HUDSON VALLEY EXCELS

SUNY EXCELS
2015 Performance Improvement Plan

CAMPUS: Hudson Valley Community College
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Section 1: Campus Alignment with SUNY Excels (the framework for the Power of SUNY 2020) and SUNY’s overall focus on completion. In this section, please provide information about how your institution’s current or proposed strategic focus (i.e., plan name, years covered, and a hyperlink to the plan) broadly aligns with the five priority areas of SUNY Excels and Chancellor Zimpher’s System-wide completion goals.

Introduction

Hudson Valley Community College (HVCC) is one of 30 community colleges in State University of New York system, located in Troy, NY. With a little over 1,000 faculty and staff, HVCC serves approximately 12,000 students and offers 76 degree programs and certificate programs, 22 of which are offered fully online. Our program offerings consist of a wide range of business, technology, liberal arts, and health sciences programs, including programs such as Computer Information Systems, Digital Marketing, Advanced Manufacturing, Mechatronics, Digital Media, Liberal Arts-Humanities and Social Science, and Nursing, Dental Hygiene, and Surgical Technology. As a rule, about 60% of our graduates transfer on and the remaining graduates enter the workforce.

Approximately 98% of our students are New York residents, with the majority of these students from the Capital Region and Upper Hudson Valley counties. A small percentage of our students are out-of-state and international, hailing from 40 different countries, including Turkey, China and Vietnam.

As is typical of many community colleges, Hudson Valley’s students come from a wide range of ethnic and cultural backgrounds, and bring with them an equally wide range of academic ability. To accommodate students of varying academic backgrounds, our program requirements vary, from our Individual Studies program with no minimum high school average to our Engineering Science program, which requires a minimum high school GPA of 90.

Hudson Valley Community College’s full-time faculty are committed to teaching and are experts in their area. Nearly 20% of the full-time faculty possess Ph.Ds. or other terminal degrees, and nearly 90 have been awarded the SUNY Chancellor’s Award for Excellence in Teaching since 1972.

Mission / Standing

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.” The college is known as a leader in distance learning initiatives and workforce training, and has been named one of 120 high-achieving two-year institutions by the Aspen Institute, putting it in the top ten percent of the nation’s best community colleges.

Hudson Valley is the second largest institution of higher learning in the Capital Region. To remain competitive with its peer institutions, HVCC must continue to develop, implement and market relevant programming, and keep tuition and fees competitive with regional community colleges.

In the Capital Region, Hudson Valley Community College is highly respected for the excellent quality of its academics and student support services. The college’s health science programs and technology programs are the source of qualified workers for many of the employers in those sectors, and our transfer students are highly regarded by receiving institutions, including RPI, SUNY Albany, Siena,
John Jay College of Criminal Justice, and Clarkson University. HVCC is committed to providing the best education for students, whether they enter the workforce upon graduation or transfer to four-year programs to continue their studies.

Hudson Valley’s ‘physical plant’ has grown tremendously over the last decade to include a new Administration Building, the TEC-SMART facility in Malta, and a new Science Center, a 100,000 square foot state-of-the-art facility which opened in fall 2013. Additionally the college has updated its health science, forensic science, and technology laboratories, providing excellent and up-to-date learning environments for our students.

Program Mix / Centers / Distinct Programs or Activities

Hudson Valley’s academic program mix includes A.O.S. (Associate in Occupational Studies), A.A.S. (Associate in Applied Science), A.S. (Associate in Science) and A.A. (Associate in Arts) programs, and certificate programs as well and covers a wide spectrum of areas and fields.

Due to the innovations of Hudson Valley’s programs and its collaboration with private industry, President Obama visited the college in 2009, choosing Hudson Valley to illustrate the importance of community colleges to the community, the state, and to the country, and to highlight the contributions community colleges in general make to the economic vitality of their regions.

Hudson Valley offers a number of technology programs designed to meet local workforce needs, including the Overhead Electrical Wire Certificate, which was developed with National Grid to provide a pipeline of qualified line workers, and a Photovoltaic Installation Certificate, developed with the New York State Energy Research and Development Authority (NYSERDA) to prepare students to enter the growing industry of solar panel installation and maintenance.

