaChance, Assistant Vice President for Student Affairs and Dean of Enrollment Services
 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 of Liberal Arts and General Studies Department
 Lisandra Williams, Student
 Dr. Elizabeth Yanoff, Department Chair of Education and Social Sciences

Membership of Standard V Working Group:

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 Dr. Mark Stephens, Faculty, Biology, Chemistry, and Physics (Co-Chair)
 Dr. Michelle Bannoura, Faculty, Education and Social Sciences
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 Colleen Ferris, Department Chair, Health, Physical Education, and Exercise Studies
 Michael Galvin, Student
 Andrea Heroux, Adjunct Faculty, Dental Hygiene
 Antoinette Howard, Adjunct Faculty, Human Services and Chemical Dependency
 Tatianna Moragne, Student
 Marcy Pendergast, Director of College Learning Centers
 Andrew Roberts, Director of High School Programs
 Deb Shoemaker, Associate Dean of Community and Educational Partnerships
 Savannah Shulkin, Student
 Kelly Smith, Adjunct Faculty, Dental Hygiene
 Brian Vlieg, Academic Advisor, Criminal Justice

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, Director, Distance and Online Learning
 John Braungard, Comptroller, Finance
 Clem Campana, Director of Business and Inventory Controls
 Tammy Conway, Department Chair of Dental Hygiene
 Dina Farr, Data Analysis Coordinator II
 Peter Gemellaro, Adjunct Faculty, Criminal Justice
 Carol Hammond, Faculty, Education Specialist, 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
 Christine Lasch, Comptroller
 Frank Montanaro, Application Specialist, Information Technology Services
 John Mulcare, Faculty, Business, Computer Science, and Criminal Justice
 Adam Ostrander, Student
 Gina Ricci, Director of Budget
 Deborah Richey, Director of Human Resources and Budget
 Victorianna Rosenberg, Student
 Kate Teal, Coordinator of Human Resources Development



Membership of Standard VII Working Group:

Ainsley Thomas, Chief Diversity Officer (Co-Chair)

Dr. Johnathan Peabody, Faculty, English, Foreign Language, and English as a Second Language (Co-Chair)

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

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

Shawna Case, Advisement, Contracts and Grants

Dr. Paul Charbel, Faculty, English, Foreign Language, and English as a Second Language

Donal Christian, Vice President for Administration and Chief Financial Officer

Lukas Donahue, Student

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

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Collaborative List of Acronyms, Terms, Tools, and Brief Definitions

| Acronym or Term | Description or Definition |
|-----------------|---------------------------|
|-----------------|---------------------------|

| | |
|------------|--|
| 504 | Section 504 of the Rehabilitation Act of 1973 |
| AA | Affirmative Action |
| ADA | Americans with Disabilities Act |
| BOT | Board of Trustees |
| CAAT | Center for Access and Assistive Technology |
| CAE | Center for Academic Engagement |
| CASP | Collegiate Academic Support Program |
| CCT | Center for Careers and Transfers |
| CDEOC | Capital District Educational Opportunity Center |
| CPE | Center for Professional Excellence |
| Curriculog | Online curriculum management system used for submitting, reviewing and approving curriculum proposals. |
| D2L | Desire 2 Learn - Digital learning platform a.k.a. BrightSpace |
| DEI | Diversity Equity Inclusion |
| DEISJ | Diversity,Equity, Inclusion, and Social Justice |
| EFL | English, Foreign Language, and English as a Second Language Department |
| EOC | Educational Opportunity Center |
| EOP | Educational Opportunity Program |
| FSA | Faculty Student Association |

| | |
|------------|---|
| HVCC | Hudson Valley Community College |
| HVCC North | HVCC Extension Center in Malta, NY |
| IE | Institutional Effectiveness |
| MCD | McDonough Sports Complex |
| MER | Monthly Expenditure Report |
| MFA | Multi-factor authentication |
| MSCHE | The Middle States Commission on Higher Education |
| Nuventive | Information Software HVCC uses for Planning, Assessment and Continuous Improvement |
| NYCCAP | New York Community College Association of Presidents |
| NYCCT | New York Community College Trustees |
| NYSED | NY State Education Department |
| OCR | Office of Civil Rights |
| ODEI | Office of Diversity, Equity and Inclusion |
| OER | Open Educational Resource |
| OIE | Office of Institutional Effectiveness |
| PRC | Personnel Resource Committee |
| PTK | Phi Theta Kappa – International Honor Society for 2-year colleges |
| SSARP | Student Senate and Athletics Retention Program |
| STEM | Science Technology Engineering and Mathematics |
| SUNY | State University of New York |
| TEC-SMART | Training and Education Center for Semiconductor Manufacturing and Alternative and Renewable Technologies (Extension in Malta, NY) |
| TrakStar | HVCC Human Resource Software |
| VET-ROC | Veterans Resource and Outreach Center |
| VPAA | Vice President of Academic Affairs |





Standard I: Mission and Goals

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. clearly defined mission and goals that:

a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;

Hudson Valley regularly reviews its **Vision, Mission, Goals, and Objectives (1101)** to ensure that they continue to reflect and highlight the college's purpose and activities. The current college Mission and Goals update process began development in 2019 as part of the broader initiative to create the updated college Mission, Vision, Core Values, college Goals and Objectives, and the **2019-2024 Strategic Plan (1102)**.

As part of the Strategic Plan development process, the Strategic Plan Steering Committee, comprised of representatives from all areas of the college to ensure collaboration with and input from all college units, reviewed the college's Vision and Mission statements. As a result of this process, revisions were made to both statements to reflect and accommodate more fully Hudson Valley's Mission and the priorities set forth in the new Strategic Plan.

The College's Strategic Planning Steering Committee, which included representation from all campus constituencies, enlisted broad campus participation in the evaluative process. The committee conducted a campus-wide survey and a series of open forums and focus groups to elicit input. Further discussions occurred at campus meetings, such as the Academic Senate, Open Forums in the college theater, Board of Trustees meetings, departmental meetings, All-College meetings, and the Student Senate meetings.

These discussions provided an opportunity to assess and ultimately update the campus community's commitment to the College's Mission, along with a reframing of the College Goals and Objectives in order to improve student success, student learning, and institutional effectiveness. The updated Mission, Goals and Objectives, Vision, Core Values and 2019-2024 Strategic Plan were unanimously approved by the Hudson Valley Board of Trustees.



Hudson Valley's clearly defined Mission remains at the heart of its identity, forming the foundation for strategic planning, assessment, resource allocation, and goal setting. Hudson Valley's Mission, Goals and Objectives, Vision and Core Values drive our purpose and support the overall State University of New York (SUNY) Mission to provide a high-quality education with broad access and function as an engine of social mobility.

Hudson Valley serves students of diverse backgrounds, preparations, and aspirations by providing them with an education that is both broad in scope and rigorous in its standards. The college offers students access to academic preparation that provides them with the foundation and tools for success in the students' educational and/or professional plans and instills in them the value of informed and engaged citizenship and service to their communities.

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

Hudson Valley effectively invests in the success of all students by engaging with them in an integrative and supportive environment that facilitates the development and achievement of their educational and career goals. Graduates are prepared to understand, thrive in and contribute to a 21st-century global community marked by diversity, change, and expanded opportunities for lifelong-learning and growth.

Core Values:
Leadership
Excellence
Accessibility
Diversity
Service



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

1.b. address external as well as internal contexts and constituencies;

The college is committed to providing transformative, student-centered, high-quality educational opportunities to every student who enrolls at Hudson Valley. The college's Vision, Core Values, Goals and Objectives, and Strategic Plan directly align with the Mission of the college. In addition, several units on campus are in regular communication and collaboration with members of our local community who bring the interests and perspectives of external constituencies to the college. These include, but are not limited to:

- Academic departments that engage with local advisory boards, four-year colleges with articulation agreements, and local business and industry members with academic program input. This topic is discussed in standard III.
- Ongoing collaboration between numerous administrative offices and local high schools.
- College representatives participating in SUNY-wide meetings for currency and collaboration.
- Workforce Development Office meetings with local business and industry members.
- Community Education Department Office meetings with the local community.
- Communications and Marketing department that shares knowledge through the website, social media, and the chat bot. This department also tracks the college's visibility in the media and the community at large.
- Executive Philanthropy Officer who interfaces with local, state, federal, and global stakeholders to identify educational and funding opportunities to assist the college in meeting its Mission and Goals.

1.c. are approved and supported by the governing body;

The updated Hudson Valley Mission and Goals were widely discussed at many campus meetings and were approved and supported by the Planning Committee, Academic Senate, Senior Staff, President, and the **College's Board of Trustees (1103, 1104)**.

1.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;

The college's mission and goals are utilized to guide faculty, staff, and administration in making decisions about planning, resource allocation, curriculum development, and institutional outcomes. In reference to planning and resource allocation, to ensure that the mission and strategic goals guide decision making, all annual budget proposals are related to both the mission and goals and the 2019-24 strategic plan.

In the context of academic planning, all curricular proposals, including those that seek to create, revise, or delete existing programs, must include a statement of how the proposal will further the college's mission and strategic goals. The college's rigorous procedures for reviewing all curriculum proposals is the responsibility of the Academic Senate Curriculum Committee.

Through the shared governance process, all proposals, include statements indicating curricular links to the mission and strategic goals, are reviewed by faculty in the division that generated the proposal, members of the Curriculum Committee - including faculty representing all three academic divisions of the college—and members of the college community—including faculty, staff, and administrators through meetings of the Academic Senate. The academic planning process in place at the college helps to ensure that curricula remain current and students are provided with relevant paths to degree and certificate completion. Documentation supporting the process is available to all members of the campus community via the Curriculum Committee and Academic Senate meeting minutes.

The college goals and objectives are assessed each year through the Nuventive system for outcomes and assessments for decisions about planning, resource allocation, curriculum development, and institutional outcomes. The same assessment is also completed for the college's strategic plan based on the six strategic goals of the plan. The departmental unit and assessment plans are also assessed in the Nuventive system for both academic and non-academic departments. The Nuventive system also includes all budget requests that have resulted from either unit or assessment plans.

Assessment plans are linked to college goals and objectives. Displayed below in **Table 1.d.1** is an assessment plan outcome example from the Nuventive system.

Table 1.d.1 Assessment Plan Nuventive Example

| | | |
|-----------------------|-----------------|---|
| Assessment Plan: | | Early Childhood - ECD A.A.S. |
| Outcome: | | Demonstrate knowledge of child development characteristics and needs. |
| Assessment Method: | | Students' performance on the ECCE 115, Developmentally Appropriate Practice for Infant and Toddler Care, Teacher Made Materials Project. |
| Criteria for Success: | | 75% of students receiving an A or B as a grade for the Teacher Made Materials project in ECCE 115. The same grading rubric is used to assess student performance on the project. |
| | | |
| 2018-2019 | Results: | 78% of the students received an A or B as a grade for the Teacher Made Materials project in ECCE 115. |
| | Action Plan: | Faculty will continue to refine the grading rubric for clearer understanding of how the project will be graded. As part of the assignment, students will "grade" each step of the assignment using the rubric. |
| 2019-2020 | Use of Results: | As part of the assignment students now "grade" each step of the assignment using the rubric. This improves student learning and performance with their ability to view and reflect on their work from a more objective view. In addition, the labs that were created to address different developmental domains (language, cognitive, physical) provide hands on experience and results in more thorough understanding of child development. |
| | Results: | 79% of the students received an A or B as a grade for the Teacher Made Materials project in ECCE 115. |
| | Action Plan: | The faculty teaching the course will use simulated case study guidelines for the Teacher Made Material assignment. Using case studies allows the faculty to be helpful to the students during the observation process and that it provides a more guided experience for the students to properly assess and evaluate child development. |
| 2020-2021 | Use of Results: | The faculty teaching the course used simulated case study guidelines for the Teacher Made Material assignment. Using case studies allows the faculty to be helpful to the students during the observation process and that it provides a more guided experience for the students to properly assess and evaluate child development. |
| | Results: | 91% of the students received an A or B as a grade for the Teacher Made Materials project in ECCE 115. |
| | Action Plan: | Faculty will continue to use case studies. |
| 2021-2022 | Use of Results: | Faculty continued to use case studies. |
| | Results: | 79% of students received an A or B. |
| | Action Plan: | Review and revise the project directions for more specific language outlining expectations <ul style="list-style-type: none"> • Continue to provide a simulated Case Study to complete this project when students cannot observe actual infants or toddlers due to Covid restrictions as well as other obstacles. • Providing a template for each step. • Provide examples from past students for each step |

The Nuventive system output report on page 5 lists all of the college approved goals and objectives and the number of assessment activities that are related to them. There are a total of 2,144 assessment plan activities in the database arranged by the college goals and objectives. This data is also available arranged by academic department or by strategic plan or by Middle States Standard. Reports can readily be generated for each item or program.

| Goals and Objectives | Count of Related Assessments |
|--|-------------------------------------|
| College Goals and Objectives | 2144 |
| 1. Enhance and promote teaching excellence and academic success. | 1153 |
| 1.1 Provide faculty with a variety of resources and opportunities for professional development. | 16 |
| 1.2 Provide a variety of resources and opportunities to meet the academic and technological needs of students. | 193 |
| 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. | 217 |
| 1.4 Create opportunities for student engagement and learning outside the classroom. | 83 |
| 1.5 Maintain and enhance an environment that supports student goal attainment, such as transfer, graduation, employment and personal/professional enrichment. | 282 |
| 1.6 Review, revise and/or develop effective and innovative academic courses and programs in response to identified needs. | 52 |
| 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. | 310 |
| 2. Develop and support a student-centered collegial environment. | 463 |
| 2.1 Provide comprehensive academic and non-academic support services. | 92 |
| 2.2 Maintain and enhance a systematic and integrated approach to retention, student persistence and success. | 108 |
| 2.3 Maintain and enhance a comprehensive enrollment management system. | 60 |
| 2.4 Provide effective academic advising for all students. | 30 |
| 2.5 Maintain a comprehensive scheduling system and course schedule that is responsive to student needs. | 23 |
| 2.6 Promote awareness of student support services, college policies and campus-sponsored events and activities. | 41 |
| 2.7 Foster student responsibility and engagement in their education. | 80 |
| 2.8 Ensure a safe and civil environment on campus. | 23 |
| 2.9 Regularly assess the effectiveness of all student support services. | 6 |
| 3. Promote diversity, equity, and inclusion within the college community. | 112 |
| 3.1 Develop and promote institutional programs and processes that embrace diversity, equity and inclusion. | 44 |
| 3.2 Promote an environment of diversity, equality and respect for all members of the campus community. | 18 |
| 3.3 Increase the recruitment, retention and success of both students and employees from under-represented groups. | 50 |
| 4. Create and sustain a technological environment that is supportive of all academic and administrative needs. | 60 |
| 4.1 Provide for continuous review and upgrading of technology as it serves academic and administrative applications. | 33 |
| 4.2 Maintain secure, reliable and redundant administrative and academic information systems. | 27 |
| 5. Maintain and improve administrative services. | 171 |
| 5.1 Promote communication, cooperation, collaboration and shared decision making | 12 |
| 5.2 Promote fiscal responsibility and accountability throughout the college. | 31 |
| 5.3 Support the staff with the necessary resources and opportunities for professional and personal development. | 5 |
| 5.4 Promote a respectful and collaborative approach to the bargaining process. | 2 |
| 5.5 Provide a clean, safe and accessible environment that meets the needs of the campus community and is conducive to teaching and learning. | 92 |
| 5.6 Regularly assess the effectiveness of all administrative services. | 29 |
| 6. Continue to develop and foster mutually beneficial relationships with the community. | 185 |
| 6.1 Encourage and support administrative and academic partnerships with businesses, educational institutions and the community. | 71 |
| 6.2 Promote the college as an exemplary educational institution by focusing on institution-wide marketing and the unique merits of each program. | 20 |
| 6.3 Promote and encourage community service by students, faculty and staff. | 18 |
| 6.4 Serve as a community, cultural and civic resource. | 33 |
| 6.5 Promote and support college initiatives that generate external revenue. | 29 |
| 6.6 Pursue external financial support for college programs and initiatives. | 14 |
| Grand Total | 2144 |

1.e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution;

As a comprehensive community college, **teaching students is the primary duty of faculty (1105)**. Currently, teaching is the central requirement for full-time faculty reappointment, tenure, and promotion.

Many faculty are interested in scholarship and creative works for professional development. While there has been general support for all types of scholarship and creative works, Hudson Valley has been particularly focused on supporting the scholarship of teaching and learning through the college's **Center for Professional Excellence (1106)**. There are many courses available each semester that are useful to all faculty.



There is an annual **Faculty Workshop Day (1107)** in late winter (no classes are scheduled) that covers many topics of interest to the faculty. The Faculty Workshop Day is developed by the faculty based on the suggestions and input of the entire faculty. Furthermore, there are additional opportunities for professional development through the Personnel Resources Committee (PRC) fund and individual departmental budgets.

1.f. are publicized and widely known by the institution's internal stakeholders;

Hudson Valley's Mission and Goals, Vision, and Core Values are widely publicized across campus. They are prominent in all campus publications (such as the **College Catalog** and Employee and Student Handbooks), and they are readily available on the College Website. All academic, administrative and student support departments have Mission statements that reflect their particular purpose and functions. As part of the annual departmental review processes, departments demonstrate alignment of their Mission and Goals, and unit and assessment activities with the College's Mission and Goals.

The reporting of assessments is completed through the Nuventive system. All departmental unit plans, assessment plans, and departmental budget requests are aligned and cross-walked with the college Goals and Objectives.

1.g. are periodically evaluated;

Comprehensive evaluation processes encompass all areas of the college and are represented in the annual assessment reports. The college's Mission and Goals are assessed on a three-year cycle by the Academic Senate Planning Committee (all members of the campus are invited to these meetings) to engage the campus community in the evaluation of the college's Mission and Goals. In addition, the Mission and Goal assessments are always structured to be completed in conjunction with the development of the next five-year update to the Strategic Plan.



As part of the evaluation process, the campus community assesses the currency and appropriateness of the college's Mission and Goals. In preparation for the next Strategic Plan, the college Mission is reviewed, then each of the Objectives is evaluated to determine if the objective should be updated or deleted or remain unchanged. Some new Goals or Objectives may be added, updated, or refined, as needed to reflect changes for the future.

2. Institutional Goals that are realistic, appropriate to higher education, and consistent with Mission;

Hudson Valley's Goals are centered on student and institutional success and are realistic and appropriate to higher education. The college Goals are aligned with both the MSCHE Standards and the college's Strategic Plan through the Nuventive crosswalk. In addition, the college Goals and Objectives are derived from the College Mission, Vision, and Core Value statements. The college's strategic plan operationalizes the **College Mission and Goals (1101)** through the strategic plan's 6 priorities, 44 goals, and 174 specific strategies. The **strategic plan (1102)** addresses the institutional challenges that are identified in the self-study preface.



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;

The Hudson Valley Goals includes the following Goals and Objectives below that focus on student learning and student support:

| COLLEGE GOALS | 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. |
| | 2.8 Ensure a safe and civil environment on campus. |

Hudson Valley has extensive student support services and programs which are available to all students. The college has comprehensive learning centers, which consist of the **Computer Learning Center (1308)**, **Learning Assistance Center (1309)**, **the Collegiate Academic Support Program (1310)**, **the Science Study Center (1311)**, and **the Writing and Research Center (1312)**. The learning centers were recently updated to provide additional functional and inviting spaces for students to receive a wide variety of instructional support. Workshops and programs are also provided for students, focusing on math, writing, computer use, research, and other skills such as time management, active learning, and test taking.

The **Center for Academic Engagement (1313)**, located centrally in the Campus Center, is designed to facilitate collaboration between academic and instructional support units and encourage faculty and staff to intervene on student retention issues in a timely manner. All of these activities support the college Mission and Goals.

The college's General Education Learning Outcomes assessment are detailed in Standard III.

The college also uses the Nuventive system to record assessments and outcomes for both academic and non-academic departments. The assessments and outcomes are cross walked to Mission and Goals, Strategic Plan, and Middle States standards.

4. periodic assessment of Mission and Goals to ensure they are relevant and achievable.

Hudson Valley's Mission, Goals, and Objectives (1101) are integral to the college's institutional effectiveness and assessment processes. All college departments and units do formal assessment and planning on an annual basis. Intended outcomes and unit planning initiatives are linked to the appropriate Goals and Objectives, the college's Mission, the **Strategic Plan Priorities (1102)**, the MSCHE Standards, and to the college's Core Indicators (Key Performance Indicators) used in part to measure institutional effectiveness. Hudson Valley uses the MSCHE self-study process and our own Mission and Goal review processes to continue assessment of the college's Mission and Goals. Each time the college updates its Mission or Goals, there is a campus-wide review process, which includes open forums, discussion and approval by the Planning Committee and Academic Senate, approval by the college President and approval by the college Board of Trustees.



Strengths

The college's mission, goals, and objectives are linked with the assessment, budgeting, and planning processes, and in achieving compliance with Middle States Standards.

The college's mission, vision, and core values were developed through a transparent, inclusive, collaborative, and collegial process in conjunction with the strategic planning process.

Challenges

It is an ongoing institutional challenge to continually communicate our mission, vision, goals and core values to maintain alignment among all members of our community.

Recommendations

Hudson Valley recognizes the value of its campus community embodying the college's mission, vision, goals, objectives, and core values. The college will actively engage the campus community through frequent, impactful, and visible reminders of these aspirations, including but not limited to signage, posters, events, employee recognition, email signature lines, business cards, new employee orientation, the Employee Handbook, and the website. A workgroup will be established by the Vice President for Institutional Effectiveness and Technology to spearhead this project.

The Planning Committee of the Academic Senate will establish a yearly, rotating schedule to assess the college's mission, vision, goals, objectives, and core values.



Standard II: Ethics and Integrity

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;

Hudson Valley, as a member of the State University of New York (SUNY), strongly supports academic and intellectual freedom, freedom of expression, and respect for intellectual properties (**SUNY It's all Academic Freedom (2101)**). Academic freedom is endorsed by the New York State Board of Regents, which presides over SUNY and the New York Board of Education, and is responsible for the general supervision of educational activities within the state (**Board of Regents NYS (2102)**). SUNY adopted and endorses the American Association of University Professionals' (AAUP) interpretation of academic freedom (**AAUP Academic Freedom 2103**).

Hudson Valley's Academic Freedom policy is available to all constituents via the Faculty Agreement (FA), which is publicly available on Human Resource's web page (**FA (2104)**). Faculty are permitted to engage in intellectual work in a manner that is their perceived truth to the subject matter without fear of repercussions (**FA Freedom Classroom (2105)**). The labor agreement outlines the grievance procedure regarding perceived infringement on academic/intellectual freedoms and/or intellectual property (**FA Grievance Procedure (2106)**). Students are also granted the right to "take reasoned exception to the data or views offered in any course," and are protected from "improper evaluation" (**SUNY Academic Freedom Students (2107)**).

Furthermore, the college's commitment to academic freedom was incorporated into the Core Value of Diversity:

Hudson Valley Community College is committed to 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. HVCC 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.

That this important information is part of the college's Core Values is an attestation to the college's commitment to ensuring these freedoms are protected.

In addition, Hudson Valley's Board of Trustees' By-Laws provide another critical component in ensuring academic freedom. As noted in its description, the Personnel Committee of the Board of Trustees (BOT) is responsible for overseeing all issues pertinent to this concept. (**BOT Academic Freedom Bylaws (2108)**).

Hudson Valley demonstrates and supports respect for intellectual freedom and intellectual property rights as stated by SUNY's 1954 adaptation of the Federal Copyright Act (**SUNY Copyright & Faculty Ownership (2109)**) and the Faculty Contract (**Faculty Prepared Materials (2110)**), which states that faculty are "entitled to full freedom in research and the publication of the results thereof subject to the adequate performance of their other academic duties." The contract also states that except in "such instances where job content requires the development of materials," faculty-developed materials "shall remain the property of the faculty member involved," including patents and copyrights. Further, the contract also states that faculty developed materials may not be sold to Hudson Valley students except by "written agreement between the President and or their designee and the faculty member involved."

Intellectual property rights are addressed via the Judicial System (**Intellectual Property Rights Judicial System (2111)**), including the Copyright Policies outlined in 5.4.7 of the **College Catalog (Copyright Policy College Catalog (2112))**, which emphasize that theft of intellectual property can be a crime and is not permitted by the college. Both policies can be located online through the main page in the **College Catalog**. Additionally, the Marvin Library provides comprehensive information on intellectual property laws, regulations, and policies (**Copyright in a Nutshell (2113)**).

2. a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;

Hudson Valley is committed to maintaining a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives. It is important that "Each individual must be able to work and learn in an atmosphere of respect, dignity, and acceptance." (**Core Values: Diversity (2201)**) The college's 2019-24 Strategic Plan prioritizes enhanced equity and inclusion, a positive campus culture and environment, and the recognition and value of all aspects of diversity (**Strategic Plan Priority 6 (2202)**).



Following the SUNY Board of Trustees' adoption of a Diversity, Equity, and Inclusion Policy (**SUNY DEI (2203)**), Hudson Valley established the Office of Diversity, Equity, and Inclusion (ODEI) in 2017, overseen by the college's Chief Diversity Officer (CDO) (**ODEI Homepage (2204)**). The ODEI's mission is to "heighten awareness and understanding of diversity, equity, and inclusion" and "to ensure a healthy and respectful space for everyone on campus." (**ODEI Mission DEI Action Plan p. 4 (2205)**). The CDO created a Presidential Advisory Committee on

Campus Diversity and Inclusion, which fulfilled its charge to develop a Comprehensive Strategic Diversity, Equity, and Inclusion Action Plan intended to increase diversity and close the equity gap (**DEI Action Plan 2018 (2510)**). The DEI Plan was framed around three major initiatives: I, Student Diversity; II, Faculty and Staff Diversity; and III, DEI Principles in College Curriculum, and includes measurable outcomes. As with other Hudson Valley action plans, the DEI Action Plan is updated every year to record progress (**DEI Action Plan Update 2021-22 (2236)**).

Hudson Valley's ODEI is a very active part of the campus community, offering non-mandatory workshops such as "Raising Your Diversity, Equity, and Inclusion IQ" and "Structural Inequities: Systemic Racism," (**ODEI Workshops (2206)**) and attending College Forum, a required one-credit course for new full-time students, to introduce new full-time students to the ODEI and to talk to the students about diversity to the campus community. To evaluate what participants thought of their experience in the ODEI workshops, a 13-item form is utilized (**DEI Workshop Evaluation Form (2207)**).

The ODEI workshops have been highly rated by both staff and students; for example, the workshop "Embracing Diversity: What is Diversity" 145 of the 163 participants, or 89%, indicated that they found the 12-week series to be "excellent" or "good," with the remaining 18 choosing "neutral" as their response (**Embracing Diversity Workshop Results (2208)**). The college's CDO also attends College Forum sessions to introduce new full-time students to the ODEI and to talk to the students about diversity.



The ODEI also works with the Center for Professional Excellence (CPE). As part of the 2022 Faculty Workshop "Moving Education Forward: Empowerment and Empathy in Times of Change" the ODEI developed the recurring workshop entitled "My Journey to HVCC: Addressing the Needs of Our Diverse Student Population" as part of the college's annual Faculty Workshop Day, offered as a reoccurring session. The workshop was led by the Chief Diversity Officer and Hudson Valley faculty and staff and focused on the experiences encountered by Hudson Valley's diverse student body and the impact these experiences have on the students' ability to learn. In addition, one of the college's American Sign Language faculty offered "Signs and Awareness," presented by an American Sign Language instructor, which addressed the importance of bringing awareness to the Deaf/Hard of Hearing culture and community. These events were rated very highly, with 97% of those responding to the "Overall Faculty Day Evaluation" rating the session topics as "excellent" or "good." (**FWD OverEval S22, p. 2 (2243)**).

In fall 2022 ODEI offered the first two of four workshops for employees at the **Educational Opportunity Center (EOC) (2240)**. “Looking Through the Diversity and Ethical Lens” was very well received, with participants rating their experience as a 4.65 out of a possible 5.00 (**EOC Workshop Evals (2209)**). Additionally, the ODEI works with community organizations, businesses, school districts, and other partners to help develop collaborative relationships within the college, both on- and off-campus. During the 2021-22 academic year the CDO, with a representative from the EOC, attended Teen Night at Green Tech High School to engage the students and make them aware of what both Hudson Valley and the EOC offered.

The English, Foreign Language, and English as a Second Language (EFL) Department has been working on developing its own SUNY General Education outcome Diversity, Equity, Inclusion, and Social Justice (DEISJ) initiative for the Composition I and Composition II courses for faculty. Four 1.5-hour workshops were created and held for EFL faculty on strategies of creating a more inclusive curriculum, particularly for Composition I and Composition II courses. The series of workshops was titled “Composition and DEI Professional Development Series” and were inclusive of topics such as Culturally Responsive Teaching, Growth Mindset, the Equity-Minded Syllabus, and Equity-Minded Assignments and Grading Policy. EFL Faculty developed and presented the workshops, each of which had over 20 participants, including both full- and part-time faculty. Recordings of each workshop and all workshop materials are available on the EFL Blackboard site. Sample materials from the workshop are presented for evidence (**Equity-Minded Grading (2241)**), (**Equity-Minded Syllabus (2242)**). This initiative is continuing in March and April with two more workshops: DEISJ and Literature (March) and DEISJ and Languages (April).



In addition to the annual Faculty Workshop Day, the college’s **Center for Professional Excellence (2210)** provides a rich variety of workshops, certificate programs, and other opportunities for both faculty and staff to participate in activities focusing on teaching and working with diverse populations, including ESL students, people of color, and addressing the problem of unconscious bias. Hudson Valley’s **Office of Cultural Affairs (2211)** offers to the on- and off-campus community a wide range of diverse events, including lectures, concerts, theater and dance performances, visual arts exhibitions and more such as “Dogs, Horses and the Indian: A History of Blood Quantum,” “Fostering Workplace Belonging,” and “What is the Universe?” offered in early October 2022. In 2018-19, **Cultural Affairs (2244)** reported that participation rates for all afternoon events met their benchmark, with one ticketed event getting sold out of all 350 tickets (**An Evening with Gloria Steinem (2237)**).

Further, faculty, staff, and students make abundant use of the services provided by the Center for Access and Assistive Technology (CAAT), where “mutual respect for all students is encouraged through the accommodation for people with disabilities.” A number of Hudson Valley’s student clubs and organizations, which supplement and enrich students’ academic experiences through educational, socio-political, cultural, recreational and religious activities (**Student Clubs (2212)**) offer students a way to connect with other students. These clubs include, but are not limited to: American Sign Language (ASL) Club, Black and Latino Student Union, Muslim Student Association, Foreign Language and Culture Club, Jewish Student Union, Not A Bit of Difference Club, Armed Forces Club, and Sisters InSynch Club (**Sisters InSynch Club (2213)**).

The college's Human Resources (HR) Office also plays a role in nourishing and maintaining a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives. HR oversees the college's **Affirmative Action (2506)** process and enforces Hudson Valley's **Anti-Discrimination and Harassment Policy (2238)**, which is explicit in its condemnation of all forms of discrimination and harassment. This policy includes but is not limited to, requirements of **Federal Executive Orders 11246 (2214)** as amended, **Title IX of the Education Amendments (2215)** of 1972m 503, 504 Regulations of the Vocational Rehabilitation Act of 1973 (**Section 504 Rehabilitation Act of 1973 (2216)**), and **Title VII of the 1964 Civil Rights Act (2217)**.

In addition, Hudson Valley's HR Office offers mandatory trainings including Title IX and Workplace Violence and ensures compliance with SUNY's Equal Opportunity: Access, Employment and Fair Treatment Policy (**SUNY Equal Opportunity Policy (2219)**). In summary, it states that "no discrimination against or harassment of individuals will occur on any of the campuses or in the programs or activities of the University. Furthermore, the University provides equal opportunity in employment for all qualified persons; prohibits discrimination in employment; and promotes the full realization of equal employment opportunity through a positive, continuing program for the University as a whole and for each constituent unit of the University."

Hudson Valley has been recognized as a "**Military Friendly School (2220)**" every year since 2016 and recently established the Veterans Resource and Outreach Center (VETROC). The **VETROC (2221)** also houses the Rensselaer County Dwyer Veterans Peer Support Program, which offers counseling and aid for veterans suffering from PTSD and Traumatic Brain Injuries (**VETROC Dwyer Program (2222)**).



Hudson Valley students are surveyed every year with either the SUNY Student Opinion Survey (every two or three years) or Hudson Valley's Student Satisfaction Survey, which is based on the Student Opinion Survey), to gather their level of satisfaction with various aspects of their experience at their college, including the campus climate. These factors include such issues as personal safety, acceptances of individual differences, acts of prejudice, freedom from harassment, sense of respect, and more. **Table 2.2.1**, below, present four years of results for these items.

Table 2.2.1 Campus Climate Survey Items

| How satisfied are you with: (Likert scale: 5=Very Satisfied 1=Very Dissatisfied) | HVCC 2018 mean | HVCC 2019 mean | HVCC Comparison 2021 23 SUNY CC's (average) | | | HVCC 2022 mean |
|---|----------------------|----------------------|--|--------|---------------|----------------------|
| | | | HVCC 2021 | 23 CCs | HVCC Diff. | |
| 1. Your sense of personal safety/security on campus | 3.89 | 3.98 | 4.15 | 4.09 | +0.06 | 4.33 |
| 2. Campus acceptance of individual differences | 3.98 | 4.05 | 4.28 | 4.34 | -0.06 | 4.79 |
| 3. Sexual assault prevention programs/activities | --- | --- | 3.94 | 3.91 | +0.03 | 4.18 |
| 4. Racial harmony on campus | 3.95 | 4.06 | 4.07 | 4.11 | -0.04 | 4.24 |
| 5. Faculty/instructor respect for students | 3.87 | 3.92 | 4.15 | 4.11 | +0.04 | 4.05 |
| 6. Non-teaching staff respect for students | 3.88 | 3.97 | 4.15 | 4.11 | +0.04 | 4.31 |
| 7. Freedom from harassment or bullying at this college | --- | --- | 4.20 | 4.17 | +0.03 | 4.37 |
| 8. Your sense of belonging on this campus | 3.74 | 3.76 | 3.82 | 3.79 | +0.03 | 4.01 |
| 9. Student respect for other students | 3.86 | 3.89 | 4.15 | 4.12 | +0.03 | 4.23 |
| 10. People are open to opinions of others at this college | 3.80 | 3.77 | 4.23 | 4.23 | 0.00 | 4.09 |
| 11. Acts of prejudice based on race are rare at this college | --- | --- | 4.15 | 4.16 | -0.01 | 4.28 |
| 12. Acts of prejudice based on religion are rare at this college | --- | --- | 4.14 | 4.16 | -0.02 | 4.30 |
| 13. Acts of prejudice based on socio-economic status are rare at this college | --- | --- | 4.16 | 4.17 | -0.01 | 4.31 |
| 14. Acts of prejudice based on gender identity are rare at this college | --- | --- | 4.15 | 4.16 | -0.01 | 4.27 |
| 15. Acts of prejudice based on sexual orientation are rare at this college | --- | --- | 4.17 | 4.17 | 0.00 | 4.32 |

*A dash (-) indicates that the item was not included in the SSS and SOS surveys until 2021.

