

Hudson Valley Community College Strategic Directions and Priorities 2014 – 2019

Introduction

Established in 1953, Hudson Valley Community College is a public two-year institution located in Troy, New York. Hudson Valley is the fifth largest of the 30 community colleges in the State University of New York (SUNY) system with a fall 2013 enrollment of 12,800.

As a comprehensive, full-service community college, Hudson Valley is committed to meeting the educational and training needs of diverse constituencies. Hudson Valley offers more than 75 degree and certificate programs, providing students with the opportunity to study a wide range of subjects and pursue careers in a variety of fields from Accounting to Fine Arts to Nursing to Semiconductor Technology, to name but a few. Ninety-six percent of Hudson Valley graduates find immediate employment in their fields or successfully transfer directly to four-year institutions following graduation. With more than 75,000 alumni, Hudson Valley is proud of the education and training it provides to its students and even prouder of the contributions its graduates have made to their communities and the world at large.

Hudson Valley Community College also offers a number of programs for the non-traditional student. The College in the High School program offers local students from 47 participating area high schools to take college-level courses while still in high school. Continuing Education and Summer Sessions provides a flexible and viable alternative to the traditional full-time college degree program for anyone looking to acquire new knowledge and skills, or enhance abilities already established. The Office of Community and Professional Education offers a wide range of educational, professional, and recreational credit-free classes for everyone from children to seniors, as well as non-credit certification programs. The College's Workforce Development Institute provides training, consulting, executive coaching, and organization development activities in support of regional economic growth for the businesses of the community and beyond. The Capital District Educational Opportunity Center, a division of Hudson Valley Community College, offers tuition-free academic and workforce development opportunities to economically disadvantaged and educationally under-prepared New York State residents 16 years or older.

In keeping with its Mission, the College has allocated extensive resources to ensure that students have the support services necessary to succeed. Initiatives and services such as the Learning Centers, the Center for Academic Engagement, the Biology Study Center, and the Center for Access and Assistive Technology, among others, all serve to ensure that the College is meeting the needs of its diverse student body, while the Center for Effective Teaching offers college faculty and staff assistance in the

application of innovative teaching methods and emerging new instructional technology. In addition, the College has continued to improve its information and instructional technologies to keep pace with the rapidly changing face of education in the 21st century. Taken together, the College's efforts have created a campus environment fully supportive of the educational aspirations of its students.

Over the last five years, the infrastructure of the College has changed significantly with the construction of a number of new facilities, including a \$47 million state-of-the-art Science Center, a five-story parking garage, a \$1.3 million renovation of the library to create the Marvin Library Learning Commons, and the Training and Education Center for Semiconductor Manufacturing and Renewable Technologies (TEC-SMART) facility in Malta, NY. The college is presently working with a private developer to finance, build, and operate student housing independent of the college at the site of the former Hy Rosenblum Administration Center.

The next few years will be challenging for Hudson Valley Community College. Several concerns have emerged that the College will need to address. Currently, the College is faced with a confluence of disruptive change due to enrollment decline, changes in funding models, and increased SUNY, state, and federal requirements. These factors will have a significant impact on Hudson Valley, but the College is committed to careful planning, continuing innovative and collaborative approaches, and holding firmly to its long tradition of excellence and service. The College's 2014-2019 strategic plan will provide a framework that will help to ensure the quality of its academic programs, support innovation, address anticipated concerns, and engage in thoughtful reflection and assessment of its efforts and outcomes over the next five years.

Vision

Deliver what the future demands.

The vision of Hudson Valley Community College is to position itself to meet the demands of a rapidly transforming world. In delivering a dynamic learning environment, the college prepares those it serves to meet the obligations inherent in being productive and responsible citizens and stewards of a global community.

Mission

Hudson Valley Community College's mission is to provide dynamic, student-centered, comprehensive, and accessible educational opportunities that address the diverse needs of the community.

Strategic Directions

The College has identified five strategic directions to serve as the guideposts in its development as an institution of higher education over the next five years. Each strategic direction, in turn, has associated with it a set of strategic priorities that identify the specific actions the college will take to address it. Please note that these strategic directions and priorities are not listed in any sort of priority order.

1. Academic Innovation and Student Success

Hudson Valley has always prided itself on the breadth and quality of its academic programs. As the needs of the regional community and society in general have changed and new technologies have been developed, new programs have been added and old ones have been revised or eliminated. The faculty and administration of the College remain committed to ensuring that Hudson Valley continues to be forward thinking in its program offerings and respond to the needs of its students, the region, and society in general.

With the implementation of SUNY's Seamless Transfer Requirements and the development of SUNY Transfer Paths, transferring from Hudson Valley to a SUNY institution will become even easier. A priority for the College will be to address any such impact and continue to strengthen and expand the transfer opportunities available to Hudson Valley students.