Newly offered technology programs include Mechatronics, providing hands-on learning of the technical skills needed to support control circuitry and machine-to-machine networks that enable machines to control and monitor other machines, and Advanced Manufacturing Technology, training students to perform advanced machining process for employment in local and regional high-tech manufacturing companies including Global Foundries, Haas Industries, and the Watervliet Arsenal. To support new facilities and laboratories for the Advanced Manufacturing program, HVCC is seeking $1,000,000 in Consolidated Funding Application funds and $10,000,000 from the Upstate Revitalization Initiative, which will allow the college to double the number of students enrolled in the Advanced Manufacturing Technology program from approximately 144 to 288. In addition, Hudson Valley recently received a $1,000,000 grant from The Gene Haas Foundation for the project.

Hudson Valley is a major source of professional healthcare workers for the Capital District as well. Our Dental Hygiene, Polysomnography and Surgical Technology programs serve a major need as the only programs of their kind in the Capital Region. Our Surgical Technology A.A.S. and Certificate programs were developed with local healthcare providers including Albany Medical Center, St. Peter’s Hospital and Saratoga Hospital in response to a recently passed New York State law governing education and certification for the practice of surgical technology.

In addition, Hudson Valley Community College has a robust offering of liberal arts and business programs. The School of Liberal Arts and Sciences houses 11 individual departments which provide a
wide variety of A.A., A.S., and A.A.S. programs, such as Engineering Science, Digital Media, Forensic Science, and Biotechnology, including a Biotechnology Certificate program developed in collaboration with regional biotechnology companies such as Regeneron and AMRI (Albany Molecular Research Institute). New certificate programs include Fitness Specialist, which provides students the foundational knowledge to sit for professional examinations offered by the American College of Sports Medicine, the American Academy of Health Professionals and the National Academy of Sports Medicine, and Coaching, comprised of coursework required to coach in the NYS public school system.

Recently the School of Business implemented its Entrepreneurship A.A.S. and Certificate programs, which teaches students the fundamental skills necessary for increasing the likelihood of building sustainable success in their own business ventures. Additionally, the School of Business offers a variety of computer and business programs, such as Accounting, Business Administration, Digital Marketing, and Computer Information Systems, which now includes coursework in game design and robotics. This year our Business Administration Honors program was implemented, with an Early College High School track to be offered at TEC SMART in the near future as well.

Hudson Valley participates in the Next Generation NY Job Linkage Program and is committed to providing programs for that will prepare students for gainful employment in the Capital District and beyond. The above information provides examples of the ways that the college is achieving this goal. Additionally, Hudson Valley Community College’s President sits on the Capital Region Regional Economic Development Council and the Capital Region Chamber of Commerce, and our VP for Technology, Institutional Assessment and Planning is a member of the Chamber of Southern Saratoga County Board, facilitating the college’s ability to collaborate with area business and industry on program development, applied learning, and partnerships.

**Post-Graduation Success**

The majority of graduates—between 96% and 99% for the past three years—report that they transferred or became employed upon graduation from the college. However, it is continually challenging to learn more about our students’ post-graduation success. Our Health Science and Technology programs, in compliance with their accrediting bodies, track and report graduates’ employment status, informing us that they are successful in obtaining employment and that their performance is highly rated by employers. Our Center for Careers and Transfer provides basic survey information, but in general much of our post-graduation student information comes from anecdotal sources, including the college’s Advisory Committees, which are comprised of business, industry, and academic professionals, and colleagues from local transfer colleges.

Having more solid information on our post-graduates would be very valuable. HVCC recognizes that SUNY System is negotiating an MOU with the New York State Labor Department so that the college will be able to better track the job attainment of our graduates. This supplemental information will allow us to keep our content relevant and to continually improve our ties with business and industry.

**Alumni/Philanthropy**

Hudson Valley’s alumni are very supportive of the college and they remember their days at Hudson Valley with appreciation of the education they received. They are strong advocates for the college
and contribute to us in many ways, donating not only money but their time as well. A number of our Advisory Committee members are Hudson Valley alumni, offering valuable insight as both former students and as professionals in their fields.

Recently, HVCC concluded its capital campaign, the Promise of our Region, which was a huge success, garnering over $10,000,000, surpassing its goal. In addition, a total of $1,025,000 has been raised in the capital campaign undertaken towards the enhancement of the college’s outdoor athletic facilities.

