



## Highlights from 2015 – 2016

The 2015-2016 academic year was very active and productive for Hudson Valley Community College. The college took great pride in its longstanding commitment to providing students with the best educational experience possible – one known for innovative, high quality academic programs, extensive student support services, state-of-the-art facilities, and a faculty and staff deeply committed to the ongoing success of the student body they serve and the institution as a whole. Below are some highlights:

### Accolades

- Hudson Valley Community College was rated by *Community College Week* as the 71<sup>st</sup> largest and most productive two-year college in the nation.
- *Times Union* readers again ranked Hudson Valley third best college in the Capital Region, the only community college to place among the top rated institutions in the area. (The newspaper discontinued its “best two-year college” category in 2015.)
- The college received the 2016 Academic Enlightenment Award from the International Center of the Capital Region in recognition of its efforts in promoting diversity, inclusiveness, and global understanding.
- Hudson Valley received five awards for excellence in marketing from the SUNY Council for University Advancement, more than any other community college and placing it third among all SUNY institutions.
- *The Hudsonian*, the college’s student newspaper, was honored at the Associated Collegiate Press/College Media Association National College Media Convention.

### Strategic Directions

#### Strategic Direction 1: Academic Innovation and Student Success

- The college introduced new degrees in Clean Energy Management (A.A.S), Early Childhood Administration (A.A.S.), Exercise Science (A.S.), and Health and

Wellness Studies (A.S.) and new certificates in Chemical Dependency Counseling, Early Childhood Administration, IT Help Desk Support, and Special Education Assistant.

- A Cybersecurity A.S. degree program was approved by the Board of Trustees and submitted to SUNY System Administration and the New York State Education Department for review and approval.
- Through its Center for Advanced Studies, Hudson Valley has partnered with SUNY Cobleskill to offer a B.S. in Early Childhood Studies with all classes to be held on the HVCC campus.
- Courses were offered off-campus at the Capital South Campus Center in Albany's South End for the first time.
- The Workforce Development Institute partnered with GreyCastle Security to offer a cybersecurity certificate course and with SkyOp, LLC to offer a course in drone flight systems training.

## **Strategic Direction 2: College-wide Assessment**

- The college completed the second full cycle of its Institutional Effectiveness Plan and produced the *2016 Institutional Effectiveness Report*.
- As directed by the Middle States Commission on Higher Education, Hudson Valley submitted a monitoring report on February 29, 2016, documenting its continuing compliance with Standard 7, Institutional Assessment. A small team visit following up on this report will take place in spring 2017.
- Fifty one-on-one and group training sessions on planning and assessment were conducted for department/unit heads.
- A series of articles were placed in the *Campus Chronicle* to keep the college community informed on important topics in assessment.

## **Strategic Direction 3: Enrollment and Retention**

- Enrollment at Hudson Valley Community College dropped from 12,252 in fall 2014 to 11,888 in fall 2015, a decrease of three percent. Similarly, FTEs dropped from 8,409 in fall 2014 to 8,104 in fall 2015 (down 3.6 percent).
- Distance learning course offerings in 2015-2016 were 6.7 percent greater in number than in 2014-2015 (953 vs. 893) and the number of registrants was up 0.8 percent (18,393 vs. 18,236). The number of exclusively distance learning students increased from 4,145 in 2014-2015 to 4,335 in 2015-2016 (up 4.6 percent).
- The New Student Orientation sessions continued in 2015-2016 moving from the Bulmer Telecommunications Center to newly renovated facilities on the third floor of the Fitzgibbons Health Technologies Center. To better service student needs, the size of the orientation and advising sessions were reduced and students were directed to their respective advisement centers (Liberal Arts, Individual Studies, Business, and Technology) to receive advisement.
- DegreeWorks, a part of SUNY's transfer mobility initiative, was implemented in March 2016. This user-friendly tool, available through WIReD, provides students with the ability to monitor progress toward completion of a degree or certificate

program by providing a degree audit and enabling them to play out “what-if” scenarios as they consider changes in majors or transferring to another SUNY institution.

- Hudson Valley retained Strata Information Group to conduct a business process review of all enrollment-related business processes at the college including recruiting/outreach and admissions; the transition from accepted to enrolled student; financial aid and student accounts; and advising, degree audit, and graduation. The final report was completed in summer 2016 and contained descriptions of current processes, detailed suggestions on how they can be improved, and recommended actions for the college to take. Implementation of the recommendations will begin in fall 2016.
- Hudson Valley began efforts to increase its international student enrollment including recruitment trips by the college’s International Student Services Coordinator to China in fall 2015 and Vietnam in spring 2016.

#### **Strategic Direction 4: Fiscal Stability and Resource Development**

- The college’s 2015-16 budget (including grants and contracts) was \$110,150,437, unchanged from the amount for both last year and the year before.
- The state aid rate increased by \$100 per FTE to \$2,597, however it remains down \$78 from 2009-10 and below the statutory requirement.
- Rensselaer County increased its sponsor contribution by \$200,000, bringing it to a total of \$4,675,900.
- Tuition increased to \$4,100 (up \$120 from last year), placing it in the bottom third of tuition charged by SUNY community colleges.
- Hudson Valley received a \$1 million leadership challenge gift from the Gene Haas Foundation for the expansion of the college’s Advanced Manufacturing Technology program and Lang Hall, the building housing the program’s labs and classrooms, to create the Center for Advanced Manufacturing Skills. In addition, the college received a \$1 million Empire State Development grant in support of this project.

#### **Strategic Direction 5: Technology Resources**

- A number of improvements were made to the college’s information technology infrastructure including the installation of a second Internet path to provide redundancy and minimize potential downtime and an increase in campus bandwidth from 500 Mb to 2 Gb (with the capacity to grow to 10 Gb) to increase the size of the college’s “data pipe.” In addition, wireless access across the campus was upgraded, Information Technology Services (ITS) began the implementation of Service Now (a cloud-based IT service delivery system designed to provide improved user support services), and work began on upgrading the college’s emergency campus notification system.
- The Microsoft Office 365 Education product suite was implemented. All students and employees are now using a common email platform. Office 365 provides enhanced collaboration, communication, and applications. In addition, all

employees and students have the ability to download their own copy of Office 365 Pro Plus on up to five personal devices.

- The deployment of Virtual Desktop Infrastructure (VDI) was expanded to include classroom computers.
- The Blackboard learning management system was moved from being hosted on-campus by ITS to managed hosting by Blackboard at the end of the spring 2016 semester and then to Software as a Service (SaaS, a cloud-based system) at the end of summer 2016 (in time for the start of the fall 2016 semester).

## **Campus Updates**

- All electrical work was completed on tying the campus into the National Grid system. Once testing has been completed this tie in will provide the campus with additional power, stabilize the frequency and voltage, and improve the reliability of the power system.
- The heating loop upgrade was completed and now the system provides 100 percent of the heat for the Siek Campus Center and Hudson Hall.
- Roof repairs were conducted on Brahan Hall and Fitzgibbons Health Technologies Center during summer 2016.
- The first floor of the Jordan Road facility was renovated to create additional instructional space for the Cardiorespiratory and Emergency Medicine Department.
- Ten classrooms/computer labs across campus were updated and equipped with new technology in summer 2016. In addition, two classrooms were upgraded to high resolution Medical Imaging classrooms.
- The United Group of Companies, Inc. was selected to purchase the land occupied by the former Hy Rosenblum Administration Center and create privately-owned and operated student housing.
- Hudson Valley has partnered with Mazzone Hospitality for food service and catering.

## **Student Services**

- In the third year that the college had an agreement with the Capital District Transportation Authority (CDTA) to provide universal access to Hudson Valley students, including during the summer, there were an average of 1,025 riders per month taking 28,860 trips. The cost of all rides during 2015-16 was \$382,017, while the cost to the college for the year was \$225,000.

## **Athletics**

- Construction began on the new \$4.5 million Outdoor Athletics Complex in spring 2016 and was completed by the start of the fall 2016 semester. The complex includes new state-of-the-art turf and natural grass fields, an eight-lane track, a concession area and box office, storage facility, grandstand seating and bleachers, a scoreboard, and lighting.

- Due to declining participation at the NJCAA level, Hudson Valley will discontinue its sponsorship of ice hockey as a college-sanctioned sport effective June 1, 2017.
- A member of the college's baseball team led Region III in batting with a .512 average and the team led the Region with a .370 average. In addition, a member of the softball team led Region III in hitting with a .618 average and the team led the Region with a .454 average.
- Women's golf again finished undefeated in Region III.

### **Educational Opportunity Center**

- The Capital District Educational Opportunity Center (EOC) celebrated its 50<sup>th</sup> anniversary and the year was filled with numerous activities highlighting this milestone event, including the center's 50<sup>th</sup> graduation ceremony in June 2016.
- The EOC was approved by the New York State Education Department to become a TASC (Test for Assessing Secondary Completion, the high school equivalency exam that replaced the GED) test site. It is the only community open TASC test site in Rensselaer County.
- The EOC developed Institutional Core Values, EOC STRIVES: **S**ervice (to deliver quality, committed and caring assistance), **T**eamwork (to work diligently, persistently, and cooperatively), **R**espect (to treat everyone with dignity), **I**nviting (to provide a warm, welcoming, and diverse community), **V**ersatile (to be flexible and adaptable), **E**mpower (to promote personal growth and confidence), and **S**uccess (to inspire and encourage achievement).