Table 2.2.1 presents the campus climate-related results from the 2018 and 2019 Hudson Valley Student Satisfaction Surveys (SSS) in the first two columns and the 2022 SSS items in the last column. In between, the yellow-shaded columns present the results of the 2021 SUNY Student Opinion Survey (SOS), which SUNY administers to all SUNY System colleges. The SOS provides campuses the ability to compare their own results to the average of other SUNY colleges by classification (either SUNY community colleges or four-year colleges).

In both the SSS and SOS surveys, respondents are asked to indicate their satisfaction with each statement using a five-point Likert scale, with “1” = Strongly Disagree and “5” = “Strongly Agree.” The first yellow-shaded column shows Hudson Valley’s average responses, the second yellow column shows the average mean of the 23 participating SUNY community college responses, and the third yellow column contains the differences between the two sets of means. Finally, the last column on the right presents the 2022 SSS results. (Note: There is no 2020 Hudson Valley student survey as SUNY requested that colleges do not administer surveys at that time due to the pandemic.)

Overall, student satisfaction with Hudson Valley’s campus climate is fairly high and saw a general increase from 2018 to 2022. In 2021 comparison for each item reveals that Hudson Valley’s results are quite similar to the average results of its SUNY community college peers. For example, item 4 in **Table 2.2.1**, satisfaction with racial harmony on campus, earned a mean of 4.07 out of 5.00 for Hudson Valley survey respondents compared to an average mean of 4.11 among the 23 participating SUNY community colleges, a -0.04 point difference. For item 2, campus acceptance of individual differences, Hudson Valley saw a mean satisfaction of 4.33 and SUNY community colleges a mean satisfaction of 4.34, a -0.01 difference. These means are the highest means in this group of items. For the 2021 comparison between Hudson

Valley's results and the results of the participating SUNY community colleges, the point difference ranged from -0.6 (item 2) to +0.06 (item 1).

The 2022 Hudson Valley SSS saw fairly notable increases in satisfaction all items, with the exception of item 10, openness to others' opinions, which decreased from 2021. All other items saw an increase from 2021, 2019, and 2018. Item 2, campus acceptance of individual differences, saw the highest mean satisfaction again, earning a 4.79 out of a possible 4.00.



Overall, students appear to feel positive about the campus climate, particularly regarding the acceptance of individual differences, racial, religious, gender, sexual orientation, and socio-economic level, as well as their sense of personal safety and security on the Hudson Valley campus. Additionally, their level of satisfaction with the campus climate at Hudson Valley is comparable with that of their peers at the participating SUNY community colleges.

Hudson Valley faculty and staff are also surveyed regularly in the spring using the college's **Employee Satisfaction Survey (ESS) (2223 Table 3, page 6)**. The ESS asks respondents to indicate their level of satisfaction with a variety of aspects of the college, including the Academic Senate, college efforts at diversity of employees and students, the cleanliness of the campus and other physical plant-related matters, commitment to the student experience, etc. The **Campus Climate Survey (CSS) (2224 Table 2, page 3)**, was developed to gather employee perceptions of the college's adherence to statements in the Mission, Goals and Objectives, Core Values, Strategic Plan, Self-Study Institutional Priorities, Institutional Effectiveness Recommendations, Middle States Standards, etc., and administered to all employees in fall 2021.

Table 2.2.2 Employee Satisfaction Survey spring 2019, 2020, 2021, and 2022

| Employee Satisfaction Survey 2019, 2020, 2021 (6 Point Likert Scale 1=Very Dissatisfied 6=Very Satisfied) | 2019 mean | 2020 mean | 2021 mean | 2022 mean |
|--|----------------------|----------------------|----------------------|----------------------|
| 12. I am satisfied with the college's efforts to promote civility, collegiality, and respectfulness among employees. | 4.10 | 3.94 | 4.24 | 3.69 |

While student survey responses were quite positive, employee perceptions were less positive in both surveys, as shown below. Please note that for both the ESS and CSS a 6-point Likert scale with "1" = Strongly Disagree and "6" = "Strongly Agree" was utilized.

The results for the campus climate related ESS item are shown in **Table 2.2.2**, above, with four years of data shown for comparison. Satisfaction with the item, satisfaction with the college's efforts to promote civility collegiality, and respectfulness among employees, fluctuated across the administration of the survey. In 2022 this item earned a mean satisfaction of 3.69 out of 6.00 in 2022, down from 2021's mean of 4.24, 2020's mean of 3.94, and of 2019's mean of 4.10.

Table 2.2.3 Campus Climate Survey fall 2021

| Campus Climate Survey fall 2021 (6 Point Likert Scale 1=Strongly Disagree 6=Strongly Agree) | 2021 Mean |
|--|----------------------|
| 10.The college strives to maintain a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives. | 3.86 |
| 12.Hudson Valley is committed to cultivating respect and civility on the campus. | 4.00 |

Table 2.2.3 presents the Campus Climate Survey respondents agreement level with the item 10, college efforts to maintain a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives, which earned a mean agreement of 3.86 out of a possible 6.00. Item 12, Hudson Valley's commitment to cultivating respect and civility on the campus, earned a 4.00.

The gap between student and employee perceptions of the campus climate are very apparent. In spring 2021, when the SUNY Student Opinion Survey was administered, it was a year into the COVID pandemic, and students were still largely in remote classes and not on campus, which perhaps impacted their perceptions. The employee perceptions, for both the CSS and the ESS, were also likely impacted by the pandemic as most employees were still working remotely, particularly faculty, but student-facing employees, among others such as custodial and public safety staff, were required to be on campus, resulting in a perceived inconsistency in the work from home policy and the mask policy (**ESS COVID Comments (2239)**).

In spring 2021, in response to the Campus Climate Survey results, Senior Staff developed an Action Plan in early spring 2022, which was tied closely to the concerns expressed by the respondents (**Campus Climate Survey Action Plan Campus Chronicle (2225)**), including refunding for the Academic Senate Personnel Resources Committee for professional development use, reinstatement of the Meritorious Service Awards and the annual Pinning Ceremony, tuition reimbursement, restoration of sabbatical leaves, among a number of other initiatives. In late summer a **Campus Climate Survey Action Plan Progress Update (2226)** was published in the Campus Chronicle. Regarding the 2022 Employee Satisfaction results, the administration is currently developing an action plan to address concerns expressed by survey respondents. Further, the Academic Senate has been charged with the establishment of a Senate Ad Hoc committee focused on building community on the campus.

In addition, in response to the Employee Satisfaction Survey and the Student Opinion Survey results, both Academic Affairs (**VP-Exec Dir Annual Assessment Update VPAA p.2 (2227)**) and Student Services (**VP-Exec Dir Annual Assessment Update Student Activities p.2-3 (2228)**) describe changes made in 2021. These actions include the establishment of an "All-Academic Meeting has been implemented to best communicate initiatives, policy and procedure modifications and general information relevant to all members of academic affairs" and "improvements made with a restructuring of the advisement departments and hiring of additional staff, and implemented the Student Concierge Model" by Academic Affairs.

Student Services actions include offering "all student affairs departments, (with the exception of traditional intercollegiate athletics, as an eSports intercollegiate team was approved) provided

hybrid services from enrollment services, student development support (counseling, tutoring, mentoring, coaching, etc.) to student life (movie tickets, food pantry, club activities, student government, and intramural activities, etc.),” and a recognition that for employees “there is a need for more virtual offerings, not only to accommodate the students, but to accommodate their personal/family lives that have been impacted by the pandemic.”

Table 2.2.4 Changes in Student Body Makeup

| Race/ethnicity | Fall 1987 % | Fall 1990 % | Fall 1995 % | Fall 2000 % | Fall 2005 % | Fall 2010 % | Fall 2015 % | Fall 2017 % | Fall 2019 % | Fall 2020 % | Fall 2021 % | Fall 2022 % |
|-----------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Total Minority | 4.8 | 5.7 | 9.4 | 11.2 | 13.5 | 15.5 | 24.4 | 26.6 | 30.0 | 27.5 | 28.7 | 30.3 |
| White | 95.2 | 94.3 | 90.6 | 88.8 | 86.5 | 84.5 | 75.6 | 73.4 | 70.0 | 72.5 | 71.3 | 69.7 |

Hudson Valley has seen a steady increase in the percentage of the student body identifying as belonging to an underrepresented group continues to increase, as **Table 2.2.4**, above, illustrates. In 1987 (the first year the information was archived) the percentage was 4.8% and in 30.3% in 2022, and as the Capital Region continues to become more diverse it is likely that this increase will be reflected in the college’s student body.

Table 2.2.5 Overall Diversity of Students and Employees

| Group | Fall 2018 White | Fall 2018 Minority | Fall 2019 White | Fall 2019 Minority | Fall 2020 White | Fall 2020 Minority | Fall 2021 White | Fall 2021 Minority | Fall 2022 White | Fall 2022 Minority |
|------------------|-----------------|--------------------|-----------------|--------------------|-----------------|--------------------|-----------------|--------------------|-----------------|--------------------|
| Students | 71.7% | 28.3% | 70.0% | 30.0% | 72.5% | 27.5% | 71.3% | 28.7% | 69.7% | 30.3% |
| Group | Fall 2018 White | Fall 2018 Minority | Fall 2019 White | Fall 2019 Minority | Fall 2020 White | Fall 2020 Minority | Fall 2021 White | Fall 2021 Minority | Fall 2022 White | Fall 2022 Minority |
| Employees | 90.0% | 10.0% | 89.5% | 10.5% | 89.0% | 11.0% | 89.5% | 10.6% | 89.2% | 10.8% |

Hudson Valley recognizes the importance of a diverse faculty and staff on student success, and continues to increase its efforts to recruit, hire, and retain employees from diverse backgrounds. However, the college’s vacancy responses reveal that the applicant pool is still not sufficiently diversified to reflect the demographics of the college, and this is reflected in the ratio of Hudson Valley underrepresented employees (10.8%) to White employees (89.2%), as presented in **Table 2.2.5** above, a ratio that has barely budged in the last five years.

To address this issue the college, in collaboration with the ODEI, has embarked on a revitalized commitment to wider and more inclusive advertising of positions and expanding to broader search areas, including major cities. The ODEI reaches out to various minority organizations such as fraternities and sororities (**Diversity Action Plan (2510)**) and works in collaboration with the Office of Human Resources to provide a series of diversity and inclusion trainings for individuals chairing search committees to lessen the impact of bias on decision outcomes.

To further support a climate of respect, Hudson Valley has strict policies against intolerance of opposing views, threats, and bullying, and ensures that these policies are adequately communicated to the campus community. Such policies include the college’s **Anti-Bullying Policy (2229)**, adopted at the August 24, 2021 Hudson Valley BOT Meeting (**BOT Minutes 8.24.21 (2230)**), which “seeks to educate the College community about bullying, and to promote civility and respect among all its members, including the College’s trustees, administration, faculty, staff, students, contractors, consultants and vendors.”

In addition to being available on the **College Catalog**, these policies are part of HR's New Employee Orientation process (**New Employee Orientation pp. 32, 48 (2231)**). Hudson Valley also adheres to the **SaVE and Violence Against Women (2232)** policy and **Title IX Compliance (2233)**. Further, the college is in full compliance with federal, state, and county mandatory trainings, which include Drug and Alcohol, Work Place Violence, and Discrimination and Harassment.

The Hudson Valley Student Code of Conduct and Campus Regulations state that "Harassment of student(s) or employee(s) is not allowed" and the Computer Use Policy addresses posting or electronically transmitting material that is considered harmful, abusive, hateful, and derogatory. The **Student Handbook (2234)** contains the **Judicial System (starting on page 31)** including Article V, Code of Conduct for Campus Regulations and Computer Ethics (p. 33) and Academic Ethics (p. 41), as does the **College Catalog**. Article V outlines the regulations which have been established for the protection of all students as well as all visitors, guests, employees, and organizations, and details prohibited conduct.



In summary, Hudson Valley values and emphasizes a community of respect, promoting policies to ensure a climate that fosters respect for all campus constituencies from a range of diverse backgrounds, ideas, and perspectives. These policies promote pervasive, campus-wide respect and detail specific deterrents and penalties for violating these principles and policies. Such policies are found throughout the HVCC **Employee Handbook, Student Handbook, College Catalog**, and other internal and external documents.

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;

Hudson Valley has comprehensive policies and procedures in place to handle complaints of bullying, discrimination, harassment, and other disrespectful or harmful behaviors. These policies and procedures are clear, documented, and easily located, and complaints are adjudicated in compliance with state and federal laws. Both the **Student Handbook (2234 pp. 31-45)** and the **College Catalog** contain full information on the college's Judicial System including its purpose and intent, jurisdiction, and, in Article V, the Hudson Valley Code of Conduct for Campus Regulations and Computer Ethics Policy is presented in full.

The Judicial System clearly outlines and defines types of prohibited behavior such as Bias Related Crimes including Hate Crimes in Article 5.1, Violence Against Women and Other Forms of Domestic Violence including Domestic Violence, Stalking, and Sexual Assault in Article 5.2,

and Other Prohibited Conduct in Article 5.3, including bullying and firearms. In Article 5.4 presents details of the Computer Ethics Policy, including prohibited conduct such as electronically transmitting or posting material which is sexually explicit, hateful, harassing or deemed prohibited. The Procedure for Processing Complaints for both Campus Regulations and Computer Ethics is fully outlined in Article VI. In addition, in Article VII contains the Code of Conduct for Academic Ethics, with a description of prohibited behavior, including Plagiarism, Cheating, and Forgery, followed by Informal Procedures for Processing Violations of the Code of Academic Ethics and, finally, the Hearing Procedures in Article IX and the Appeals Procedures in Article X.

The **College Catalog** also outlines the Hudson Valley **Title IX Grievance Process (2312)**, inclusive of definitions, time limits, the hearing and appeals processes, and the name and contact information of the campus Title IX Coordinator. Hudson Valley's Grade Dispute Policy, which offers "Protection Against Improper Academic Evaluation" (**Grade Dispute Policy College Catalog (2313)**) is explained in the **College Catalog** as well, and a general "Filing a Complaint" option is available on the college's Consumer Information site (**Filing a Complaint HVCC (2314)**). This site also provides links for complaints or concerns to SUNY, New York State Education Department (NYSED), and MSCHE.

Faculty and department chairs at Hudson Valley also have specific and detailed grievance procedures laid out in their respective agreements with Rensselaer County and the Hudson Valley BOT, the faculty through the Faculty Agreement (FA) (**Grievance Procedure FA pp. 44-47 (2106)**) and department chairs through their bargaining unit agreement (**Grievance Procedure DCs pp.42-46 (2302)**). Staff, depending on employee classification, follow the **Grievance Procedure NIEU pp. 38-40 (2303)**, or **Grievance Procedure EOC Alliance pp. 49-52 (2304)**.

Fair and objective handling of grievances is supported by the policies and procedures laid out in Judicial System, included in the **College Catalog**, which explicitly requires that investigations and proceedings dealing with these issues not be conducted by individuals with conflicts of interest (**Conflict of Interest Student Handbook (2315)**). The Judicial System is also included in the **College Catalog (2305)** and the **Employee Handbook**.

Hudson Valley's HR website provides information on the Affirmative Action Policy (**Affirmative Action HR (2506)**), along with the ADA/Section 504 Compliance Statement (**2216**), and the Anti-Discrimination and Harassment Policy (**ADA Section 504 Anti-Discrimination (2301)**). The site also provides the Complaint Form to file an Equal Opportunity Complaint of



Discrimination or Sexual Harassment based on “race, color, sex, religion, national origin or disability, veteran’s status, age, sexual orientation, marital status or any category protected by civil statute or regulation” (**Affirmative Action Complaint Form (2306)**).

4. the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;

Hudson Valley is committed to the avoidance of conflicts of interest and the appearance of conflicts of interest and adheres to all applicable state, local, and SUNY policies and regulations. These policies include the New York State Commission on Ethics and Lobbying in Government’s Conflicts of Interest, which is intended to “prevent one from using one’s State job and official position to benefit oneself” and addresses “the appearance of such conflicts” (**NYS Ethics Conflict of Interest (2401)**). The college also follows the **SUNY-wide Conflict of Interest Policy (2402)**, which states that “Faculty and staff of the State University of New York (University) are encouraged to foster an atmosphere of academic freedom by promoting the open and timely exchange of scholarly knowledge independent of personal interests. In keeping with this obligation, they are also required to avoid conflicts of interest.” The SUNY policy also asserts that SUNY faculty and staff are expected to comply with the **Public Officers Law Code of Ethics (2403)**.

Hudson Valley’s BOT is bound by a publicly available, clearly defined Code of Ethics that “ensures no conflicts exist.” All college stakeholders are made aware of the expectations that apply to the BOT (**BOT Conflict of Interest Section 10 (2404)**). Board of Trustees Bylaws require each member to abide by **General Municipal Law 801 (2405)** and other ethical norms designed to prevent any and all conflicts of interest. Hudson Valley’s conflict of interest policy specifically refers to financial and family interests which could impair a Trustee’s unbiased judgement in discharging their responsibilities. The policy calls for disclosure of conflicts of interest and recusancy from decisions involving such conflicts. **The Conflict-of-Interest Form (2406)** is filled out and signed by each member every other year.

The college’s Foundation, an independent, 501(c)(3) not-for-profit corporation is administered by a board of directors composed of community leaders and staff and maintains its funds apart from those of the college. The Foundation is also bound by a Conflict of Interest Policy (**Foundation Conflict of Interest Policy (2407)**). The purpose of the Foundation’s Conflict of Interest Policy is to protect the Foundation’s interest, and is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations. In addition, the **Foundation’s Gift Acceptance Policy (2408)** addresses the importance of prospective donors to seek the assistance of personal legal and financial advisors in matters relating to their gifts and complies with the Model Standards of Practice for the Charitable Gift Planner promulgated by the National Committee on Planned Giving.

The Hudson Valley **Student Handbook** ensures that students involved in judicial procedures will experience the procedures free of any conflict of interest (**Conflict of Interest Student Handbook Article IV (2409)**), and in the Appeals process as well **Conflict of Interest Student Handbook Article X (2315)**.

5. fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees;

Hudson Valley recognizes the importance of fairness and impartiality in the hiring, evaluation, promotion, discipline, and separation of employees. Information regarding these process and policies can be found on the HR website (**Employment Search Process HVCC (2501)**). Policies comply with the six bargaining agreements negotiated between the college and its employees, inclusive of the EOC. Hudson Valley is responsible for facilitating the recruitment, hiring, orientation, and off-boarding of employees in compliance with the relevant bargaining units.

The HR website also advertises all external employee opportunities, both filling an existing employee vacancy and recruiting for a new position, to the public (**Employment Opportunities HVCC (2502)**). When appropriate, links to internal searches, which are open only to existing Hudson Valley or EOC employees, are provided in the college's daily Campus Chronicle (**Internal Search Campus Chronicle (2503)**).

The fourth Priority of the college's Strategic Plan focuses on faculty and staff excellence and emphasizes the importance of diversity and inclusivity to the campus culture. To help support this goal, the college's CDO is involved in the hiring and promotion processes. The CDO, in collaboration with HR, helps ensure inclusion in all campus matters pertaining to hiring, evaluation, promotion, discipline, and separation of employees (**ODEI Employee Recruitment Plan (2505)**).

The offices of AA and HR are responsible to ensure that the college complies with federal and state Affirmative Action/Equal Employment Opportunity laws and regulations and college policies (**Affirmative Action HR (2506)**). The **Non-Discrimination/Affirmative Action Policy Statement (2507)** states that the college will not "discriminate against any employee or applicant for employment on the basis of their race, color, religion, age, sex, national origin, marital status, disability, protected Veteran Status, sexual orientation and gender identity, genetic information, victims of domestic violence and stalking, familial status, sexual and reproductive health decisions and all other categories covered by law." These policies can be found on the HR webpage, in the **Employee Handbook (Non-Discrimination and Affirmative Action Policy Handbook (2508))** and the **College Catalog (Anti-Discrimination and Harassment Catalog (2509))**.

The college's 2018 Diversity Action Plan addresses the importance of recruiting a diverse applicant pool to reflect the demographics of the college (**DEI Plan p.11 (2510)**). Since then the college has established a wider and more inclusive search process, inclusive of reaching out to various minority organizations and, with HR, providing a series of diversity and inclusion trainings for individuals chairing search committees. In addition, every search committee includes a trained AA representative, who ensures that interview questions are fair and address diversity in the workplace and that there is no bias in the interviewing and final decision process (**Search Instructions 2022 (2512)**).



Hudson Valley adheres to various employee contract dictates that concern evaluation, promotion, discipline, and separation. The college's six bargaining units' contracts, available on the HR website, outline these processes as appropriate. In addition, for those college employees who are not covered by a bargaining unit, follow either the **Management**

Confidential Contract (2513) guidelines or the Excluded Non-Teaching Professional (**NTP Administrative Code (2514)**). These contracts outline processes and policies for hiring, evaluation, promotion, discipline, and separation of employees in these groups.

The Faculty Agreement and Department Chairperson Agreement lay out in detail the evaluation process including instructional evaluations (inclusive of classroom observations) and annual evaluations. Student evaluation procedures of faculty are included in Article XIII of the Faculty Agreement (FA) (**FA-Evaluation (2515)**) and Article XII of the DC Agreement (**DC Agreement-Evaluation (2516)**). Discretionary promotion guidelines (**Promotion guidelines discretionary (2517)**) and non-discretionary promotion guidelines (**Promotion guidelines tenure (2518)**) are the same for both faculty and department chairs and are outlined in their respective bargaining unit agreements. (Standard III Criterion 2d contains a detailed description of this process.)

6. honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;



Through the use of centralized communications management, the college ensures that honest and truthful information is shared with internal and external audiences by providing centralized communications oversight for all departments and offices through the office of **Communications and Marketing (2601)**.

The Communications and Marketing Office is responsible for managing all internal and external communications, including Public Relations announcements and Hudson Valley advertising

materials, as well as related tools/resources (i.e. website, Campus Chronicle internal newsletter, Student Announcements, etc.), and reviews and approves all content on the college's website and institutional social media channels, manages graphic design and printing services, including video and multimedia services. By using verified research and data sources such as SUNY, IPEDS, NCES, etc., which is obtained by the college's **Office of Planning and Research (2602)**, the college ensures honest and truthful information is shared with both internal and external audiences.

The Office of Communications and Marketing utilizes **Brand Standard Guidelines (2603)** and college's **Enrollment Marketing Plan (2604)** to assist in ensuring information is accurate, honest, verifiable, and appropriate for internal and external audiences by reviewing and approving information at the department level, then within the Office of Communications and Marketing. Third party data sources are verified when necessary, and additional information is sought when necessary. College messaging for advertisements and related collateral materials must be in line with institutional brand guidelines and the college's Enrollment Marketing Plan. The Office of Communications and Marketing also publishes quarterly reports of all paid advertising, social media, media relations, etc. For more than five years, the Office has analyzed **monthly analytics reports (2605)** provided by marketing partners and aggregated data to increase transparency and share information. Information from these reports are shared with the BOT via the President's Report.

College policies and information regarding oversight is available in Employee and Student Handbooks, the HVCC Policies and Procedures website and the page for the Executive Director of Communications.

The publicly available Hudson Valley **Consumer Information (2606)** site clearly displays required consumer information including general institution information, such as accreditation and licensure of the institution and programs, and College Navigator, which provides National Center for Education Statistics (NCES) data on the college's tuition and fees, financial aid information, campus security and safety reports, and more. This site also provides links to transfer policies and agreements, student loan information, and graduation and transfer-out rates, both part of the Student Right to Know Act.

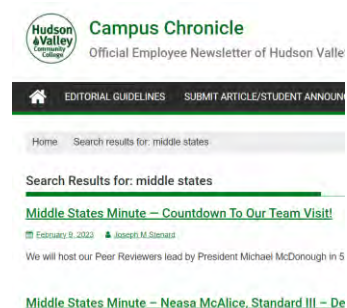
Hudson Valley's academic programs are clearly and accurately described in official publications of the institution, including the college website, in a way that students are able to understand and follow degree and program requirements and expected time to completion (see Standard III Criterion 3). To aid in recruitment and in prospective students' decision making, expected program learning outcomes are clearly displayed, as are program outcomes for transfer and employment. For the latter, the college licenses **Career Coach (2607)**, a product owned by Emsi to provide accurate, up-to-date, comprehensive labor market data on academic programs, and linking to statewide data sources such as O*Net Online – Occupational Information Network.

The **Office of Admissions' (2608)** practices reflect the importance that Hudson Valley puts on honesty and truthfulness in recruiting and admissions materials and practices. Admissions updates the website routinely to make sure content is current and correct and if updates are required in academic program content, the Office follows the proper channels to change, via committees and the Academic Senate. In accordance with the regulations, Admissions does not market any academic program until the college has received full and final SUNY and NY State Ed. approval. All Admissions recruitment publications are routed through Marketing and Communications with input from the Admissions Office.



Admissions and recruitment materials are produced by the Office of Communications and Marketing, in partnership with enrollment offices such as Admissions, Continuing Education, Community and Professional Education, Summer Sessions, Workforce Development, etc., and the college's academic departments. At times, the college's marketing partner, **idfive (2609)**, will assist with the content creation and design, however Communications and Marketing assumes final oversight with review by other enrollment offices and Institutional Research if appropriate. The college's Strategic Enrollment Team, comprised of college leaders in academics, student services and enrollment, faculty, department chairs and deans, may also suggest, review or collaborate on recruitment materials and messaging.

Internal communications include the college's daily electronic newsletter, the **Campus Chronicle (2610)**, which utilizes the Editorial Guidelines (**Editorial, Promotion, Advertising Services (2611)**) to help ensure the quality and verity of published information. In order to be included in the Campus Chronicle, submissions must be of general interest to the campus community and not to consist of prohibited conduct (harassing, inflammatory or hateful acts), as defined in the **Code of Conduct for Campus Regulations (2612)** section of the Judicial System located in the **College Catalog**. In addition, President Ramsammy informs the campus community about updates, activities, and initiatives periodically through the Campus Chronicle (**President's Communications Campus Chronicle (2613)**) and via email. Throughout the duration of the COVID pandemic, the campus community was continuously kept up-to-date through the Chronicle, email, meetings, and open forums (**COVID Campus Chronicle (2614)**). The Campus Chronicle's content is overseen by the Communications and Marketing team.



For social media posts, the college ensures appropriate use of social media through guidelines published by the Office of Human Resources (**Social Media Guidelines (2615)**).

An individual office or the college's Communications and Marketing Office may be contacted if any misinformation is published about the college. Contact information and a directory of all offices and employees is available online. Also, the college President's Office solicits feedback on all college activities and communications through a publicly available process and email address: **Input@hvcc.edu (2616)**. This virtual suggestion box is designed to increase the lines of communication on campus and allow the college to enhance the services it provides to students, faculty, staff and the public. It also provides a vehicle to correct misinformation that is erroneously disseminated. Should any inaccurate information be published, the Office of Communications will be contacted so that a reprint, redaction or correction may be posted. Digital communications will be updated and social media sites will publish updated information.

7. a and b. to promote affordability and accessibility;

As a SUNY Community College, Hudson Valley is an open access institution. This is reflected in Hudson Valley's "Accessibility" Core Value, which recognizes that "accessibility to high-quality education is vital to the growth and prosperity of the local, national, and international communities." This Core Value also emphasizes -the college's commitment to providing "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."

Hudson Valley Community College is committed to Accessibility:

Accessibility to high-quality education is vital to the growth and prosperity of the local, national, and international communities. HVCC 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.

Hudson Valley strives to ensure that the enrollment process is clear and as simple as possible, working to cut out unnecessary steps and duplicative processes. Admissions provides a complete, defined list of steps for applying to a program at **Applying for a Program (2701)**, which includes links that fully explain the steps and provide forms for completion, including the

financial aid application process (**Applying for Financial Aid (2702)**). At any step, if needed, applicants are encouraged to call the Registration Information Center.

While Hudson Valley has minimal or no entrance requirements for most A.O.S. and A.A.S. programs, consisting of a 70 or above high school average and one to two units of math, and slightly higher requirements for A.A. and A.S. programs, a handful of Health Science programs have a selective admissions process, such as Dental Hygiene (DHY) (**DHY Selective Admissions Form (2703)**), Nursing (NUR) (**NUR Selective Admissions (2704)**) and several other programs have specific criteria that has to be met before acceptance. Prospective student applications are reviewed to ensure they meet the program requirements. All applicants meeting the program requirements will be granted acceptance, if the program acceptance has not reached capacity, which occurs mainly in the Health Science programs and some applied technology programs.



Applicants who do not meet the criteria for their intended program will be notified and will be given other options. One of the most viable options providing access to their desired program is the college's Individual Studies Program (**2706**), which allows students to fulfill prerequisites at Hudson Valley for their intended program (e.g. Nursing, Computer Information Systems, Engineering) as well as take other courses toward their goal. Individual Studies has no entrance program requirements, providing access to an education to prospective students who do not have a high school diploma. The High School Equivalency Program (**24-Credit Hour Program (2707)**) allows students to earn their diploma if they successfully completes a specific set of 24 college credits outlined in the **College Catalog**.

The High School Equivalency 24-Credit Hour Program also serves students who have or will be graduating with an Individual Education Program (IEP) diploma and is utilized by the home-schooled population. In addition, until recently, those students who tested “weak in three” areas of the college’s “basic skills” placement tests in writing, reading, and mathematics, were enrolled in the ISP program within Individual Studies, but since placement testing is no longer required the ISP program no longer exists. Instead, students enrolling in a degree or certificate program have the option of taking a basic skills placement tests in writing, reading and mathematics. Test results are used to aid academic advisors as they help students plan their program coursework. The college has created developmental courses that are credit bearing and that satisfy program requirements to increase the likelihood that students will take a course that meets their needs. Hudson Valley has taken steps to stay in pace with national movements to move away from sequential remediation and toward credit-bearing gateway courses for all students. For more detailed information on this topic see **Standard IV Criterion 1b**.

Hudson Valley is committed to “Promoting diversity, equity, and inclusion within the college community” (**MGO—Goal 3 (2708)**) and to “Providing a clean, safe and accessible environment that meets the needs of the campus community and is conducive to teaching and learning.” (**Goal 5.5 (2708)**) This commitment is inclusive of assisting all qualified students with disabilities in the pursuit of their educational objectives. The college’s Center for Access and Assistive Technology (**CAAT (2709)**) philosophy is “the individuals we serve are students first, and their disabilities are secondary...the office strives to coordinate services that will enable students with disabilities to act as independently as possible in a supportive atmosphere that promotes self-reliance.”

Hudson Valley's CAAT Office provides students with a number and variety of services for all modalities of learning at no additional cost to the student. These services include liaison with local, state, and federal agencies; individual orientation; pre-admission



counseling and assistance with registration; assistance in obtaining note-takers; classroom accommodations; advocacy, and other vital services for students with disabilities. The CAAT also provides an alternative testing service in compliance with the Americans with Disabilities Act (ADA) and "reasonable accommodations," which include acquisition or modification of equipment or devices and sign language interpreters. In addition, the CAAT provides Assistive Technology trainings for students with accommodations, including Voice Recognition, Kurzweil, SmartPen, and C-Pen, to ensure better access to course content, including assignments, examinations, materials, etc. The college's **Educational Opportunity Program (EOP) (2717)** supports students whose educational and economic circumstances threaten to limit their opportunities. The EOP counselors and other staff provide mentoring and tutoring to students in need and collaborate with a variety of offices on campus and host many informative workshops.

As stated in Goal 2.5, Hudson Valley is committed to maintaining a comprehensive scheduling system and course schedule that is responsive to student needs **WiRED (2718)**. This includes offering courses and programs in a variety of modalities, such as traditional on campus classes and labs, hybrid, and distance learning, as well as daytime, evening, sprint, winter session, and summer classes to accommodate the college's traditional and nontraditional students, many of whom struggle to complete their program of study while working, commuting, and caring for families. This was especially important during the COVID pandemic, when the college switched abruptly to remote learning and remote academic and support services. Additionally, to further ensure access to education, Hudson Valley supplied laptops to students in need.

Affordability is another key aspect of accessibility. The college strives to keep tuition at a rate that is affordable. Hudson Valley's student body is (get stats on 1st gen, average family income, etc.). According IPEDS 2020-2021 data, 81% of first-time, full-time Hudson Valley students received "any financial aid," and 79% receive grant or scholarship aid (**IPEDS (2712)**). In addition, for three academic years (2020-2021, 2021-2022, and 2022-2023, Hudson Valley has frozen full-time tuition at \$4800.00 for the academic year.

Hudson Valley's Financial Aid website provides important details for financial assistance, including federal and state financial aid forms, such as the FAFSA; contact information; details about using financial aid at the college Bookstore; important dates, and other vital information including **Applying for Financial Aid (2720)** and **Financial Aid Forms (2722)**. The site also details financial aid-related policies and procedures **Policies & Procedures (2723)**.