**Strategic Plan / Excels Goals**

Hudson Valley is in the second year of implementation of its 2014 – 2019 Strategic Directions and Priorities, which align with SUNY’s ‘Six Big Ideas.’ (To view our Strategic Directions and Priorities, please go to [www.hvcc.edu/assessment](http://www.hvcc.edu/assessment) and click on the ‘Strategic Directions and Priorities’ link.) The college’s major directions include:

- Academic innovation and student success: the establishment of clear transfer pathways, development of programming that meets emerging regional needs, strengthening of pathways and partnerships with K-16 institutions and business and industry (Entrepreneurial Century, Seamless Education Pipeline, Healthier NY, Energy Smart NY, Vibrant Community)
- Assessment: Implementation of an Institutional Effectiveness Plan; the establishment of a culture of assessment through communication, training and utilization of results; review of overall administrative structure to assess institution’s ability to respond to emerging needs
- Enrollment and Retention: implementation of a strategic enrollment plan and a student retention plan, both comprised of data-driven, time-targeted outcomes, communicated to the campus community (Seamless Education Pipeline, Vibrant Community, The World)
- Fiscal Stability and resource development: maximized operating revenue sources, increased funding from grants and philanthropy
- Technology: improvement of instructional and information technologies to enhance student learning, student services, and administrative functions (Seamless Education Pipeline)

HVCC shares SUNY’s overall commitment to SUNY’s Completion Agenda and SUNY Excels. Hudson Valley’s priority areas of focus include: improved retention; increased graduation rates and shortened time to graduation; increased diversity among faculty and staff; effective, integrated planning and assessment; and improvement of instructional and information technologies. Section 2 of this report outlines the commitment we have made for growth and improvement in these areas.

**Environmental factors**

Hudson Valley Community College makes these commitments not only in the spirit of continuous improvement, but with the recognition that the college faces many challenges regarding enrollment, including a continuing decline in Capital Region high school population until 2016, increased competition from other colleges, changes in eligibility rules for TAP and federal financial aid, and an overall negative outlook for higher education as a sector.

**Investment Fund**

Hudson Valley Community College explored options in this area but did not submit a proposal.

**Section 2: Specific SUNY Excels Priority Areas and Metrics** In this section, specifically address your plans for continuous improvement and excellence in the five areas of Access, Completion, Success,
Inquiry, and Engagement, including Chancellor Zimpher’s pledge to increase the number of SUNY graduates to 150,000 each year by 2020. Be specific about future plans and investments, with a particular focus on initiatives that will have the most impact on advancing your goals in these areas.

2.1 Access

1. Full Enrollment Picture— What are your plans for enrollment growth? As you think about your Planned Goals for 2018-19 and 2020-21, be sure to comment in the context of the overall system goal a path to 100,000 increase by 2020 (Open SUNY).

As stated in ‘Environmental Factors’ (p.5) Hudson Valley faces many challenges regarding enrollment, including a continuing decline in Capital Region high school population until 2016, increased competition from other colleges, changes in eligibility rules for TAP and federal financial aid, and an overall negative outlook for higher education as a sector. However, as more jobs require education and training above a high school degree, and as four-year schools become more prohibitive in cost, HVCC has a positive role to play in the SUNY 2020 goals.

That said, Hudson Valley is seeking to stabilize its declining enrollment and to achieve a modest increase in enrollment numbers through the following initiatives:

- Traditional age student enrollment
  - Admissions initiatives (group visit days, mini-open houses, etc.)
  - Student housing (slated for readiness in fall 2017)
  - Enhanced athletic facilities
  - Expansion of Center for Advanced Studies
  - Implementation of New Student Orientation
  - Promote SUNY transfer paths
  - Develop and launch new programs (Digital Media, Digital Marketing, Fitness Specialist, Mechatronics, Surgical Technology)

- Concurrent enrollment opportunities
  - Expand course offerings and educational pathways in collaboration with high schools and apply for additional grants, including NYS Pathways in Technology Early College High School (P-TECH) and similar opportunities

- Credit-bearing distance learning enrollment
  - Expand DL courses and programs, including intersession course options
  - Continue to expand number of programs registered with Open SUNY
  - Focus on new target areas outside current primary market

- Veteran enrollment
  - Increase frequency of veteran instant admission days/weeks
  - Increase marketing efforts in military publications and web sites
  - Promote G.I. Jobs military-friendly designation
  - Continue to provide supportive environment for veterans