## Planning

Hudson Valley Community College has been systematically engaged in an integrated system of planning, assessment, and resource allocation for the past 11 years and in that time the process has become an integral part of the academic and administrative culture of the campus. Academic departments and administrative units continue to be committed to using the results of their assessments as they work to further improve their student outcomes, course offerings, student services, and administrative efficiency and effectiveness through thoughtful and informed planning and resource allocation.

2015-16 marks the eleventh year that the college's planning database was used to develop this report. The framework for this section is illustrated in the following table that summarizes the number of total initiatives under each goal and then reports the percent that were met, are in progress, ongoing, delayed, or terminated. Additionally, selected highlights for each goal are noted.

Observations (Refer to Institutional Planning Report Summary table on following page)

- Of the 454 total activities planned, 82 percent (374) were met or are in progress and expected to be completed during the 2016-2017 year.
- Of the 11 percent of activities that were reported delayed, nearly all were due to circumstances outside of the control of the unit (i.e. limitations of space, funds, or external delays).
- Seven percent were terminated due to a variety of reasons (lack of funding, loss of personnel through retirement or resignation, changes in external requirements, etc.).

## Institutional Planning Report Summary

Goal	Activities		Met		In Progress		Delayed		Terminated	
1 - To enhance and promote excellence in teaching and learning	164	36%	71	43%	69	42%	14	9%	10	6%
2 - To develop and support a student centered collegial environment	88	19%	32	36%	37	42%	11	13%	8	9%
3. To promote the integration of pluralism within the college community	30	7%	9	30%	17	57%	1	3%	3	10%
4. To create and sustain a technological environment that is supportive of academic and administrative needs	56	12%	19	34%	23	41%	12	21%	2	4%
5. To maintain and improve administrative services	39	9%	15	38%	20	51%	3	8%	1	3%
6. To develop and foster beneficial relationships with the community	77	17%	27	35%	35	45%	9	12%	6	8%
<b>Totals</b>	<b>454</b>	<b>100%</b>	<b>173</b>	<b>38%</b>	<b>201</b>	<b>44%</b>	<b>50</b>	<b>11%</b>	<b>30</b>	<b>7%</b>

Note: Numbers may not total 100% due to rounding.

For the Activities column, percentages are based on the total number of activities.

For the other columns, percentages are based on the number of activities for each goal.



## Challenges

### Enrollment

- Enrollment continued to be an issue for the college in 2015-2016. As mentioned earlier, enrollment at Hudson Valley dropped three percent from the previous year, going from 12,252 to 11,888. FTEs declined from 8,409 to 8,104, a decrease of 3.6 percent. However, distance education enrollments continued to increase, going from 18,236 to 18,393, and the number of exclusively distance learning students increased by 4.6 percent. Enrollments in Community and Professional Education and Continuing Education and Summer Sessions were also up (9.5 and 1.0 percent, respectively).

### Budget

- The New York State Legislature unexpectedly delayed implementation of the new chargeback model until 2018. This meant the college had to revise its 2016-17 budget to take additional funds from the reserve account. There was no impact on the faculty or staff or on academic programs.

### SUNY Initiatives

Work continued on the implementation of several SUNY initiatives, including:

- Enhanced student degree planning services via a system-wide software package, DegreeWorks, that gives SUNY students the ability to perform a degree audit comparing their course and general education history to degree requirements for the transfer path programs at all campuses; conduct a “what if” degree analysis for up to three campuses simultaneously; and access course offerings at all institutions. DegreeWorks went live at the college in March 2016.
- Open SUNY – The establishment of a shared and comprehensive online environment that would bring together all the online courses and programs offered at each of SUNY’s 64 campuses. In 2015-16, Hudson Valley had 37 online academic degrees and certificates that were part of this initiative including Accounting, Clean Energy

Management, Coaching, Early Childhood Administration, Human Services, IT Help Desk Support, Mortuary Science, and Public Administration Studies, to name but a few. The college has begun preparations to participate in the Open SUNY Institutional Readiness Process to make it eligible to offer Open SUNY Plus courses/programs.

- Transfer Mobility – The development of policies and procedures to provide students with seamless transfer between SUNY institutions to enable them to complete their intended programs of study on time and without unnecessary cost and/or duplication of effort. Hudson Valley department chairs and staff are in the process of populating the course equivalencies database that will indicate what courses at other SUNY institutions are equivalent to courses at the college.
- SUNY Excels - SUNY Excels is a performance system designed to drive continuous improvement on five system-level metrics: access (enrollment and diversity), completion (student achievement, graduation rates, time to degree), success (applied learning, hands-on research, financial literacy), inquiry (total sponsored activity, faculty and student scholarship), and engagement (START-UP NY, philanthropic support, civic engagement, economic impact). Each SUNY institution is required to submit a SUNY Excels plan that sets targets for 2018-2019 and 2020-2021 for each of these metrics. Hudson Valley submitted its plan and continued to monitor its progress towards meeting its targets.
- Diversity, Equity, and Inclusion Policy – The SUNY Board of Trustees passed a resolution on Diversity, Equity, and Inclusion that calls for, among other things, each SUNY college to hire a Chief Diversity Officer by August 15, 2017 and to develop and implement strategic diversity and inclusion plans that address student, administrative, faculty, and staff recruitment and retention. The college has begun the search process for a Chief Diversity Officer.
- Applied Learning Initiative - The SUNY Board of Trustees passed a resolution requiring each SUNY institution to develop a plan to make approved applied learning activities available to students by the start of the 2016-17 academic year. Applied Learning includes such activities as clinical placements, internships, co-operative education programs, and service-learning, to name but a few. Hudson Valley submitted its report in spring 2016. Work will continue on this initiative during the 2016-17 year.

## **Compliance and Accreditation**

- The college has continued to see an increase in compliance requirements at both the state and federal levels. For example, the recent directives and requirements from both the federal and state governments with regard to the Violence Against Women Act and Title IX have required the college to devote significant resources to address them. Given the increased importance being attached to accountability and fiscal responsibility by politicians and decision makers, it is likely that compliance issues will continue to be an issue into the foreseeable future.
- The Middle States Commission on Higher Education has revised its approach to accreditation. The number of accreditation standards has been reduced from 14 to seven. The accreditation period has been reduced from 10 year to eight years. The amount of information institutions have been asked to provide on an annual basis has been increased and there will be a more extensive review of this information by Middle States staff. The Periodic Review Report that was required in the fifth year of the accreditation period has been eliminated and replaced with a four-year review of the

information provided annually. The nature of the Self-Study written by institutions undergoing reaccreditation has also been changed. These changes have not yet been fully implemented, but they will have an impact on Hudson Valley for years to come.



## College Goals Highlights

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

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

- Nine faculty members were promoted to Assistant Professor, 20 were promoted to Associate Professor, and 15 were promoted to Professor.
- Two faculty members were awarded sabbatical leave.
- Merit Awards were received by four faculty members and one department chair.
- A total of five SUNY Chancellor's Awards were given to Hudson Valley faculty and staff, including one for Excellence in Classified Service, two for Excellence in Faculty Service, one for Excellence in Professional Service, and one for Excellence in Teaching, bringing the total number of Chancellor's Awards received by members of the college community to 163.
- One faculty member received the Academic Advising Certificate of Completion, two faculty members received the Leadership Development Certificate of Completion, and one faculty member received the Teaching and Learning Certificate of Completion.
- A total of \$57,412 in tuition support was provided to 41 Hudson Valley employees pursuing college degrees, including 22 faculty, three classified staff members, one EOC employee, two grant-funded employees, and 13 NTPs. All employees requesting support were funded.
- Faculty Workshop Day was held on February 24, 2016 with the theme *Community Connections: The Classroom and Beyond*. Thirteen professional development workshops were offered covering such topics as hybrid learning, creating instructional videos, dealing with "social" distractions (cellphones) in the classroom, student-centered classrooms, and sexual assault response/prevention and emergency preparedness, to name but a few. In addition, the keynote speaker, Dr.

Ernest Morell, Director of the Institute for Urban and Minority Education and Professor of English Education at Teachers College, Columbia University, spoke on community and civic engagement for diverse 21<sup>st</sup> century classrooms.

- The Center for Effective Teaching (CET) offered 45 professional development workshops that were attended by a total of 450 individuals (an increase in attendance of over 28 percent from last year).
- Use of the Faculty Resource Room in the CET decreased from 1,547 in 2014-15 to 1,008 in 2015-16.
- College faculty had a number of articles, books, short stories, and poems published by a variety of nationally recognized professional journals and publishing houses.

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

- The Radiologic Technology program of the Medical Imaging Department adopted the E\*Value system, a web-based clinical documentation program, to track student clinical hours, caseload, and assessments.
- There were more than 367,000 full-text downloads from licensed research databases in 2015-16. The Dwight Marvin Library added close to 100 online reference titles from Oxford, Gale Virtual Reference Library, Wiley, Salem, Springer, and Berg Fashion Library.