Students and prospective students can view all tuition and fee information on the college's Tuition and Fees website. This site also includes information on accessing financial aid, the tuition Payment Plan, the VA Payment Compliance policy, and the tuition Refund Policy.

In compliance with SUNY, Hudson Valley posts an updated link to the **SUNY Net Price Calculator (2719)**, which provides students the ability to review potential costs of their education before enrolling. This tool also allows students to get an early estimate of the

financial aid for which they might qualify. Additionally, links are provided to the tuition and fee costs, Financial Aid TV, and SUNY Smart TrackSM. **Financial Aid TV (2720)** offers short videos about financial aid and personal financing with individual playlists for future students, current students, and family, and **SUNY Smart TrackSM(2714)** is a free Financial Literacy service to assist SUNY students with making informed financial decisions before, during, and after college, particularly in regards to student loans. **Table 2.7.1**, below, presents Hudson Valley's official student loan default data. Please note that starting with FY2019, student loan repayment has been in abeyance due to the COVID pandemic.

Table: 2.7.1 Hudson Valley Student Loan Default Numbers

| Year | HVCC Default Rate | Number in Default | Number in Repayment |
|--------|-------------------|-------------------|---------------------|
| FY2009 | 11.8% | 256 | 2,168 |
| FY2010 | 17.3% | 411 | 2,372 |
| FY2011 | 19.5% | 556 | 2,850 |
| FY2012 | 13.2% | 417 | 3,138 |
| FY2013 | 11.8% | 364 | 3,074 |
| FY2014 | 12.0% | 343 | 2,857 |
| FY2015 | 9.6% | 262 | 2,720 |
| FY2016 | 10.1% | 243 | 2,393 |
| FY2017 | 10.8% | 229 | 2,112 |
| FY2018 | 8.4% | 173 | 2,053 |
| FY2019 | 1.5% | 30 | 1,977 |

In fall 2017, the **New York Excelsior Scholarship (2715)** became available to eligible students currently attending a NY state public college or university. This scholarship enables eligible students to attend college tuition-free providing they agree to live/work in New York State the equal number of years they received the award and providing they maintain the required GPA and academic standing.

Hudson Valley's Foundation Office is another important source of financial assistance for students, granting a number of scholarships to students (**Scholarships (2716)**). The Hudson Valley Community County College Foundation aids in creating life-changing opportunities for students through student scholarships. With over 100 scholarships available based on financial need as well as merit based, the Foundation awarded an average of \$401,334 to students over the past five years (see **Table 2.7.2**, below).

Table: 2.7.2 Scholarship Funding

| Scholarship Funding | 2018 | 2019 | 2020 | 2021 | 2022 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Student Scholarship support | \$386,096 | \$380,188 | \$478,803 | \$469,521 | \$292,064 |

8. compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:

Hudson Valley Community College complies with all state, federal, and Middle States Commission on Higher Education (MSCHE) reporting policies, regulations, and requirements.

The college website and the **College Catalog** clearly outline required disclosure information regarding academic and financial aid programs and states that Hudson Valley, as part of the State University of New York (SUNY), operates under the sponsorship of Rensselaer County. All of the college's 80+ programs are registered and approved by the New York State Department of Education* with the authority to award certificates and associate's degrees in arts, science, applied science, and occupational studies (**Historical Preamble College Catalog (2801)**).

8.a. the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;

The college's publicly available Consumer Information webpage, easily found in the "About Us" tab on the main Hudson Valley website, includes up-to-date, required information including, but not limited to, student demographics, enrollment, graduation, retention and transfer-out rates, as well as licensing exam pass rates in health science majors (**Consumer Information (2802)**).

8.b. the institution's compliance with the Commission's Requirements of Affiliation;

Hudson Valley is compliant with the Middle States Commission on Higher Education (MSCHE)'s Requirements of Affiliation.

8.c. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;

Hudson Valley submitted two Proposals for Substantive Change:

- 1) Different Credential Level – approved in spring 2020
- 2) Change in the Established Mission or Objectives of the Institution – approved in fall 2019

8.d. the institution's compliance with the Commission's policies;

Hudson Valley is in full compliance with all Commission's policies, as illustrated in Criterion 8's evidence and in the **Verification of Compliance Report (2803)**.

9. periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.

Hudson Valley regularly reviews the policies, processes, and practices that serve as guidelines and protections for all campus constituencies. The college's Ethics and Conduct Committee reviews college policies and make policy recommendations to academic senate, senior staff, and the BOT, grants final review and approval of revisions to the policies following the work of the Ethics and Conduct Committee, including the Code of Conduct, Judicial System, and Computer Use Policy, as well as new policies, procedures, and practices.

The college's shared governance process adds a checks and balances process that plays an important role in the assessment of ethics and integrity-related policies and procedures. Both the Academic Senate and the Student Senate Student Government Association and the Academic Senate have procedures in place for reviewing their Bylaws, respectively

In recent years, Hudson Valley has reviewed and revised a number of the college's Policies, including the college Judicial System, Computer Ethics, Violence Against Women, and the Code of Conduct for Academic Ethics (**BOT August 18, 2020 Minutes (2901)**). In addition, in September 2021, the BOT approved the Fraud and Whistleblower Policy (evidence) (**BOT 9-21 Whistleblower Policy Minutes (2902)**), the of purpose of which is to: deter and detect fraud or other irregular activity by encouraging all individuals to report good faith concerns regarding such activities at the College. The policy establishes a confidential channel of communication by which individuals may report activity that they reasonably believe to be fraudulent or otherwise irregular." This policy lends support for operating with ethics and integrity, and it acts as a safeguard against violations, providing protections from retaliation for any individual making a report.

Hudson Valley strongly believes that ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. The college is proud of its record of faithfulness to its Mission and its adherence to all its contracts, commitments, and policies. As well, the college recognizes the importance of a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives, and that all individuals must be able to work and learn in an atmosphere of respect, dignity, and acceptance.



Strengths:

Annual student surveys reveal overall positive student perceptions of campus climate-related factors including sense of personal safety, acceptance of individual differences, lack of prejudice, freedom from harassment, etc.

Despite the number and complexity of all applicable federal, state, and Commission reporting policies, regulations, and requirements with which the institution must comply, Hudson Valley has a strong record of adherence and compliance.

Challenges:

Despite strengthened college efforts, the diversity of college employees, particularly faculty, does not mirror the diversity of the students.

Recent employee surveys reveal low employee perceptions of the campus climate.

While the college has maintained strong compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements, the college needs to develop and implement a formal process to institutionally monitor and document college compliance.

Recommendations:

The Academic Senate will establish a committee to address campus climate. The committee will communicate with and collect feedback from all campus stakeholders to develop measurable action plans regarding campus civility, tolerance, acceptance, respect, diversity, equity, and inclusion.

The Vice President for Institutional Effectiveness and Technology will hire an internal compliance auditor to strengthen the college's compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements.



Standard III: Design and Delivery of the Student Learning Experience

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. 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;

Hudson Valley offers over 80 degree and certificate programs in subject areas that include liberal arts and social science, business, STEM (science, technology, engineering, and mathematics), applied technologies, health sciences, education, and fine arts. All the college's associate degree programs are structured in line with the New York State Department of Education (NYSED) Commissioner's Regulations (**NYSED Liberal Arts Comm Regs p.3 (3101)**), including the minimum number of Liberal Arts and Science (LAS) course credits for each type of associate degree as follows:

Table 3.1.1 NYSED LAS Requirements for Associate Programs

| Minimum Amount of Liberal Arts Content Required for Associate Degrees | | | |
|---|-----------------------------------|---|-------------------------------------|
| Degree | Minimum Number of Credits Overall | Minimum Proportion of Lib. Arts Content | Minimum Number of Lib. Arts Credits |
| Associate in Arts (A.A.) | 60 | 3/4 | 45 |
| Associate in Science (A.S.) | 60 | 1/2 | 30 |
| Associate in Applied Science (A.A.S.) | 60 | 1/3 | 20 |
| Associate in Occupational Studies (A.O.S.) | 60 | 0 | 0 |

In addition to the LAS core requirements, Hudson Valley's associate degree programs adhere to the SUNY General Education Program (GE) requirements, which require 30 GE credits in both A.A. and A.S. programs, 20 GE credits in A.A.S. programs, and none in A.O.S. or Certificate

programs (**GE SUNY Credit Req. Vol 21 No 1 (3102)**). Criterion 5.a and b. within Standard III detail the GE and LAS degree requirements.

Hudson Valley's academic degree programs also adhere to the 60-credit minimum specification from NYSED and the SUNY dictated maximum of 64 credits. Six of Hudson Valley's Health Sciences programs were granted SUNY waivers to surpass the 64 credits due to program accreditation requirements, as presented in **Table 3.1.2** below.

Table 3.1.2 Hudson Valley Programs Over 64 Credits

| Title of Program | Number of Credits |
|------------------------------|-------------------|
| Dental Hygiene A.A.S. | 70 |
| Mortuary Science A.A.S. | 70 |
| Paramedic A.A.S. | 70 |
| Polysomnography A.A.S. | 68 |
| Radiologic Technology A.A.S. | 70 |
| Respiratory Care A.A.S. | 72 |
| Total | 6 |

The importance of a coherent program curriculum is also emphasized in the NYSED Commissioner's Regulations (**NYSED Program Coherence Comm Regs p.1 (3103)**). The Regulations state that programs of study are expected to "implement the philosophy, purposes, and educational objectives of the program and institution, and are consistent with professional expectations in the field." To help insure these important expectations, Hudson Valley's degree and Certificate programs are developed by Department Chairs/faculty with expertise in the field of study. This research includes ensuring transfer to a four-year college or direct entry into the workplace upon completion as appropriate to the field of study, and whether there is a need for the program and/or for additional workforce in the particular field. Department Chairs/faculty are also responsible for course development and program revision.

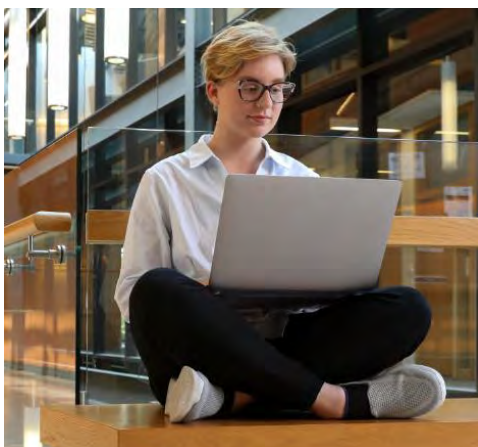
Hudson Valley has a rigorous in-house program approval process which further ensures the coherence of the curriculum, which begins at the Curriculum Committee and Academic Senate levels (**Curriculum Committee Process (3104)**). For example, the Education and Social Science department decided to break out the Psychology Advisement Track from the Liberal Arts and Sciences: Humanities and Social Science A.S. program, and submitted it to the Curriculum Committee for review and approval in late fall 2022 (**Psychology Program Curriculog (3105)**). Such details as credit and contract hours, number of LAS and GE credits, and pre-requisite and corequisite courses are taken into consideration when reviewed by the Curriculum Committee to ensure adherence to regulations. Once new programs are approved by the Curriculum Committee (**Curriculum Committee Psychology Minutes p.3 (3106)**) and the Academic Senate (**Academic Senate Psychology Minutes (3107)**) they proceed up through the college's Board of Trustees (**BOT Psychology Program Minutes Dec. 2021 (3108)**). They are then submitted to SUNY's Office of Program Review for approval and subsequently to NYSED's Office of College and University Evaluation. Both SUNY and NYSED review the program proposals to ensure they meet the rigorous standards put forth by the Commissioner's Regulations (**SUNY New Program Proposal Undergraduate Degree (3109)**).

2. student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:

2.a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;

Providing an excellent learning experience for students is the utmost priority of the college, with teaching excellence integral to this goal, as emphasized in the college's **Mission (6101)**. Hudson Valley is extremely proud of its faculty, who are dedicated to providing the best classroom experience to their students and to pursuing the highest standards of performance in their academic and professional work.

The college's Faculty Agreement (FA) (**FA 2020-2024 (3202)**) states the "primary duty of faculty members at Hudson Valley Community College is teaching as opposed to pure research and other forms of academic endeavor" (**FA Art. VII A (3203)**). Further, it is the responsibility of faculty to stay "abreast of developments in their particular field of endeavor." (Detailed information about professional development is presented in Criterion 2.d within this Standard.)



Hudson Valley's non-discretionary promotion (tenure) process and discretionary promotion (progression in rank) process criteria guidelines are progressively comprehensive and thorough and serve to further strengthen the rigor and effectiveness of Hudson Valley's faculty. As faculty move through the promotion cycle, the expectations at each rank increase such that "the degree of excellence manifested for promotion to full professor would be significantly greater than those required for promotion to assistant professor" (**FA Promotion guidelines discretionary (3204)**). To attain tenure and to qualify for promotion in rank, Hudson Valley's faculty must demonstrate continuous growth in their teaching ability, including use of instructional technology, assessment of students, and understanding of student learning.

After four years of probationary service, full-time tenure-track instructors are required to apply for tenure and promotion to Assistant Professor through an application portfolio and attain tenure at the beginning of their sixth year of teaching (**FA Promotion guidelines tenure (3205)**). The discretionary promotion process, or progression in rank from Assistant Professor to Associate Professor and Associate Professor to Professor, is detailed in the Discretionary Promotion Portfolio Content guidelines (**FA Promotion guidelines discretionary (3204)**). The discretionary promotion guidelines, updated in 2018-2019 by an ad hoc committee of the **Personnel Resources Committee (PRC 3206)**, are currently supported by the Faculty Association, Academic Senate, and the college and distributed every year by the Office of the VPAA.

Portfolios for both the tenure process and the progression in rank process must include written statements of the applicants' educational philosophy, describing how they are adapting, learning, and developing to support student learning; professional development and accomplishments and how these have impacted their effectiveness in the classroom, and their

service to the college and the community. The portfolios must also include the required **Student Evaluation of Instruction (3207)** and the Department Chairs' annual faculty evaluations (**Faculty Evaluation Form (3208)**) and classroom observation reports (**Classroom Observation Report (3209)**). This process is addressed further in **Standard III Criterion 2.e**.

The Department Chair reviews the promotion portfolios and forwards the approved portfolios to the Dean, who then reviews and moves the approved portfolios to the VPAA. After review the VPAA moves the approved promotion portfolios to the President, who meets with the VPAA to discuss and the President makes the final decision on which applicants are promoted. The Board of Trustees is then informed on an information only basis in late spring.

As of fall 2022, of Hudson Valley's 221 full-time faculty, 37 attained rank of Professor, 35 attained the rank of Associate Professor, and 98 faculty attained tenure and the title of Assistant Professor. A total of 51 full-time faculty were probationary Instructors on track for tenure. **Table 3.2a.1**, below, presents the breakdown of rank as well as highest degree earned.

Table 3.2a.1 Hudson Valley Faculty Degree and Rank Attainment (as of fall 2022)

| Highest Degree Earned | Professor | Associate Professor | Assistant Professor | Instructor | Total |
|-----------------------|-----------|---------------------|---------------------|------------|-------|
| PHD OR JD | 12 | 8 | 16 | 2 | 38 |
| Masters | 24 | 26 | 58 | 17 | 125 |
| Bachelors | 1 | 1 | 14 | 11 | 27 |
| Associates | 0 | 0 | 9 | 5 | 14 |
| Other | 0 | 0 | 1 | 16 | 17 |
| Total | 37 | 35 | 98 | 51 | 221 |

The rigor, commitment, and effectiveness of Hudson Valley's faculty is further illustrated by the number and ways in which they have been recognized for their excellence in their respective teaching area and in their service to the college. One of the highest awards faculty can achieve is the **SUNY Chancellor's Award (3210)**, established in 1972. Since 1972, 98 full-time Hudson Valley faculty have been granted the prestigious Chancellor's Award in Teaching, with 8 part-time faculty earning the Chancellor's Award for Excellence in Adjunct Teaching, established in 2014 (**HVCC Chancellor's Award Recipients (3211)**). **Table 3.2a.2**, below, presents the number of Chancellor's Awards earned by college faculty by category.

Table 3.2a.2 Hudson Valley Chancellor's Award Recipients

| Category | Since 2016 | Total |
|---|------------|------------|
| Excellence in Teaching | 7 | 98 |
| Excellence in Adjunct Teaching | 8 | 4 |
| Excellence in Faculty Service | 2 | 15 |
| Excellence in Librarianship | 2 | 5 |
| Excellence in Scholarship and Creative Activities | 0 | 1 |
| Excellence in Professional Service (awarded to faculty) | 0 | 5* |
| Total Awarded to Faculty | 19 | 128 |

*All five Chancellor's Awards for Excellence in Professional Service earned by faculty were granted to faculty serving in Department Chair positions.

In 1985 Hudson Valley established the President's Award, given annually to outstanding faculty, and staff in two categories, Teaching and College/Professional Service, presented below in **Table 3.2a.3**. Since 2016 five Teaching Awards were granted, with no College Service Awards granted to faculty. Over one hundred and fifty faculty and staff have received the award since 1985, with 139 awards granted for the Teaching category and 16 awards for College Service by

faculty since 2015 **HVCC President's Award Recipients (3212)**. Due to the COVID pandemic no awards were given in 2020, 2021, and 2022; however, the President's Award program has been reinstated.

Table 3.2a.3 Hudson Valley President's Award Recipients (1985 - 2020)

| President's Award | | |
|--|------------|------------|
| | Since 2016 | Total |
| Teaching | 5 | 139 |
| College/Professional Service (awarded to faculty)* | 0 | 16 |
| Total | 5 | 155 |

*Chancellor's Awards for Excellence in Professional Service earned by faculty were granted for faculty serving in roles such as Faculty Liaison to the Center for Effective Teaching, Department Chair, Faculty Liaison to ITS, grant/fundraising projects, etc.

In addition, Hudson Valley was named a Fulbright Program "top producer" by the U.S. Department of State in 2015 (**Fulbright Awards US State Department (3213)**). The competition for Fulbright Program grants is merit-based, and eligibility criteria varies by program and by country. Candidates are selected based on a variety of factors, that may include but are not limited to academic qualifications, project feasibility, personal leadership ability, and available grant funds. Since 2010, two Fulbright Program grants have been awarded to Hudson Valley English faculty, both of whom taught American Literature, one at the University of Zadar, Croatia in spring 2010 and one at Nicolas Copernicus University in Torun, Poland in spring 2015.

2.b. qualified for the positions they hold and the work they do;

The college seeks to recruit, hire, and support the most highly qualified faculty possible. Hudson Valley faculty, in general, possess a master's degree, or, at minimum the lowest required educational degree in their subject area. As prescribed in the college's BOT Policies Section 2.4 (**BOT Faculty Credentials (3214)**), "All persons nominated for teaching appointments shall possess academic training and experience which have prepared them to teach in an assigned field. In the academic areas, an applicant must have earned a Master's Degree in an appropriate teaching area from an accredited institution." However, this qualification can be waived by the divisional Dean and approved by the VPAA if "professional experience is recognized as more conducive to pedagogical competence than is advanced study. As a result, qualification for deployment as an Instructor may require no more than an Associate's level degree in combination with significant professional experience in the field."



For example, many of the programs in the STEM (Science, Technology, Engineering, and Mathematics) area require less than a master's degree, particularly applied technology programs, including Automotive Technical Services, Automotive Autobody Repair, Construction, HVAC (Heating, Ventilation, and Air Conditioning), and Electrical Construction and Maintenance. Some Health Sciences programs do as well; currently, the Program Director for Hudson Valley's Surgical Technology program has an Associate's Degree per their program accreditation; however, they were hired with the understanding that they would obtain a Bachelor's Degree within five years. In addition, several faculty in

Medical Imaging Department programs (Diagnostic Cardiac Sonography and Diagnostic Medical Sonography Certificate programs) have a Bachelor's Degree per their accreditation standards and are qualified to teach.

Further, a number of faculty are required to maintain licensure/certification, including those in Nursing, Dental Hygiene, Radiologic Technology, Paramedic, Respiratory Care, Polysomnography, and Mortuary Science, and some are required to complete a certain number of Continuing Education Units (CEU) on a regular basis (determined by each program accreditation body). Electrical Construction and Maintenance, Automotive Technical Services, and Autobody Repair instructors must maintain currency in a number of field-specific certifications. Automotive faculty must complete 20 hours of training each year and recertify in the areas they teach every five years.

2.c. sufficient in number;

Hudson Valley recognizes the importance of small class sizes for an effective, engaging, and enjoyable learning experience. In fall 2022 Hudson Valley had an average student to faculty ratio of 15.8 compared to the **Public 2-year College Student Faculty Ratio 2021-22 (3216)** of 17:4. In fall of 2022 74% of all Hudson Valley credit-bearing courses were delivered by full-time faculty with 26% taught by part-time instructors, who are required to have the same credentials as full-time faculty. The full-time/part-time faculty ratios differ in discipline areas, as presented in **Table 3.2c.1**, below. For a breakdown by departments see **FT to PT Faculty Load (3217)**.

Table 3.2c.1 Ratio of Full-time (FT) to Part-time (PT) Faculty Load by School/Fall 2022

| School | FT Faculty | PT Faculty | FT Faculty Load | PT Faculty Load | % Load FT | % Load PT |
|------------------------------------|------------|------------|-----------------|-----------------|--------------|--------------|
| Business & Liberal Arts | 71 | 132 | 1323 | 748 | 63.9% | 36.1% |
| Health Sciences | 48 | 71 | 958 | 468 | 67.9% | 32.1% |
| STEM | 95 | 60 | 2291 | 432 | 84.1% | 15.9% |
| Total | 214 | 263 | 4572 | 1648 | 73.5% | 26.5% |

As of fall 2022, the college employed 214 full-time faculty (45%) and 263 (55%) part-time faculty, with a total of 478 faculty. In addition, in fall 2022 there were 15 full-time Education Specialists and three Librarians on staff. These professionals provide numerous quality learning opportunities to the college's students, including writing instruction, advisement, computer literacy, and content-specific academic assistance.

Table 3.2c.2 Student/Faculty Ratios by School/Fall 2022

| School | Average S/R Ratio |
|------------------------------------|-------------------|
| Business & Liberal Arts | 19.7 |
| Health Science | 10.8 |
| STEM | 16.1 |
| Average | 15.8 |

Student to faculty ratios vary by discipline area, depending on lab restrictions, program accreditation requirements which are strictly adhered to, and type of class, as well as faculty load concerns (**Student Faculty Ratio Fall 2022 (3218)**). While the overall average student to faculty ratio is 15.8, the Education and Social Sciences department average student to faculty ratio was 22.8 in fall 2022, and the average student to faculty ratio was 5.3 in Radiologic Technology, due to the nature of the classes.

2.d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;

Hudson Valley's Goals and Objectives clearly illustrate the importance the college puts on teaching excellence and professional development, by placing them first:

Goal 1. Enhance and promote teaching excellence and academic success.

1.1 Provide faculty with a variety of resources and opportunities for professional development

Hudson Valley provides numerous opportunities for professional growth and pedagogical and instructional innovation for full-time and adjunct faculty, both internally and externally, including conferences, workshops, and other development opportunities to stay abreast of trends and emerging technologies in their field (**Professional Development Opportunities and Funding (3219)**). Both full-time and adjunct faculty are considered by the Department Chair when making decisions for professional development/travel allocations in the annual budget process. As with full-time faculty, adjuncts are required to stay current with academic coursework in their subject area and are therefore provided development opportunity support.



In recent years the funding and allocation of the travel and professional development process has been refined to help ensure sufficient opportunities and parity of distribution of the funding. While the 'pot' of money allocated for this purpose was kept in the VPAA's office prior to 2019, with the changing of academic leadership, departments estimate to the best of their ability the amount of money needed by their faculty to meet the needs of their program requirements.

Since 2018, faculty and academic staff from across the disciplines, including Deans and Department Chairs, participated in a number of professional development activities. Examples include, but are not limited to, the American Sociology Association Annual Conference, the New York State Mathematics Association of Two-Year Colleges (NYSMATC), the National Institute for Staff and Organizational Development (NISOD), the Two-Year Engineering School Association Meeting (TYESA), and the Continuing Education Association of New York (CEANY), Automotive Service Excellence (ASE) training, Resource Initiative Society for Education (RISE) Association, and the American Association of Community Colleges (AACC) Conference. Although actual travel was sharply curtailed in 2020-21, faculty and staff participated in a number of virtual conferences and webinars (**Academic Affairs Professional Development Activities 2019-20 (3220)**).

The **Academic Senate's Personnel Resources (PRC) Committee's (3250)** funding, to be used mainly for payment of registration fees for conferences and workshops and not for travel expenses, was restored as part of the college's action plan (**Campus Climate Survey Action Plan (3221)**) developed in response to the **2021 Campus Climate Survey Results (3222)**.

The PRC is specifically responsible for the following:

- determining the need for and recommending programs relating to professional development at the college;
- receiving staff development proposals from members of the entire college staff, reviewing these proposals, and making recommendations about them within approved funding levels;
- formulating, evaluating, approving, and recommending policies including, but not limited to, professional appointment, evaluation, tenure, promotion, continuing appointment, classroom observations, professional development, and merit raises.

In collaboration with the VPAA, PRC leadership updated the application and vetting process for distribution of PRC funds, to help ensure parity and distribution of funding across the academic schools. For the fall 2022 semester the PRC reviewed and approved applications (**PRC Funding Application (3223)**), and allocated funding for 17 individuals to attend various activities, including seminars/workshops leading to the attainment of CEU (Continuing Education Units) in their fields. The PRC provides an allocation of \$750.00 for full-time faculty per academic year and \$500.00 per adjunct. As of the end of the 2022 fall semester, \$8,758.73 out of the fall 2022 budget of \$10,000 (**PRC 2022 Spreadsheet December 2022 (3224)**) was utilized.



In fall 2022 the college's **Tuition Reimbursement program (3225)** was refunded as well, starting with \$75,000, of which \$29,141 was disbursed by the end of the 2022 fall semester, and \$10,000 of which was transferred to the PRC for the spring 2023 semester. The Tuition Reimbursement program funds are available to reimburse 50% of tuition for employees up to six credits a semester, and refunding it was also part of the **Campus Climate Action Plan (3221)**.

Hudson Valley faculty also belong to professional organizations relevant to their field. **Table 3.2d.1**, below, presents a sampling of professional organizations in which faculty from the three Hudson Valley Schools participate, in addition to any existing programmatic accreditation agencies.

Table 3.2d.1 Professional Organizations (Sampling)

| School | Professional Organization | Acronym |
|--|---|------------|
| Business and Liberal Arts (BLA) | | |
| | American Sociological Association | ASA |
| | National Council for Teachers of English | NCTE |
| | Teachers of English as a Second Language | TESOL |
| | Eastern Psychological Association | EPA |
| | New York Association of Young Children | NYAYC |
| | American Economic Association | AEA |
| | World History Association | WHA |
| | American Society for Eighteenth-Century Studies | ASECS |
| | NY State Bar Association | NYSBA |
| | National Association for Community College Entrepreneurship | NACCE |
| | Arts Center of the Capital Region | ACCR |
| | American Institute of Certified Public Accountants | AICPA |
| | American Political Science Association | APSA |
| Health Sciences | | |
| | Northeast New York Professional Nurses | NNYPA |
| | New York State Association for Health, Physical Education, Recreation and Dance | NYS AHPERD |
| | National Strength and Conditioning Association | NASCA |
| | National Athletic Trainers Association | NATA |
| | National Council of Therapeutic Recreation | NCTR |
| STEM | | |
| | American Society of Civil Engineers | ASCE |
| | National Council of Architectural Registration Boards | NCARB |
| | SUNY Two-Year Engineering Science Association | SUNY TYESA |
| | American Welding Society | AWS |
| | Institute of Electrical and Electronics Engineers | IEEE |
| | International Planetarium Society | IPS |
| | New York State Mathematics Association for Two-Year Colleges | NYSMATIC |

In addition, enhancement of both faculty and staff excellence and academic excellence are two of the top priorities in the current **Strategic Plan (3254)** which emphasize the goals of developing programs to promote innovative teaching and the scholarship of teaching and learning.

A variety of resources and opportunities for faculty professional development are available, and innovative teaching and learning environments are encouraged. The campus offers a number of opportunities and resources for faculty to learn about technology, pedagogy, instructional resources, and best practices to enhance the effectiveness of teaching, presented below.

The **Center for Professional Excellence (CPE) (3226)** supports professional development opportunities for faculty and staff that are meaningful and impact their work with a diverse student population. The goals of these professional development opportunities, through on-campus and off-campus resources, are the following:

- Provide opportunities and resources for faculty and staff to learn about technology, pedagogy, instructional resources, and best practices to enhance the effectiveness of teaching, learning and leadership at Hudson Valley Community College.
- Promote collaboration across campus by facilitating the sharing of best practices and new ideas.
- Mentor and support new and returning faculty, both full- and part-time.
- Foster innovation and creativity for teaching and working in higher education.

Each year, the CPE offers non-credit Certificate Programs: Teaching and Learning, Technology in the Classroom, Academic Advising, and Leadership. To earn a Certificate, participants complete six hours of training through courses from each of three topic areas, for a total of 18 hours (**CPE Certificate Programs (3227)**). Since 2017-18, Hudson Valley faculty and staff earned a total of 62 Certificates, with 27 Teaching and Learning Certificates earned, 19 Leadership Certificates earned, 14 Academic Advising Certificates, and 2 New Technology in Classroom and Beyond, the newest Certificate, earned (**CPE Certificates Earned 2017-18 to 2021-23 (3228)**).

Table 3.2d.2 Total Certificates Earned Since 2017-18

| Fiscal Year | Certificates Earned |
|--------------|---------------------|
| 22/23 | 5 |
| 21/22 | 14 |
| 20/21 | 5 |
| 19/20 | 8 |
| 18/19 | 16 |
| 17/18 | 14 |
| Total | 62 |

Hudson Valley's CPE has partnered with the **SUNY Center for Professional Development (SUNY CPD) (3229)** to offer three-hour workshops to support the college's Certificate Programs since 2014. For example, as part of the Teaching and Learning Certificate, SUNY CPD offered "Leading Change Efforts to Improve Campus Retention" (2018), "Building Inclusion & Trust Through Discussion Protocols" (2020), and "Engaging Remote Students-Don't worry about the cameras." (2021). Additionally, the SUNY CPD offered "OER Course & Brightspace" as part of Hudson Valley's New Technology in Classroom & Beyond" CPE Certificate.

Faculty also have the opportunity for professional development through the annual Faculty Workshop Day (Faculty Workshop Day), which usually occurs in February or March. A committee that consists of faculty and other academic professionals develop ideas for workshops and keynote speakers. Examples of past Faculty Workshop Day events include 2022's "Moving Education Forward: Empowerment and Empathy in Times of Change" featuring keynote speaker Dr. Christine Harrington, Professor and Coordinator of the Ed.D in Community College Leadership Program at New Jersey City University, followed by a series of workshops (**Faculty Workshop Day 2022 Program (3230)**). One workshop was an all-day session created and led by Hudson Valley faculty and staff, including the college's Chief Diversity Officer, entitled "My Journey to HVCC: Addressing the Needs of Our Diverse Student Population," which focused on the experiences encountered Hudson Valley's diverse student body and the impact these experiences have on the students' ability to learn. Another was the workshop "Signs and Awareness," presented by an American Sign Language instructor, which addressed bringing awareness to the Deaf/Hard of Hearing culture and community. These events were rated very highly, with 97% of those responding to the "Overall Faculty Day Evaluation" rating the session topics as "excellent" or "good." (**FWD OverEval S22, p. 2 (3231)**)

The CPE also provides a Faculty Resource Room (**Faculty Resource Room (3232)**), which has been a vital area for faculty since 2002, with 1,015 sign-ins for the 2021-22 academic year alone. Along with the opportunity to experiment with technology similar to what is available in the classrooms and computer labs, faculty can get assistance in pedagogy, teaching techniques, and technology from mentors. In addition, the Faculty Resource Room is available for faculty to personally experience some of the emerging technology available to them and their students.

Another area that provides important professional development for faculty is the Center for Distance and Online Learning (**Distance and Online Learning (3233)**), which is programmatically responsible for the following:

- the successful deployment of the Blackboard learning management system and integrated tools;
- online and remote faculty training in instructional design and best practices;
- and management and documentation of the student, faculty, and programmatic needs for online, remote, hybrid and web-enhanced courses.

Along with providing a variety of resources (**Distance Learning Faculty and Staff Resources (3234)**) and support (**Distance Learning Support (3235)**) for faculty and staff, the Center for Distance and Online Learning also offers training and workshops (**Distance Learning Training 3236**) on the following: Pedagogy of Online Course Design and Delivery (Online Instructor Training), Blackboard Basics, Rapid Deployment for Blackboard Training (during COVID Response), Zoom, YuJa (which replaced TechSmith Knowmia), VoiceThread, and much more. As part of training and before an online course is implemented, faculty meet with an instructional designer to review the course through the **OSCQR SUNY Online Course Quality Rubric (3237)**, which ensures that Hudson Valley's online courses are student-centered and well-designed using 50 standards, including accessibility and ADA compliance (**PEOCDD Module Objectives (3238)**), in Module 4. The college has had accessibility and ADA protocols in place since 2008, as outlined by the Center for Access and Assistive Technology (**CAAT ADA Accessibility Policies (3239)**).

Based on the 2019-2020 Annual Assessment Plan Report (**Distance Learning Assessment Plan (3240)**), the Distance Learning Department reviewed over 150 new fully online asynchronous courses using OSCQR guidelines and plans to continue working with Department Chairs to ensure more online courses meet basic quality standards through the completion of the rubric. OSCQR rubric. When these standards have been met the Department Chairs review the courses and complete the **DC Online Course Approval Form (3241)**. Furthermore, the Distance Learning department also advises and collaborates with Deans and the administration in creating a culture of quality that is part of the college's standard operating process for Distance Learning.

2.e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;

The rigor and effectiveness of faculty teaching is regularly assessed through an evaluation process detailed in Instructional Evaluations and Annual Evaluations (**FA Article XIII B pp15-18 (3242)**) of the Faculty Agreement (FA). This section includes the classroom observation, Student Evaluation of Instruction, and, separately, the annual evaluation. This process applies to full-time faculty teaching in all modalities, as well as faculty librarians and education specialists.