The College historically has devoted extensive resources to ensure the success of its students. Support for student success is even more important as competition for students among colleges has intensified, federal and state policy makers have increased their discussions of moving to performance-based funding models, and changes have been made to how developmental education is addressed. Hudson Valley needs to continually improve and enhance the internal collaboration, teamwork, and partnerships to maximize student success.

Beyond internal partnerships, the College needs to continue to reach out and develop partnerships with the local K-16 community in order to better understand their needs so that the College's offerings can be designed to offer students learning opportunities while they are still in a K-12 setting, ensure success when they are admitted to a Hudson Valley program of study, and prepare them to transfer to four-year institutions or enter the workforce. Hudson Valley's College in the High School Program, the Early College High School Program, the Center for Advanced Study, and the College's involvement with the Albany Promise initiative are all examples of successful K-16 partnerships. These partnerships need to be expanded and additional ones established as they make the institution more attractive to students.

Hudson Valley's Workforce Development Institute works with such companies and organizations as General Electric and New York State Department of Labor to provide training in such areas as air conditioning service and repair, pharmacy technician, photovoltaic systems, water treatment plant operations, to name but a few. The Institute has had some success, but opportunities exist for it to expand its activities. Over the next five years the College will work to strengthen these pathways and partnerships.

- 1.1 Establish clear, coherent career and transfer pathways*
- 1.2 Improve internal collaboration, teamwork, and partnerships for student success*
- 1.3 Develop new academic programs that support emerging regional needs*
- 1.4 Strengthen pathways and partnerships with K-16 institutions*
- 1.5 Strengthen pathways and partnerships with business and industry*

2. College-Wide Assessment

Hudson Valley has had assessment and planning processes in place since 2006. However, as assessment (both student and institutional) has continued to evolve and increase in importance nationwide, the College found that its assessment activities had not fully kept pace. The College's 2014 Middle States Self-Study identified Institutional Assessment as a weakness that must be addressed. The priorities below will guide the College in addressing this concern.

- 2.1 Implement an Institutional Effectiveness Plan that coordinates all aspects of the college's assessment activities*
- 2.2 Establish a culture of assessment through enhanced communication, training and utilization of results*
- 2.3 Review the overall administrative structure of the college to assess the institution's ability to respond to emerging needs.*

3. Enrollment and Retention

Hudson Valley has seen the enrollment drop almost 12 percent during the past four years. As competition has continued to increase for the declining number of High School graduates, the College must implement measureable effective enrollment and retention plans to stabilize its enrollment and take advantage of growth opportunities during the next five years. For example, with school districts in New York State continuing to face tight budgets and constrained state support, high schools have been forced to reduce their course offerings. This offers the College the opportunity to develop alternatives for high students wishing to take advanced courses no longer being offered by their schools and expand the College in the High School Program. The College's two P-TECH grants, which help prepare high school students for high-skill jobs in information systems, energy efficiency, renewable energy, advanced technology, manufacturing, and healthcare by providing a seamless sequence of study from high school through an

associates degree, demonstrate the opportunities available through the Early College High School Program. Also, over the period 2008-2013 distance learning enrollments at the College increased by 42 percent and the number of fully online programs grew to 22. Distance education, a recognized strength of Hudson Valley, continues to be growth opportunity.

3.1 Implement a strategic enrollment plan that contains data driven, time targeted outcomes and is communicated to the college community

3.2 Implement a student retention plan that contains data driven, time targeted outcomes and is communicated to the college community

4. Fiscal Stability and Resource Development

The College has a mature, well-established, well-defined budget and resource allocation process. It devotes a large portion of its budget to instruction and has a substantial contracts and grants budget that has surpassed the \$10 million level.

The College is currently facing some fiscal challenges that have been developing during the past three years. Changes have been made by the New York State Legislature to the county chargeback funding model. There have been disruptive declines in enrollment that have lowered overall College revenue and have forced the College to take steps to reduce its budget. In addition, State and SUNY unfunded initiatives/mandates are expected to have a profound and costly impact on the College when fully implemented. To continue to maintain current operations with more limited resources will be increasingly difficult. The budget challenges have made fundraising and grant procurement extremely important to assist the college in meeting its needs.

4.1 Maximize operating revenue sources

4.2 Increase funding received from grants

4.3 Increase funding received through philanthropy

5. Technology Resources

The College has allocated extensive resources to ensure that students have the technological support services necessary to succeed. In addition, the College has continued to improve its information and instructional technologies to keep pace with the rapidly changing face of education in the 21st century. In order to assess our information technology needs, the college will have an outside consultant review all of the information technology structure and services to determine what steps the college should take to provide the most effective information and instructional technology services to students, faculty, and staff to insure that we are meeting the needs of the college community both now and in the future.

5.1 Continue to improve the college's instructional and information technologies to enhance student learning, student services, and administrative functions