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

- The Automotive, Manufacturing and Electrical Engineering Technologies Department created a welding laboratory in Cogan 151.
- The Dental Hygiene Department established a committee containing representatives from the Early Childhood, Respiratory Therapy, Nursing, and Radiologic Technology faculties, as well as its own faculty, to support the provision of comprehensive care and develop collaborative programs.
- Films on Demand, the Instructional Media Center's streaming videos, grew by approximately one percent monthly over the past year. More than 25,000 titles are currently available and the Marvin Library added 50 feature films available for streaming and integrating into Blackboard.
- Laptops were loaned out by the Dwight Marvin Library a total of 1,020 times in 2015-16, an increase of 87.8 percent over 2014-15.
- More than 17,000 e-book titles were added to the Dwight Marvin Library's collection. E-book holdings now outnumber print monographic holds by 2:1.

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

- An articulation agreement with SUNY Cobleskill was finalized in 2015-16. The college now has in place 286 program-to-program articulation agreements with 49 colleges and universities.

- A total of 33 schools (including BOCES) participated in Hudson Valley's College in the High School program in 2015-16. Total FTE enrollment in the program increased by one percent to 908 in 2015-16.
- The Cardiorespiratory and Emergency Medicine Department worked with QUESTAR BOCES and Rensselaer County high schools to create a Health Science track for future students.
- The Nursing Department developed a Pathway Transfer Agreement with SUNY Empire State College for its Nursing program.
- The History, Philosophy and Social Sciences Department began discussions with the SUNY Plattsburgh and the University of Albany to set up transfer programs in History and Psychology.
- The Computing and Information Science Department continued its collaboration with the University at Albany to assist them in their development of a Computer Engineering degree.

### **1.5 To explore all new educational delivery and related administrative systems**

- The English, Foreign Languages and English as a Second Language Department made available online the software package Rosetta Stone to Hudson Valley students taking one or more foreign language courses. The program is available for Arabic, Chinese, English as a Second Language, French, German, Italian, Japanese, Latin, Russian, and Spanish, and includes advanced speech recognition technology, speech analysis tools, grammar and spelling components, and a feature which simulates real-life situations in which to practice the language.
- The Teacher Preparation Department employed REMIND technology, a web-based texting system designed for schools, to provide announcements of important academic and event dates to its students.

### **1.6 To assess effectiveness in the teaching and learning environment**

- The Mortuary Science program underwent accreditation review by the American Board of Funeral Service Education and was reaccredited for the full seven years.
- The Chemical Dependency Counseling program of the Human Services and Chemical Dependency Counseling Department was reviewed and reaccredited by the New York State Office of Alcoholism and Substance Abuse Services.
- The Dental Hygiene Department purchased two educational and clinical workflow process and evaluation software programs to improve student tracking, advisement, teaching methodologies, faculty calibration, and overall student learning outcomes, as well as the administrative workflow of the Dental Hygiene Clinic, in order to produce the reports required by their accrediting body.
- The Mathematics and Engineering Science Department created new measures to assess its General Education courses.
- The annual report submitted by the Teacher Preparation Department to the accreditor of its Early Childhood program, the National Association for the Education of Young Children (NAEYC), was approved.

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

- Seven academic programs underwent program review during 2015-16.
- The college's full-time to part-time faculty contact hour ratio was 69 percent to 31 percent in 2015-16, up from the previous year (67 percent to 33 percent).
- Business Administration A.S. and A.A.S. students scored in the top 50 percent (the department's criterion for success) on the ETS Major Field Test in two out of four areas (Economics and Marketing, but not Accounting and Management).
- All graduates of the Advanced Manufacturing Technology A.O.S. either found employment or transferred to a four-year program.
- All graduates of the Electrical Technology: Semiconductor Manufacturing Technology A.A.S. and Automotive Technical Services-Autobody Repair A.O.S. were employed in their field of study. Ninety-six percent of the graduates of the Automotive Technical Services A.O.S. found employment in their field of study (one transferred to another HVCC program).
- Nursing students achieved a first-time pass rate on the National Comprehensive Licensing Examination (NCLEX) of 95.6 percent, well above both the state (83.2 percent) and national (82.1 percent) pass rates.
- One hundred percent of the graduates of the Diagnostic Medical Sonography program who took the national registry exams in abdomen discipline and obstetric and gynecology discipline passed on their first attempt. Also, all graduates of the Echocardiography program who took the national registry exam passed on their first attempt.
- Ninety-five percent of the Radiologic Technology graduates who took the national registry exam passed on their first attempt. (The national average was 88 percent.)
- The Dental Hygiene Department had 100 percent of its Dental Assisting Certificate students pass the state licensing exam and 100 percent of its Dental Hygiene students passed the national licensing exam while 97 percent passed the clinical exam.
- In the Cardiorespiratory and Emergency Medicine Department, 100 percent of the Emergency Medical Technician students who took the New York State Department of Health Paramedic Practical Skills exam passed, 100 percent of the Invasive Cardiovascular Technology students who took the CCI Registered Invasive Technology Exam following graduation passed, 100 percent of the Polysomnography students who took the BRPT Certified Registered Polysomnographic Technologist Exam following graduation passed, and 100 percent of the Respiratory Care students who took the NBRC Certified Respiratory Therapist Exam after graduation passed.
- The Learning Centers worked with the Dental Hygiene, Medical Imaging, and Nursing Departments to offer customized APEX workshops to their students.

## **1.8 To promote the maximum achievable graduation rate for students**

- The 150 percent (three year) graduation rate for full-time, first-time, degree/certificate-seeking students as reported to SUNY System Administration for 2015-2016 was 25.1 percent, up 1.1 percent from 2014-2015.

- A total of 1,922 students graduated in 2015-16 (down from 2,018 in 2014-15) with 448 of them graduating with honors.
- A total of \$309,322 was disbursed by the Hudson Valley Community College Foundation in scholarship aid, up 53.4 percent from the previous year.
- Tuition support was again provided to students in need enrolled in the College in the High School program.
- A total of 22,165 transcript requests were processed by the Registrar's Office.

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

- Four former science labs in Amstutz Science Hall were renovated into classrooms.
- The first floor of the Jordan Road facility was renovated to create additional instructional space for the Cardiorespiratory and Emergency Medicine Department.

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

- Twelve programs were revised: Criminal Justice A.S., Dental Assisting Certificate, Diagnostic Medical Sonography Certificate, Early Childhood A.A.S., Echocardiography Certificate, Liberal Arts and Sciences A.S.: Adolescent Education, Liberal Arts Humanities and Social Science Honors Advisement Track, Mortuary Science A.A.S., Nursing A.A.S., Physical Education Studies A.A., Respiratory Care A.A.S., and Theatre Arts A.S.
- The Human Services A.A.S. was reactivated and revised.
- New degree programs in Clean Energy Management (A.A.S.), Early Childhood Administration (A.A.S.), Exercise Science (A.S.), and Health and Wellness Studies (A.S.) and new certificates in Chemical Dependency Counseling, Early Childhood Administration, IT Help Desk Support, and Special Education Assistant were approved by SUNY and the New York State Education Department (NYSED).
- The Cardiorespiratory and Emergency Medicine Department developed a Community Health Navigation Certificate and A.A.S degree programs and has submitted them to college governance for review and approval.
- The Cybersecurity A.S. degree was approved by the Board of Trustees.
- The Chemical Technician A.S. was discontinued.
- The Disabilities Studies and Wind Technician Certificates were deactivated.
- The Information System Certificate was deactivated and discontinued effective fall 2016.
- The Fine Arts, Theatre Arts, and Digital Media Department developed a new course, Theatre History I (THEA 240).
- The Teacher Preparation Department developed four new courses: Health, Safety and Nutrition for Young Children (ECCE 200); Ethics and Leadership in Early Childhood Education (ECCE 290); Internship in Early Childhood Administration (ECCE 231); and Home, School and Community: An Integrative Approach (ECCE 231).



## College Goals Highlights

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

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

- In the third year that the college had an agreement with the Capital District Transportation Authority (CDTA) to provide universal access to Hudson Valley students, including during the summer, there were an average of 1,025 riders per month taking 28,860 trips. The cost of all rides during 2015-16 was \$382,017, while the cost to the college for the year was \$225,000. This cost will increase to \$290,000 in 2016-17.
- The Registrar's Office completed 96.7 percent of second degree evaluations within two business days and processed all TAP rosters within four weeks, thereby meeting assessment criteria.
- The Wellness Center experienced an increase of 20 percent in the number of personal counseling appointments it conducted over last year (499 vs. 416). The number of walk-in crisis visits increased by 71 percent over the previous year.
- To assist students in applying for financial aid, the Financial Aid office designed a series of handouts covering such topics as IRS data retrieval steps, how to apply for Federal Work Study, and a FAFSA insert.
- Financial Aid continues to make students aware of their free access to Lontuition, a web-based tool that help them manage their student loans. In fall 2016, new users increased to 1,586 (up from 1,147 in fall 2015) and returning users increased from 292 to 479.
- As a means of better assisting EOC applicants who do not test high enough to enter EOC programs and to help ensure their transition into EOC enrollment, the Center instituted an initiative call "Gateway to Success" that engages these applicants both with the services of the ATTAIN lab and the EOC tutor.

- The Registrar's Office responded to 27,260 phone calls requesting information or assistance.
- To supplement the New Student Orientation all newly admitted students attend and improve retention, the Human Services and Chemical Dependency Counseling Department implemented an additional orientation session for its students and hosted an open house at the beginning of each semester for new and returning students to introduce them to the department and each other.
- The Center for Careers and Transfer saw an increase of 11.5 percent in the number of individual counseling appointments and walk-ins over the previous year (1,623 vs. 1,456).
- The Viking Day Care Center provided 10 reduced daycare tuition scholarships in the second year of a five year grant from the Troy Savings Bank Charities Foundation.