The evaluation process is designed to provide an opportunity for the faculty member and the Department Chair to review progress and performance during the year and to develop goals and objectives of achievement for the future. The annual evaluation also establishes a continuous written record of expectations and performance that will encourage professional growth and provide support for promotion, merit awards, and other recognition.

The annual evaluation:

- Provides a broad perspective on educational activities over the short term (yearly) and long term.
- Helps strategic planning through identification and setting of individual goals.
- Tracks activities and achievements over time.
- Aids in reflection and improvement of educational activities over time.
- Serves as a communications tool with mentor/advisor/supervisor.
- Provides organized, written, specific information to develop a promotion portfolio.

FA Article XIII B1 provides the guidelines and parameters of Instructional and/or Functional Area Observations (**FA Observations (3243)**). Faculty who have not yet attained tenure (probationary faculty) are to be observed at least once per academic year by their Department Chair or appropriate supervisor (for faculty who are Education Specialists and Librarians). Tenured faculty are to be observed each academic year, unless, “upon a tenured faculty member's written request, on a year-by-year basis, the observation is deemed unnecessary by the faculty's Department Chair. A tenured faculty may only waive an instructional/functional observation and student evaluation for three (3) successive years.”

Classroom Observation Report (3209) forms for faculty, distributed by the VPAA, are used by the Department Chair who observes and notes the faculty member's overall performance in the classroom, including preparation, subject matter, content, organization of materials, methodology, delivery, student engagement etc.). The observation report form should include, when necessary, performance deficiencies, with suggested means to correct deficiencies in order to improve teaching proficiency. Successive observations may be conducted if the Department Chair deems necessary and after discussion of the written report. Faculty may also be observed by the division Dean or other administrator should multiple observations be conducted.

Classroom observations for distance learning courses are conducted pursuant to these same procedures but include Article XXIII (9) of the Faculty Agreement (**FA DL Observations (3245)**) as well. In addition to the classroom observation, Article XXIII (9.d) states that a Department Chairperson, at any time, “shall have access to course statistics for all distance learning courses under their supervision upon request and upon providing written reason therefore to the faculty member.”

Also included in the evaluation process is the Student Evaluation of Instruction, which is performed as according to specific guidelines in Article XIII C.5 of the Faculty Agreement (**FA Student Evaluations (3246)**) utilizing the **Student Evaluation of Instruction Form (3207)**. The form currently consists of ten items pertaining to student perceptions of clarity of course topics and concepts, encouragement of engagement, effectiveness of instructional technology, instructor respect and concern, instructor responsiveness and availability, and others. In addition to the ten standard items, the form may be modified by the Department Chair in collaboration with their faculty to reflect specific discipline(s). The student evaluation form must not be distributed earlier than the fifth week of classes and no later than the tenth week. The completed student evaluations are provided to the faculty and if desired an opportunity for discussion between the faculty member and Department Chair is available for all faculty.

In addition to the **Student Evaluation of Instruction (3207)**, students enrolled in distance learning courses are asked to complete the **Online Survey of Student Satisfaction**

Evaluation (3247), which pertains only to the online learning experience at the college and not the course instructors themselves. This survey is issued from the Distance Learning Office to fully distance learning courses whether taught by full-time or part-time (adjunct) faculty in fall and spring semesters. In fall of 2021, 629 students responded to the survey, with 87% indicating that they were satisfied or very satisfied with taking an online course (**DL Student Sat Results F21 (3251)**), and spring 2022 423 students took the survey, with 89% indicating that they were satisfied or very satisfied with their overall experience (**DL Student Sat Results S22 (3252)**).

Adjunct faculty are not included in the annual evaluation/observation process as described under the Faculty Agreement. However, Deans encourage their Department Chairs to, at a minimum, perform classroom observations on a rotating basis of their adjunct faculty. In addition, Department Chairs encourage adjunct faculty who are considering seeking a full-time probationary position to request an observation, or if a problem with the adjunct has been reported to the Chair. Adjuncts will also participate in the Student Evaluation of Instruction process voluntarily for their own professional development and/or for inclusion in application packets for full-time status.

As part of the annual evaluation process full-time faculty articulate activities related to teaching, professional development, college support, department support, and activities related to their college service and community service on the form which is then submitted to the Department Chairperson/supervisor for inclusion in the annual review (**Faculty Evaluation Form (3208)**). The Department Chairperson/supervisor writes a narrative statement that includes for probationary faculty only a summary of the **Student Evaluation of Instruction (3207)** surveys administered by the faculty and processed by the Office of Planning and Research.

The Department Chairperson/supervisor then checks the recommended action which for probationary faculty includes non-renewal, continued appointment for an additional probationary year, tenure or other consideration. For tenured faculty the Department Chairperson/supervisor checks the recommendation for continued employment or checks "other" and includes a narrative for recommended action, including nonrenewal of appointment, continuation of appointment, tenure, or application for promotion in rank.

Faculty have the opportunity to discuss the evaluation with their Department Chairperson/supervisor and make additional comments on the form, as outlined in the Faculty Agreement in Article XIII C.6 (**Faculty Agreement Evaluation Discussion (3249)**). After signatures, the document is sent to the academic Dean and VPAA for comments and signatures.

From this stage, faculty can then make further comments based on the administrative view and date and sign the final document.



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;

Requirements and specifications for Hudson Valley's 80+ degree and certificate programs (as well as micro-credential qualifications) are available to the public on the HVCC website under "Programs and Courses" and link directly to the online **College Catalog (3301)**. Each program is detailed in a uniform way that is clear and accurate (**examples 3302, 3303**). This helps prospective students know what is expected so they can make an informed decision before enrolling.

For each degree and certificate program, the following information is provided for public use:

- Career/Transfer Opportunities
- Program Learning Outcomes (**3304**)
- Program Requirements
 - Core requirements
 - Restricted Electives
 - Electives
- Suggested Semester Sequence for Full-time Study

Descriptions of courses are available within the Program Requirements; when clicked on, the official course description is revealed, and includes number of credits, contact hours, pre-requisites and co-requisites as appropriate, terms offered (spring, summer, fall, etc.), LAS and/or GE designation if applicable, and type of class (lecture, lab, etc.) (**Course Description Catalog (3305)**). Includes estimated expenses for programs (ex: Nursing (**3306**)) and books.

4. sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress;

Hudson Valley takes pride in the number and variety of learning opportunities and resources that are provided to support the student learning experience at the college. The Strategic Plan prioritizes successful program completion by students through excellent teaching, fully resourced programs, and the provision of student-centered academic support services. In addition to caring and responsive faculty, students can take advantage of various learning and study resources that suit their individual needs, such as the Center for Academic Engagement (CAE) (**Center for Academic Engagement (3401)**), which provides individualized academic coaching to support and build the skills essential for student success.

College faculty, full-time and part-time, are required to set aside forty-minutes for every course they teach so as to be readily available to students (**FA Article VII K.1 – 3. P.7 (3402)**). As per the contract these 40 minute "office hours" are to be posted on the faculty person's door and submitted to the Department Chair so that students know when they are available for help with course content, assignments, and other matters. Many Hudson Valley faculty are readily available to students at times other than stated office hours to assist them.

In addition to the CAE, the college provides many more out-of-the-classroom learning resources. The Science Study Center (**Science Study Center (3403)**) provides extended academic support in the natural and physical sciences, and the Learning Centers (**Learning Assistance Center (3404)**) is staffed by education specialists, professional tutors and peer

tutors who provide small group and one-on-one instruction in math, learning strategies and other academic content areas. Virtual tutoring via the Star-NY (**Star-NY Online Tutoring (3405)**) program is available (free-of-charge) during evening and weekend hours. The SUNY Help Desk provides 24/7 support for DL students with technical questions.

Hudson Valley recognizes the importance of writing to academic success, regardless of program of study. The Dwight Marvin Library houses several student-centered academic support services, such as the **Writing and Research Center (3408)**, whose writing specialists help students through every step of the writing process helping students to build confidence and independence in completing their writing assignments. The library also houses the **Collegiate Academic Support Program (CASP (3409))** which promotes and supports the academic and personal growth of traditionally underrepresented and underserved students by providing purposeful and holistic services within an environment that celebrates diversity, inclusiveness, and community.

The Veterans Resource and Outreach Center (VETROC) (**VETROC (3410)**), the Center for Access and Assistive Technology (CAAT) (**CAAT (3411)**) and the Student Senate Athletic Retention Program (**SSARP (3412)**). **Distance Learning (Distance and Online Learning (3413))** and the Computer Learning Center (CLC) (**Computer Learning Center (3414)**) help students with technology training. The college's CAAT assists all qualified students with disabilities in pursuit of their educational objectives, as well as providing appropriate accommodations for taking tests and exams.

The college also provides student clubs (**HVCC Clubs (3415)**) to enrich learning in specific areas (including, but certainly not limited to, automotive, chemistry, engineering, education, investments, criminal justice) and also provide creative outlets (for example: choir, theater, martial arts, ping pong) for students so inclined. *The Hudsonian* (**Hudsonian (3416)**) is the school newspaper, operated by students with guidance from advisors.

More details on the college's academic support services and initiatives are provided in **Standard IV Support of the Student Experience**.



5.a. at institutions that offer undergraduate education, a general education program, freestanding or integrated into academic disciplines, that 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;

5.b. at institutions that offer undergraduate education, a general education program, free-standing or integrated into academic disciplines, that 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;

Hudson Valley rigorously adheres to requirements for the structure and content of its two-year degrees (Associates in Arts A.A., Associates in Science A.S., Associates in Applied Science A.A.S., and Associates in Occupational Studies A.O.S). These requirements include the liberal

arts and sciences (LAS) component as laid out in the New York State Education Department (**NYSED) Commissioner's Regulations (3103)**, and the general education component as required by the State University of New York General Education Program (SUNY GE) (**General Education – SUNY (3501)**). Hudson Valley's associate degrees also contain the **Institutional Student Learning Outcomes (ISLOs)** as described in **Criterion 5b**, above, by Middle States.

As detailed more fully earlier in this Standard, the number of LAS credits is dictated by the type of associate degree itself as outlined in the New York State Commissioner's Regulations (**Commissioner's Regulations 3.47 (3502)**). Both A.A. and A.S. programs, generally considered transfer programs, contain the largest component of LAS credits (45 and 30, respectively), while A.A.S. and A.O.S., generally considered direct-to-workforce programs, contain 20 credits and 0 credits, respectively. Liberal Arts and Sciences courses are comprised of four categories of study: Humanities (HUM), Mathematics (MAT), Science (SCI) and Social Science (SSC). All the college's LAS designated courses are organized under these categories and are contained in the **College Catalog (LAS Hudson Valley Catalog (3519))**.

Hudson Valley acknowledges the importance of a strong LAS foundation in the college's programs. A liberal arts and sciences education prepares students to examine ideas from multiple points of view, solve problems, adapt, and collaborate, and provides a fuller, more global perspective and encourages critical thinking and reasoning. LAS courses provide chiefly general knowledge and develop students' general intellectual capacities. By combining multiple disciplines of study, liberal arts and sciences courses expose students to a wide range of subjects, encouraging them to think outside a narrow focus, develop cultural sensitivity, and contribute to original solutions.



Additionally, students must complete an academically rigorous and comprehensive core general education curriculum. The SUNY General Education (GE) Program, made up of “broad, high-quality courses that provide students with a set of non-specialized, coherent and focused educational experiences” that enable students to acquire “knowledge and skills that are useful and important for all educated persons regardless of their jobs or professions” (**SUNY BOT General Education 2010-006 (3503)**). Hudson Valley's GE-designated courses are listed in the **College Catalog (General Education Hudson Valley Catalog (3520))**.

Currently, the SUNY General Education Program consists of 10 knowledge and skills areas and two infused competencies: Basic Communications (BC), Mathematics (MT), Natural Science (NS), Social Science (SS), American History (AH), Western Civilization (WC), Other World Civilizations (OC), Humanities (HU), The Arts (AR), and Foreign Language (FL). Both Critical Thinking and Information Management competencies are infused throughout the General Education program. Every knowledge and skill area as well as the two embedded competencies have a set of learning outcomes that are assessed annually. For example, the two knowledge and skills area that are currently required in all A.A., A.S., and A.A.S. programs, Math (MT) and Basic Communications (BC) contain the following outcomes:

Mathematics:

- Interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics
- Represent mathematical information symbolically, visually, numerically, and verbally
- Employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems
- Estimate and check mathematical results for reasonableness
- Recognize the limits of mathematical and statistical methods

Basic Communication:

- Produce coherent texts within common college-level written forms
- Demonstrate the ability to revise and improve such texts
- Research a topic, develop an argument, and organize supporting details
- Develop proficiency in oral discourse
- Evaluate an oral presentation according to established criteria

The complete set of the current SUNY General Education Program Learning Outcomes are outlined the following document: **SUNY General Education Outcomes (3501)**.

Students enrolled in A.A. and A.S. programs must complete an academically rigorous and comprehensive core General Education curriculum of no fewer than 30 credit hours in order to graduate. Students enrolled in A.A.S. programs are required to complete 20 General Education credits, as demonstrated in **Table 3.5b.1**, below.

Table 3.5b.1 Current SUNY GE Requirements by Degree Type (R=Required)

| Current SUNY GE Knowledge/Skills Areas | A.A Degrees | A.S. Degrees | A.A.S. Degrees | A.O.S. Degrees |
|--|-------------|--------------|----------------|----------------|
| Basic Communications (BC) | R | R | R | 0 |
| Mathematics (MT) | R | R | R | 0 |
| Natural Science (NS)* | 7/10 | 7/10 | 4/10 | 0 |
| Social Science (SS)* | 7/10 | 7/10 | 4/10 | 0 |
| American History (AH)* | 7/10 | 7/10 | 4/10 | 0 |
| Western Civilization (WC)* | 7/10 | 7/10 | 4/10 | 0 |
| Other World Civilizations (OW)* | 7/10 | 7/10 | 4/10 | 0 |
| Humanities (HU)* | 7/10 | 7/10 | 4/10 | 0 |
| The Arts (AR)* | 7/10 | 7/10 | 4/10 | 0 |
| Foreign Language (FL)* | 7/10 | 7/10 | 4/10 | 0 |
| Total SUNY GE Knowledge/Skills Areas | 30 | 30 | 20 | 0 |
| *Areas appropriate to their program of study | | | | |
| Infused Competencies: | | | | |
| Critical Thinking | R | R | R | 0 |
| Information Management | R | R | R | 0 |
| Total Infused Competencies | 2 | 2 | 2 | 0 |

As with the college's courses designated as fulfilling the "LAS" program component, Hudson Valley's General Education courses are listed in the **College Catalog (General Education Hudson Valley Catalog (3520))** by category. Additionally, the college has a strong, active General Education Committee (Blackboard evidence) that has been in place since the SUNY GE Program was formalized in the late 1990s. The current General Education Committee is co-chaired by the Dean of Institutional Assessment and the Associate Vice President for Academic Affairs.

Finally, Hudson Valley has incorporated the seven **Middle States Institutional Student Learning Outcomes (ISLOs (in table 3.5b.2 below))** into all its two-year degree programs, requiring graduates to acquire and demonstrate competence in essential skills, including communication, scientific and quantitative reasoning, critical thinking, technological competency, information literacy, and cultural awareness (values, ethics, diverse perspectives).

This three-year collaborative process to embed the ISLOs in all two-year degree programs began in 2017 with the formation of the Institutional Student Learning Outcomes Committee (ISLOC), an Ad Hoc Academic Senate Committee, co-chaired by the Dean of Institutional Assessment and the then Department Chair of Criminal Justice and consisting all Hudson Valley Department Chairs, the Planning and Research team, Deans, faculty, and technical assistants (**ISLO-GE Minutes 9-27-17 (3504)**).

At the end of the spring 2017 semester, the following ISLOs were finalized and approved by Senior Staff and the Academic Senate (**Academic Senate ISLOs Minutes p.6 (3505)**):

Table 3.5b.2 Middle States Institutional Student Learning Outcomes (ISLOs)

| ISLO | Graduates will be able to: |
|--|---|
| Oral and Written Communication | <ul style="list-style-type: none"> • Produce coherent texts within common college-level written forms • Demonstrate competency in oral discourse |
| Scientific Reasoning | <ul style="list-style-type: none"> • Apply the scientific method, develop hypotheses, analyze results, and draw conclusions |
| Quantitative Reasoning | <ul style="list-style-type: none"> • Use math skills to solve problems which may include but are not limited to interpreting and drawing inferences from models such as formulas, graphs, tables, and schematics |
| Critical Analysis & Reasoning | <ul style="list-style-type: none"> • Identify, analyze, and evaluate questions, issues, or problems appropriate to their academic program/discipline |
| Technological Competency | <ul style="list-style-type: none"> • Demonstrate the ability to use technology and/or software applications to produce an output or perform analyses appropriate to their academic program/discipline |
| Information Literacy | <ul style="list-style-type: none"> • Apply basic research techniques which may include but are not limited to locating, evaluating, and utilizing information effectively |
| Cultural Awareness | <ul style="list-style-type: none"> • Demonstrate an awareness of values, ethics, and diverse perspectives appropriate to their academic program/discipline |

The ISLOs are required student performance standards for graduates from all Hudson Valley Community College's degree programs (certificate programs are exempt). While the ISLOs are fairly similar to the college's General Education requirements, they are not completely aligned, and meeting the current SUNY General Education requirements does not ensure that the college will be meeting the Middle States requirements.

SUNY responded quickly to this issue, and began the process of updating the now 20+ year-old SUNY GE, so as to "adapt to the requirements of our regional accreditation agency (Middle States Commission on Higher Education) to more clearly enable the fulfillment of MSCHE competencies, facilitating campus assessment of general education for both SUNY and Middle States" (**MTP SUNY GE Vol. 21 No. 1 (3506)**).

In November 2021, after a broad, collaborative four-year process across the 64 SUNY campuses, the SUNY Board of Trustees passed Resolution 2021-48 establishing the new

SUNY General Education Framework (SUNY GE) (**SUNY General Education Framework 2021 (3507)**). The resolution directs the SUNY Chancellor to “implement the new SUNY General Education Framework (Phase III), which includes the updated knowledge and skills categories of Communication – written and oral; Diversity, Implementation Guidance for SUNY General Education 16 Equity, Inclusion, and Social Justice; Mathematics (and quantitative reasoning); Natural Sciences (and scientific reasoning); Humanities; Social Sciences; the Arts; US History and Civic Engagement; World History and Global Awareness; and World Languages; as well as the Core Competencies of Critical Thinking and Reasoning; and Information Literacy” (Page 4) (**SUNY BOT Resolution 2021-48 (3508)**).

The updated SUNY General Education Framework is effective fall 2023, for new first-time students entering A.A. and A.S. degree programs and all baccalaureate-degree programs; and effective for new first-time students entering AAS- and AOS-degree programs in fall 2024.

The new SUNY GE Program enables the college to satisfy both the SUNY GE outcomes and the Middle States ISLOs in one framework, although the updated GE does not include a technological competency which is a component of the Middle States ISLOs (**see Table 3.5b.2**). As such this category will remain in all of Hudson Valley’s associate degree programs. As SUNY acknowledges in the November 2021 SUNY MTP GE Revision (**MTP SUNY GE Vol.21, No. 1 (3506)**), the technological competency, like all the Middle States competencies, is evaluated using measures that are appropriate to the students’ program of study per Middle States description (**SUNY GE Competencies (3509)**).

Table 3.5b.3 New SUNY GE Program

| New SUNY General Education Program | |
|--|--|
| Knowledge/Skills Areas | |
| <i>Required for all Associate Degrees (A.A., A.S., A.A.S., A.O.S.)</i> | |
| Communication – Written and Oral | |
| Mathematics (and Quantitative Reasoning) | |
| Natural Sciences (and Scientific Reasoning) | |
| Diversity: Equity, Inclusion, and Social Justice | |
| <i>A minimum of three of the following six are required for all A.A. and A.S. programs:</i> | |
| Humanities | |
| Social Sciences | |
| The Arts | |
| US History and Civic Engagement | |
| World History and Global Awareness | |
| World Languages | |
| Core Competencies | |
| <i>Required for all Associate Degrees (A.A., A.S., A.A.S., A.O.S.)</i> | |
| Critical Thinking and Reasoning | |
| Information Literacy | |
| Technical Competency | |

The updated SUNY GE program includes several changes made to the existing SUNY Knowledge and Skills Areas (see **Table 3.5b.3**, above), including minor title updates including

the change from “Foreign Languages” to “World Languages” and the addition of a Civic Engagement component to American History. The Civil Engagement component emphasizes student understanding of “the role of individuals within communities and the need to develop “civic understanding and other skills for engaging in the dynamics of the diverse and pluralistic society which comprises the public life of the United States” (**Civic Engagement MPT GE SUNY (3510)**).

Most notably, a new Diversity: Equity, Inclusion, and Social Justice (DEI&SJ) Knowledge and Skills Area is now among the ten Knowledge/Skills Areas required for all students enrolled in all associate degree and bachelor degree programs, including A.A., A.S, A.A.S, and A.O.S. programs. The DEI&SJ Knowledge and Skill Area emphasizes the importance of the historical and contemporary societal factors surrounding race, class, and gender and the application of rights, access, equity, and social justice action (**DEI&SJ MTP GE SUNY (3511)**).

Prior to final approval by the SUNY Board of Trustees in November 2021, Hudson Valley had already begun the integration of the revised SUNY GE program into all its associate degree programs. During the regular meetings of the General Education Committee there were discussions regarding the new SUNY GE requirements (**GE Meeting Minutes 3-24-22 (3512)**), particularly the DEI&SJ Knowledge and Skills Area and the inclusion of Civic Engagement with American History.

Current and planned initiatives include:

- Social Sciences and Education Department’s Sociology faculty began a review of all of the sociology courses for alignment to the new SUNY GE categories as well as support other Diversity, Equity, & Inclusion initiative of the department. The results of this work included revisions to both SOCL 100: Sociology (**SOCL 100 Sociology (3513)**) and SOCL 120: Cultural Diversity in America (**SOCL 120 Cultural Diversity in America (3514)**), qualifying both courses for designation as a SUNY GE Social Science course and designation as meeting the new DEI&SJ GE Knowledge/Skills Area. Social 120: Cultural Diversity in America was also revised to satisfy the updated American History and Civic Engagement Knowledge/Skills Area.
- Cross disciplinary Hudson Valley faculty developed a Diversity, Equity, and Inclusion: Cultural Diversity Micro-credential, that consists of four credited courses **Program: Diversity, Equity, and Inclusion: Cultural Diversity Micro-credential - Hudson Valley Community College - Acalog ACMS™ (hvcc.edu) (3515)**. The courses span the following disciplines: English, History, Philosophy, and Sociology, focusing on literature, African American history, comparative religions, and cultural diversity.
- A new course from the Sociology department, SOCL 112 Engaging Social Problems (**SOCL 112 Engaging Social Problems (3516)**) and a revision of an existing courses, SOCL 110 Understanding Social Problems (**SOCL 110 Understanding Social Problems (3517)**), have been fully approved by the college’s internal approval process and will be available for students in fall 2022.
- The English, Foreign Language, and English as a Second Language (EFL) Department has commenced working on developing its own DEISJ initiative for the Composition I and Composition II courses for faculty to improve student outcomes (**EFL DEI Workshop Data 3518**). The EFL department, in a joint effort with Hudson Valley’s Office of Diversity, Equity,

and Inclusion (ODEI), developed four 1.5-hour workshops for EFL faculty on strategies of creating a more inclusive curriculum, particularly for Composition I and Composition II courses. The series of workshops was titled “Composition and DEI Professional Development Series” and were inclusive of topics such as Culturally Responsive Teaching and Learning (CRTL), Growth Mindset, the Equity-Minded Syllabus, and Equity-Minded Assignments and Grading Policy. The workshops had over 20 participants each, including both full- and part-time faculty. Recordings of each workshop and all workshop materials are available on the EFL Blackboard site.

- The EFL Department is also updating several new courses to satisfy the new SUNY GE DEI&SJ outcome, including ENGL 202 English Literature II, ENGL 206 American Literature II, and ENGL 230 Multicultural Perspectives in Literature.

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;

Criterion III.6 is not applicable to this institution.

7. adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers;

Hudson Valley, in collaboration with The Arts Center of the Capital Region, offers “arts and crafts” courses which can be taken for credit by Hudson Valley students. These courses, designated as CRFT, are used as electives mainly in the Individual Studies A.S. and A.A. programs, and include furniture making, pottery, jewelry making, and stained glass, and are housed in the Fine Arts, Theatre Arts and Digital Media (FTD) Department. The Arts Center Director is a member of the FTD Advisory Board (**Advisory Board FTD (3701)**). Typically, about 20 Hudson Valley students enroll in the courses per semester (**Art Center Offering and Enrollment Data (3702)**).

Like all Hudson Valley credit-bearing courses, new CRFT courses and changes to CRFT courses go through the college’s Academic Senate Curriculum Committee process for review and approval. The list of current courses offered at the Arts Center can be found on the HVCC website in the **College Catalog (Arts Center CRFT Courses College Catalog (3703))**.

8. periodic assessment of the effectiveness of programs providing student learning opportunities;

Academic programs are evaluated and assessed annually for effectiveness in student learning through unit and assessment plans provided by Department Chairs. These unit and assessment plans are sent to both the Dean of the respective academic area and Vice President of Academic Affairs for review, feedback, and approval/non-approval.

Each assessment report, which is designed in a matrix format, provides a unit or department’s mission statement, goals, outcomes, assessment methods, a summary of data collected, and a course of action – all of which are given concrete detail (**Assessment Findings Example (3801)**).

These assessment outcomes inform the unit plans and often become a part of initiatives, which include student learning opportunities, established by each department. As part of a unit plan, those initiatives are linked to the college's goals and objectives, the college's strategic plan, the prior Middle States Self-Study recommendations, and the Core indicators of institutional effectiveness. **Standard I evidence**

The Institutional Assessment team has made unit and assessment plans available to view through the college's portal on Blackboard.

Also, every academic program is required to undergo the SUNY Program Review every five to six years, although there are sometimes gaps in this process due to factors such as reorganization, changes in departmental leadership and, recently, the COVID pandemic (**Program Review Schedule (3802)**). Although SUNY does not require that colleges submit the Program Review self-studies anymore, it is understood that at any time SUNY could request to review the reports. Hudson Valley has chosen to perform these important program assessments for continuous improvement purposes.

Hudson Valley has a mature and comprehensive Assessment and Planning process. For a detailed account of the college's assessment of all its academic programs please review **Standard V Assessment of Educational Effectiveness**.

Strengths:

Hudson Valley has highly qualified, dedicated faculty who provide an excellent learning experience for students.

The college provides robust academic support opportunities for students.

Challenges:

Student learning outcomes for micro credentials have not been established.

An institutional process has yet to be finalized to address the new SUNY General Education requirements, including a formal internal approval of General Education designated courses.

Recommendations:

The Vice President of Academic Affairs will develop, publish, and assess student learning outcomes for all micro credentials, including non-credit.

The General Education Committee will establish a formalized process for the approval of the new SUNY General Education course designations.



Standard IV: Support of the Student Experience

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:

a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment and refunds;

Hudson Valley recognizes that financial aid is a critical element of access to higher education, retention and completion for many community college students. The college prioritizes the dissemination of financial aid information through a variety of media including group presentations, individual meetings with students, phone calls, email, and through the use of software such as **WIRed (4101)** and **Campus Logic (4102)**. Additionally, the Financial Aid office at Hudson Valley has extensive information on their webpage, including **Financial Aid TV (4103)**, which offers a number of video instruction clips geared toward general and specific financial aid questions. The same website location also provides access to **SUNY Smart Track (4104)**, a free financial literacy service that helps students make informed financial decisions, before, during and after college. The **SUNY Net Price Calculator (4105)**, also on the website, provides students with estimated expenses for tuition, books, and living expenses.

The **College Website** also contains cost of tuition, scholarship, and a complete listing of loan opportunities available to students. These data are also available under each specific program offered at Hudson Valley Community College.

Within the Financial Aid department, communications consist of campus visits, phone calls, emails, signage, and direct communications.

To prepare returning students for the next FAFSA cycle, the Financial Aid office emails FAFSA instructions to all matriculated students each spring. The Financial Aid office also holds FAFSA nights at local high schools.

Emails are periodically sent to students with incomplete files to indicate outstanding documentation that is necessary to complete verification/packaging.

WIReD is one of Hudson Valley's online platforms that allow students to perform a multitude of tasks that are associated with various offices. Financial Aid, Cashier and other offices work with this program to give up to date information about an account.

In August 2020, the Financial Aid office implemented the **Campus Logic Student Forms system** to collect student verification and student documents. They are Ellucian based software solutions aimed at streamlining the financial aid process. A copy of all ISIRs (**Individual Student Identification Records (4106)**) are imported after the ISIR data load process is completed. Necessary verification corrections are completed within the **Campus Logic Student Forms system**.

State Aid Notification

The New York State Higher Education Services Corporation (NYSHESC) administers the Tuition Assistance Program (TAP). TAP is a grant and does not have to be repaid.

Application Procedures: Students must complete and submit the Free Application for Federal Student Aid (FAFSA) electronically at www.fafsa.gov. Students will be able to link to their online New York State Student Aid Payment Application at the end of the FAFSA session once they have established a username and PIN (Personal Identification Number) for the application. Students will need this to apply later, keep track of their application information, or make changes, as needed.

If a student does not complete a FAFSA online, they will be sent an e-mail with instructions for completing the online New York State Aid Payment application. If a student provides an e-mail address on his/her FAFSA, NYSHESC will use that address to contact them about their application, give processing updates, or award information. The status of a TAP Award is contingent upon the annual approval of the New York State budget.

Scholarships

The Hudson Valley Community College Foundation offers more than 100 scholarships each year based on financial need and merit based, which are featured on the **Hudson Valley website** in several places including Admissions, Financial Aid, and the Foundation. In 2017 New York State began offering the Excelsior Scholarship which in combination with other financial aid programs allows eligible students to attend a SUNY or CUNY college tuition free. As part of the SUNY system, Hudson Valley encourages students to learn more about the **Excelsior Scholarship (4108)**.

The college offers a quality education at a fraction of the cost of most private colleges and universities – and each academic year, the college, and the Hudson Valley Community College Foundation are proud to offer more than 100 scholarship opportunities that make Hudson Valley even more affordable.

Whatever course of study – all pertinent information is available in the **College Catalog**.

Refunds

The Cashier's Office processes refunds for students taking credit-bearing courses. Refunds are based on the date of the student's add/drop, complete termination, or official course withdrawal as noted below. Furthermore, refunds are based on the official starting date of the term, not the student's actual class attendance. Refunds will be granted according to the schedule immediately following this section and as noted in the registration publications.

Add/Drop - Students may change sections or courses of equal credits without financial penalty. Adding new courses or changing to a course with more credits may incur additional tuition and fee liability according to the tuition and fees schedule.

Complete Termination - Students who drop all registered courses through the last day of the add/drop period will be eligible to receive the appropriate refund percentage as noted below.

Course Withdrawal - Students who withdraw from courses during the withdrawal period will be eligible to receive the appropriate refund percentage as noted below.

Refunds from financial aid or tuition overpayments occur throughout each semester. A refund occurs when payments and credits on a student account exceed tuition and other charges for a semester. The date of a specific refund depends on many factors, such as account balance, financial aid awarded, etc. Students are encouraged to monitor their WIReD account to check on the status of aid payments and refunds.

When federal financial aid is disbursed to a student's account, an email is sent to the student's Hudson Valley email address. If this aid payment creates a refund, it will be processed and issued in accordance with the distribution process communicated to students each semester. For additional information regarding financial aid disbursement, including scheduled disbursement dates, refer to the Financial Aid webpage. Hudson Valley partners with BankMobile to deliver refunds to students.

1.b. A process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed and supported in attaining appropriate educational goals;

Hudson Valley students must satisfy entrance requirements upon admission for the program of study that they seek. Program entrance requirements are set to ensure the academic success of the student. Most programs have unique requirements that students must meet to be admitted to the program. It is therefore not typical to find students who are not adequately prepared for study at the level for which they are admitted. Students who don't meet requirements for a specific program of study may be admitted into the Individual Studies program. This program allows students to choose courses from a broad range of liberal arts and elective offerings to meet their desired degree or transfer opportunities, or to fulfill requirements for a desired program in other subject areas. It also allows students to take the necessary coursework to meet the entrance requirements for their original program of choice. A recent Program Review of the Department of Education and Social Sciences shows goals, assessment, outcomes and trends related to the Individual Studies Program (**Individual Studies Program Review (4126)**).

Hudson Valley offers developmental coursework, and through consultation with the student Advisors and/or Department Chairs considers High School performance and/or placement testing to select the most appropriate course. Efforts have been expended to create developmental courses that are credit bearing and satisfy program requirements to increase the likelihood that students will take a course that meets their needs.

Hudson Valley has taken steps to stay in pace with national movements to move away from sequential remediation and toward credit-bearing gateway courses for all students. A recent presentation by the Hudson Valley English



Department Chair to the SUNY Developmental English Learning Community outlines the recognition of need and the subsequent steps taken to improve results in learning outcomes, retention and overall academic success. The **presentation (4128)** also shows progress to a new Co-Requisite ENGL 100 described therein.

1.c. orientation, advisement and counseling programs to enhance retention and guide students throughout their educational experience;

New Student Orientation

A New Student Orientation (NSO) Task Force was formed in February 2016 following shared governance concerns raised by the Academic Senate in January 2016 after the implementation of the NSO process. The task force identified ten issues and recommended changes to mitigate them as well as a reformatted NSO schedule. The majority of recommendations were accepted and implemented; only a select few were not accepted.

Following the disbandment of the Task Force, the Coordinator of Testing, Academic Placement and New Student Orientation was reappointed as the Director of First Year Experience and Orientation Programs to better position this individual for continual review and assessment of the orientation process. In Fall 2022, 2000 of 2064 new students attended NSO, which is the highest attendance rate in recent years.



The FYE (First Year Experience) office offers collaborative efforts with all offices under the student affairs umbrella as well as academics. The CAE and LAC offer presentations each semester and summer for the following programs, Hudson Valley Connects, student affairs information days, passport for student success and new student orientation. Academics collaborates by offering faculty presentations for the passport for student success program, and new student orientation.

Advisement Improvement Team

The Advisement Improvement Team initially reviewed the advisement process and has since expanded to other areas as priorities have been identified. The Improvement Team also works through potential issues identified by the **Guided Pathways (4127)** Committee and various policies that may present barriers to students.

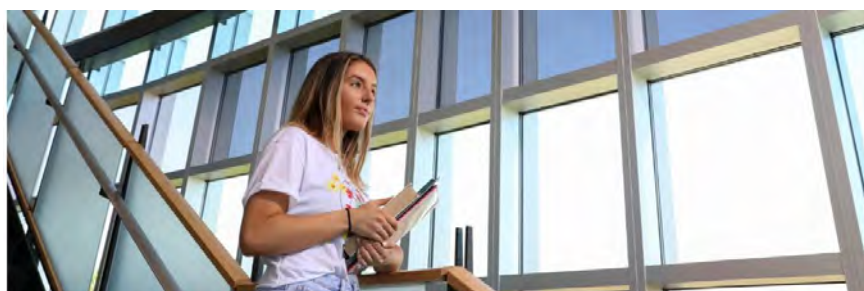
A leadership group met during the Fall 2021 semester to determine how best to move forward. **Educational Planner (4107)**, a software application of **Degreeworks (4109)**, was considered as a means of providing entering students with a semester-by-semester map of courses required for their respective program. To test the efficacy of this application, a pilot was scheduled for Spring 2023 in the Criminal Justice dept. Students in this program will create a semester-by-semester plan for program completion in the initial academic advisement appointment. Tracking reports will be provided to identify students who are not on track to complete the plan. The plan will be reviewed during each subsequent academic advisement appointment.

Strategic Enrollment Management Plan

Hudson Valley has developed and recently revised a **Strategic Enrollment Management Plan (4110)**, that was recommended in the Strategic Plan, and has been further supported by a

SUNY-based Lumina grant. The grant supports strategic enrollment management (SEM) planning for NYS community colleges and Hudson Valley has opted to participate in this initiative. For the past several months, a Hudson Valley team has been meeting to revise the College's existing SEM plan with a focus on adult learners and underrepresented groups. The team has worked throughout the summer months and implementation of the plan began in September '22 as outlined by the grant requirements. With the revision, the spirit of the plan has not changed, but some of the goals and strategies have become more specific. Some areas of the plan are more refined than others as the college continues to work through various stages of development. The **SEM plan update (6117)** in Fall 2022 provides current status on action plans.

Additionally, the implementation of **CRM Advise (4111)**, which took place in 2021, has equipped student advisors with all pertinent information on students, allowing for more informed and more efficient advisement sessions.



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;

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.

Student success is Hudson Valley's number one institutional priority. The college provides a variety of high-quality student supports that are designed to enhance student success as they work toward their educational goal and post-completion.

The Learning Assistance Center (LAC) is staffed by education specialists, professional tutors and peer tutors who provide small group and one-on-one instruction in math, learning strategies and other content areas. The LAC also provides activities and programs designed to help students increase their confidence and independence as they work to develop their academic skills. Instructional support programs and services are available to all students.

The Computer Learning Center (CLC) provides academic support that assists students in becoming independent and confident learners while developing the computer skills necessary for academic success. The Writing and Research Center has a goal of helping students through every step of the writing process. Writing specialists provide support focused on helping students build confidence and independence in completing their writing assignments. These services focus on providing instructional support at any point in the writing process ranging from

pre-writing to revising a writing piece or citing sources. The Center also conducts instructional **workshops (4112)** on various topics related to writing.

The Center for Academic Engagement partners with Athletics in the administration and oversight of the Student Senate and Athletics Retention Program, which provides targeted academic coaching and support to at-risk athletes.

In 2018, a core team of CAE and Athletics staff developed and presented a proposal to the Academic Senate to amend the existing policies for midterm athletic eligibility that allowed for the creation of the **SSARP (4114)** program. Once approved, regular committee meetings were held with key campus partners to develop and roll out the first set of policies for SSARP. At midterms, 113 student athletes were eligible to enroll in the SSARP program. Of this number, 77 (68.14%) opted into the program. In conjunction with the Athletics Department, CAE Academic Coaches met with each student on a weekly basis. A coordinated effort between the two departments resulted in an informational session for all eligible students, highlighting the importance of participating in the program and benefits of the support in maintaining athletic eligibility. Of the 77 students who opted in and participated in the program, 49 students (64%) increased their GPA at the end of the semester. 27 of these 49 students (55%) increased their GPA to a 2.00 or better.



To further its objective of identifying 'at-risk' student athletes and improving their academic standing, the Athletic Department worked with the Center for Academic Engagement to track their academic progress, using quantitative data. Finding that nearly half (57 of 115) of at-risk student athletes improved their academic standing, the Athletic Department will continue its efforts to identify these students and direct them to the college's academic support services, including the CAE. For contrast, numbers of student athletes who were eligible for the SSARP program, but chose not to opt in, saw less improvement in their results (**Students not enrolled in SSARP (4122)**).

The following documents in evidence further describe efforts by several student support organizations which are designed to enhance the successful achievement of students' educational goals.

The CAE's **Collegial Academic Support Program (CASP) Program (4115)** focuses on increasing support of adult learners through creation of targeted outreach and cohort-building.

Center for Careers and Transfer (CCT) (4116) – Annual Report and Assessment Plan

Center for Access and Assistive Technology (CAAT) (4117)– Annual Report and Assessment Plan

Articulation Agreements

Hudson Valley Community College has many formal articulation agreements with public and private four-year institutions. Some agreements are general in nature as they simply specify certain criteria that must be met to ensure junior status at the four-year institution. More often,

agreements are program-to-program in that they address specific majors at both Hudson Valley and the transfer institution. Agreements may contain specific information on course equivalencies, minimum grade point average, pre-requisites, designated courses or credits, scholarship availability, and full-time or part-time requirements. Currently over 50 articulation agreements are in effect and are listed on the **College Website**.

The Center for Careers and Transfer encourages students to begin taking advantage of transfer services during their first semester to discuss their career and transfer goals emphasizing that early planning will allow students to maximize their transfer credits and ensure a smooth transition.



Since these articulation agreements continue to increase in number and are constantly evolving to reflect changes in program requirements, it is imperative that students consult early with a transfer counselor in the Center for Careers and Transfer to ascertain the terms and conditions of agreements that might be of interest.

To optimize student transfer, the Center for Careers and Transfer provides students with opportunities to meet with transfer representatives from four-year institutions through their Advisor-in-Residence Program, Transfer Fairs and College Information Tables. Advisor-in-Residence offers students the opportunity to meet individually with a representative from a four-year institution. Students are encouraged to bring their Degree Audit from Degree Works as a means to facilitate discussions and plan future coursework with the four-year representative. Each semester the Center for Careers and Transfer hosts a Transfer Fair providing students the opportunity to explore and interact with four-year institutions from throughout the country. College Information tables also provide students the opportunity to learn about a variety of four-year institutions and begin transfer conversations.

Consistent with the Mission and the Strategic Plan, Hudson Valley seeks to provide transformative student-centered and high-quality opportunities through the SUNY sponsored Guided Pathways model. In 2019, Hudson Valley joined the second cohort of New York Community Colleges in the development and implementation of Guided Pathways. Guided Pathways is a strategy focused on building capacity for colleges, particularly community colleges, to design and implement equitable, structured academic and career pathways at scale, for all students. A first step in preparing the organizational structure to facilitate implementation was the streamlining of 23 academic departments down to 16. This was accomplished in 2020.

Later activities associated with the college's preparation for Guided Pathways include a common first year business program that is expected to launch in fall 2022, establishment of 5 meta majors: STEM, Health Sciences, Business and Criminal Justice, Humanities and the Arts, and Education and the Social Sciences. Hudson Valley are also expanding articulation agreements with BOCES, UAlbany and other public and private institutions to enhance opportunities and pathways for future students.

Assessment Plans

Hudson Valley requires regular assessment of student support organizations, using results for continuous improvement and data-informed decision making. Department heads are required to create and submit Assessment Plans and Unit Plans annually. These plans outline steps taken to measure effectiveness, as well as document how lessons learned are applied to continuous improvement.

2. policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches;

At Hudson Valley students have several ways to earn college credit in addition to enrolling in courses taught by Hudson Valley faculty, while many students transfer credits from other institutions, there are other ways the credit can be earned toward degree completion. Students can earn credits through Life Experience, CLEP, Advanced Placement, International Baccalaureate and **Challenge Exams (4121)**.

Since 2015 over 188 students have earned credit through the Life Experience program. This avenue for college credit recognizes a student's experiences outside of the classroom. Life Experience is currently only an option for matriculated students and needs approval from the Department Chair of the program the student is applying for credit from.

The College Level Exam Program CLEP is another way students at Hudson Valley can earn college credit. Since 2015, 82 students have earned credit through testing with CLEP. During that same time Hudson Valley administered 823 exams. Of those exams 103 were to students that attended Hudson Valley and 720 were to students that attend other institutions.

Advanced Placements since 2015 have helped 607 students earn Hudson Valley credit. Students must score high enough on the AP exam (**AP Exam scores (4201)**) for credit to be awarded. Similar to Advanced Placement credit, students can also earn college credit right out of high school through the International Baccalaureate program, this has been a less popular option with only one student earning credit since 2015.

Challenge Exams are offered internally at Hudson Valley for students that want to test out of a course while earning the credit for the course, based on prior knowledge of a subject area. Since 2015, 83 have earned credit through Challenge Exams.

While no credit is earned through Senior Audits, it is important to recognize that Since 2015, 281 members of the community over 60 have participated in Hudson Valley courses.

Hudson Valley currently has many options for students to earn credit through alternative learning avenues. The credit process evaluation at this time is lengthy and falls mainly on the advisors to gather information after a student has been admitted into a degree program, at times this slows down the advising process. Many times, there are students that want to know what will transfer in to Hudson Valley before they choose a major. Another challenge is that Hudson Valley administers the CLEP exam on campus however, most individuals



that use the test administration service are not Hudson Valley students and it may not be cost effective to continue to administer the exam. Lastly non-matriculated students cannot benefit from the Life Experience Program, this may need to be reevaluated to see if changes need to be made or an independent study course needs to be added that can work in conjunction with life experience to earn credit for non-matriculated students.

3. policies and procedures for the safe and secure maintenance and appropriate release of student information and records;

The College's student information and peripheral technology systems store student information. Access to records is provided to an employee only if that individual needs access in order to execute job responsibilities.

The College's **FERPA Policy (4119)** clearly defines both directory information and appropriate school official access. In addition, the policy outlines the circumstances under which a school official has access to student data without student consent.

The supervisor of a new or recently transferred employee must approve and request access to various technology systems containing student records. User or security classes are configured to allow employees to access only information pertaining to specific job responsibilities. Employees are issued a secure username and password in order to access technology systems. All employees are required to complete Information Security Awareness training annually.

From the College's FERPA Policy, Hudson Valley Community College designates the following items as directory information: student's name, dates of attendance, date of birth, enrollment status, major, date of graduation, honors and awards received, and student campus email address. The college may disclose any of those items without prior consent, unless notified in writing to the contrary within 30 days of the beginning of the term.

- One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed, appointed or hired by the college in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit and personal health staff); a person or company with whom the college has contracted (such as an attorney, auditor, or college agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

A FERPA Waiver Form allows a student to establish a FERPA password, which is used as an authentication tool for telephone inquiries. The form also allows the student to authorize other individuals to receive information but not act on the student's behalf.

Standard practice for identity authentication is as follows:

- In-person – Student or authorized individual must present photo ID.
- Telephone – Student or authorized individual must verbally provide FERPA password.
- E-mail – Student must communicate via Hudson Valley e-mail for information specific to record.

Students or employees seeking to review archived records must complete a Request to Inspect Records form indicating the reason for request. The Registrar's Office complies within 45 days and, if granted, safely provides the data/record(s).

FERPA Workshops are planned twice each semester in an effort to educate the campus community on current regulations and procedures. Additionally, prior to access to technology systems being granted, the employee must sign a form to indicate understanding of FERPA and how the College's policy relates to job responsibilities.

Code of Conduct/Judicial Process

The **Judicial Policy (4210)** indicates the following: All Students and College Personnel are required to obtain and carry College identification cards at all times and to present them upon request to any College Official or Faculty Member. Other identification must be shown if such a request is made and the person questioned does not have an ID card in his/her possession.

- No attempt will be made to gain access to a password belonging to another person or place a password other than the user's own in a file on a College computer. In addition, no attempt will be made to install, run or place software designed for this purpose on any College computer.
- No attempt will be made to impersonate any person, including other Students, Faculty or other College Personnel. No attempt will be made to disguise the origin of any electronically transmitted or posted material. No attempt will be made to make unauthorized use of someone else's electronic signature.

Students in violation of any part of the Judicial Policy, including the above, are subject to appropriate judicial proceedings.

Records Retention

The college complies with the NYS Archives Records Retention and Disposition Schedule for use by counties. The college never prematurely disposes of records but does have a large amount of "old" records that have not been disposed of in a timely manner. For example, student file records are to be kept for 7 years following the last semester of attendance. A records disposition process using recently purchased software is being implemented by a cross-campus team.

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;

Hudson Valley continues to offer a variety of programs to assist in the efforts of improving student life, and enhance student engagement and academic success. The department of athletics offers 20 NJCAA varsity programs, with 10 men's and 10 women's programs with approximately 350 student-athletes, in a non-COVID season. Increasing participation by 31 percent over the last five years. Hudson Valley has also increased the number of programs from 16 to 20 since 2016-17.

Intramurals in the past was mostly overseeing open gym each week during the semester. Hudson Valley has implemented more opportunities with the goals to keep students active. Increased offerings, increased participation has been a stated goal. COVID response: offered

esports intramurals through IMLeagues and SUNY, Virtual Yoga classes, Boxing Tutorials. Future offerings: flag football and soccer.

For the purpose of determining eligibility of an NJCAA student-athlete to participate in Faculty Student Association-governed intercollegiate athletics, a student must comply with the NJCAA eligibility standards. In addition, the midterm grades of all courses (including non-credit remedial) for the given semester will be used to determine continued eligibility in athletics. In the case that a student's midterm GPA falls below a 2.0 in the current semester, in order to maintain eligibility, the student will be given the option to enroll into the Student Senate and Athletics Retention Program. Students who maintain all programmatic requirements will remain eligible to participate in intercollegiate athletics until midterm grades are overridden by the end of term grades.

5. If applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers:

The Faculty Student Association (FSA) is a not-for-profit 501(c)(3) corporation established by law to run auxiliary services on campus, including:

- **Viking's Cove Bookstore**
- **Viking Child Care Center**
- **Food Services** (Provided by subcontractor to the FSA)
- **Intercollegiate Athletics** (Managed by college and subsidized by FSA)
- **Student Activities** (Managed by college and subsidized by FSA)

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. The FSA completes annual assessment and unit plans for review by the VP of Student Affairs. These plans are related to Child Care and the Bookstore. Athletics and student activities are assessed by The Director of Athletics and the Director of Student activities, respectively (**Assessment Plans 4501, 4502, 4503**). An assessment of student support services is included in student surveys.

6. Periodic Assessment of the effectiveness of programs supporting the student experience.

As part of the Hudson Valley Institutional Effectiveness process, each of the units in support of student success submit Assessment Plans and Unit Plans into the Nuventive system. Each plan is reviewed by the immediate supervisor, the Dean if applicable and the appropriate Vice President. Once this approval hierarchy process is complete, the plans undergo further review by the Dean of Institutional Effectiveness. Samples of these plans are available for viewing.

Assessment Plan – First Year Experience and Orientation programs (4123)

Assessment Plan – Registrar's Office (4124)

The Office of Institutional Effectiveness also conducts annual surveys and monitors Core Indicators related to student experiences and results. These are contained within the **IE Annual Report (4125)**.

Department heads are encouraged to assess progress in their respective fields as part of the assessment plan. Measures are recommended and continuous improvement is encouraged whenever possible. The unit plans outline entity plans for changes to processes and other budget driven needs and provide input to the annual budget process for financial resource allocation.

Strengths

Hudson Valley has a committed team of qualified, diverse, innovative and energetic professionals who combine strengths in coordinated efforts to optimize the use of data from a multitude of sources on and off campus to sharpen and enrich the student experience.

Challenges

As a community college, Hudson Valley is faced with changing student demographics and student needs.

Recommendations

In collaboration with Academic Affairs, the Registrar will fully develop the Student Educational Planner in Degree Works to assist students with the planning of their coursework during their time at the college. The goal of this implementation is more targeted advisement for students with academic challenges as well as a more efficient use of advising resources.

The Vice President of Academic Affairs and Vice President of Student Affairs will develop a plan to improve the incoming transfer student experience inclusive of admission, the transfer credit evaluation process, and advisement.





Standard V. Educational Effectiveness Assessment

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

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;

The educational goals of Hudson Valley are interrelated and clearly linked to the **College's Mission, Goals, and Objectives (5101)** and on the Hudson Valley website and are integral to fostering excellence in student achievement.

Hudson Valley's educational goals consist of three interrelated levels: course-level Student Behavioral Objectives (SBOs), Program Learning Outcomes (PLOs), and Institutional Student Learning Outcomes (ISLOs). **Student Behavioral Objectives (5102)** are measurable course-level outcome statements that concretely and formally describe what students are expected to learn in the course. **PLOs (5103)** are broader, measurable statements in all two-year and certificate programs that summarize the Student Behavioral Objectives and describe the relevant knowledge, experiences, and skills that students need to successfully complete the program (**PLO examples 5104**). Finally, **ISLO's (5105)** consists of institutional-wide learning outcomes that are statements of the general knowledge and skills that all students should be able to demonstrate at the time of graduation and are addressed in every two-year program (AA, AS, AAS, and AOS) at the college (**ISLO example 5106**).

The PLOs are linked to the **college Goals and Objectives (5101)** and **Strategic Plan (5107)**. These links are articulated in the Assessment Plans provided by every academic department for all certificate and degree programs.

2. meaningful 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:

a. Define curricular goals with defensible standards for evaluating whether students are achieving those goals;

Hudson Valley has established curricular goals that are meaningful to the program of study at the course level, program-level, and institutional level (see 5.1, above). The PLOs and ISLOs

criteria for success, or benchmarks, clarify to what extent a student must perform to be judged adequate; thus effective learning outcomes indicate a degree of skill and knowledge acquisition through a quantity of correct responses or some other type of measurable information.

Benchmarks (5201) serve the dual purpose of informing students of performance expectations and providing insight as to how achievement of these expectations will be measured.

At the PLO level, unless indicated by an external accrediting body, criteria for success (benchmarks) are set by the program faculty and department chairs based on the type of program, program entrance requirements, and past student achievement rates. General Education outcome benchmarks are provided by SUNY (see **Table 5.2a.1** below) for the SUNY General Education (GE) outcomes, and are used by Hudson Valley as benchmarks for the ISLOs (**benchmark examples 5202, Gen Ed outcomes 5225**).

Table 5.2a.1 SUNY GE Criteria for Success/Benchmarks

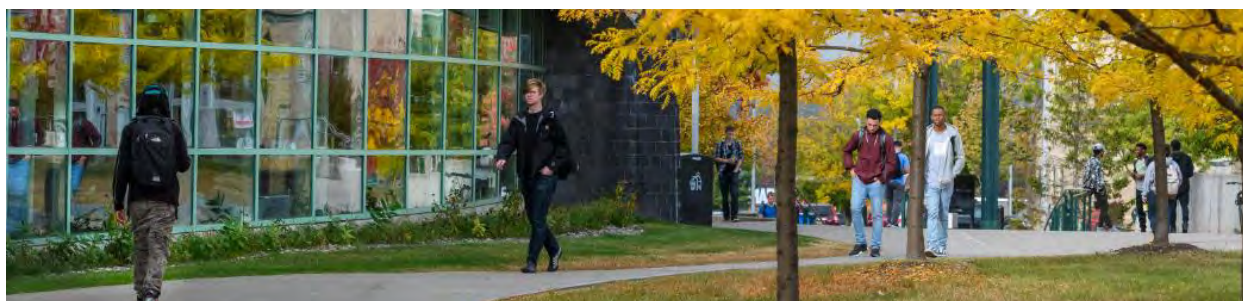
| SUNY General Education Criteria for Success/Benchmarks | |
|---|------------------|
| Exceeding Standard | A and B (80-100) |
| Meeting Standard | C (70-79) |
| Approaching Standard | D (60-69) |
| Not Meeting Standard | F (less than 60) |

2.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;

Hudson Valley offers of a wide range of degree programs, certificates, and micro-credentials, which lead to transfer and/or directly to the workforce (**transfer/workforce examples (5203)**). All programs have clearly articulated multi-level outcomes that are assessed on a regular basis (**Assessment Plan DHY example (5204)**) by faculty and department chairs and reviewed by deans, the AVPAA, the VPAA and the Institutional Assessment team (**Nuventive approval (5205)**). Course and programmatic outcomes reflect course-level learning outcomes that are designed for student achievement of the skills and knowledge they need for direct entrance into the workforce and/or further education, and, in concert with the ISLOs, provide students with the higher-order skills to be creative, innovative, and self-directed critical thinkers (**benchmark examples (5202)**).

To assist in developing program content and student learning outcomes to ensure that students are properly prepared for success in the particular career path and/or further education and meaningful lives, all academic programs utilize **Advisory Committees (5206)**, composed of industry representatives from relevant business, manufacturing, non-profits, government agencies and other institutions of higher education. The committees meet at a minimum twice annually with the college's faculty, staff, and academic leaders to discuss how best to align academic program content and programmatic outcomes with current workforce and transfer needs (**advisory board meeting minutes examples (5226, 5207)**). The **Advisory Board Guidelines (5208)** clearly state goals, expectations, responsibilities, and roles of committee members.

Advisory boards contribute subject matter expertise which can lead to curriculum changes. An example is the changes made by the Education and Social Sciences Department during the **October 31, 2022 Curriculum Committee meeting (5228)**. The department introduced changes to the Early Childhood A.A.S. and Early Childhood Administration A.A.S. programs and introduced a new Early Childhood micro-credential. These changes were a result of specific feedback received from the Education Advisory Board regarding the departments career focused programs (**4.14.22 meeting minutes evidence (5229)**). The department followed up with the board and discussed the changes made during their November 8, 2022 meeting (**11.8.22 meeting minutes evidence (5230)**).



Additionally, program-specific accrediting bodies (e.g., Commission on Dental Accreditation (CODA), National Association for the Education of Young Children (NAEYC), Accreditation Board for Engineering and Technology (ABET)) provide **guidelines (5209)** and learning outcomes for program content as well as behavioral standards. Typically, accrediting bodies require that surveys be distributed to both graduates and their employers to obtain feedback on how well the students are prepared for the job (**employer survey example (5210)**). Members of Advisory Committees are also able to provide feedback from employers, particularly from within business, industry and healthcare (**advisory board meeting mins examples (5226, 5207)**). **Academic Affairs call (5211)** for advisory board committee members to be reviewed/updated.

Hudson Valley continues to be successful at preparing students for careers and/or further education, evidenced through a combined employment and transfer rate that averages above 95 percent year-to-year (**graduate data (5212)**). Typically, Hudson Valley graduates transfer to four-year schools at an average of 60%, with a range of 54% to 65% (**transfer data (5227)**). This data is collected annually from the National Student Clearinghouse (NSC) and the college's annual Graduate Summary Report (**graduate data (5213)**) conducted by the Hudson Valley Center for Careers and Transfer.

The college's "**Meet HVCC Interview Series**" (**5214**) provides snapshots of student experiences and success stories that highlight the college's dedication to helping their students to achieve successful careers and to live meaningful lives. Annually, students are given the opportunity to respond to the **Student Satisfaction Survey (5215, 5224)**, from Hudson Valley or SUNY, indicating their level of satisfaction with their preparation for successful careers, meaningful lives, and, where appropriate, further education. Student profiles (**Interview Series (5214)**) and satisfaction surveys provide individual and group data illustrating that students believe opportunities offered at Hudson Valley have contributed to more meaningful lives. **Table 5.2b.1** below provides response data for surveys administered since 2017.

Table 5.2b.1 Student Survey Participation Data

| Student Survey | # of students surveyed | # of students responding | Response Rate |
|----------------|------------------------|--------------------------|---------------|
| 2017-HVCC | 8,158 | 388 | 4.8% |
| 2018-SUNY | 7,779 | 462 | 5.9% |
| 2019-HVCC | 9,209 | 419 | 5.5% |
| 2021-SUNY | 6,420 | 722 | 11.2% |
| 2022-HVCC | 6,034 | 245 | 4.1% |

Table 5.2b.2, below, shows student perception of how much Hudson Valley has contributed to their growth and learning in items from the 2021 and 2022 Student Satisfaction Surveys (SSS). The survey items below pertain to the development of higher order skills, including the ability to examine ideas from multiple points of view, solve problems, communicate clearly, understand and appreciate diversity, and develop an openness to the opinions of others. These skills and attributes are vital to full success in one's career and to a richer, fuller life.

Results from the most recent survey administered in 2022 are presented in the middle column. For comparison sake, responses to the same items from the 2019 SUNY Student Opinion Survey (SOS) and the 2021 Hudson Valley SSS are included with the difference between previous surveys in the fourth and fifth columns. With the exception of a slight decline in item 1 from 2021 to 2022, students indicated a solid increase in their perception of growth and in learning while attending Hudson Valley in the last two SSS administrations.

Table 5.2b.2: Contribution to Growth and Learning (1.00 – 5.00 Likert Scale)

| College Contribution to Growth and Learning (5=Very large contribution; 1=No contribution) | SOS 2019 Mean | SSS 2021 Mean | SSS 2022 Mean | Diff. 2019-2022 | Diff. 2021-2022 |
|---|---------------|---------------|---------------|-----------------|-----------------|
| 1.Developing problem-solving skills | 3.43 | 3.73 | 3.68 | +0.25 | -0.05 |
| 2.Working well with others | 3.26 | 3.64 | 3.72 | +0.46 | +0.08 |
| 3.Acquiring knowledge and skills needed for a career | 3.80 | 3.91 | 4.03 | +0.23 | +0.12 |
| 4.Understanding and appreciating ethnic/cultural diversity and other individual differences | 3.06 | 3.34 | 3.64 | +0.58 | +0.30 |
| 6.Expanding your global awareness | --- | 3.32 | 3.55 | --- | +0.23 |
| 7.Writing clearly and effectively | 3.38 | 3.67 | 3.86 | +0.48 | +0.19 |
| 8.Speaking clearly and effectively | 3.16 | 3.51 | 3.76 | +0.60 | +0.25 |
| 9.Using computer and information technology effectively | 3.27 | 3.76 | 3.92 | +0.65 | +0.16 |
| 10.Understanding and appreciating political, social, and historical issues | 2.61 | 3.29 | 3.56 | +0.95 | +0.27 |
| 11.Acquiring knowledge and skills for further academic study | 3.62 | 4.02 | 4.04 | +0.42 | +0.02 |
| 12.Developing an openness to the opinions of others | 3.14 | 3.56 | 3.78 | +0.64 | +0.22 |
| 13.Understanding your personal ethics and values | 3.05 | 3.49 | 3.81 | +0.76 | +0.32 |
| 14.Understanding environmental and sustainability issues | 2.69 | 3.26 | 3.62 | +0.93 | +0.36 |

2.c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;

Hudson Valley assesses student achievement regularly at the course level (**Student Behavioral Objectives (5102)**), at the program level in **program reviews (5216)** and within **assessment plans (5217)** and at the institutional level in the annual **Institutional Effectiveness (IE) Report (5218)**. Averages of aggregate final grades for each course (combined sections) is available annually in the college's **Program Review Data (5219)** to the campus community.

Program-level student achievement assessments are available to the campus community in the annual **Assessment Plans (5204)** posted to **Blackboard (5220)**. These Assessment Plans contain action plans for continuous improvement based on all program outcome results.

Table 5.2c.1 below is an example of how assessment results are used to close the loop (or continuous improvement spiral).

Table 5.2c.1 Closing the Loop example

| | | |
|-----------------------|--------------|---|
| Assessment Plan: | | Polysomnography – PSG A.A.S. |
| Outcome: | | Technical proficiency (PLO) - Demonstrate technical proficiency in all skills necessary in their role as Registered Polysomnographic Technologists. |
| Assessment Method: | | 1. Comprehensive Practical skills assessment for course PSGT 235, Polysomnography Clinical II 2. BRPT Certified Registered Polysomnographic Technologist exam following graduation. 3. Employer surveys administered 6 months following graduation |
| Criteria for Success: | | 1. All skills passed prior to graduation. 2. Minimum 90% pass rate for BRPT Certified Registered Polysomnographic Technologist exam following graduation 3. Employers will rate every skill as satisfactory or higher 3 or better on a Likert scale on the survey |
| | | |
| 2018-2019 | Results: | 100% of students passed the comprehensive practical skills assessment given as the PSGT 235 course final prior to graduation with a grade of 60% or higher which well exceeds the threshold. 6 of the 7 (86%) graduates challenged the BRPT Certified Registered Polysomnographic Technologist exam following graduation and 5 of those 6 (83%) passed the exam on their 1st attempt. Employer surveys for 2019 graduating class rated the graduates 3 or higher on all points in the skills domain except for item F, "The graduate is able to stage and score diagnostic procedures" which only had a 50% positive rating. |
| | Action Plan: | Will integrate newly acquired software (Sleep ISR) into core course requirements to better prepare students for the BRPT RPSGT exam and to respond to item F in the skills domain on the Employer surveys. Will continue to monitor changes made to assignments in the PSGT 210 course as there will be a larger graduating class in 2020 to more accurately assess BRPT exam pass rate trends. Students that chose not to challenge BRPT RPSGT exam to the point of passing went on to continue their education in another field (Ultrasound/Sonography) instead of finding employment in Polysomnography or Electroencephalography. Changes made to the entrance requirements for Ultrasound/Sonography will require that PSG graduates challenge and pass the BRPT RPSGT exam prior to acceptance. |

| | | |
|-----------|-----------------|---|
| 2019-2020 | Use of Results: | Last year's action plan included incorporating newly acquired software (Sleep ISR) into core course requirements to better prepare students for the BRPT RPSGT exam. Pass rate for the BRPT Certified Registered Polysomnographic Technologist (RPSGT) exam declined from 2019 to 2020. |
| | Results: | 100% of students passed the comprehensive practical skills assessment given as the PSGT 235 course final prior to graduation with a grade of 60% or higher which well exceeds the threshold. 100% of the 2020 graduates challenged the BRPT Certified Registered Polysomnographic Technologist exam following graduation and 10 of those 13 (77%) passed the exam on their 1st attempt. A limited amount of employer surveys returned for the 2020 graduating class but of those received, all rated the graduates 3 or higher on all items surveyed. |
| | Action Plan: | Software (Sleep ISR) more heavily used with class of 2021 to try and better prepare students for the BRPT RPSGT exam. Will more closely monitor pass rates and alert Ultrasound/Sonography regarding board exam pass/fail status and their program entrance requirements. Will continue to update assignments in the PSGT 210 course to reflect what was reported to be heavily present on the board exam. Will try to complete in-person testing as much as possible versus testing via remote methods to better prepare students for the board exam. |
| 2020-2021 | Use of Results: | Pass rate for the BRPT Certified Registered Polysomnographic Technologist (RPSGT) exam improved from 77% in 2020 to 100% in 2021. |
| | Results: | 100% of students passed the comprehensive practical skills assessment given as the PSGT 235 course final prior to graduation with a grade of 60% or higher which well exceeds the threshold. 100% of the 2021 graduates passed the BRPT Certified Registered Polysomnographic Technologist exam following graduation 67% of employer surveys have been returned for the 2021 graduating class but of those received, all rated the graduates 3 or higher on all items surveyed. |
| | Action Plan: | Will continue to update assignments throughout all PSGT courses to reflect question formats to better familiarize students with question formats on board exam and course content to increase repetition of material that was reported to be heavily present on the board exam. Will incorporate more practice board exams in the PSGT 210 course schedule to better assess exam readiness. |
| 2021-2022 | Use of Results: | Competency assessments during clinical increased to better prepare students for the final comprehensive assessments. |
| | Results: | 1. 100% of students passed the comprehensive practical skills assessment given as the PSGT 235 course final prior to graduation with a grade of 60% or higher which well exceeds the threshold but we were unable to test on Home sleep tests because we lacked the equipment. 2. 100% of the 2022 graduates passed the BRPT Certified Registered Polysomnographic Technologist exam 3. Surveys with questions about technical proficiency will be sent 6 months post graduation in December 2022. (per accreditation guidelines) |
| | Action Plan: | Six new sleep systems were donated to the program and students will now be tested on these systems during Freshman and Senior year which better prepares them for the systems at our area sleep labs. These additional systems also give students more access to practice their practical skills in preparation for final comprehensive assessments. Home Sleep Study units that go with this new system are needed to test students in this area. The cost is estimated at \$5000. |

The annual IE Report contains institutional-level student achievement outcome data utilizing IPEDS data (graduation rate, time to degree, retention, etc.) with comparisons to prior years and other SUNY community colleges (**IE Report (5221)**). Health Science Licensure/Certification Pass Rates are provided annually in the IE Report (**IE Report (5222)**). The IE Reports are also available to the entire campus community in Blackboard

(IE Report (5223)). Additionally, the college's Consumer Information website contains institutional-level student outcomes (graduation, retention, transfer, employment).

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:

a. Assisting students in improving their learning;

Every academic department participates in an annual assessment process conducted by the department and overseen by the college administration through Nuventive. All assessment outcomes are organized under programmatic mission and goals. Each assessment establishes Program Learning Outcomes with Assessment Methods, Criteria for Success (Benchmarks), Summary of Data Collected/Findings and Action Plans. Assessment Plan Reports are completed annually and are available to the campus community through the Institutional Effectiveness Blackboard site. The following are examples of actions taken to address assessment findings (**assessment findings examples (5301, 5302)**).