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

- As part of the SUNY Applied Learning Initiative, a detailed report was submitted to SUNY System Administration that outlined the opportunities both on- and off-campus for Applied Learning at Hudson Valley.
- The Business Administration Department began discussions with the Tri-City Valley Cats to develop an integrated project for their Honor's track students.

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

- The college's fall-to-spring student retention rate for the fall 2015 cohort was 75.9 percent, down from 77 percent for the fall 2014 cohort. The fall-to-fall retention rate for the fall 2014 cohort was 56.7 percent, up from the rate observed for the fall 2013 cohort (55 percent).
- Approximately 17-18 percent of college faculty used the College Success Referral system in 2015-16.

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

- The Admissions Office processed 16,895 applications in 2015-16, down 3.4 percent from the previous year (17,486).
- A total of 47,619 records were scanned and indexed in the Xtender archiving system, up 3.6 percent from last year.
- For the tenth year, the Enrollment Initiative Fund provided funding for enrollment recruitment and retention initiatives. A total of \$2,000 was awarded to support four initiatives: Athletic Department's Annual Athletic Instant Admit Day, Criminal Justice Jump Start Program, Dwight Marvin Library Hosts the QUESTAR Regional High School Juried Art Exhibit, and Teacher Preparation Vision Board Workshop.
- The Admissions Office conducted 107 Instant Admit events at area high schools, 59 school group tours of the campus, four Campus Visit Days, and 24 Group Information Sessions.

- To improve the enrollment process, the Health Services unit of the Wellness Center began proactively obtaining student immunization records from the New York State Immunization Information System (NYSIIS).
- The college's new approach to New Student Orientation was continued with some modifications. The sessions were moved from the Bulmer Technology Center meeting rooms to the newly renovated space on the third floor of the Fitzgibbons Health Technologies Center. The size of the orientation and advising sessions were reduced and students were sent to their respective advisement centers (Liberal Arts, Individual Studies, Business, and Technology) rather than having all advising done in one location. A total of 3,237 students went through New Student Orientation.
- A Center for Academic Engagement (CAE) academic coach visited eight local high schools and met with students to discuss how to be successful in college and promote Hudson Valley's academic support services.
- In 2015-16, 1,433 registrations were received via Flexible Registration, an increase of 57.5 percent over 2014-15.
- The use of online registration for Workforce Development Institute course offerings increased by 41.6 percent over last year.
- The Individual Studies Department worked with Communications and Marketing to clarify the Individual Studies A.A. and A.S. programs as being transfer degree programs through new brochures and other new media materials.
- Communications and Marketing created a new 24-page Admissions recruitment brochure that combined the content of two different publications and included new information on outcomes of all academic programs.
- The Student Activities Office held its inaugural Welcome Week during the first week of the fall 2015 semester. This week-long event engaged new and returning students in campus life and a variety of activities and included exhibits, music, entertainment, giveaways, friendly competitions, and a scavenger hunt.

## **2.5 To provide effective academic advising for all students**

- To ensure students are advised correctly, the Business Advisement Center initiated a process to validate advisement sessions by analyzing student files. In addition, the Center revised its advising process for evening and online students.
- Students attending New Student Orientation were sent to their respective advisement centers (Liberal Arts, Individual Studies, Business, and Technology) rather than having all advising done in one location.
- Of the students responding to a survey conducted by Continuing Education and Summer Sessions, 100 percent indicated they were satisfied or very satisfied with their advisement experience.

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

- The Scheduling Office processed room changes for nine students with disabilities and 73 room changes requested by faculty.

- The Scheduling Office scheduled classrooms and provided computer accounts and support for 151 faculty and students in programs offered through the Center for Advanced Studies (CAS).

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

- The Wellness Center offered 12 workshops and 71 activities on a variety of wellness-related topics.
- The Center for Academic Engagement continues to oversee the VA mentor program. Mentors made calls to student veterans to remind them about certifying attendance (required for students using VA education benefits), letting them know about available support services (mentors, Armed Forces Club & Study Room, etc.), and answering any questions they might have. The Center also hired 4-5 students (depending on the semester) to act as VA peer mentors.

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

- Five Hudson Valley students were recognized for their achievements with the SUNY Chancellor's Award for Student Excellence.
- *Who's Who Among Students in American Universities and Colleges* recognized 41 Hudson Valley Community College students for their academic excellence, leadership in extracurricular activities and/or community service, and potential for future achievement.
- A total of 192 Hudson Valley students were inducted into Phi Theta Kappa, the national honor society for two-year college students. In addition, Brody O'Connor was named the top community college student in New York State, as well as one of the top 20 community college students in the nation by Phi Theta Kappa.
- Nineteen student-athletes were awarded Academic All-Region Honors and 18 student-athletes received NJCAA All-American recognition.
- Four hundred and forty-eight students graduated with honors in 2015-16.
- Students graduating from the Math and Engineering Science Department received approximately \$139,000 in scholarships and awards in 2015-16.
- A total of 77 students attended the weekly LEAD@HVCC Leadership Skills Development Workshops conducted by the Student Activities Office.

## **2.9 To promote safety and civility within the college community**

- There were four closed-door Campus Judiciary Referrals in 2015-16, one for weapon violations and three for drug violations.
- According to the Campus Security Report produced by the Public Safety Office as required by federal law, the campus had six reportable crimes in 2015-16 occur on campus (one forcible sex offense, two burglaries, two drug abuse violations, and one weapons violation), down from nine in 2014-15.



## College Goals Highlights

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

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

- The college continued implementation of required changes to policies and procedures related to Title IX and the Violence against Women Act and SaVE Act.
- The Center for Access and Assistive Technology (CAAT) working with Salome Heyward, a nationally recognized expert on ADA/504, provided training to the campus community on ADA compliance.

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

- There were no minority applications for Full-Time Instructor positions in 2015-16 (identical to last year) and minority applications for Adjunct Instructor positions decreased from 11.7 percent to 8.9 percent. The percentage of minority full-time faculty for 2014-15 was 6.7 percent, up slightly from 6.0 percent in 2014-15. The percentage of adjunct minority faculty in 2015-16 was 6.2 percent, identical to last year's percentage.

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

- Minority enrollment for fall 2015 was at 24.4 percent, up from the figure for fall 2014 (22.5 percent). This number continues to compare very favorably with the minority population figure for the Capital Region (17.6 percent as of the 2010 U.S. Census).

- Enrollment of students with disabilities increased from 668 in fall 2014 to 679 in fall 2015, and increased slightly as a percentage of the total student body (up from 5.4 percent to 5.7 percent).
- The CAAT coordinated testing accommodations for 3,440 students in 2015-16, up 19.2 percent from 2014-15. Assistive technology training increased by 47.8 percent.
- A total of 133 students with disabilities graduated in 2015-16, down 10.1 percent from the previous year's number (148).



## College Goals Highlights

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

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

- Deployment of the Argos reporting tool continued in 2015-16. An Argos consultant worked with the functional areas on campus and the product has been configured in a development environment. Work also began on identifying which existing Banner Reports will need to move to a new reporting solution.
- SUNY System Administration negotiated a system-wide electronic transcript contract for the receipt and transmission of student transcripts.
- Work began on moving Banner from being hosted and maintained by Hudson Valley Community College to a managed hosting environment at ITEC. The move is expected to be completed in 2016-17.
- Blackboard was moved from being hosted and maintained by Hudson Valley Community College to a managed hosting environment and then to Software as a Service at Blackboard Inc. in summer 2016.
- The college went live with DegreeWorks in March 2016. Work is continuing on the construction of the course equivalences database for SUNY's transfer mobility initiative.
- The Extensis Portfolio software package was purchased by Graphics and Printing Services for the management and storage of its photo gallery.
- Environmental Health and Safety implemented an electronic safety database system, MSDSOnline (a chemical management and injury and illness compliance solution).

- Instructional Technologies (IT) upgraded FTZ 223 and MCD 202 to high resolution Medical Imaging classrooms. Each room contains high capacity digital matrix media switcher, high resolution document camera, video projector with high end resolution and Lum brightness, an 84 inch interactive LED display, computer, and Blu-ray media player. IT also fully equipped the new Paramedic classroom (JRD 102) including two high resolution projectors and two eight foot ceiling powered screens.
- Ten classrooms/computer labs across campus were updated and equipped with new technology in summer 2016.

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

- The Computer Learning Center offered workshops for students covering a variety of topics including Maximizing the Benefits of Hudson Valley's Computing Environment, Using PowerPoint to Enhance Oral Presentations, and Using Microsoft Word to Format Academic Papers, to name a few.
- The Center for Distance and Online Learning offered a number of Blackboard-related training workshops to faculty addressing a variety of topics including the use of Blackboard Collaborate, Gradebooks, web enhanced course tool and strategies for student group work, and using Respondus to create quizzes and exams, among others.

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

- Work continued on the implementation of the processes in support of SUNY System Administration's transfer mobility initiative (course articulation and DegreeWorks).

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

- During 2015-16, Hudson Valley offered 25 degree and certificate programs completely online.
- The online College in the High School initiative produced 43 FTEs in 2015-16, a decrease of 6.5 percent from 2014-15.
- Thirty-three new instructors attended online learning course development training offered by the Distance and Online Learning Office. In addition, Distance Learning offered six workshops during the year covering such topics as Blackboard Collaborate, Using Blackboard to Web Enhance Courses, ADA Compliance and the Pedagogy of Effective Online Course Design and Delivery.
- The English, Foreign Languages and English as a Second Language developed distance learning versions of its Creative Writing: Non-Fiction (ENGL 154) and Grammar and Punctuation (ENGL 117) courses and the Math and Engineering Science Department added a fully online version of its Mathematics for Teaching and Learning (MATH 125) course.
- The Distance and Online Learning Office began the preparations for Hudson Valley to participate in the Open SUNY Institutional Readiness Process to make the college eligible to offer Open SUNY Plus courses/programs.

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

- Virtual Desktop Infrastructure (VDI) was deployed to classroom computers.
- The ACE build was updated to Windows 10.

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

- The college contracted with GreyCastle Security to provide information security as a service.
- All college laptop computers are encrypted to ensure the security and integrity of the data stored on them.

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

- Jonathan Brennan was hired as Chief Information Officer for the college in June 2016. In addition ITS hired a Microcomputer Technician and a Web Developer.
- A Functional Support Specialist was hired to assist the Director of Functional Support Services.
- A number of ITS personnel and other relevant employees attended the Ellucian Live conference in Denver, CO, in preparation for the college's move to Banner XE.

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

- GrayCastle Security assisted ITS in drafting a Business Continuity/Disaster Recovery Plan.



## College Goals Highlights

### **Goal 5: To maintain and improve administrative services**

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

- The Assessment and Institutional Effectiveness Committee reviewed the college's Institutional Effectiveness Plan and produced the 2016 Institutional Effectiveness Report.

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

- All units of the college submit annual assessment reports evaluating student outcomes and/or services provided as well as unit plans detailing their initiatives for the year. The Unit Plan Report form was revised to better document the linkages between assessment, planning, and resource allocation.
- The Graphics Office and Print Shop reported 96.7 and 98.1 percent of their customers, respectively, expressed satisfaction with the work done for them, up from 96.2 and 96.9 percent, respectively, from the previous year. Similar results were found for the quality ratings, with 95.4 and 98.2 percent, respectively, of customers expressing satisfaction with the quality of the finished products.
- Environmental Health and Safety completed an assessment of the college's compliance with 173 safety and health, fire/life safety, and environmental program elements and found it fully in compliance with 70.6 percent of them and in partial compliance with 29.4 percent of them.
- The Office of Institutional Services and Events conducted a survey of external users to determine customer satisfaction with space, cleanliness, and equipment provided. Of the returned surveys, 96 percent of respondents found the meeting room space to be adequate and functional.
- The Viking Child Care Center was notified by NAEYC that they had successfully maintained their accreditation following a review of their required Annual Report.

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

- A number of enrollment management forums were held during 2015-16 to provide faculty and staff with the opportunity to ask questions and share their views and suggestions.
- Presentations was made to the Academic Senate on the *2014-2015 State of the College Report* and the *2015 Institutional Effectiveness Report*

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

- Effective September 1, 2015, members of the Non-Teaching Professional Association and Excluded Non-Teaching Professionals received a 1.75 percent salary increase, members of the Faculty Association received a 1.85 percent salary increase, members of the Non-Instructional Employees Union and United Public Service Employee Union received a 2.0 percent increase, and the EOC Alliance received a \$700 salary increase, as called for in their labor agreements.

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

- One member of the EOC staff was promoted to tenure/continuing appointment.
- One staff member of the college received the Academic Advising Certificate of Completion, two received the Leadership Development Certificate, one received the Teaching and Learning Certificate, and two received the Teach It Forward Certificate.
- One member of the EOC staff received the Leadership Development Certificate of Completion.
- Three members of the Hudson Valley staff were honored with the President's Award for Excellence in College Service.
- Two Hudson Valley staff members received Meritorious Service Awards

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

- Negotiations began between Hudson Valley Community College and the Hudson Valley Department Chairpersons Association and between on a new labor agreement. Negotiations also began between Hudson Valley Community College and the Capital District Educational Opportunity Center and the Educational Opportunity Center Alliance on a new labor agreement.

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

- All electrical work was completed on tying the campus into the National Grid system. Once testing has been completed this tie in will provide the campus with additional power, stabilize the frequency and voltage, and improve the reliability of the power system.
- Physical Plant replaced the boilers in Fitzgibbons Health Technologies Center.
- A drainage system was installed near Lang Hall to eliminate the flooding experienced during heavy rains.
- The heating loop upgrade was completed and now the system provides 100 percent of the heat for the Siek Campus Center and Hudson Hall.
- Over 100 deteriorated exterior and fire doors across campus were replaced.
- Public Safety conducted an active shooter live exercise with local police and developed a “Run, Hide, Fight” PowerPoint/video presentation on how to respond to an active shooter situation that has been recognized nationally.
- Environmental Health and Safety prepared and submitted a number of required federal, state and local regulatory reports including Air Emission Capping Certification, MS4 Stormwater Management, Hazardous Waste Generator Report, and Survey of Occupational Injuries and Illnesses, to name only a few.
- In response to the legislative mandates under the Violence Against Women Act and Title IX, the Wellness Center conducted bystander intervention trainings for the campus community.
- The Wellness Center’s Health Services treated 2,844 patients in 2015-16.

## **5.8 To promote fiscal responsibility and accountability**

- The college’s auditors, UHY LLP, reported to the Board of Trustees in December 2015 that they had given Hudson Valley an unqualified auditor’s report with no audit findings for fiscal year 2014-2015.
- The New York State Office of the Comptroller conducted an audit of the college’s finances beginning in spring 2016 and ending that summer. The college is awaiting the final report of that audit.
- Tuition increased to \$4,100 in 2015-16, up \$120 from 2014-15. The college was \$130 below the median tuition cost for SUNY community colleges (\$4,230).
- The college’s net operating cost per FTE was \$470 below the average for community colleges in New York State (\$9,627 vs. \$10,097).
- The annual budget was approved by Rensselaer County with an increase of \$200,000 in the sponsor contribution.
- The college’s latest three-year student loan Cohort Default Rate (2013) was 11.8 percent, down from 13.2 percent last year.
- The debt on the Viking Day Care Center was retired.
- Business Services processed 97.2 percent of Banner purchase requisitions within two days, up from 95.8 percent in 2014-15 and exceeding its criterion of 95 percent.
- The college produced the Cost of Curriculum Report, providing departments/units with data to evaluate curriculum costs, enrollment trends, and the relationship between cost and revenue.



## College Goals Highlights

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

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

- Six children were enrolled in the Universal Pre-Kindergarten program as part of the agreement between The Enlarged City School District of Troy and the Viking Day Care Center to provide pre-K instruction to children residing in the district.
- The college continued its P-TECH partnerships with the Ballston Spa and Troy High Schools.
- Viking Video Technologies (VVT) continued to provide multimedia and video production support services for the SUNY Chancellor's Office, SUNY System Administration, and SUNY colleges and institutions for a number of events and special projects.
- Four companies were approved to participate in Hudson Valley's START-UP NY program in 2015-16: Spaceout VR, Cell-nique, ChannelEyes, and SimplyTel, LLC.
- College officials served on a number of local boards, including three area Chambers of Commerce.

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

- The Office of Community and Professional Education had a total of 11,041 course enrollments (up from 10,087 in 2014-15), producing a gross revenue of \$957,866 (an increase of 1.9 percent from the previous year).
- Continuing Education and Summer Sessions enrollment in summer 2016 was 665 FTEs, up one percent from summer 2015.

- Enrollment in Workforce Develop Institute online course offerings decreased over 16 percent from last year.
- Viking Video Technologies provided studio and remote video production, video conferencing, and streaming services for a variety of organizations and generated \$275,790 in revenue in 2015-16 (\$100,790 over its target).
- The Office of Institutional Services and Events generated \$351,202 in revenue from events hosted at Hudson Valley, up almost two percent from last year.

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

- Communications and Marketing, working with Viking Video Technologies, completed production on nine new videos designed to market the college's academic programs with more planned for 2016-17.
- An analysis by Communications and Marketing of the college's Google Analytics found that in 2015-16 the college website had 3,333,081 visitors; 11,239,061 page views; and 1,832,637 search engine hits. Users on average spent 3:05 minutes on the site per visit.
- Paid advertising generated more than 83,000 clicks to the college web site; 17,955 Facebook likes (3,172 new); 20,339 LinkedIn followers (3,172 new); and 3,340 Twitter followers (502 new).
- Hudson Valley received five awards for excellence in marketing from the SUNY Council for University Advancement, more than any other community college and placing it third among all SUNY institutions.

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

- Twelve members of the college community volunteered to prepare dinner for the homeless during Equinox's Annual Thanksgiving Dinner.
- Circle K Club members volunteered several weekends throughout the academic year to assist in building homes for low-income residents of Albany and Troy.
- Dental Hygiene students provided dental education programs to local schools, local Girls Scouts groups, and did volunteer work for such organizations as the Special Olympics and Joseph's House and Shelter.
- Hudson Valley Community College's 2016 Advisory Committee Distinguished Service Award was presented to Frank E. Risler, Jr., a member of the Computer Information Systems and Criminal Justice, Forensic Science and Public Administration Advisory Committees.
- The Wellness Center coordinated the seventh annual Race Away Stigma 5K Race and Fun Walk in collaboration with Equinox and the Student Activities Office. A total of 115 people participated, including 43 Hudson Valley students.
- Students and faculty in the Civil, Construction, Industrial and Mechanical Technologies Department constructed gable rook structures for three Schenectady Habitat for Humanity house and rooftops for the Workforce Development Institute's solar workshop.