Table 5.3a.1 Use of Assessment Results CDC AAS Program

| Chemical Dependency Counseling AAS (CDC) Program | | |
|---|---|--|
| Program Learning Outcome (PLO) | Students can articulate a basic knowledge of physical and pharmacological effects of various drugs on the body as well as the basic concepts of drug testing and screening options. | |
| Assessment Method | Two comprehensive tests in CDEP 105 Pharmacology and Physiology of Addictions | |
| Criteria of Success (Benchmark) | 70% of students will obtain an average grade of B or higher on the combined test results. | |
| Summary of Results | 2018-19 | 2019-20 |
| | Criteria not Met | Criteria Met |
| How did the steps you took last year to improve results impact this year's results? | Last year's action plan suggested the development of additional supplemental learning materials for the on-line section of the course. During this reporting period, those materials were presented for all sections of the course. Efforts by faculty should be noted in their attempt to meet this outcome while also being cognizant of the requirements by OASAS and the importance of this course in the curriculum. | It is strongly felt that increase in supplemental hand-outs for the course definitely helped students be more successful in this course. It is also important to make sure that material is current as this is one of the core educational courses for the CASAC-T. |
| Use of results to improve student learning | Department provided supplemental study materials | Fall 2019 criteria was met. Spring 2020 criteria was met as well, despite the abrupt switch to remote learning. The 2020-21 plan is to add a Zoom component while in remote format. Continue to supplement hand-outs and offer study groups with reviews of the supplemental handouts. Ensure materials are up-to-date as this is a core course for the CASAC-T. |

Table 5.3a.2 Use of Assessment Results CRJ AAS Program

| Criminal Justice (CRJ) AAS Program | | |
|---|--|---|
| Program Learning Outcome (PLO) | Students will demonstrate basic theories of crime. | |
| Assessment Method | CRJS 250 Criminology – Final Paper | |
| Criteria of Success (Benchmark) | 60% of students submitting the final paper will earn a grade of C or better | 60% of students submitting the final paper will earn a grade of C or better |
| Summary of Results | 2018-19 | 2019-20 |
| | Criteria Met | Criteria Met |
| How did the steps you took last year to improve results impact this year's results? | Smaller papers were required and each paper was broken down into graded steps- standards were used for grading. | Smaller papers were required and each paper was broken down into graded steps- standards were used for grading. |
| | Over 70% of students submitting the paper earned a C or better | Over 70% of students submitting the paper earned a C or better |
| Use of results to improve student learning | Based on the 2017-18 results, the department required smaller papers that were broken down into smaller, rubric-graded steps. The 2018-19 plan is to keep the smaller papers and the rubric. | The department will continue to use the smaller paper and rubrics. |

3.b. improving pedagogy and curriculum;

The college regularly uses assessment results to improve pedagogy and curriculum, as outlined in the Institutional Assessment process. Below are examples of specific program outcomes and the use of assessment results to improve curriculum and pedagogy.

Table 5.3b.1 Use of Assessment Results ECD AAS Program

| Early Childhood (ECD) AAS Program | |
|---|---|
| Program Learning Outcome (PLO) | Plan, implement, and evaluate age appropriate and individually appropriate activities for typical, atypical, and children from culturally diverse backgrounds |
| Assessment Method | Direct-Students' performance on ECCE 227 Educational Theory and Practice in the Early Childhood Setting: Lesson Plans |
| Criteria of Success (Benchmark) | 80% of students receiving a grade of "proficient" for Lesson Plans, using same grading rubric used to assess student performance. |
| Reporting period | 2019-20 |
| Conclusion | Criteria Met |
| Summary of Results | 94% of the students received a grade of "proficient." |
| How did the steps you took last year to improve results impact this year's results? | Students continue to perform very well on the activity plan assignment, with an increase in the number of "proficient" grades. |
| Use of results to improve pedagogy and curriculum | Changes will be made to the activity plan format to reflect and align with the improvements to the ECCE 123 activity plan assignment. Demographics and individual modifications will be highlighted in the directions. |
| Reporting period | 2020-21 |
| Conclusion | Criteria Met |
| Summary of Results | 90% of the students received a grade of "proficient." |
| How did the steps you took last year to improve results impact this year's results? | Changes were made to the activity plan format to reflect and align with the improvements to the ECCE 226 activity plan assignment. Demographics and individual modifications will be highlighted in the directions. Consistency from ECCE 226 activity plans and ECCE 227 activity plans will reinforce assignment goals. There was an implementation of a "practice activity plan" where students received feedback from their instructor and peers and then made modification for future plans. |

| | |
|---|--|
| Use of results to improve pedagogy and curriculum | Faculty identified that students had more difficulty with the modifications to the goal and objectives (1b) and faculty reported some students just skipped this section fully and took the loss of points. Students still had difficulty with the pre-set (4a), which can be challenging in a virtual setting. The preset is a developing skill and most students are still in the emerging category. Data also showed that students scored lower in the reflection section (4d) as they confused the modification question in the reflection with the actual modifications in the lesson plan. |
| Reporting period | 2021-22 |
| Conclusion | Criteria Met |
| Summary of Results | 100% of the students received a grade of "proficient." |
| How did the steps you took last year to improve results impact this year's results? | Faculty identified that students had more difficulty with the modifications to the goal and objectives (1b) and faculty reported some students just skipped this section fully and took the loss of points. Students still had difficulty with the pre-set (4a), which can be challenging in a virtual setting. The preset is a developing skill and most students are still in the emerging category. Data also showed that students scored lower in the reflection section (4d) as they confused the modification question in the reflection with the actual modifications in the lesson plan. Faculty further clarified the two areas of the plan with the modification requirement and reflection and chunked the parts of the preset (engagement, prior knowledge and purpose of the activity) when teaching this concept. In addition, faculty modeled an appropriate preset through lecture and video analysis. Breaking down the task or assignment into smaller pieces or "chunks" can make overwhelming tasks doable. |
| Use of results to improve pedagogy and curriculum | Faculty will continue to "chunk" the parts of the preset and model appropriate preset. |

Hudson Valley's General Education program, described in Standard III Criteria 5a and 5b, is fully assessed every year and results are used to both assist students in improving their learning and improve pedagogy and curriculum.

Hudson Valley has been assessing the General Education Student Learning Outcomes since the inception of the program in 1998, when the State University of New York (SUNY) Board of Trustees established a 30-credit SUNY General Education SUNY (GE) Requirement that required recipients of baccalaureate degrees to have demonstrated knowledge and skills in ten areas and in two competencies. Hudson Valley's newly established General Education Committee developed the **General Education Program Proposal (5303)**, which was essentially a plan to implement SUNY GE program. As the SUNY GE program evolved over the years, Hudson Valley's infusion of the framework has evolved with it, and it has become an established, integrated assessment process that is an important component of the college's culture of assessment.

The college's General Education Committee, currently co-chaired by the Assistant to the Vice President for Academic Affairs and the Dean of Institutional Assessment, remains an active committee, meeting at minimum once or twice a semester. In response to the revision of the SUNY General Education requirement to incorporate the Middle States Institutional Student Learning Outcomes (ISLOs) into all two-year programs (AA, AS, AAS, AOS), the membership of the committee was updated to include all department chairs along with the academic deans. A representative of the college's Office of Planning and Research, which collects, analyzes, and reports the General Education data at the end of every semester, is also a member. With the formal integration of the ISLOs into the SUNY General Education Program as either Knowledge Areas or Competencies, all academic departments will remain part of the Committee, as all two-year programs will now be required to incorporate, at minimum, the four Middle States learning outcomes to be measured. Please see **Standard III 5a&b** for detailed information.

The last several years have seen some challenges to Hudson Valley's General Education process, including the COVID pandemic and a number of major personnel and organizational

changes at the college. However, despite these challenges, teaching and student learning outcomes assessment have remained at the forefront for Hudson Valley's faculty and staff, including the General Education program outcomes.

All Hudson Valley faculty, both full- and part-time, whatever the modality, are required to report student outcome achievement in all GE designated courses, using an identified, embedded assignment (**Gen Ed Assignment Example (5304)**). Typically, between 75% to 95% of students are assessed in the GE designated courses (**Gen Ed Report Grid 5305 Gen Ed Embedded Assignment Examples (5326)**). The following tables provide examples of General Education embedded assignments.

Table 5.3b.2 Business Administration A.A.S. embedded assignment example

| | |
|-----------------------|--|
| Assessment Plan: | Business Administration A.A.S. |
| Outcome: | Demonstrate the ability to use technology in a Business Environment |
| Assessment Method: | Students' performance on an Excel project. Students will complete an assignment using Microsoft Excel in which they will find the descriptive statistics for a set of data and create an appropriate graph for the data. These results will be collected in Statistics (BADM 220). |
| Criteria for Success: | The criterion for success is achieving an average grade of at least 5 (competent, numerically equates to a 60 or above) out of 7 points on the assignment. |

Table 5.3b.3 Biological Sciences A.S. embedded assignment example

| | |
|-----------------------|--|
| Assessment Plan: | Biological Sciences - BSC A.S. |
| Outcome: | Scientific Reasoning: Apply the scientific method, develop hypotheses, analyze results, and draw conclusions |
| Assessment Method: | Students' performance on both the comprehensive final exam and lab reports in CHEM 110, General Chemistry I. |
| Criteria for Success: | 80% of the students get an A, B or C |

Table 5.3b.4 Forensic Science Studies A.S. embedded assignment example

| | |
|-----------------------|---|
| Assessment Plan: | Forensic Science Studies – FSS (AS) |
| Outcome: | Demonstrate a proficiency in forensic science techniques. |
| Assessment Method: | Students' performance on labs in FSCI 245, Forensic Science I. |
| Criteria for Success: | 80% of students submitting laboratories will earn a grade of C or higher. |

To further enrich the effectiveness of the GE assessment process, GE outcome data is available for a five-year span and outcomes continue to be reported by category, course, and academic programs, making the data more targeted and meaningful. Departments are able to evaluate how students in a given academic program perform in each GE course (**Gen Ed Outcomes (5306, 5307)**).

Each year the Office of Institutional Assessment produces a **General Education (GE) Summary Report (5308)**. This report captures Hudson Valley students' performance on the GE student learning outcomes assessment as well as the work done by the GE Committee, updates on SUNY changes to the GE program and a summary of the use of assessment results by departments.

The tables below provide examples of GE Action Plans, developed by the departments who have responsibility for the GE-designated course, to improve student learning outcomes in the courses based on the results.

Table 5.3b.5 Education and Social Science Department 2019-20 GE Outcomes Report

| Course title: | HIST 100, HIST 101, HIST 130, HIST 137, POLS 102 | | | | | | | | | | | | | | | | | | | | | |
|---|---|-----|-----|-----|----|-----|---|----|-----------|------|-----|-----|-----|----|-----|-----------|------|-----|-----|-----|----|-----|
| Gen Ed Category | Western Civilization | | | | | | | | | | | | | | | | | | | | | |
| Assessment Period: | Fall 2019/Spring 2021 | | | | | | | | | | | | | | | | | | | | | |
| Current Results (Aggregate % Exceeding and Meeting page 2): | <table border="1"> <thead> <tr> <th></th> <th>#</th> <th>%</th> <th>E</th> <th>M</th> <th>A</th> <th>NM</th> </tr> </thead> <tbody> <tr> <td>F19 & S20</td> <td>1237</td> <td>69%</td> <td>59%</td> <td>11%</td> <td>3%</td> <td>11%</td> </tr> <tr> <td>F19 & S20</td> <td>1206</td> <td>65%</td> <td>56%</td> <td>11%</td> <td>3%</td> <td>12%</td> </tr> </tbody> </table> | | # | % | E | M | A | NM | F19 & S20 | 1237 | 69% | 59% | 11% | 3% | 11% | F19 & S20 | 1206 | 65% | 56% | 11% | 3% | 12% |
| | # | % | E | M | A | NM | | | | | | | | | | | | | | | | |
| F19 & S20 | 1237 | 69% | 59% | 11% | 3% | 11% | | | | | | | | | | | | | | | | |
| F19 & S20 | 1206 | 65% | 56% | 11% | 3% | 12% | | | | | | | | | | | | | | | | |
| Previous Year (Aggregate % Exceeding and Meeting page 3): | <p>F18 & S19 1202 91% 71% 16% 5% 9%</p> <p>F18 & S19 1202 91% 70% 17% 6% 9%</p> <p>In 2019-2020, 70% of students exceeded or met goal 1 and 67% students exceeded or met goal 2. This is lower than in 2018-2019 where 87% of students met or exceeded goals 1 and 2. It is unclear why this occurred, and we should examine this across time.</p> | | | | | | | | | | | | | | | | | | | | | |
| How did your prior year's action plan impact this year's result? | No information on previous action plan about this area. | | | | | | | | | | | | | | | | | | | | | |
| What actions will you take to try to improve next year's result? | <p>1.Work with advising centers to discuss how students are placed in Western Civilization courses.</p> <p>2.Pilot gap HIS 100 class. Research the course outcomes and use information to plan for future courses.</p> | | | | | | | | | | | | | | | | | | | | | |
| Please document briefly what steps you took to formulate this year's action plan (for example discussion with faculty, examining test results to identify common areas of weakness (item analysis) etc.) | <p>The Department Chair and Technical Assistant gathered information for the general education area. Faculty were sent information to review and then interdisciplinary committees met at a March faculty meeting to discuss the following questions. Professors Sausville, Zembo, Howe, Gil, and Zielinski were the Western Civilization committee.</p> <p>Question 1: Student Focus</p> <p>The following majors had the largest percentage of students who struggled to meet standard in Fall 2019 (Tables 1 & 2). What suggestions do you have for students to improve their performance?</p> <p>Question 2: Outcome Focus</p> <p>Fall 19 & Spring 20 show a slight increase in students not meeting standard (see below). Thoughts on why that might be? Pandemic certainly, but other? How might we limit that for the future?</p> <p>How are you determining students meet the goals? Final grades, projects, quizzes, or? The same for each goal or different? (Sharing across disciplines) Would it make sense to be consistent across courses in Western Civilization or not?</p> <p>Following the meeting, the DC and TA collated faculty findings and wrote this report.</p> | | | | | | | | | | | | | | | | | | | | | |
| What are your recommendations to students to improve their grades in this course? (all students, including those whose degree program is outside of your department) | <p>Given the wide variety of options for classes to take within any major, it can be difficult to provide specific suggestions for how to improve student performance. However, the committee discussed the role of advising in course selection. We wonder how students are advised into courses in this area, and how that process might help students better understand the course expectations. Faculty reported that students were placed in courses by time instead of by interest, students experienced financial distress that impacted their course performance, some students didn't have the skills needed to be successful in a college history class, and that some students were taking too many credits to be successful (may be a side effect of Excelsior). Given these areas of concern, we will continue to work on supporting the advisement centers to find classes that work well for students. We are also collaborating with the Center for Academic Engagement to launch a History 100 gap class in the fall. This pilot project will help us to better understand how to support students in this area.</p> | | | | | | | | | | | | | | | | | | | | | |
| Open comment box | <p>Faculty reported that all faculty followed the course outlines and objectives to ensure consistency and maintain academic freedom. Faculty also reported not having seen the General Education data previously and wanted feedback from past years. In addition, they asked: How do we compare to other community colleges and how do we compare with previous non-COVID semesters? The DC can discuss at another time the data across time and build ongoing conversations about assessment.</p> | | | | | | | | | | | | | | | | | | | | | |

Table 5.3b.6 Human Services/Chemical Dependency Counseling (CDC) AAS Program

| | |
|--|---|
| Course title: | Human Development and the Family (HUSV 105) |
| Gen Ed Category (see below): | Social Science |
| Assessment Period: | Fall 2019/Spring 2021 |
| Current Results (Aggregate % Exceeding and Meeting page 2): | F19 – Total # students 141. Of the 141 students, 57% exceeded the goal, 21% met the goal, 6% were approaching and 16% did not meet. S20 – Total # of students 101. Of the 101 students, 76% exceeded the goal, 12% met the goal, 8% approaching and 4% did not meet. |
| Previous Year (Aggregate % Exceeding and Meeting page 3): | F18 – Total # of students 96. Of the 96 students, 64% exceeded the goal, 18% met the goal, 5% were approaching and 14% did not meet. S19 – Total number of students 100. Of the 100 students, 68% exceeded the goal, 15% met the goal and 3% were approaching. 14% did not meet the goal. |
| How did your prior year's action plan impact this year's result? | There was not a significant change between 18-19 and 19-20. In fall 2018, 82% of students met or exceeded the goal. In fall 2019, 78% exceeded or met the goal. In spring 19, 83% met or exceeded the goal. In spring 20, 88% exceeded or met the goal. |
| What actions will you take to try to improve next year's result? | It is important to note that in Spring 20, was impacted by the COVID-19 virus. The change in modalities created difficulties for many students. Areas of concern noted were: Poor note taking skills The increase in the number of students admittedly not reading the required text. Both of these areas will be investigated further to track student involvement. |
| Please document briefly what steps you took to formulate this year's action plan (for example discussion with faculty, examining test results to identify common areas of weakness (item analysis) etc.) | All data was reviewed by the DC and input from faculty was gathered by the Program Assistant for review. The decision was made to have a focus group at the beginning of the semester to review all concerns. It should be noted that many students taking the course are added last minute to the course and are not in the major. Faculty also note that often these students seem less motivated. There is some concern on how the numbers may change with a return to the classroom for Fall 21. Data will be reviewed for on-line vs in class modalities for comparison. |
| What are your recommendations to students to improve their grades in this course? (all students, including those whose degree program is outside of your department) | The advice from the department remains consistent by encouraging students to have/develop good organizational and time management skills. Students are reminded in the advisement process of the importance of this course as a pre-requisite. They are reminded of the importance of taking good notes, actively participating in class and completing required reading assignments. Students are also encouraged to use faculty office hours and other academic support services on campus. |



The chart below shows action plans developed by those departments that do not have “ownership” over GE designated courses but whose students are required to take these courses. Because students are required to take them as part of the GE program, the courses are also used as ISLO measures as appropriate (**Gen Ed Outcome Reports examples (5306, 5307)**).

Table 5.3b.7 Use of GE Results by ‘non-owners’ of GE Courses

| Department | Gen Ed Category | What actions will you take to try to improve next year’s result? |
|--|-----------------------------|---|
| Individual Studies program within the Business and Social Science department | Basic Communications | The Individual Studies program, within the Business and Social Sciences department, recommends that students identified as weak in ENGL skills, should receive more assistance in writing. They suggest increasing Learning Skills (LSKS) classes, Gap Sections, and EFL department norms grading in ENGL 101 classes |
| | Mathematics | For students struggling in math courses the department will continue to work with the Learning Center, Admissions, Testing, CAE and CAAT to ensure that students have support in their math classes. As part of their action plan, the department will propose to the faculty senate, an INS math refresher class for students who are interested in STEM and Health Science fields. |
| Early Childhood AAS program within the Education and Social Science department | Natural Science | The Education and Social Science department have developed an action plan for students in the Early Childhood AAS program taking BIOL 105 and PHYS 101. Through advisement, College Forum, and announcements to students via Facebook and REMIND.com, the department will increase student awareness of academic resources for science courses. The action plan developed to help with math courses involves encouraging use of all academic support services available. If the Teacher Preparation department chair and faculty observe a noticeable decrease (or increase) in student performance in MATH 125, it will be communicated with the math instructor/department. |
| Human Services AS program within the Health Sciences department | Natural Science Mathematics | Having advisors be aware of the academic course load a student has in place when scheduling their science and math electives is part of the action plan the Human Services A.S. program is developing. Students in this program tend to be somewhat science and math phobic and often put off taking these electives until their third semester, when course load is more demanding. Therefore, the department recognizes the importance of knowing when biology and math courses appear on students’ schedules. Advisement remains key in continuing to have success with this outcome for our students. It is often suggested to students to take MATH 120 over the summer when students are able to concentrate on the course alone. |

3.c. reviewing and revising academic programs and support services;

All Hudson Valley departments, academic and non-academic, are required to participate in the Hudson Valley Institutional Assessment process. These departments regularly consider and use assessment results in the review and revision of programs and support services. These plans can be viewed in Blackboard in their entirety, in the Institutional Assessment portal site. Examples follow.

The Center for Access and Assistive Technology (**CAAT (5309)**) annually assess the Center’s outcomes. An example of an outcome and how the center used its assessment results to improve its services to students is below.

Table 5.3c.1 Center for Access and Assistive Technology (CAAT)

| |
|--|
| <p>Outcome Veteran Outcomes - The CAAT Office will continue to work with various offices on the campus to reach out to veterans. With no participants in the Armed Forces Club there are limited options to connect.</p> |
| <p>Assessment Method CAAT Office staff will attend an Armed Forces meeting each semester and present services available, as well as send an email to all registered veterans regarding services. The CAAT Office will also collaborate with the Registrar's Office to determine the numbers of veterans registered with the college and the CAAT Office. Collaboration with the Wellness Center with respect to the Veterans Administration Representative that is on campus weekly.</p> |
| <p>Criteria of Success We intend to increase enrollment of veterans with the CAAT Office by 5% when compared to the previous year.</p> |
| <p>Summary 2018-2019 The Fall 2019 semester 18 veterans were enrolled with the CAAT Office. This is the largest group of veterans registered with the CAAT Office with a 150% increase in veterans registered with the CAAT Office.</p> |
| <p>Use of Results to improve support services The CAAT Office worked with the Veterans Administration Vocational Rehabilitation Counselors to provide support to veterans. An email was sent to all veterans registered with the college apprising them of our services.</p> |
| <p>Action Plan: The CAAT Office will continue to connect with the Armed Forces Club, Veterans Administration Vocational Rehabilitation Counselors, and any additional campus supports for veterans such as the Registrar's Office, Center for Academic Engagement, and the Wellness Center.</p> |

The **Center for Academic Engagement (CAE) (5310)** annually assesses the Center's outcomes, including the college's Collegiate Academic Support Program (CASP). An example of an outcome and how the CASP used its assessment results to improve its services is below.

Table 5.3c.2 Collegiate Academic Support Program (CASP)

| |
|--|
| <p>CAE's Collegiate Academic Support Program (CASP)</p> |
| <p>Outcome - The CAE's CASP Program will focus on increasing support of adult learners through creation of targeted outreach and cohort-building.</p> |
| <p>Assessment Method The CASP Program will secure funding for creation of an adult-learner focused cohort aimed at providing academic and life skill building tools.</p> |
| <p style="text-align: center;">2019-20</p> |
| <p>Criteria of Success At least one cohort is created, funded, and rolled out before the end of the 19-20 academic year.</p> |
| <p>Summary The newly implemented SASP (Success Amongst Student Parents) Program, created through a \$105,000 SUNY grant, enrolled 25 single parent students for the spring 2020 semester. All 25 students received academic coaching, with 28% also utilizing the services of the Learning Centers. As part of the life-skills building approach, 22 of the 25 students received no-cost day care services through the on-campus day care center, saving the group a total of over \$14,000. Nearly \$3,000 in emergency funding assisted students with tuition assistance, housing costs, bookstore vouchers, and grocery store gift cards.</p> |

| |
|--|
| <p>Use of Results (action plan) The CAE staff will continue to build upon the life skills aspects of our program, increasing the holistic supports for our single-parents. We will also continue to seek out alternative funding in the form of grants to impact other special cohorts.</p> |
| 2020-21 |
| <p>Summary Following the first year of funding for a single-parent adult learner program, SUNY approved continual funding for the 2020-21 academic year which allowed for supporting a total of 45 adult-learners with academic, financial, and emergency fund resources.</p> |
| <p>Use of Results (action plan) Building upon partnerships across the SUNY system will allow for continued growth in the program. The hope is to create an informal consortium of SUNY Community Colleges to share best practices and address challenges.</p> |

3.d. planning, conducting, and supporting a range of professional development activities;

The Human Resources (HR) department has created two new roles in the HR Office: Assistant Director of HR and Coordinator of Training and Development as a result of assessment findings. They also have a new learning platform Biz-Library to meet the training needs of all employees. Biz-Library manages compliance training and gives the HR office the ability to work with departments to provide specific training for employees (**Assessment Report HR (5311)**). During the fall 2021 assessment cycle the HR department added a “Professional Development” outcome to be assessed in fall 2022.

The Center for Effective Teaching (now **Center for Professional Excellence (CPE) (5312)**) has a New Technology Certificate initiative in their 2019-2020 Unit Plan. The Certificate will focus on opportunities for faculty related to teaching with technology. CPE staff continues to work with the Computer Learning Center (CLC) staff to create technology workshops and with the Marvin Library staff to offer OER (Online Educational Resources) opportunities. The Technology Certificate will also include collaboration with the CAAT Office to offer trainings on accessibility.

The President’s Team committed to a list of priority initiatives in direct response to the **Campus Climate Survey results (5313)**. Among the items addressed include: providing tuition waivers for Community Education courses, restoring funding of the Academic Senate Personnel Resources Committee, which reviews staff development proposals and makes recommendations about them within approved funding levels, and restoring funding for tuition reimbursement for employees taking college courses. These initiatives were announced in the college’s **Campus Chronicle (5314)**.

3.e. planning and budgeting for the provision of academic programs and services;

Every college department/unit participates in the annual Assessment Plan and Unit Plan process facilitated by the Office of Institutional Effectiveness and overseen by the college administration. Unit Plans consists of initiatives planned by the department/unit, which are often linked to an Assessment Plan outcome result, and are identified as such in the Unit Plan in Nuventive. If the initiative requires funding, a series of questions are asked within the Unit Plan. Department/Unit heads are required to include these budget requests in the Unit Plan whenever possible. The Assessment and Unit Plans are submitted to the area supervisor. While this is in essence a parallel process (all college areas submit separate budgets that are used for

allocation purposes) it enables the Institutional Assessment team to track the assessment, planning, and budgeting process more readily.

An example of this process is illustrated in the English, Foreign Language, and English-as-a-Second Language (EFL) Department's 2019-20 budget request (**Budget EFL (5315)**) for funding for the department's collaborative initiative with the Writing and Research Center to improve the Basic Communication GE Outcome, Goal 1, which did not meet the benchmark (**Assessment Plan EFL (5316)**). The request was funded through the Dean of Retention and Instructional Academic Support Service's budget, enabling students to be tutored by faculty to address writing needs. Again, this illustrates the connection between assessment, planning based on assessment results, and financial resources allocated to improve the assessment results for the next cycle.

3.f. informing appropriate constituents about the institution and its programs;

The **About Us section (5317)** of the Hudson Valley Website provides valuable information to the campus community as well as to the public. Information such as Board of Trustee meeting agendas and minutes and lists of Advisory Committee members are available through this site. On this page, the News link supplies the latest college announcements and stories (**About Us example 5318**). The **Consumer Information (5319)** section provides general institutional information on accreditation, approval and licensure, career and job placement services. It also includes an **Educational Programs (5320)** section that provides a Program Improvements area. This brings you directly to the **Academic Senate information page (5321)** which includes a link to the **Blackboard site (5322)** that contains all Senate data available to the entire campus community, including Academic Senate agendas and minutes.

Hudson Valley publishes an annual catalog (**College Catalog (5323)**) that includes its Mission Statement, Vision Statement, College Goals and Objectives, Core Values, as well as full information on each academic program including description, Program Entrance Requirements and all course or elective descriptions. Contact information for each program's department chair is provided along with the academic administrative chain overseeing it. The catalog is on the college website using the Acalog™ Academic Catalog Management System and is updated continuously.

Additionally, a variety of communication methods are used strategically and regularly, such as: Board of Trustees presentations, which include new, updated, revised program, services, and department changes, Academic Senate and Senate Standing Committees, student and faculty/staff email notices, social media, the Campus Chronicle, All Campus Meetings, Coffees With The President (CWTP), and press releases.

3.g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates;

As part of ongoing assessment practices, the college utilizes the Integrated Postsecondary Education Data System (IPEDS), program-level accreditation agencies, the National Student Clearinghouse (NSC), New York State Education Department (NYSED), and State University of New York System (SUNY). The data reported through these mechanisms fulfills institutional requirements, as in the case of NYSED required reports and is used to inform members of the college community in other venues, including the annual Institutional Effectiveness (IE) Report Core Indicators (CI). The CI include but are not limited to institution-wide outcomes such as graduation rates, retention rates, transfer, and time-to-degree.

The IE Report contains key data regarding student retention, persistence (time-to-degree), graduation rate (two-year, three-year, and four-year completion data), enrollment, and others. The Assessment and Institutional Effectiveness (AIE) Committee, comprised of representatives from across the college, regularly reviews the current data provided by IPEDS, NSC, and internal sources, and discuss progress and implications of the data (**IE Report 2020 (5325)**). Several important student-focused offices and programs are represented at the committee meetings, including Student Outreach Advisement and Retention (SOAR) and Diversity, Equity, and Inclusion (ODEI) as well as department chairs and faculty. For the report's Core Indicators, historical comparisons establish internal benchmarks for all outcomes and where data is available, assessments are compared with similar institutional cohorts of SUNY system campuses. Assessments also include student satisfaction survey data which gathers input on student perception of the adequacy of student learning resources.

The following Core Indicator (Core Indicator 1.1 Graduation Rate) is an example of key institution-wide assessments reported in the annual IE Report:

Table: 5.3g.1 HVCC Graduation Rate (Criteria for success: greater (better) than prior year)

| HVCC | Entering term 2014 | Entering term 2015 | Entering term 2016 | Entering term 2017 | Entering term 2018 | Entering term 2019 | Met Standard? |
|----------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|---------------|
| Within 2 years | 17.5% | 20.2% | 21.0% | 22.4% | 21.6% | 20.9% | No |
| Within 3 years | 28.4% | 31.4% | 32.8% | 31.4% | 31.1% | Not yet available | --- |
| Within 4 years | 32.4% | 34.8% | 34.8% | 34.4% | Not yet available | Not yet available | --- |

Table 5.3g.1, above, presents the average time to graduation for first-time, full-time students entering a specific term. For example, 20.9% of first-time full-time students that began their studies at Hudson Valley in fall 2019 graduated in two years (spring 2021). This table presents the most recent data available as well as prior years, for comparison purposes. The "criteria for success" for this indicator is greater (better) than the prior year, or continuous improvement. Because of the slight decrease from the prior year's two-year rate of 21.6%, the criteria for success, or standard was not met for Hudson Valley entering term 2019. The slight decrease is likely due to the interruption of the pandemic.

Table: 5.3g.2 SUNY Peer Institutions Graduation Rate Average (Dutchess, Erie, Monroe, Onondaga, Rockland, Westchester, CCs) (Criteria for success: greater than peer institutions)

| SUNY Peer Institutions | Entering term 2015 | Entering term 2016 | Entering term 2017 | Entering term 2018 | Entering term 2019 | HVCC Entering term 2019 | Met Standard? |
|------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|-------------------------|---------------|
| Within 2 years | 9.5% | 12.7% | 13.4% | 13.9% | 14.9% | 20.9% | Yes |
| Within 3 years | 23.9% | 24.3% | 23.9% | 24.8% | Not yet available | Not yet available | --- |
| Within 4 years | 28.6% | 28.0% | 27.7% | Not yet available | Not yet available | Not yet available | --- |

For this Core Indicator, the IE Report includes comparative data with Hudson Valley's SUNY peer institutions, as established by SUNY, in **Table 5.3g.2.**, above. The average rate of the six peer community colleges for the entering class of 2019 was 14.9%, which was notably below Hudson Valley's average rate of 20.9%. Because the criteria for success for this comparison was greater than average of the college's SUNY peer institutions, the standards were met.

Table: 5.3g.3 SUNY Community Colleges (without FIT) Graduation Rate Average (Criteria for success: greater than SUNY CCs)

| SUNY CCs (without FIT) | Entering term 2015 | Entering term 2016 | Entering term 2017 | Entering term 2018 | Entering term 2019 | HVCC Entering term 2019 | Met Standard? |
|------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|-------------------------|---------------|
| Within 2 years | 9.5% | 12.7% | 15.6% | 15.4% | 16.0% | 20.9% | Yes |
| Within 3 years | 23.9% | 24.3% | 26.9% | 26.6% | Not yet available | Not yet available | --- |
| Within 4 years | 28.6% | 28.0% | 30.9% | Not yet available | Not yet available | Not yet available | --- |

Table 5.3g.3, above, presents the average of all SUNY community colleges, with the exception of the Fashion Institute of Technology (FIT), which offers bachelor's degrees and master's degrees and skews the data. For entering term 2019 the average rate was 16.0%, again notably lower than Hudson Valley's two-year graduation rate of 20.9%. Criteria was met for this comparison as well.

Core Indicator 1.1 2021 IE Report (5327) presents the entire write-up for this Core Indicator, based on discussion by the AIE Committee, which reviews the updated data for each of the 22 Core Indicators included in the IE Report. All Core Indicator annual updates include review of the most recent applicable data, an analysis of the results, and discussion about what may have impacted the results, and suggestions and information regarding how to improve the results (**AIE Minutes 9/14/21 (5328)**).

The Center for Career and Transfer produces the **Graduate Follow-Up Survey (5324)** that annually assesses student success in obtaining employment or transfer. These reports include links to descriptions of typical employment opportunities as well as the top employer and four-year institutions to which Hudson Valley students transfer.