- The “Building Civic Capacity for a Stronger Troy” initiative, under the direction of Dr. Peter Sawyer, department chairperson for History, Philosophy and Social Sciences, conducted 12 neighborhood deliberations and one city-wide deliberation about the future of the City of Troy.

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

- The Pumpkin Palooza Fall Festival held on October 29, 2015 attracted 1,754 attendees from both the local community and the campus community, a 45 percent increase over the previous year. Highlights included a pumpkin decorating contest, a pumpkin catapult competition between teams of students from the Engineering Science program, and evening festivities at the McDonough Sports Complex for both young and old alike.
- Forty-four events were held at TEC-SMART, including Girls in STEM and Taste of Malta.
- Community and Professional Education collaborated with the Teacher Preparation Department to offer eight professional development courses in both the fall 2015 and spring 2016 semesters. They also worked with the Dental Hygiene Department to develop two new online courses, one for dental assistants and one for dental hygienists.
- The Dwight Marvin Library hosted “Changing America: The Emancipation Proclamation, 1863 and the March on Washington, 1963” traveling exhibit and three scholarly presentations related to it.
- The Voices Library Lecture Series provided 12 programs that attracted students, faculty, staff, and community members.
- The Fine Arts, Theatre Arts and Digital Media Department held two student exhibitions in spring 2016 to highlight the achievements of both traditional fine arts and digital media students.
- The English, Foreign Languages and English as a Second Language Department continued to publish *Threads*, a student literary journal that celebrates student writing.
- Cultural Affairs sponsored a number of events during 2015-16 at which issues of social and cultural significance were addressed through film, lecture, theatre, dance, and music, including the week-long annual residency of the Shakespeare and Company and the annual Hudson Valley Community College Guitar Festival, a “hands-on” celebration of electric, steel and nylon-string guitar styles, and bass guitar.

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

- The institution’s gift income for 2015-16, as reported by the Hudson Valley Community College Foundation to the Council for Aid to Education, was \$1,345,310, an increase of 32.7 percent from the previous year.

- The Foundation raised \$155,970 for the Annual Fund, a decrease of 2.2 percent from 2014-15.
- The Foundation supported many college initiatives in 2015-16, including \$309,322 in student scholarships; \$626,988 in support of academic programs (up 45.2 percent), and \$22,938 (up 60.1 percent) in non-monetary donations.
- Five new funds were established at the Foundation in 2015-16. These include: two funds for the Center for Advanced Manufacturing Skills, the Anthony '55 and Marilyn Carlino Memorial Scholarship, the Matt Gorka '13 Pay It Forward Scholarship, and the First Advantage Dental Assisting Award fund.
- The number of President's Circle donors (individuals giving at least \$1,000 a year) grew to 154, up 7.7 percent from the previous year.
- A \$1 million leadership challenge gift was received from the Gene Haas Foundation for the expansion of the college's Advanced Manufacturing Technology program and Lang Hall, the building housing the program's labs and classrooms, to create the Center for Advanced Manufacturing Skills. In addition, the college received a \$1 million Empire State Development grant in support of this project.
- The Faculty Student Association provided \$153,669 to support a variety of services to students and the campus community, down one percent from the previous year.
- The college received six grants totaling \$1,046,745 (up from \$361,613 in 2014-15) during the 2015-16 academic year, a success rate of 32 percent on grant proposals submitted (identical to last year's rate).

# Assessment

## Executive Summary

The table on the following page summarizes the number of total outcomes under each goal and how many of them result in the specification of an action plan to address the assessments of the outcomes.

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

Of the 786 outcomes for 2015-16, 340 or 43.3 percent of them addressed Goal 1 ("To enhance and promote excellence in training and learning"), followed by 195 or 24.8 percent in Goal 2 ("To develop and support a student centered collegial environment"). Goal 3 ("To promote the integration of pluralism within the college community") and Goal 5 ("To maintain and improve administrative services") had the fewest assessment outcomes, each with 37 or 4.7 percent.

## Institutional Assessment Report Summary

Goal	Number of Outcomes	
1 - To enhance and promote excellence in teaching and learning	340	43.3%
2 - To develop and support a student centered collegial environment	195	24.8%
3. To promote the integration of pluralism within the college community	37	4.7%
4. To create and sustain a technological environment that is supportive of academic and administrative needs	86	10.9%
5. To maintain and improve administrative services	37	4.7%
6. To develop and foster beneficial relationships with the community	91	11.6%
<b>Total</b>	<b>786</b>	<b>100%</b>

## Use of Assessment Results

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

### Academic Departments/Units

- Finding that students in the Electrical Engineering Technology-Electronics program continue to have problems with the mathematics required in ELET 101, the Automotive, Manufacturing and Electrical Engineering Technologies Department is considering raising the math entrance requirements for the program.
- To improve assessment of student performance, the Accounting, Entrepreneurship and Marketing Department developed uniform rubrics for each area in Accounting, Entrepreneurship, and Marketing.
- With the Business Administration Department finding assessment results below the criteria for on the Accounting and Management portions of the ETS exam success for its A.S. and A.A.S. students, Accounting faculty reviewed the exam and found that a significant number of exam questions related to areas not covered in their accounting classes (in accordance with the approved course outline). In addition, department faculty found there was also material not covered in the Business Administration Department's management classes on the ETS exam.
- Finding that its students taking online classes are sometimes mispronouncing legal terms, the Business Administration Department will pursue incorporating additional resources into its online classes so students will be aware of the correct pronunciation of key legal terms.
- Finding a weakness in the lab prep for Physics lab courses, Technical Services and the Biology, Chemistry and Physics Department reinforced department policy regarding proper lab prep, time management, and maintaining accurate lab schedules.
- After surveying the physicians evaluating the oral exams of its Paramedic students, the Cardiorespiratory and Emergency Medicine Department changed its Critical Applications for Medicine (EMSP 230) course from an internship to a clinical simulation in a lab setting. The most recent survey of physicians found an improvement in performance on oral exams and the pass rate for the Certification exams improved to 100 percent.
- Finding that students in the Emergency Medical Technician A.A.S. program performed slightly less than the assessment criterion (98 vs. 100 percent) with regard to demonstrating technical proficiency in all skills necessary to fulfill the role of entry level paramedic, the Cardiorespiratory and Emergency Medicine Department instituted mandatory inter-rater reliability training for instructors and began updating skills evaluation tools, standardizing student learning scenarios, and updating training equipment.
- Observing that while all graduates of the Respiratory Care A.A.S. program taking the entry level licensing exam passed, scores on the "Assist a Physician/Provider in Performing Procedures" category were less than the national mean, the Cardiorespiratory and Emergency Medicine Department revised the assignments in

Current Concepts in Respiratory Care (RESP 210) to better utilize evidence based medicine principles and clinical practice guidelines and include a focus on this category.

- To further support student retention, the Civil, Construction, Industrial and Mechanical Technologies Department designed its fall 2016 schedules to promote student mentoring in CIVL 101 and CIVL 114.
- Noting its students continue to have trouble with the math skills required for their courses, faculty in the Civil, Construction, Industrial and Mechanical Technologies Department are working with faculty in the Mathematics and Engineering Science Department to develop a work book of problems related to the industry for use in College Algebra with Trigonometry course (MATH 150).
- Based on feedback from business and industry indicating that students needed additional skill sets such as planning, construction management, use of Revit-3D software, and code information, changes were made by the Civil, Construction, Industrial and Mechanical Technologies Department to courses in the Architectural Technology A.A.S. program including a new course, Construction Management Seminar (CNST 230), two Revit courses, and modification of all design courses and the introduction of Principles and Practices of Light Construction I (CNST 130).
- To provide students with a better understanding of the concepts presented in Statics and Strength of Materials (CIVL 112), the Civil, Construction, Industrial and Mechanical Technologies Department developed additional hands on laboratory classes.
- Finding that students taking Forensic Science I (CRJS 245) do better on lab exercises if they complete the pre-lab assignments, the Criminal Justice, Forensic Science and Public Administration Department now requires students to complete all pre-lab assignments for laboratory exercises.
- Noting students taking Criminology (CRJS 250) were having trouble with the required final paper, the Criminal Justice, Forensic Science and Public Administration Department has made English Composition II a pre- or co-requisite to taking the course.
- To further prepare its students for their licensing examination, the Dental Hygiene Department implemented a computerized Mock Board exam to be taken in the spring semester. The pass rate for its 2016 graduates was 100 percent. To further improve performance on the Clinical Licensing exam, the department enhanced the use of its Dental Hygiene Study Center, making improvements to the Dental Hygiene remediation program, APEX, and providing ongoing summer remediation/enrichment to students. In addition, noting that some graduates delay in taking the licensing exam, the department developed an online Dental Assisting preparation/review course to assist these students in preparing for the exam.
- Finding that students taking Digital Art I (DART 100) were having trouble completing assignments, additional computers were added in the Digital Media classroom (BTC 1110) at the request of the Fine Arts, Theatre Arts and Digital Media Department. In addition, the department is recommending the creation of an open access digital art studio (similar to the Fine Arts studio) to accommodate the large number of students needing time and equipment to successfully complete required projects. In addition, the department will work with the Learning Centers to provide additional peer tutors and part-time educational specialists to assist students utilizing software and hardware in the production of digital images.
- To improve student performance in its Composition I course, the English, Foreign Language and English as a Second Language Department adjusted the timing of

research paper collection and return to allow more opportunity for student correction and revision. In addition, the department worked with Bedford Publishers to customize the reader for Composition I and Composition II to better support student behavioral objectives for these courses, as well as General Education outcomes.

- The English, Foreign Languages and English as a Second Language Department continued its collaborative initiative with the Writing Center whereby students who receive a grade below a C on a major writing assignment in English Composition I are sent by their instructors to the Center for assistance. In addition, Composition faculty are considering rescheduling assignment due dates to provide students with more opportunity to meet with instructors for correction/revision on final projects before the end of the semester.
- To address Fine Arts A.S. student weakness in keeping up with readings and course assignments and to encourage student participation, faculty in the Fine Arts, Theatre Arts and Digital Media Department will utilize a “badging” system in Blackboard based on “gamification” techniques whereby students earn achievements for exceeding expectations on study modules, discussion board, and/or quizzes.
- Finding that students in the Coaching certificate program were having trouble with the required project for the Health Sciences Applied to Coaching course (SPRT 101), the Health, Physical Education and Exercise Studies Department has revised the course materials to include an example of the assignment that demonstrates instructors’ expectations for the project.
- To ensure students continue to meet the assessment criteria for the History, Philosophy and Social Sciences Department, the courses Introduction to Political Science (POLS 100) and Interpretation of American History I (HIST 110) will be revised to include more videos on history to discuss key points and class debates will be added to increase understanding of different positions.
- Noting that students in the Interviewing and Techniques of Communication (HUSV 200) are performing less below the assessment benchmark for the course project and that students perform better on tests in the second half of the semester (where more current issue based content is covered), the Human Services and Chemical Dependency Counseling Department is modifying instruction in the first half of the course in an effort to expand student interest and understanding of the importance of the historical nature of the field.
- Finding that less than 50 percent of the students in the Health Sciences certificate program are accepted into an Allied Health Science program at the college, the Individual Studies Department will meet with the department chairs in the School of Health Sciences to discuss whether changes should be made in course requirements to enhance success with the selective admissions processes in place for the most desirable programs.
- To ensure students in the Echocardiography and Diagnostic Medical Sonography certificate programs complete 100 percent of the clinical competencies prior to graduation, and students in the Radiologic Technology A.A.S. program to score well on the American Registry of Radiologic Technologists (ARRT) exam, the Medical Imaging Department adopted a bi-weekly Learning Centers workshop schedule to assist students with learning and academic strategies by scaffolding students’ ability to apply classroom content in the clinical setting.

- Finding that students who struggle with clinical assessments often leave the program, the Medical Imaging Department established a faculty-staffed lab session that focused on clinical remediation to improve student retention.
- To improve the response rate for surveys sent to employers of its graduates, the Medical Imaging Department used to E\*Value system to electronically deliver the surveys. The number of respondents increased from three in 2014-15 to 13 in 2015-16.
- To improve student performance the Mortuary Science Department instituted one-on-one tutoring to help identify and address weak areas.
- To address changes in program accreditation requirements, the Mortuary Science Department added more hands on work to its Funeral Directing and Merchandising course (MTSC 215), including additional mock funerals, interviews, arrangements, and speakers.
- To ensure its students continue to score well on the National Council Licensing Exam (NCLEX), the Nursing Department will continue to have a yearly Boot Camp prior to students entering Nursing 3 and will provide a NCLEX review class after graduation.
- While students in the Early Childhood A.S. program demonstrate knowledge of child development characteristics and needs as measured by performance on the Teacher Made Materials project in the course Developmentally Appropriate Practices for Infant and Toddler Care (ECCE 115), faculty of the Teacher Preparation Department will provide models of teacher-made materials so students have the opportunity to discuss how the expectations of the assignment have either been met or not met in their projects.
- Finding that students taking Guidance of Young Children (ECCE 122) were having trouble with the required Child Study project, faculty in the Teacher Preparation Department revised the project instruction packet and the observation forms for infants, toddlers, and preschoolers used in completing the project.
- Noting that students in the Teacher Assistant certificate program were not performing up to criterion on the project in Children's Literature, Language and Literacy Development (EDUC 225) designed to demonstrate they had a clear understanding of an integrated language arts curriculum and how it relates to standards including the Common Core, faculty in the Teacher Preparation Department modified the course to include field trips to the Marvin Library to allow students to become more familiar with the Children's Literature collection; additional references and modeling of what a thematic student should be; and make referrals to the Writing and Research Center, the Learning Assistance Center, and the Center for Access and Assistive Technology earlier in the semester.
- Noting the decrease in enrollment in its online course offerings, the Workforce Development Institute will add more online Independent Study options in additional training categories, as well as encourage the development of hybrid courses (for the convenience of online study with in-person workshops).
- To further increase the use of the online registration process, the Workforce Development Institute will redesign its web page to provide easier access to the online registration process.
- To increase usage of the resource materials on the Center for Effective Teaching's Blackboard Organization, the Center changed the Organization from self-enrollment to auto enrollment of all faculty.

- Given the continued increase in the use of online subscription-based research databases, the Marvin Library will preferentially invest in online journal holdings over print holdings and continue to offer a discovery service interface to provide a Google-like search experience to access scholarly content.
- Finding that only 17-18 percent of faculty are using the College Success Referral (CSRS) System, the Center for Academic Engagement will increase its communications with faculty regarding the use and purpose of the CSRS. Changes will also be made to the referral template including changing the wording to make it clear the instructor is also a resource for students to seek out and changing the layout to make it more user friendly, thereby making it less time consuming to complete. The faculty version of the CSRS will also be reviewed to see what layout modifications, if any, might increase faculty use.
- In collaboration with the Placement and Testing Center and advisors from the Liberal Arts and Individual Studies Departments, the CAE evaluated the recruitment of GAP students. This evaluation led to CAE staff making changes to their recruitment efforts, including beginning the process earlier, which resulted in the recruitment of 103 students for the fall 2016 program.

#### Student Services and Administrative Units

- To address students not submitting their Certificates of Residency (COR) in time for chargeback billing to counties, the Comptroller's Office will make additional phone calls and send emails to these students sooner to encourage them to obtain and submit their COR as soon as possible.
- Finding that their advisor-in-residence program was not working as well for representatives from less popular colleges, the staff of the Center for Careers and Transfer will work individually with these colleges to determine if advisor-in-residence is the best use of the transfer representative's time or if the college information table may be a better option. In addition, Center staff will work with the less popular colleges in an attempt to find an aspect of each of the institutions (scholarship, program, etc.) that could be marketed to students to increase interest.
- To improve the response rate on their customer services survey (13 percent in 2015-16), the Center for Access and Assistive Technology will work with the Office for Planning and Research to offer the survey in both paper and online (email sent to students with a link to the survey) forms. In addition, the survey will be administered in both the fall and spring semesters.
- To better track workflow on large-scale direct mail jobs, Graphics and Printing Services is implementing a multi-part form that gives specific instructions to all staff involved and will document work on projects from start to finish so as to be able when necessary to pinpoint exactly where and when problems may have occurred.
- To ensure Viking Day Care has full enrollment, Communications and Marketing will post announcements of enrollment availability on the college's Facebook page and other social media outlets it maintains.
- Finding difficulties in achieving closure of deficiencies in meeting environmental health and safety regulations found in academic and administrative units, the Environmental Health and Safety (EHS) office will develop a business process that clarifies the process and ownership between units and EHS.

- Though Financial Aid met its assessment criterion of 35 percent of financial aid applicants in 2015-16 having a FAFSA application on file by June 1, the office will continue to monitor monthly statistics to identify opportunities for improvement to their FAW communication plan. In addition, based on recent changes in the Department of Education filing schedule, a new postcard will be sent to matriculated new and returning students encouraging them to file their FAFSA by October 1 rather than January 1.
- To maintain its performance on processing purchase requisitions within two days of receipt, the Purchasing Office will continue to offer periodic training sessions during the year to help educate the campus community about purchasing procedures and guidelines
- To further improve energy conservation on campus, Physical Plant will replace the lights in Amstuz Science Hall and Fitzgibbons Health Technologies Center with LED lighting in 2016-17.
- Noting that clothing sales had increased seven percent in 2015-16, the FSA Bookstore will add more active wear into its line of clothing offerings.
- Noting the increase in the amount of data flowing through the network, ITS increased the bandwidth from 500 Mb to 2 Gb with the ability to further increase it to 10 Gb.
- Based on the findings of the CampusWorks report and the increase in user demand, ITS expanded and upgraded wireless access on campus.



## General Education

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

Across the areas assessed, the percentage of students who met or exceeded standards ranged from 74 percent (Mathematics) to 97 percent (Basic Communication) with the average at 84.3 percent (up from 83 percent last year). This year there were 109,499 assessments. As a point of comparison, in 2002-03, the first year of general education assessment, there were only 9,575 assessments.