3.h. implementing other processes and procedures designed to improve programs and services;

Hudson Valley utilizes assessment results and data to improve student services (**5329, 5330, 5331**). **Examples are provided in the tables below.**

Table 5.3h.1 Mid-Term Grading Policy example

| Changes made to college processes and policies: Mid-Term Grading Policy | |
|--|---|
| Issue: | It was found that the college was losing a number of student athletes because of the minimum 2.0 GPA requirement at mid-term. The goal of the revised policy is to improve the low retention rates of student-athletes and officers who do not achieve the required 2.0 GPA at midterm. (To remain eligible to participate in activities or sports, a student must maintain a minimum 2.0 term GPA for the current semester.) |
| Improvements: | The Educational Policy and Standards Committee of the Academic Senate submitted a retention proposal to Academic Senate (November 2018) The proposal changed the GPA mid-term requirement to participate in HVCC activities or sports. They established the "The Student Senate and Athletic Retention Program" as an option for students to improve academic standing and continue participation in their activity (SSARP 5332). In the case where a student's midterm GPA falls below a 2.0 in the semester, in order to maintain eligibility, the student will be given the option to enroll into the Student Senate and Athletics Retention Program. |

| | |
|-----------------|---|
| Results: | Students who maintain all programmatic requirements will remain eligible to participate in intercollegiate athletics until midterm grades are overridden by the end of term grades. |
|-----------------|---|

Table 5.3h.2 Credit Developmental Courses example

| Changes made to college processes and policies: Credit Developmental Courses | |
|---|--|
| Issue: | Internal research at Hudson Valley has shown that while some students achieve a higher rate of success in developmental courses than college-level courses, internal research also supports that students who participate in alternative learning skill development options (e.g. GAP courses) also achieve higher rates of success. |
| Improvements: | The Educational Policy and Standards Committee of the Academic Senate submitted a proposal to revise the Mandatory Placement requirement that a student must take a developmental course if placing below college level in all 3 subject areas (reading, writing, and math) to be permitted to develop “basic skills” through multiple methods of learning skill development including but not limited to: LRAC academic support, developmental courses, GAP courses, etc.). |
| Results: | Students now have the choice of multiple methods of learning skill development. |

Table 5.3h.3 Revised Academic Standing example

| Changes made to college processes and policies: Revised Academic Standing | |
|--|--|
| Issue: | Data showed that, from Fall 2018 to Fall 2019, approximately 750 students were academically dismissed and over 2,000 students were removed from programs due to academic suspension. |
| Improvements: | The Educational Policy and Standards Committee of the Academic Senate submitted a proposal to revise the Academic Standing Policy. The proposal sought to replace current academic standing categories with new categories determined by both term and cumulative GPA's. |
| Results: | Students are now allowed to remain matriculated and enrolled while endeavoring to provide more academic support at the earliest indication of struggle. Although it is early in the trending cycle and there was the interruption of the pandemic early results are positive (Revised Academic Standing Results Update 5333). The Retention Committee and the Registrar will continue to track and assess results as we move forward. |

4. applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers;

Hudson Valley has worked closely with The Arts Center of the Capital Region, which offers many different types of arts and crafts courses (CRFT). The courses, some of which can be taken for credit by Hudson Valley students, include furniture making, pottery, jewelry making, and stained glass, and are housed in the Fine Arts, Theatre Arts and Digital Media (FTD) Department. The Arts Center Director is a member of the FTD Advisory Committee.

The Registrar's Office and the Scheduling Office maintain a close relationship with the Arts Center, providing a smooth process to get students enrolled. Typically, about 20 Hudson Valley students enroll in the CRFT courses per semester (**Arts Center course offerings and registration process (5401, 5403, 5404)**). Supervision of this process is clearly in place, in real time, as seen in the quick response due to the **COVID (5402)** transition to remote format. The list of current courses offered at the Arts Center can be found on the Hudson Valley website in the **College Catalog**. Like all Hudson Valley credit-bearing courses, new CRFT courses and

changes to CRFT courses go through the college's Academic Senate Curriculum Committee process for review and approval.

5. periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of education effectiveness.

Current assessment processes utilized by Hudson Valley include Assessment and Unit Plans (**Academic example AP/UP (5501, 5502)**), SUNY GE, Academic Program Reviews (**Program Review example (5510)**), Academic and Administrative Accreditations (**Accreditation Report example (5503)**), surveys, including the annual **Employee Satisfaction Surveys (5512)** and the **Student Satisfaction Surveys (5504)**, and, every eight years, the Middle States Re-accreditation Self-Study process (**Self Study Report 2014 HVCC (5505)**) Additionally, the IE Office and committees, such as the AIE Committee, facilitates and reports on the effectiveness of the processes the college has in place.

The IE Office as described in the Assessment and Institutional Effectiveness website (**AIE Website (5506)**), "the work being done by the Institutional Effectiveness Office encompasses the development and enhancement of a culture of assessment to ensure informed decision-making and resource allocation that will support continuous improvement at all levels of the institution."

In 2014 the office developed an **Institutional Effectiveness (IE) Plan (5507)**. The plan describes the assessment and planning processes in place at the college and as stated in the plan, "reflects an embedded systematic evaluation process that uses assessment results to improve teaching, learning and student and administrative services to ensure the college is achieving its mission and goals." In fall 2022, the AIE Committee reviewed and updated the IE Plan. Each year the AIE Committee reviews data, including IPEDS, NCS, and Hudson Valley surveys, and produces the Institutional Effectiveness Report that reports on the college's Core Indicators of Institutional Effectiveness, how the college uses assessment results, and highlights work being done by various committees such as the AIE Committee and Planning Committee.

Additionally, the IE Report contains annual reports on progress made on the college's strategic plans, such as the Strategic Plan, the Retention Plan, the Diversity Action Plan, and the General Education Summary Report. The IE Plan also provides a Middle States update.

The annual **Employee Satisfaction Survey (ESS) (5511)** now includes an item regarding overall satisfaction with the college's assessment process. While the item is interpreted in different ways depending on the respondent's role at the college, it (item 20) allows the Institutional Assessment team to glean some insight from the comments. In 2022 "I am satisfied with the college's Institutional Effectiveness process" was added to the ESS and while again it was interpreted in different ways, it was evident that an explanation of the IE process would be a good topic in the Campus Chronicle.

In addition, a commenter observed that while the AIE Committee's minutes were published regularly in the Chronicle, there were no supporting documents, making the context unclear. As a result, beginning in fall 2022, the supporting documents (agendas and handouts) for AIE committee meetings were added to the Blackboard site along with the meeting minutes. At the end of the 2019-2020 Assessment Cycle, any difficulties that users encountered during the cycle were noted and discussed. As a result, changes were made to certain areas within the Nuventive software as detailed in the **Assessment Cycle Report Fall 2020 (5508)**. This report is done through the Office of Institutional Assessment and is done on a yearly basis.

A satisfaction survey was given to Assessment and Unit Plan users in Spring 2022 to measure their level of satisfaction with the Assessment and Unit Plan summarization process and to gather insight on what changes can be made to improve the process. The spring 2022 Assessment of the Assessment Survey offers valuable feedback from the college's department and unit heads. While overall the results are positive, the survey highlights some areas of concern for the respondents, such as the approval process. Only 45% of the respondents found the approval process easy, while 54 percent found it difficult. Seven of seven comparable items saw an increase in satisfaction from the 2016 **Assessment of the Assessment Survey (5509)**.

Positive findings include a strong overall understanding of the college's assessment (88%) and planning (75%) processes as they apply to departments and units. Users also responded strongly (88%) that the mission and goals of their departments reflect what the department actually accomplishes.

The results of the Assessment of the Assessment Survey were reviewed by the AIE Committee and several action items were established, including further refinement of the plan approval process by supervisors. The Assessment of the Assessment Survey will be administered again in 2024 and is used as part of the ongoing assessment of institutional effectiveness.

Hudson Valley is strongly committed to sustaining a culture of assessment and ensuring that results of all forms of the college's assessment process are used for continuous improvement. Hudson Valley is proud of the ongoing improvement of its mature, embedded assessment and planning process, and is committed to assessing, improving, and sustaining the effectiveness of the student learning experience and their achievement of their educational goals.

Strengths:

The implementation of Nuventive software has greatly improved the assessment and unit plan process, allowing linkages to be identified between these plans and the following: college's mission, goals and objectives, the Strategic Plan, Middle States standards, and institutional effectiveness recommendations. The software has streamlined the process, allowing easy access to prior results and action plans in order to close the loop and drive continuous improvement.

Hudson Valley's annual assessment and planning process is a mature, robust, and systemic aspect of the college's culture.

Challenges:

Not all departments include their staff and/or faculty in the assessment and planning processes.

Recommendations:

All unit/department heads will solicit input related to assessment and unit planning from the members of their respective areas to increase opportunities for inclusion in the process.

In order to improve the student outcomes assessment and programmatic accreditation processes, the Vice President for Institutional Effectiveness and Technology will investigate options to automate the reporting of timely, program-specific, and accurate data to be used for continuous improvement. The goal of this recommendation is to streamline the current time-consuming and labor-intensive manual process.



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.

Strategic Planning

Our **2019-2024 Strategic Plan (6001)** provides a framework (priorities) and the steppingstones (goals, strategies) to guide the college to its future state. The Plan was created in 2019, at the request of newly inaugurated President Dr. Roger Ramsammy. He specifically directed that the plan should be built from input gathered from all corners of the campus community, future directed with a vision as far into the future as possible, and that it be adopted widely. The plan was built upon input from internal and external stakeholders. In total, the process provided more than 1500 students, faculty, staff, community leaders and education partners with the opportunity to participate. The plan established six priorities, upon which six teams of steering committee participants assembled and developed goals and strategies in support of their respective priorities. Output from the six committees was socialized with the campus community via listening sessions, surveys, meetings and town hall discussions. Participants on the committees included members of faculty, students, staff, senate planning committee, HVCC foundation board, HVCC Board of Trustees and the unions that represent college employees. The joint knowledge, experience and references of these parties led to the adoption of the final plan, which is made up of 6 priorities, 44 goals and 174 specific strategies. A champion was designated for each of the strategies, which were assigned a timeframe for implementation and a suggested method and source of data to measure success. In 2019, the plan was integrated into the Nuventive system, where it has been tracked, updated with annual status milestones and linked with departmental assessment and unit plans. A **2021 Strategic Plan Progress Report (6002)** communicated highlights of plan progress to the campus community. Periodic updates are posted in the **Campus Chronicle (6003)** to inform the community that plan initiatives are ongoing campus-wide. In 2022, the Senate Planning Committee charged its members with the task of reviewing the 174 strategies for current relevance, possible modification, and communication of activity.

Strategic Plan Priorities:

- Commit to Student Success, Inclusion, and Equity
- Enhance Academic Excellence
- Optimize Enrollment
- Encourage Faculty and Staff Excellence
- Expand Partnerships and Community Engagement
- Reinvigorate Campus Culture and Infrastructure

Initiatives undertaken as directed within the 174 strategies have marked the course of significant progress at Hudson Valley since 2019. These milestones include the following priority-related target areas, all of which are aligned in the Strategic Plan, with college Mission and Goals.

1. Student graduation rates have continued to rise (**graduation rate trend (6004)**), and Hudson Valley continues to lead its geographic peer colleges (**graduation rate vs. peers (6005)**) in this measure. Diversity at the college continues to climb as the college steadily increases (**diversity trend (6006)**) the numbers of students from underrepresented groups.
2. Staff and faculty training opportunities have been constant or increasing, with 2022 seeing restoration of funding for faculty specific development. Faculty and Staff honors and merit recognition events, stalled during the pandemic, have been restored in 2022.
3. A variety of efforts aimed at optimizing enrollment have been implemented including cultivating international student interest in Hudson Valley, streamlining enrollment and registration, freezing tuition, offering free textbooks, use of OERs, the establishment of a renewed program called the First Year Experience and the **Strategic Enrollment Management Plan (6007)**.
4. Classroom technology has been updated to state-of-the art desktop and wireless capable presentation consoles throughout the campus. The development of new courses, programs and micro credentials have made significant strides, including programs addressing electric vehicles and welding.
5. The College has cultivated numerous mutually beneficial relationships with local High Schools, whose students take college courses, and hopefully become interested in continuing their studies at Hudson Valley. Engagement with local businesses has led to realization of new opportunities in manufacturing and solar energy that provide future employment options. A STEM high school entity was added in 2020, housed in the re-purposed Lang Hall.
6. The Strategic Plan outlines several directions in expanding Hudson Valley's service area, optimizing the utility of the college's existing structures along with campus improvements aimed at navigation and beautification. The appointment of a Chief Diversity Officer has led to efforts to attract a more diverse student and workforce at Hudson Valley, and marshal them to successful outcomes.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

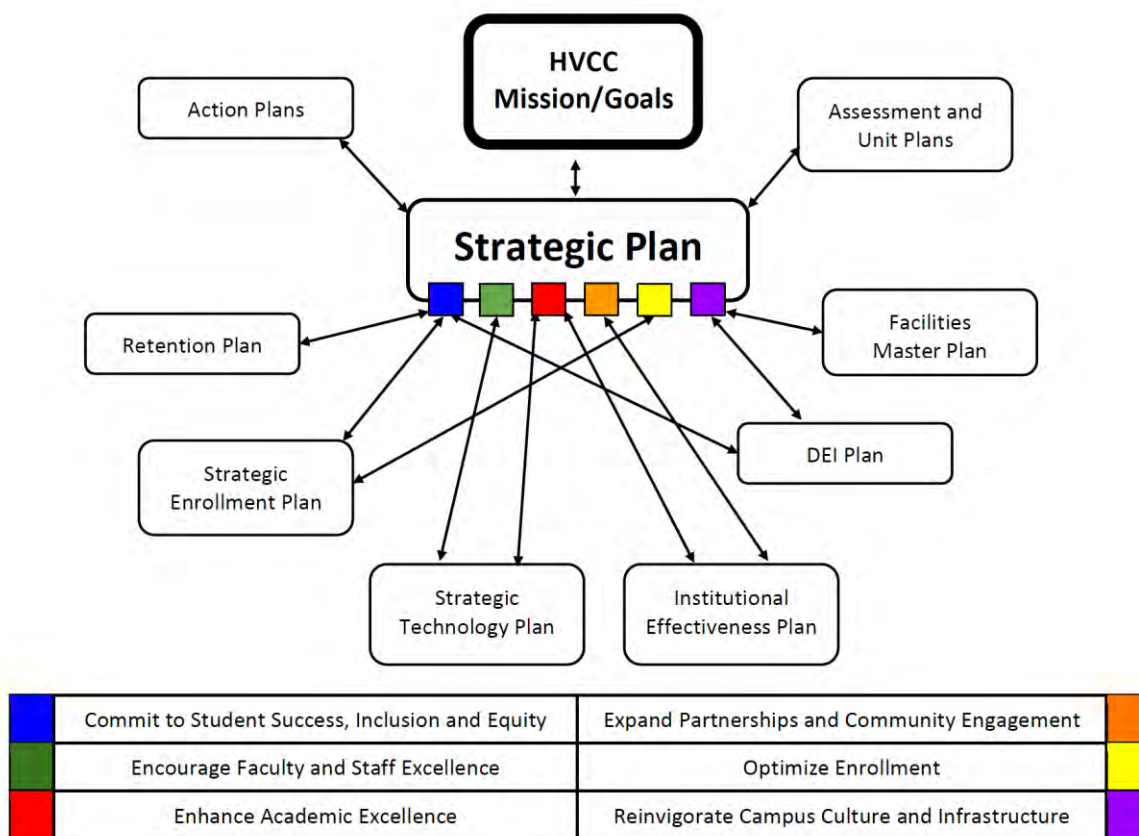
1. institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;

Hudson Valley's **Mission and Vision (6101)** guide the college's activities and are clearly stated in a number of college publications, including the **College Website** and the **College Catalog**. These institution wide objectives set the foundation for the college's Strategic Plan.

The college's 2019-2024 Strategic Plan clearly lays out HVCC's strategic priorities, each of which are fleshed out with stated goals and operationalized across the goals and priorities with a total of 174 Strategies. The **Strategic Plan (6001)** serves as the framework of the college's initiatives for all college entities to set measurable goals.

All members of the President's Senior Staff develop goals and initiatives as appropriate to their areas of responsibility that are aligned with the college's Mission and Goals and the Strategic Plan Priorities and Goals. Meetings between the Executive Team and the BOT seek to develop these goals and initiatives (**Retreat agenda for the Board (6105)**). These goals and initiatives are disseminated by supervisors within their departments and are built into the HVCC annual Assessment and Planning Process via Assessment and Unit Plans.

All HVCC strategic plans including the **Strategic Technology Plan (6106)**, **Strategic Enrollment Plan (6007)**, **Retention Plan (6108)** and the **Diversity Action Plan (6109)**, are built upon and linked to the guiding objectives of college Mission and Goals and the college's Strategic Plan (**HVCC Plans chart (6110)**). Each year, these Plans are assessed, updated, and contain action plans that are included in the appropriate Unit Plans. These documents are part of the annual Institutional Effectiveness Report and are viewable in Blackboard by the campus community.



Hudson Valley has a mature, evidence-based Assessment and Planning process that requires submission of annual **Assessment Plans (example (6111))** and **Unit Plans (example (6112))** from each academic and non-academic (e.g **Budgeting four column (6113)**), entity at Hudson Valley. All Assessment Plans and Unit Plans consist of intended outcomes and initiatives that are linked to the institution-wide objectives including the Strategic Plan, the **College Goals and Objectives (6114)** and **Institutional Effectiveness recommendations (6115)**, as appropriate.

The Assessment and Planning Process forms an integral part of the college's Institutional Effectiveness Process and allows institution wide objectives to be operationalized at the individual unit level and assessed. The results are used to drive planning, budgeting, and resource allocation at the unit level, divisional level, and institutional level.

In 2019, the Assessment and Planning process was automated with the introduction of the "Nuventive Improve" system. A foundational element of this milestone has added widespread functionality to the campus in terms of report generation, information sharing and data-informed decision making. The Institutional Effectiveness department has worked with the Nuventive vendor to add several functions to the platform, including ISLOs, Strategic Plan tracking, and ad hoc reporting capable of relating all of the data within the system. The Nuventive system has also enabled Hudson Valley to gather and summarize departmental budget requests for initiatives aimed at improvement. A summarized budget report is now used to reflect and inform the budget process (**Budget report from Nuventive (6116)**).

Assessment Plans contain a brief summary of data collected for intended outcomes and indicate whether the data resulted in meeting the established criteria for success. The Plan further describes the action plan that will be executed in addressing assessment findings in order to achieve continuous improvement.

2. clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results;

Academic programs, including certificate programs, are assessed at the Assessment Plan level, which include institutional and program learning outcomes. (**Assessment Plan - academic program sample (6201)**). Results from these assessments inform action plans to improve outcomes within the Assessment Plan. When these learning outcome-specific action plans require additional resources, these requests are included in the Unit Plan and both plans are posted in Blackboard for viewing by the Campus Community.

Academic programs and departments also undergo the five- or six-year **SUNY Program Review Example (6202)** or program specific external accreditation reviews, which are performed at prescribed intervals. Action plan items developed from program reviews are incorporated into assessment and unit plans as appropriate to ensure that they are addressed, driving toward continuous improvement.

All action plan processes depend on constituent participation: program faculty and department chair, Advisory Committees, external reviewers, external accrediting bodies, and all college entities that are needed to effectively implement improvement activities. Sample "Use of Results" from these action plans are featured in the Annual IE Report, which is shared in the Campus Chronicle and available at the HVCC Institutional Effectiveness Blackboard site.

In addition, college assessment and planning activities include employee and student satisfaction surveys, Strategic Plan strategies, IE Report, Advisory Committees, community partners, and other external stakeholders and influences. The college develops specific and broad-based plans for improvement, including the **campus climate survey action plan (6203)** and VP/Executive Director summaries at the division and institutional level are communicated to campus community. At the institutional level, the college community collaborates to develop comprehensive plans that incorporate assessment results and input from the above sources. These include the Strategic Plan, the Strategic Technology Plan, the Facilities Management Plan, the Diversity Action Plan, Strategic Enrollment Plan and the Retention Plan.

3. 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 unit’s strategic plans/objectives;

The budgeting department at Hudson Valley is part of the Vice President of Administration and Chief Financial Officer’s division. The college annual budget process begins in January with a **budget call letter (example 6301)** going from the budgeting department to the President and VPs. Included with the call letter are individual spreadsheets containing **actual expenses for the recent three complete fiscal years (2019 (6302), 2020 (6303), and 2021 (6304))**. The budget call letter asks for all funding requested in the Unit Plans to be included in a spreadsheet request. Each request is accompanied by an explanation of any increase or decrease in the budget request. Also included in the expense request are any “other” personnel expenses (overtime, student workers, seasonal temps) and any revenue projections from revenue generating departments (i.e. community ed, workforce development, facility rental). The VP for Administration/CFO and the Budget Director meet with each VP to review their submission for concurrence and submission approval. Once all data is compiled, **tuition modeling (6305)** is completed to evaluate different tuition and County chargeback rates. After a tuition rate is agreed upon by the President and VP, the budget manual is produced for approval by the Board of Trustees, then Rensselaer County, and lastly SUNY.

The annual report from Nuventive (6116) shows all funding requests from Unit Plans and how they are linked to the Strategic Plan, and other college goals and objectives. The funding sources for Hudson Valley are tuition, state aid, offset revenue, chargeback/non-resident revenue, sponsor contribution, and revenue in lieu of sponsor share.

4. fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;

Fiscal resources include annual budgets and grants, which are deployed in physical and technical infrastructure needs in order to meet program requirements. One of the many standards that the United States Department of Education utilizes to gauge the financial strength of an institution is the Composite Score Rating, a composite of three ratios derived from an institution’s audited financial statements. An institution is considered financially responsible when the composite score is between 1.5 and 3.0. Hudson Valley Composite Score has been in this range as shown below:

2017 – 1.8
 2018 – 1.8
 2019 – 2.3
 2020 – 1.7
 2021 – 2.3



Human Resources

Hudson Valley, along with most colleges, is experiencing a long-term trend of reduced enrollment. This has necessarily cast attention on budgets overall, as well as salary expense in support of a workforce that has a size consistent with a larger student body. This realization has led to several adjustments in the process of sizing the workforce for the present and future. A recently adopted **Vacancy Protocol (6401)** outlines revised processes for filling vacancies, which includes a thorough analysis of openings as they occur. It includes a position justification and guidelines for conducting internal vs. external searches when appropriate, which can create opportunities for internal candidates, while reassigning work in other areas. These processes must be weighed against the overarching goal to maintain adequate staffing (**Strategic Plan strategy 1.2.4 (6402)**).

As student preferences are revealed in registration numbers for various programs, trends have become evident, requiring shifts in instructional faculty as well as support organizations. In some cases, shifts in course scheduling can cause shifts in the nature of work processes such as when the pandemic drove significantly more remote learning, support functions were shifted from in-person to online applications. The use of adjunct instructors assists in maintaining a balance of qualified instructors. A “shelf hiring” process allows for departments to maintain a reserve of qualified instructors who can be hired with minimal administrative effort.

Academic departments as well as all other college departments, including the Educational Opportunities Center, when seeking to fill an existing employee vacancy or recruit an employee for a new position, must follow a similar process, as follows.

The respective Department Head, Academic administrative Director, Dean, etc., must first submit a written **position justification form (6403)** requiring approvals from Department Head/Chair (or Dean), VP, HR Director, VP for Administration and Chief Financial Officer, and the President of the College.

Upon approval, the Recruitment and hiring process commences with the completion of the **request for search form (6404)**. For each search, the designated search committee chairperson is responsible for assembling the search committee. The required composition of search committee members is described within the request for search form.

Candidates are screened and selected for interview. Once interviews are completed, the search committee chair will request from committee members their choices to be moved forward for consideration. The completed Candidate Screening and Interview Report is submitted to the Office of The President for his approval and signature. At his request, prior to appointment, candidates may be required to be interviewed by President Ramsammy.

Technology Resources

In 2019, Information Technology Services completed a campus-wide classroom technology overhaul, updating 231 academic spaces with the latest equipment and a new standard control system. Now, students, faculty and staff find a compatible experience in every classroom on campus. A successor Strategic Technology Plan is currently in the planning stage.

Program specific technology has also been introduced to improve learning outcomes. An example from the Nursing Program is the “Sim Mannequin” in Nursing’s Simulated Performance Exams, which test the students on their knowledge and application base throughout each course. With this technology they are exposed to every scenario that they have learned throughout the course, making the exam a non-bias controlled setting improving student

learning outcomes. In the Dental Hygiene Department, through the implementation of new technology in the classroom, faculty have found that video and live streaming technologies are essential in providing continuity of instruction to students. They are better able to bridge theory to clinical application when demonstrations are provided. The purchase of a Futudent ProCam has allowed the Department of Dental Hygiene the opportunity to film proprietary instrumentation videos which are utilized for instructional use department wide. This technology is the pinnacle of cutting-edge virtual instruction and will help to provide students with the best learning experience possible. Videos produced by the department using this technology will continue to be accessible to students to reinforce theory to clinical application.



Physical Infrastructure

The **Facilities Master Plan (6405)**, developed during 2019 by JMZ Architects and Planners, contains a roadmap for the future vision of the physical infrastructure on campus and at extension locations. The findings by JMZ have led to a number of modifications/renovations, in accordance with the Strategic Plan. The planning team made a concerted effort to engage all members of the college community throughout the planning process. In addition to regular meetings with the Steering Committee, the planning team conducted 19 programming interviews with 35 administrators, faculty, and staff; engaged 115 participants during an on-campus student workshop; made presentations to the Hudson Valley Board of Trustees and the Academic Senate; and, reached out to additional students through an online student survey. In the first phase of the plan, Lang Hall has been re-purposed for use with the new welding program labs and Questar College in the High School (CIHS) program, which is an innovative partnership between Hudson Valley and Questar III BOCES to establish a STEM high school on a college campus.

Also in the first phase is the re-deployment of Guenther Hall as an opportunity for new and returning students to experience a more streamlined enrollment/registration process. It now houses many of the enrollment related offices, some of which were situated in other buildings on campus.

Construction began in spring 2022. A 2022-23 re-visit to the original plan from JMZ is currently underway to take into consideration changes in Hudson Valley's enrollment pipeline and to respond to the current and future needs of students and business partners in the community. Now in its third year, the Plan has been expanded based on evolving information, to expand the TEC-SMART facility to ultimately become the HVCC North Campus. Also, under study is a preliminary plan for an HVCC West campus as a potential future home of the EOC (Educational Opportunity Center), now in Troy, NY, as well as other to-be-determined facilities. The updated Facilities Master Plan is also expected to provide an improved justification basis for the

previously planned ATEC (Applied Technology Education Center), and to address work that has been identified as needed in the McDonough Sports Complex, Hudson and Higbee Halls.

5. well-defined decision-making processes and clear assignment of responsibility and accountability;

Formal Structures of the College include the President and his three senior leadership teams, the Executive Team, the President's Team and the Cabinet (**Cabinet-President's Team-Executive Team (6501)**). Duties of the President are outlined in the Board of Trustees Bylaws. The Executive Team members include all the vice presidents and the assistant vice president of academic affairs. The President's Team is made up of the chief information officer and non-vice presidents who report directly to the president. These two teams are senior college officials charged with overseeing the day-to-day and long-term operations of the college and meet weekly.

Decision making also takes place in the various committees in existence on campus. An example is the Assessment & Institutional Effectiveness (AIE) Committee. The AIE committee has representation from all corners of the campus, and is chaired by the Dean of Institutional Effectiveness. **The annual Institutional Effectiveness Report (6502)** highlights findings and recommendations from the committee.

In addition, external decision making affecting Hudson Valley also takes place at the Federal, State and County government levels, and at SUNY System Administration. Title IX, FERPA and CDC guidelines are examples of external decision making that Hudson Valley must adopt and implement.

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.

The current state of technology at Hudson Valley is exemplary and it is believed to be at the forefront of instructional and administrative technology areas. The current state is the culmination of the **Hudson Valley Strategic Technology Plan (6601) and the Hudson Valley Strategic Technology Plan Update (6602)**, which guided the resource allocation in that area from 2015-2019. A successor plan is currently being planned to address technology needs of the future.

Hudson Valley utilizes a highly detailed process for tracking utilization, cost, depreciation and location of all assets including buildings, furniture, laboratory equipment, classroom and office technology. These assets are inventoried in Banner, the college's financial accounting system. The effectiveness of the inventory process is assessed via annual physical scan-based inventory, from which reports are generated showing the level of missing items. Attached is an example of the **accounting for building (Lang Hall) value and activity in Banner (6603)**.

The Hudson Valley Facilities Department is responsible for the upkeep and maintenance of the campus and extension campus centers, including the Employment Opportunity Center (EOC) in Troy, NY. The department utilizes the "Maintenance Partner System", which accepts **Work Order Requests (6604)** from members of the campus community. As indicated on the request, the system tracks the date work is completed, action needed, supplies and labor expended. The system also is used to trigger Preventive Maintenance (PM) activities required in buildings

across the campus. These PMs address the need for monitoring of boilers, safety systems, electricity, air conditioning, etc. **(PM example (6605))**.

7. an annual independent audit confirming financial viability with evidence of follow up on any concerns cited in the audit's accompanying management letter;

Hudson Valley Community College has a yearly external audit from which audited financial statements are generated. At the start of the audit, the college's current audit firm, UHY, has a pre-audit meeting with the President and Board of Trustees to discuss their audit process and to determine if there are any particular concerns or areas of focus they would like the firm to concentrate on. The most recently **audited fiscal year (6701)** ended on August 31, 2021 and statements are currently available for that year. There was no management letter issued, and, on the single audit the college was qualified as a low risk auditee. Final Audit documents from 2018 -2021 are available for viewing and there has been no audit management letter issued for those years as well.

At the end of each year's audit, UHY meets with the Board and President again to review the audit. At this closing meeting, the auditors typically give advice on areas to improve that have not risen to the level of a management letter. The issues are discussed with the departments which oversee the areas of concern and the college implements plans to make the necessary improvements. None were evident in August 2021.

8. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals;

Hudson Valley recognizes the importance of ensuring that the college deploy the resources—human, technology, financial, and physical plant-related—needed to fulfill the institution-wide goals and objectives. Assessment processes are practiced in each division and department to review progress toward their goals and include the identification of resources needed to achieve the goals.

The college's Assessment and Unit Plans process provides a prominent vehicle for measuring progress on goals, assessing the adequacy of resources, and communicating any resource needs to supervisors. Unit Plans are to include all requests for the purchase of equipment and instructional materials, hiring personnel, and other resources needed. The Plans are reviewed and approved by responsible directors and deans, and then go to the vice president or executive director overseeing the Assessment and Unit plans' authors. The Vice President or Executive Director uses the information gleaned from the plans, performs needs assessments, and makes decisions regarding which requests will be sent forward to request fund allocation during the annual budget preparation. All Unit Plan initiatives, including those that are requesting funding for resources, are linked to the college goals and objectives as well as to the Strategic Plan.

The financial office of Hudson Valley oversees the compilation of the information submitted and prepares the annual budget request to present to Rensselaer County. In 2020, COVID forced the college to change the course of operations rapidly. The HVCC Foundation has provided emergency assistance in supplying funds for the purchase of laptops for employees and students in need of them.

In general, operating departments (Facilities and Physical Plant) respond to infrastructure and maintenance on an as-needed basis. For example, when calls and **work order requests (6801)** are received from the campus community resources are allocated immediately. Physical plant employees are periodically notified of items that are coming due for additional funding, such as replacing physical structures, i.e. roof replacement. Data is logged regarding the ages of various elements, such as roofs, boilers and parking lots, so that capital funds may be requested in advance. Also, technology infrastructure plans have been included in the **Strategic Technology Plan (6601)** for the preparation of environmental or natural disasters, or for unanticipated scalability of campus-wide technologies, such as the COVID pandemic. Hudson Valley also maintains an **Emergency Preparedness Plan (6802)**, which is managed through the Office of Environmental Health and Safety.

Requests for personnel/resources are made in the Assessment and Unit Plans and proposed to the assigned Vice President. These requests include detailed qualifications, job requirements, and responsibilities that help identify the departments' and college's needs to support the mission and goals. Unplanned events, such as equipment breakdowns, weather damage, and the COVID pandemic can present challenges in resource allocation as they become immediate needs.

Departments have budgets for supplies, memberships, and other expenses, and those budgets also must be approved. The college must adhere to **State (6803)**, **County regulations (6804)** and **SUNY Purchasing and Contracting procedures (6805)** to purchase all equipment, software licensing, office supplies, and materials.

Instructional and Information Technology (IIT) assesses the uses and needs of the college's technology equipment and appropriately purchases what is needed. Additionally, that department recycles and surpluses equipment in order to prevent waste. IIT also maintains software licensing for proper deployment and usage.

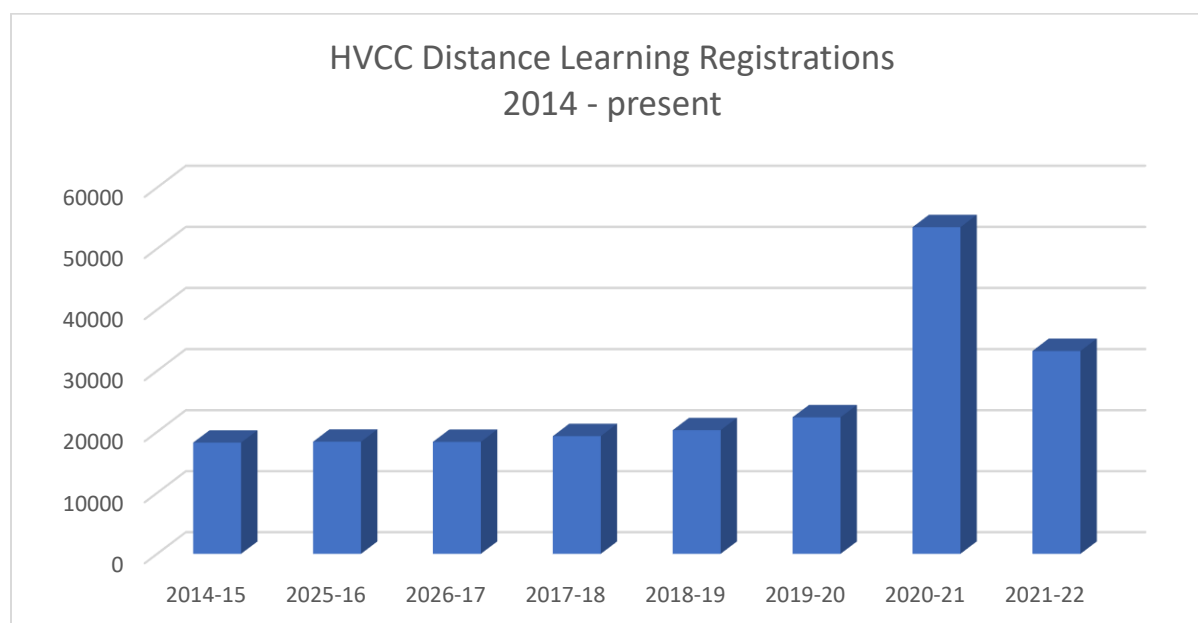
The **Facilities Master Plan (6405)** identifies areas that address maintenance, modification and planning for new buildings and structures on campus to optimize their usage. In part of the planning process, the college applies grants, secures outside funding, and partnerships to modernize the campus infrastructure to maintain high-level service to the community.