## 2015-2016 ASSESSMENT OF STUDENT LEARNING OUTCOMES IN GENERAL EDUCATION

Knowledge and Skills Areas / Competencies	Learning Outcome	Information			Results <sup>1</sup>			
		Date of Assessment Semester/Year <sup>2</sup>	Students Assessed		% Exceeding Standard	% Meeting Standards	% Approaching Standards	% Not Meeting Standards
			N	% <sup>3</sup>				
Mathematics <sup>4</sup>	Arithmetic, Algebra, Geometry	Fall 15 & Spring 16	1832	85%	59%	20%	9%	12%
	Data analysis, Quantitative reasoning	Fall 15 & Spring 16	2152	85%	57%	17%	10%	16%
Natural Sciences	Understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis	Fall 15 & Spring 16	4339	80%	56%	21%	10%	13%
	Application of scientific data, concepts, and models in one of the natural sciences	Fall 15 & Spring 16	4332	80%	54%	22%	11%	13%
Social Sciences	Understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis	Fall 15 & Spring 16	5489	95%	66%	16%	7%	11%
	Knowledge of major concepts, models and issues of at least one discipline in the social sciences	Fall 15 & Spring 16	5829	95%	61%	20%	9%	9%
American History	Knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society	Fall 15 & Spring 16	1001	95%	65%	19%	8%	8%
	Knowledge of common institutions in American society and how they have affected different groups	Fall 15 & Spring 16	1001	95%	65%	19%	8%	8%
	Understanding of America's evolving relationship with the rest of the world.	Fall 15 & Spring 16	1001	95%	63%	21%	8%	8%
Western Civilization	Knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization	Fall 15 & Spring 16	1278	90%	67%	18%	5%	10%
	Relate the development of Western civilization to that of other regions of the world	Fall 15 & Spring 16	1252	90%	65%	20%	7%	8%

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

<sup>2</sup>. Enter the previous date, the current date or the planned date, whichever is appropriate

<sup>3</sup>. As a percentage of the students enrolled in courses intended to address this learning outcome

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

**ASSESSMENT OF STUDENT LEARNING OUTCOMES IN GENERAL EDUCATION  
CAMPUS REPORT (Continued)**

Knowledge and Skills Areas / Competencies	Learning Outcome	Information			Results <sup>1</sup>			
		Date of Assessment Semester/Year <sup>2</sup>	Students Assessed		% Exceeding Standard	% Meeting Standards	% Approaching Standards	% Not Meeting Standards
			N	% <sup>3</sup>				
Other World Civilizations	Knowledge of either a broad outline of world history, <b>or</b> the distinctive features of the history, institutions, economy, society, culture, etc., of non-Western civilization	Fall 15 & Spring 16	208	95%	70%	14%	6%	10%
Humanities	Knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program	Fall 15 & Spring 16	3430	95%	72%	15%	5%	8%
The Arts	Understanding of at least one principal form of artistic expression and the creative process inherent therein	Fall 15 & Spring 16	1896	95%	81%	10%	3%	6%
Foreign Language	Basic proficiency in the understanding and use of a foreign Language	Fall 15 & Spring 16	774	95%	81%	11%	3%	5%
	Knowledge of the distinctive features of culture(s) associated with the language they are studying	Fall 15 & Spring 16	776	95%	81%	10%	5%	4%
Basic Communication	Produce coherent texts within common college-level written form	Fall 15 & Spring 16	2514	95%	63%	17%	9%	11%
	Demonstrate the ability to revise and improve such texts	Fall 15 & Spring 16	2514	95%	63%	17%	9%	11%
	Research a topic, develop an argument, and organize supporting details	Fall 15 & Spring 16	2514	95%	63%	17%	9%	11%
	Develop proficiency in oral discourse	Fall 15 & Spring 16	351	95%	85%	12%	2%	1%
	Evaluate an oral presentation according to established criteria	Fall 15 & Spring 16	351	95%	85%	12%	2%	1%
Critical Thinking (Reasoning)	Identify, analyze, and evaluate arguments as they occur in their own or other's work	Fall 15 & Spring 16	12933	95%	67%	17%	7%	9%
	Develop well-reasoned arguments	Fall 15 & Spring 16	12933	95%	67%	17%	7%	9%
Information Management	Perform the basic operation of personal computer use	Fall 15 & Spring 16	12933	95%	67%	17%	7%	9%
	Understand and use basic research techniques	Fall 15 & Spring 16	12933	95%	67%	17%	7%	9%
	Locate, evaluate and synthesize information from a variety of sources	Fall 15 & Spring 16	12933	95%	67%	17%	7%	9%



## 2016 – 2017 Initiatives

Hudson Valley Community College has experienced a year of both major accomplishments and challenges in 2015-16. These will undoubtedly continue in 2016-17 and the members of the college community will continue to address them. At the same time, the entire college community is steadfast in its commitment to ensuring that Hudson Valley exemplifies what it means to be a top quality, innovative, and highly effective institution dedicated to providing the very best education possible to its students. To that end, the college will undertake a number of initiatives to further the Mission, Goals, and Strategic Directions of the institution:

### **Strategic Direction 1: Academic Innovation and Student Success**

- The college will begin the Open SUNY Institutional Readiness Process to make the college eligible to offer Open SUNY Plus courses/programs.
- Academic Affairs will work with SUNY System Administration to establish micro-credentialing for some of its programs, especially those in the technology area.
- Hudson Valley will continue to expand on its efforts to serve the high school population through partnerships with local school districts such as the NYS Pathways in Technology Early College High School (P-TECH) grants with the Ballston Spa School District (clean technologies) and the Troy City School District (advanced manufacturing and biotechnology/biomanufacturing).
- The Fine Arts, Theatre Arts and Digital Media Department will develop new articulation agreements with Becker College, Moore College, and Maine College of Art.
- The Nursing Department is working with St. John Fisher College on a 2+2 partnership for students to earn a B.S.N. degree.
- The Cardiorespiratory and Emergency Medicine Department will complete the development of the Health Navigation A.A.S. and Certificate programs and submit them for approval.
- With the approval by the New York State Education Department of the Cybersecurity A.S. degree, a cybersecurity classroom/lab will be created.

## **Strategic Direction 2: College-wide Assessment**

- The college's automotive programs will undergo reaccreditation by the National Automotive Technicians Education Forum (NATEF).
- An Academic Senate Affiliate Committee has begun work on the development of Institutional Student Learning Outcomes (ISLOs) for the college.

## **Strategic Direction 3: Enrollment and Retention**

- The college will begin the implementation of the recommendations from the enrollment-related business process review conducted by the Strata Information Group.
- Communications and Marketing and ITS are working with Boston-based iFactory for the design and development of a new college website to launch in fall 2017 that will include: streamlined and optimized content, navigation, and site search functionality; responsiveness to mobile device use; and a new Content Management System to provide improved information management and web posting/editing capability for certain offices.
- The initiative to increase international student enrollment will continue, with the Coordinator of International Student Services making return recruitment trips to China and Vietnam.
- Financial Aid will automate its data loads and processing.
- Web Proxy, which allows students to via the Web authorize access to such things as billing or grade information to individuals such as parents, will be implemented.
- An online application to graduate will be developed.
- The college will implement the Preferred First Name Policy approved by the Board of Trustees.

## **Strategic Direction 4: Fiscal Stability and Resource Development**

- The college will continue its efforts to acquire the funding to expand its Advanced Manufacturing Technology program and Lang Hall, the building housing the program's labs and classrooms and establish the Gene Haas Center for Advanced Manufacturing Skills.
- With Board of Trustees approval, the college established a designated account for roof replacement and critical facility maintenance.

## **Strategic Direction 5: Technology Resources**

- The college will move from hosting Banner on campus to managed hosting through ITEC. Once that is in place, the college will move to upgrade to Banner XE and implement the Communications and Events Management modules of the system.
- The college will implement online distribution of usernames and passwords for new students and online password reset.
- ITS will acquire solid state drives and reconfigure its systems to stabilize and expand VDI on campus.
- ITS will continue the implementation of Service Now,

- The college will complete the installation of its emergency notification system, Alertus, including the placement of additional speakers on campus building to ensure the outside areas of the campus are covered.
- ITS will further improve the information technology infrastructure of the college by replacing servers, upgrading the network, and continuing to improve wireless access.

### **Campus Updates and Organizational Changes**

- The college's tie in to National Grid and testing will be completed.
- Stained and damaged ceiling tiles around campus will be replaced.
- The roofs of the Joseph L. Bruno Stadium, Cogan Hall, and the Marvin Library Learning Commons will be repaired.
- The central system in the Joseph L. Bruno Stadium will be upgraded to Johnson Controls.
- With the upcoming retirements of the Vice Presidents for Administration and Finance, Hudson Valley will conduct searches to find a new Vice President for Administration and Finance and a new Chief Fiscal Officer.

### **Athletics**

- The Athletic Department will begin work on the addition of Men's Golf, Men's Track and Field, and Women's Track and Field to Hudson Valley's sports offerings, which will bring the number of sports offered at the college to 18.

### **SUNY Initiatives**

- The college will actively continue to implement the new SUNY initiatives (DegreeWorks, Open SUNY, Transfer Mobility, Cross Registration, SUNY Excels, and Applied Learning and continue work on the SUNY Diversity, Equity, and Inclusion initiative, including the hiring of a Chief Diversity Officer for the college.