The **Strategic Technology Plan (6601)** outlines the college's technology needs with a focus on the needs of the physical and virtual classroom as well as college-wide technologies. Technology needs specific to distance, and online learning are within the classroom technology plans. Requests for the inclusion of new tools are added to Assessment and Unit plans, considered by the Executive Team against the importance of other funding requests and to the funding available. Growth and scalability are included in the contracts to acquire new tools for the teaching and learning environment and allow for rapid usage if the need arises. Current budget models are parsing out which specific technologies support distance and online learning in an effort to guide future funding and planning.

The college recognizes the need to stay agile to meet unexpected resource needs. The Center for Distance and Online Learning and IIT were challenged in early 2020 with the massive conversion to online/remote learning due to the pandemic. This was completed successfully by the Center for Distance and Online Learning plus faculty mentors, support from IIT, and computer resources, benefitting from ongoing focus on resource availability and scalability. These efforts were complemented by the application of online advising for students away from

campus for extended periods. Scalability was also evident among administrative and student support entities, which met the unprecedented demand for remote services.

The **Hudson Valley Strategic Plan (6001)** establishes the need for adequate resources and expansion of online course offerings. Through assessment and unit plans, departments indicate requirements based on enrollment or the department's needs for adequate technology and staffing resources. The plans are part of the financial planning process in collaboration with Human Resources, and recommendations are made to the Executive Team for approvals. A continual increase in DL courses offered in recent years is shown in the chart below. The unusual climb in 2020 is due to the COVID pandemic. Significantly higher recent DL registrations are the result of more students having positive experiences with DL, as well as a greater familiarity with online teaching among faculty, since the pandemic.



9. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

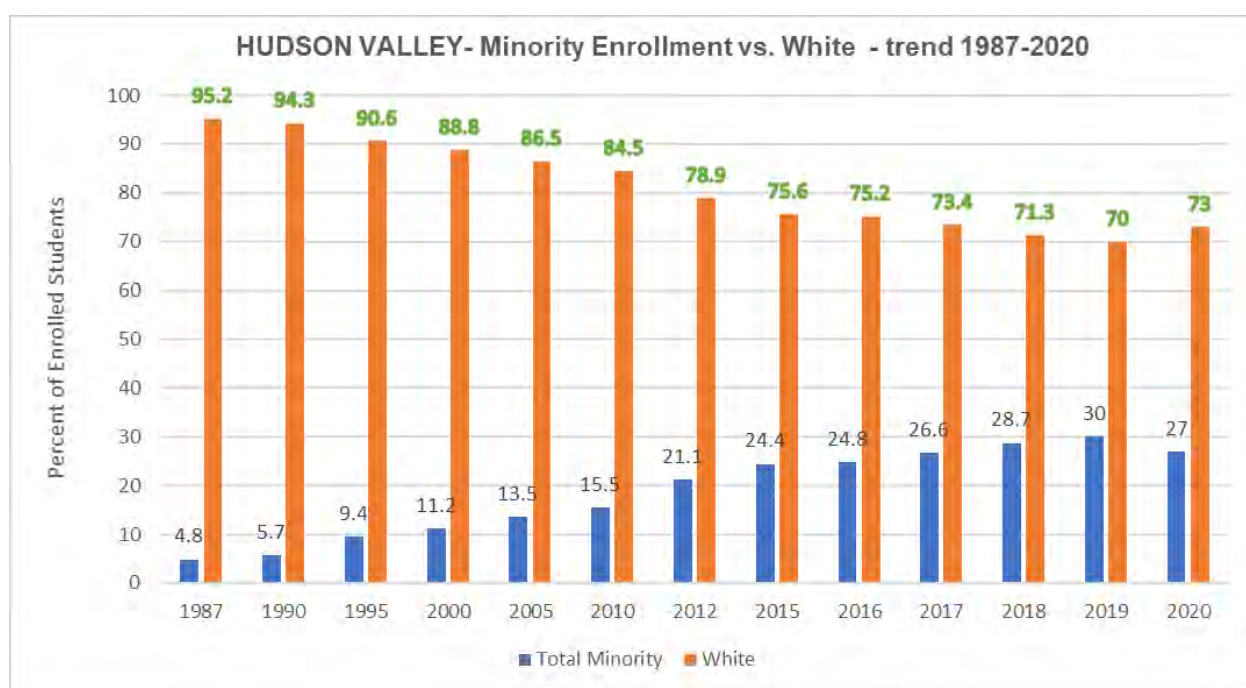
The AIE Assessment & Institutional Effectiveness Committee is a college-wide committee made up of representatives from a spectrum of departments, both academic and non-academic. Membership is at the Director, Department Chair, Executive Director, Dean level, and includes faculty and an advisor. In addition to the production of an annual **Institutional Effectiveness Report (6502)**, the committee regularly assesses and analyzes student and employee survey results and data from internal and external sources, and establishes Core Indicators, which are used to measure all facets of the educational experience at the institutional level. **Minutes from AIE Committee meetings (6503)** are posted to the Campus Chronicle for viewing across the campus.

Institutional Renewal

Hudson Valley's past successes in fulfilling its mission and vision have been largely attributable to the college's awareness of the need to continually monitor and adjust to the need for institutional renewal. With 80+ programs currently offered, there has long been a recognition of the need to work closely with college funding sources as well as the college's community

partners, made up of individuals, companies and government agencies, as well as state and county governments.

One part of Hudson Valley's renewal in recent years has been the need to recognize demographic shifts in the college's service area, that dictate responsive behaviors and policies to remain the best possible fit for students and the workforce. The diversity of Hudson Valley's student body has changed significantly over time as seen in the chart below. In 1987, only 4% of students were in the category labeled minority. That number has risen to 28% as of 2021.



This pattern shift also requires an institutional reset in the approach to registering, enrolling and teaching this new blend of students, many of whom tend to be first generation college students. Indeed, SUNY recognized the need in this area to establish a Diversity, Equity and Inclusion Officer at each member college to build a renewed framework from which to recognize and adapt to this shift, while seeking to enrich the educational experience for this new segment of the student population. **The 2020-2025 Strategic Enrollment Plan (6007)** contains several strategies aimed at reaching/enrolling several categories of underrepresented potential student populations. Some examples are renewed focus on formerly incarcerated, first-generation students, English language learners, low-income students, students with children and students with disabilities.

The establishment of the 2019-2024 Strategic Plan was a turning point for institutional renewal, followed closely by new realities learned during the COVID pandemic. The assessment process has matured to a point in which a mindset of continuous improvement has been inculcated across the campus. In discussions around the Strategic Plan design, the concept of pursuing continually increasing enrollment was tested, and recognized as one that may be logically replaced by a plan to "right size" the college considering shifting student preferences regarding program offerings, modalities, and pure numbers of college-age residents in the college's service area. In 2022, this concept is being developed in all areas of the college, including program offering optimization, organizational efficiencies, and infrastructure requirements.

These and other actualizations are evidence of Hudson Valley's constant struggle with the status quo of community college legacies. The recognition of a changing environment along with the needs - that have arisen as part of the college's Self-Study preparation have placed us on a productive trajectory through effective planning and resource allocation.

An institution-wide, mature, automated, assessment, planning, budgeting, and resource allocation process that continues to evolve based on lessons learned is evidence that Hudson Valley is committed to the pursuit and achievement of efforts to match actions with goals both in planning and in resource allocation. It is also the basis for continuous improvement, as measured within the plans, and through the hierarchical approval process within the system. Hudson Valley has come a long way (**Evolution of assessment (6901)**) in this endeavor, but continue to seek ways to improve.

Strengths:

Hudson Valley has been effective in both establishing and growing its assessment and planning practices and associated reporting capabilities to strengthen efforts toward resource allocation and continuous improvement campus-wide.

Challenges:

The college needs to develop and integrate additional, accessible planning functionality that provides timely data and reports in order to facilitate informed decision making.

In an effort to right size the institution, the college needs to determine the optimal human and technological resources needed to respond to evolving student needs and rapidly transforming technology trends.

Recommendations:

Based on campus feedback, the Vice President for Institutional Effectiveness and Technology will continue to work with Nuventive to further develop and refine the system, including the development of additional reports, a more streamlined user experience, and the ability to integrate additional campus plans for ongoing assessment and tracking.

The Vice President for Institutional Effectiveness and Technology will develop a new Strategic Technology Plan to meet emerging and future instructional and informational technology needs.

As part of the annual budget process and as referenced in the Strategic Plan, senior leadership will review and determine appropriate staffing levels for all areas of the college.



Standard VII: Governance, Leadership, and Administration

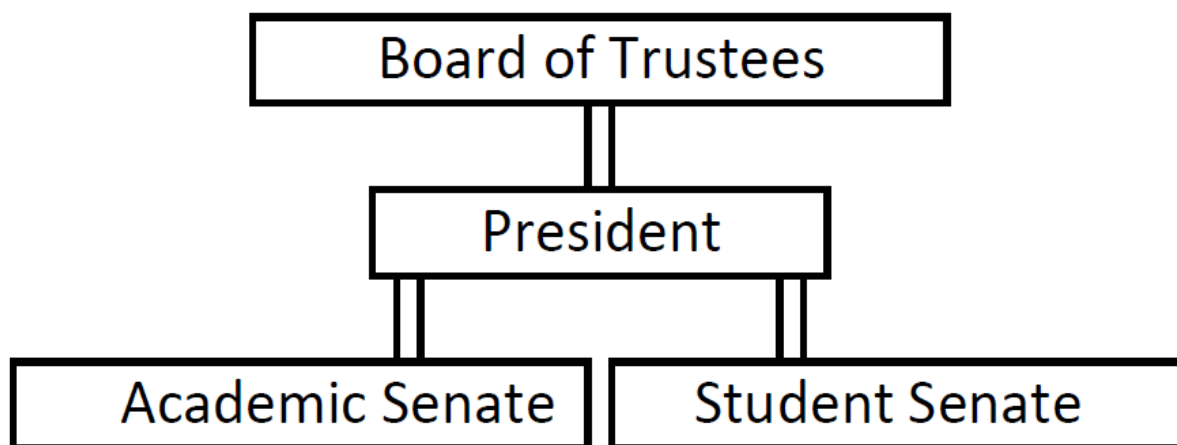
Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. a clearly articulated governance structure that outlines roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students;

Hudson Valley has a clearly defined **Organizational Chart** with outlined titles of individuals in each department as shown therein.

Top level governance structure:



Board of Trustees

The internal governance structure at Hudson Valley includes the Board of Trustees (BOT), Academic Senate, and the Student Senate. Duties of the BOT include having final authority over the hiring and supervision of the President; the hiring of Deans and Vice Presidents upon recommendation from the search committees and the President; curricular changes after recommendation from the Curriculum Committee of the Academic Senate, the full Academic

Senate and the President; Capital Construction Projects after recommendation from the Executive Team/President's Team and the President. The Academic Senate, a recommending body, may also provide recommendations through its standing committee structure, such as the Instructional Resources and Planning Committees. The BOT's authority also extends to the acceptance of gifts to the college and naming of facilities, upon recommendation by the Hudson Valley Foundation Board of Directors and the President; and the budget of the College, upon recommendation of the Executive Team/President's Team and the President.

The **BOT Bylaws (7101)** outline clearly defined roles and responsibilities of the President and Board members. Job descriptions for all employees, including the President and direct reports to the President are kept in the Human Resources (HR) Department. Examples are as follows:

President Job Description example (7102)

Vice President Job Description example (7102)

Executive Director Job Description example (7103)

Dean Job Description example (7104)

Academic Senate

The Academic Senate has **meeting calendars, agendas, minutes and Bylaws (7105)** with which it operates located in Blackboard.

Student Senate

The Student Senate has a **Constitution, Bylaws and Policies (7106)** available on its website.

2. a legally constituted governing body that:

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;

The State University of New York (SUNY) was created by statute Ch. 695 L in 1948, the provisions of which are codified and set forth in the **Education Law, Art.8 SUNY Board of Trustees (7107)**. The system is made up of 64 campuses, 30 of which are community colleges. The mission of the SUNY Community Colleges is to "ensure open access to high quality postsecondary education and contribute significantly to the development of an educated citizenry and skilled workforce."

At Hudson Valley, the BOT is a legally-constituted governing body that is responsible for academic quality, planning, and fiscal well-being of the institution. This is supported through the **Board of Trustees Bylaws (7101)**.

The Standing Committees of the BOT are: Foundation and Auxiliary Enterprises, Audit and Finance, Honors and Awards (emeriti), Curriculum and Student life, Personnel, Nominations, Building and Grounds, and Executive Committee, the charges of which are outlined in the BOT Bylaws.

The Board of Trustees has scheduled meetings that are posted publicly on Hudson Valley's website, which can be found on the **BOT calendar (7108)**. All committee and monthly meetings are open to the public. During the COVID pandemic, in accord with the NYS Governor's Executive Order regarding Open Meetings, the BOT meetings were conducted via Zoom and livestreamed for the public through the college's website.

2.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;

Hudson Valley's BOT consists of ten members overall; four appointed by the Governor, five by the Rensselaer County Legislature, and one student member elected by the student body. The BOT Bylaws confirm how Board members are selected and outlines how conflict of interest is addressed (**BOT Bylaws Sec 10 (7109)**). Further requirements of Trustees regarding conflict of interest are outlined in Criterion 2h.

2.c. ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution;

The BOT Bylaws clearly outline provisions that prohibit the governing body or the Board members from interfering in the day-to-day operations of the college:

PART I: BYLAWS ARTICLE I ORGANIZATION SECTION 1: NAME AND PURPOSE

A. The name of this Board shall be the Board of Trustees of Hudson Valley Community College. B. The chief purpose of the Board of Trustees shall be that of establishing policy governing the College. Under its authority established by the Education Law of the State of New York, the Board of Trustees delegates to the President of the College responsibility for the administration of the College.

SECTION 7: COMMITTEES A. All Board committees are established solely for the purposes of conducting studies, making recommendations, reporting, informing, and advising the Board on matters pertaining to the operation of the College and other legal functions of the Board. Except for the Executive Committee, no committee shall have any supervisory, administrative or executive functions and shall not interfere with and shall not usurp or duplicate function under the control or responsibility of executive personnel or the Board of Trustees.

2.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;

The administration evaluates and ensures the quality of teaching and learning through approved curricula within each program through the Academic Senate, specifically through the Curriculum Committee and its approval process (**Bylaws of the Academic Senate (7110): Article IX, Section 2: Curriculum Committee, Purpose**). This is done in accordance with SUNY and NYSED's program approval process (**Part II: BOT Policy Manual; Article 2.0: Academic Affairs; Section 2.2: Programs and Curricula**).

The administration determines faculty qualifications for each subject area and evaluates faculty performance based upon the qualifications defined by NYSED. A Master's Degree is required for most positions per the Board of Trustees Bylaws. Qualifications are detailed in the Board of Trustees Bylaws (**Part II: Policy Manual; Article 2.0: Academic Affairs; Section 2.4: Faculty Credentials**).

The approval of degree programs takes place through an internal college governance process. The program is first approved at the department level and then moves to the Dean, the VPAA, the Curriculum Committee, and is finally voted on by the Academic Senate **Bylaws of the Academic Senate: Article IX: Senate Standing Committees, Section 2: Curriculum**

Committee. This is done in accordance with SUNY and NYSED’s policies for academic program planning (**SUNY: Guide to Academic Program Planning, 2d.0.01 Part 1: Overview of Academic Program Planning (7111)**).

The criteria developed to award degrees is detailed in the **College Catalog** under “Associate Degrees” and complies with the **Rules of the Board of Regents (Section 3.47 (c), Requirements for Earned Degrees, Undergraduate degrees (7112))**.

The Chief Financial Officer (CFO) presents monthly financial statements to the BOT. The BOT reviews and approves Annual Audited Financials and Form 990 for the college and the Foundation. Two members of the BOT 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 college’s BOT annually.

Financial decision making is subject to review by annual external financial audit and a review of financial status at monthly BOT meetings. The decision process is also subject to review by SUNY System Administration and the NY State Division of the Budget. Taken together, these monitoring sources assure that sound decision making is practiced at Hudson Valley.

2.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;

New York State community colleges have three funding sources: state, county (local sponsor county and other county chargebacks), and student tuition and fees, each of which is to provide part of the operating costs. Per education law, and as adopted in Board of Trustees policy, each funding source is responsible for providing approximately one-third of the college’s operating costs (**NYCRR Part 604, Section 604.1(b) as included in BOT Policy 1.5–Board of Trustee Bylaws**). Rensselaer County serves as Hudson Valley’s local sponsor, constituting one of three funding sources. Through its role as local sponsor, Rensselaer County approves the college’s budget, major contracts, and capital projects.



For the 2022-23 budget cycle, Rensselaer County provided 6% of the Hudson Valley operating budget, positioning the college with significant dependence on student tuition to fund the budget. In total, of the college’s operating budget, 41%, is dependent on student tuition and fees. The balance of Hudson Valley funding comes from the State budget at 23.4% and from other County chargebacks of 25.5%. The category “other revenue” makes up the balance to total 100%.

There are numerous financial reports that are assessed on a monthly and annual basis that are reviewed by the internal stakeholders and external ones such as SUNY and Rensselaer County.

Article 5, Finance in the BOT Bylaws, explains the reporting responsibilities of the CFO to the college. The evidence can be found in **Sections 5.1-5.5 of Article 5**.

There is also the year-end final audited report, which is usually presented to the BOT during the February monthly meeting. All committee and monthly meetings are open to the public. During the COVID 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.

2.f. appoints and regularly evaluates the performance of the Chief Executive Officer;

The Hudson Valley BOT is a legally appointed governing body is responsible for appointing and evaluating the performance of the Chief Executive Officer. Articles I and II of the BOT Bylaws outline the responsibility of the Chief Executive Officer.

The Board conducts a **written evaluation (7114)** of the Chief Executive annually that is not made public.

The evaluation tool was developed in consultation with the New York Community College Trustees (NYCCT), which is a voluntary nonprofit consortium of community college trustees.

2.g. is informed in all its operations by principles of good practice in board governance;

The Board of Trustees has bylaws and policy manuals that can be obtained from the college website. In addition, there are clearly defined roles outlined for Board members with titles and responsibilities of these roles. The selection of Board members is clearly defined as well. The Board has two memberships, the Association of Community College Trustees (ACCT), which is the national organization and New York Community College Trustees (NYCCT), the statewide organization. All trustees receive ACCT publications and emails from both ACCT and NYCCT, offering workshops, conferences and other professional development activities. The college provides a travel budget for trustees who want to attend conferences and seminars.

Since the last Middle States visit, the college held three Board retreats—two were facilitated by the then-president of ACCT (2013 & 2016)—and one conducted by the college President and senior administrators of the college (2021).

New Trustee orientation is conducted by the Secretary to the Board, who also is a former Hudson Valley Trustee, and who was recently re-elected to a third term as the Secretary of NYCCT. As a member of the NYCCT Executive Board, updates and materials are provided to the other Hudson Valley Trustees.

There is an Ad Hoc Committee of the Board that oversees the Board Bylaws and Policy Manual. Currently there is no formal schedule, but the last full review occurred in 2018-2019, which resulted in updates that were approved by the full Board in November 2019. The prior full review was in 2011-2012. Changes are made to the Bylaws as the need arises.

All committee and monthly meetings operate under Roberts Rule of Order and are open to the public.

2.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;

The college's Conflict of Interest Policy is defined by NY General Municipal Law §801 and via a written Code of Ethics policy as adopted by the BOT, which can be accessed in the **Board of**

Trustees Bylaws and Policy Manual (Section 10, Code of Ethics, p. 13 as well as Appendix A, p. 34 (7113)). The Code of Ethics was enacted by resolution on October 25, 2011 and amended December 18, 2012. Revisions to the Bylaws and Policy Manual were last adopted by resolution on November 26, 2019.

Hudson Valley's conflict of interest policy specifically refers to financial and family interests which could impair a Trustee's unbiased judgement in discharging their responsibilities. The policy calls for disclosure of conflicts of interest and recusancy from decisions involving such conflicts. **The Conflict of Interest Form (7109)** is filled out by each member every other year.

2.i. supports the Chief Executive Officer in maintaining the autonomy of the institution;

The delineation of roles between the Board of Trustees and the President can be found documented in the Hudson Valley BOT Bylaws and Policy Manual. The Board appoints the College President, who is responsible for the administration of the College. The Board approves major recommendations that come from the President, including but not limited to: policies; College Mission and Goals and Objectives; institutional annual operating budget; educational programs; tuition and fee structure; and alterations/changes to college facilities.

Several sections of the BOT Bylaws and Policy Manual provide clearly defined roles of the President and the Board, all of which work to ensure that the authority and policy functions of the Board remain independent of the President. For example, Article II, Section I of the BOT Bylaws states that the "President shall be the chief executive officer of the College and shall be directly responsible to the Board for the entire administration of the College," and further, that the President serves "at the pleasure" of the BOT, and that "the President, alone, is responsible to the Board." Additionally, Article II, Section I also states that "The President shall be responsible for the conduct and operation of the College and for the administration and supervision of all departments." The BOT Bylaws and Policy Manual is available to the public on the college's website.



3. a Chief Executive Officer who:

a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;

The Hudson Valley BOT is responsible for appointing and regularly evaluating the performance of the Chief Executive Officer.

Articles I and II of the BOT Bylaws outline the responsibility of the Chief Executive Officer.

The role the Hudson Valley BOT plays in presidential searches is clear. Under the direction of the BOT, a college-wide search committee is formed, following the guidelines from SUNY entitled, "Presidential Search Guidelines." The Board meets with the SUNY 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.

3.b. has appropriate credentials and professional experience consistent with the mission of the organization;

President Ramsammy has more than 30 years of higher education experience, including senior academic and administrative positions at three of the largest multi-campus colleges in the United States. Dr. Ramsammy won the Virginia Governor's Award for the most innovative STEM program. In addition, his focus on leadership and academic program development and his award-winning teaching experiences, demonstrate that he can motivate faculty to be student-centered and deliver high-quality educational experiences. He has also received accolades for his dedication to educational outreach for underserved populations both locally and outside the United States.

| Education | Positions | Awards |
|---|---|--|
| Georgetown University Lombardi Cancer Center - Post-doctoral fellowship Howard University - Ph.D. in Molecular Biology Howard University - M.S. Genetics University of the District of Columbia - B.S. Biology | Miami Dade College - President of West Campus Northern Virginia Community College - Provost and Chief Academic Officer Palm Beach State College - Chair of Biology, Associate Dean of STEM, Dean of Academic Affairs | Florida Association of Community Colleges - Professor of the Year Palm Beach State College - Professor of the Year Broward College – Adjunct Professor of the Year Martin Luther King Jr. Cultural Foundation - Outstanding Educator Award |

3.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;

The Hudson Valley BOT Bylaws clearly indicate that the Chief Executive Officer has the authority and autonomy to lead the institution, as stated: “Under its authority established by the Education Law of the State of New York, the Board of Trustees delegates to the President of the College responsibility for the administration of the College” (**BOT Bylaws Article I, section 1B (7113)**).

One of Dr. Ramsammy's first actions as Hudson Valley's Chief Executive Officer was the development of a new Strategic Plan to guide the college forward by staffing the institution appropriately, identifying and allocating resources appropriately, and directing the institution on how to move toward its institutional priorities. A number of initiatives, related to the Strategic Plan, as well as the recently revised college Mission and Goals are outlined in the Institutional Overview section of the Self Study.

3.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;

The President's direct reports, along with other functional leaders and experts, make up the President's Team and the Executive Team, both of which meet weekly. The exact makeup of

these teams is fluid in nature, and is reflective of the evolution of the institution. Each of the teams are currently populated by high level representatives of the academic environment and the staff and advisory functions. Membership and participation on the teams is based upon contemplative as well as ad hoc requirements. The **organizational chart** depicts the actual reporting structures and relationships among the leadership teams.

All members of the leadership teams participate in the college's assessment process, as well as those who report to them. This process requires the development of annual Assessment Plans and Unit Plans that are approved at multiple levels in the reporting hierarchy. At each approval level, there are opportunities to further guide and/or refine the elements of the plans. Processes for monitoring and measuring the efficiency of the organization in financial and personnel matters are highlighted in Standard VI, as matters of resource allocation.

**4. an administration possessing or demonstrating:
a. an organizational structure that is clearly documented and that clearly defines reporting relationships;**

Information in the organizational chart is detailed and available for public review. The Hudson Valley HR department has responsibility for maintaining the currency and accuracy of this data, which can be found in the About Us section of the college's website. The organization structure is addressed based on known as well as anticipated future states.

Driven by the Mission and Strategic Plan priorities, the college constantly reviews and adjusts the organizational structure to meet challenges presented. A listing of such challenges would include enrollment, retention, advising, orientation, wellness, succession planning, program development and campus expansion.

The Student Affairs Department, in 2022-23 underwent a re-organization of the division, which created two distinct units, enrollment services and student development. Two dean positions were created to supervise the units and two associate dean positions were created to provide administrative support:

**Assistant Vice President for Student Affairs/Dean of Enrollment Services
enrollment services unit**

Admissions,
Orientation/Testing/First Year Experience,
Registrar

Associate Dean of Enrollment Services
Student Outreach/Advisement and Retention
Call Center

Dean of Student Development Unit
Center for Careers and Transfer
Center for Counseling and Wellness
College Health Services

Associate Dean for Student Development
Center for Access and Assistive Technology
Center for Academic Engagement
Veterans Education Resource and Outreach Center

This re-organization was part of the continuing effort to improve efficiency, communications, and effectiveness of the college's Student Affairs Division. Measurement criteria of the success of this change is expected to take place via surveys and improving trends in retention and overall student satisfaction.

The aforementioned organizational changes were guided by the following Strategic Plan Strategies:

1.3.1 - Adopt a clear, campus-wide definition and set of expectations regarding advising and orientation for both new and transfer students offering alternatives that do not impede student scheduling.

1.3.4 - Continue a formal campus conversation examining and clarifying current advising and orientation practices across programs, departments, and centers with the goal of improving consistency and impact.

1.5.1 - Design and support areas on campus that promote academic and holistic student wellness such as a Vet Center and study centers.

2.3.6 - Thoughtfully consider succession planning and implement procedures and practices that ensure seamless transitions.

5.3.4 - Develop an intentional First Year Experience that aims to link the goals of New Student Orientation, advising, and co-curricular opportunities.

Another recent example in 2023, the Academic Affairs division made organizational changes related to the following Strategic Plan strategies:

2.3.6 - Thoughtfully consider succession planning and implement procedures and practices that ensure seamless transitions.

3.7.2 - Identify meaningful opportunities for marketing a sustainable presence in areas such as: Albany County, Saratoga County, Western Massachusetts, Southern Vermont, Schenectady County, Columbia County and Rensselaer County

3.7.3 - Work with industry partners to establish partnerships that increase employee participation and educational attainment by offering employee incentives and professional development credit and non-credit coursework.

5.4.6 - Identify and implement areas for growth in non-credit programming.

A promotion and change in title and responsibilities for Dr. Jonathan Ashdown (Executive Dean – HVCC North Campus) was driven by the need to establish a lead person for the expansion of Hudson Valley's proposed branch campus in Malta, Saratoga County.

A promotion and change in title for Penny Hill (Vice President for Professional and Workforce Development) was driven by the need to grow and develop noncredit, professional, workforce and credit bearing programming to best serve the growing needs of the communities served.

Both Vice Presidents (Vice President for Academic Affairs and Vice President for Professional and Workforce Development) and their teams will continue to share the vision of the College with a clear understanding of how each division contributes to the vision. Credit and noncredit programs are often aligned to allow students to seamlessly transition from noncredit to credit divisions.

This reorganization follows an earlier 2022 Organizational change (**Organizational Change in Academic Affairs (7115)**) that was made in the structure of the college's academic schools and the advisement centers that support students in various academic areas. These changes were made to accommodate the workload of the college's current advisement staff/faculty and to better align programs in similar areas.

4.b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;

The college administration is populated by professionals who hold advanced degrees from accredited institutions from across the country. There are several professional development opportunities available, which encourage administrative staff to enhance their knowledge of best policies and practices in higher education. These include the CPE (Center for Professional Excellence), the Leadership Certificate program, EAP (Employee Assistance Program), Staff Development Day, as well as tuition reimbursements and/or waivers. An example of the appropriate sizing of administrative staff is the recent appointment of three deans to head the recently re-structured three schools within Hudson Valley: STEM, Business and Liberal Arts, and Health Sciences. This followed a re-organization of academic departments within each of the schools.



4.c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;

The search process utilized in hiring or promoting into positions at Hudson Valley is specific in position descriptions and qualifications. The detailed minimum qualifications in each search are adhered to in interview selections. When a search fails to produce a qualified candidate, it is curtailed until a newer slate of candidates can be identified, or the position is redefined. As an example, consistent with the college's Mission and Vision, Hudson Valley is committed to having a global impact by forging international partnerships and creating educational opportunities for international students. Hudson Valley is a proud member of NAFSA: National Association of International Educators. Several members of the administration have qualifications and educational experiences from the global education system. In 2019, Hudson Valley visited several countries to discuss partnership opportunities. These countries include Costa Rica, Hungary, Ivory Coast, Philippines, and Trinidad. Additionally, the college is engaged in discussions with Ecuador and Northern Ireland about developing articulation agreements.

4.d. skills, time, assistance, technology, and information systems along with the expertise required to perform their duties;

At the beginning of the COVID pandemic, the college extended their spring break for an additional week to allow for faculty to be trained to teach remotely. In addition, the college was able to obtain laptops which were loaned out to students and faculty who did not have technology equipment readily available to adapt to the college's new state. During this time, the Instructional and Information Technology department (IIT) and the Distance Learning area collaborated effectively to transition to fully remote learning.

The Banner system is utilized to house student records including academic and financial information. CRMs (Customer Relationship Management Systems) have recently added valuable student support features including streamlining advisement and adopting retention applications. Other technology solutions have been introduced in an effort to facilitate student scheduling and transfer opportunities post-graduation.



4.e. regular engagement with faculty and students in advancing the institution's goals and objectives;

The first priority of the Hudson Valley Strategic Plan is: Commit to Student Success, Inclusion and Equity. This goal, coupled with the college's Mission to "provide transformative, student-centered and high-quality educational opportunities..." drives the many elements of student and faculty engagement that are witnessed regularly on the Hudson Valley campus. An example of this is the Academic Senate Bylaws, which state the requirements for membership, including students and faculty, among others on both the Senate and on certain Standing Committees. The President and select members of the senior leadership team meet monthly during the academic year with the Executive Board of the Academic Senate. The President also maintains office hours and holds "town hall" meetings. These engagements play a key role in the socialization and involvement of these groups at Hudson Valley.

Twice annual "All College Meetings" held in spring and fall semesters provide an opportunity for students and faculty to learn about the college and present questions to the administration. Student satisfaction surveys provide an opportunity for students to express their ideas and opinions about many facets of campus life. The college makes efforts to communicate the findings of such surveys and produce action plans to address issues raised. President Ramsammy hosts "Coffee with the President" open meetings, which are commonly attended by students, faculty and others. Also, representation by students and faculty on committees involved in developing the Self-Study has been an opportunity to assist and learn simultaneously.



Board of Trustee Meetings are made available to faculty/staff. A series of events known as "Gathering on the Grounds" has encouraged faculty, staff and students to socialize and interact over lunch in a casual setting. The school of STEM hosts an annual Pumpkin Palooza competition in which engineering students create catapults that launch pumpkins onto the

campus green to display ingenuity and creativity in preparing for the event. Other campus activities include participation in Student Senate meetings and student/staff/faculty baseball and soccer games.

To engage students and to enhance their level of comfort, new and returning students are greeted on campus by “Navigators” who are faculty and staff volunteers who are stationed around the campus for the first several days of new semesters. The Navigators seek to answer questions and give directions to students. The “Navigator” project has generated valuable information, gathered each year, after the semester is underway, about what the most common questions students ask. This information has led to efforts to improve signage, enhance campus beautification, and to encourage interaction with students all year.

4.f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations; and

All administrative units at Hudson Valley complete the same annual Assessment Plans and Unit Plans as their academic counterparts. Assessment plans are required to establish outcomes, with methods for measuring success and are updated annually with results, and plan for how findings will be used to foster improvement in the future. The Unit Plans allow administrative units to plan for future budgeted initiatives, including improved work processes, additional staff, or technology solutions to challenges in need of improvement.

5. periodic assessment of the effectiveness of governance, leadership, and administration.

All employees are evaluated annually using the TrakStar system, which is an HR based automated employee evaluation system. Within the system, employees establish individual and administrative unit goals and objectives that they plan to accomplish. These goals are reviewed, accepted or modified by supervising authorities at all levels. TrakStar software sends reminders to employees that suggest they make entries in the system documenting work achievements through the year, that are related to previously documented goals.

The BOT completed a self-assessment in 2021 (**Board of Trustees – Self Evaluation (7116)**). The Academic Senate/Student senate self-assessments and/or surveys were conducted in 2022. Annual surveys are conducted campus wide to measure effectiveness in governance, leadership and assessment processes. The Office of Institutional Effectiveness, which conducts the surveys, publishes the survey results in the Blackboard portal site and announces their availability to the campus community in the Campus Chronicle. Action plans to address shortcomings identified in survey responses are shared with the campus community.

Strengths:

Hudson Valley has a functioning governance process that allows for the successful realization of its Mission and Goals.

Challenges:

In recent years, the college's governing bodies have conducted self-assessments periodically and have been inconsistent explaining the use of assessment results.

Recommendations: The Board of Trustees, the Academic Senate, and the Student Senate will perform an annual self-assessment and use the results for continuous improvement.