- Diverse student population at 22% of student population or higher
  - Increase recruiting efforts in Troy, Albany, and other urban areas
  - Enhance services at libraries/community centers
continue Capital District Transportation Authority (CDTA) Universal Ridership Service
Multicultural/urban marketing focus/media buying with demographic shift
Increase events as needed in areas such as financial aid workshops, male leadership, College Planning Days

- International student enrollment by 10% each year from 2016 through 2018
  - Initiate overseas recruiting trips by college’s Coordinator of International Students
  - Implement target marketing of distance learning offerings to international students

Additionally, the college intends to increase yield from acceptance to enrolled, setting a goal of 40% by 2018 and 42% by 2020, and increasing our retention rates as well. This is a major focus for the college, as described in Sections 2.2.5 and 2.2.7. Student success is of vital importance to the college.

2. NYS Residents Served by SUNY
- Describe your plans for increasing the number of NYS Residents served by your institution, including those served beyond what is reported in SUNY student data submissions. Use the Excel template to report these numbers.

As reflected in the number of New York residents enrolled in the college, we are committed to continuing to serve the Capital Region and the state, which is a major focus as work to increase our enrollment. Traditionally, approximately 98 percent of Hudson Valley Community College students are New York residents; in fall 2014, 98.5% of students enrolled at the college were New York State residents. Our goal for both 2018 and 2020 is 95%.

As outlined in Section 2.1.1, the college seeks to increase its enrollment through traditional-age students, students from diverse backgrounds, and its concurrent enrollment programs, much of which will focus on New York State residents, particularly Capital Region residents. The college seeks to be a vital component in the ‘education pipeline’ by providing students with solid pathways and other opportunities to enter the workforce and/or further their education through undergraduate and graduate SUNY programs. As a community college, our main focus is our ‘community,’ the Capital Region, although through distance learning, student housing, and other initiatives, the college seeks to expand its service area.

One of the college’s most important efforts in creating viable educational pipelines for New York State students is our concurrent enrollment programs. In fall of 2014, Hudson Valley had over 2,000 enrollments in its College in the High School, Early College High School, and Online High School programs, a number which has grown by 6% from 2012. The college intends to continue to increase these programs by expanding opportunities for students to earn college credit while still in high school, including the development of educational pathways that help ensure student academic and employment success, particularly in the STEM areas. Currently, HVCC has two P-TECH grants: one with the Ballston Spa School District (clean technologies) and one with the Troy City School District (advanced manufacturing and biotechnology/biomanufacturing), and the college has one pending with the Hudson City School District (health sciences and biotechnology). The college plans to continue to apply for P-TECH grants (and similar grants) to further expand the concurrent enrollment programs.
3. **Diversity**
   – Describe your plans to further strengthen the diversity and cultural competency of students at your institution, to reflect the increasing diversity of our population. Also describe your plans to further strengthen the diversity of faculty and staff at your institution. You will be provided state and regional diversity profiles for reference.

While Hudson Valley’s 2014 diverse student population is strong and has increased slightly over 2013, the college will work to further increase our diverse student population and strengthen efforts and initiatives to retain and graduate this population (Sections 2.1.1 and 2.2.5). As a community college we are the key to success for many of the area’s students of diverse background, particularly under-represented minority groups and first-generation students.

The diversity of Hudson Valley’s faculty and staff remains low, although one of the college’s major focus is on increasing our efforts to recruit diverse faculty and staff, consistent not only with recommendations from Hudson Valley’s Diversity Task Force but with SUNY’s Diversity Task Force as well. As New York State’s residents become more diverse in terms of ethnic, racial, and cultural background, Hudson Valley strives to remain reflective of these demographics, not only in the student population we serve but in our faculty and staff as well. We recognize the importance of a diverse workforce and the value that it offers, including providing role models for students from minority and diverse backgrounds, and serving as more effective mentors to students.

Additionally, as outlined in Section 2.2.1, we are planning to recruit a larger international student population, thereby increasing our overall enrollment and enhancing the diversity of the institution.

4. **Capacity**
   – Describe your plans to improve the alignment of programs and course capacity with need and demand, including expanded online delivery through Open SUNY.

Hudson Valley Community College has long been committed to serving the students and the community with relevant programming that fits the needs of a student body that has a wide variety of challenges, including jobs, family, and special learning or physical challenges. To accommodate this diverse group we strive to offer a wide breadth of academic programs in a variety of modalities, such as distance learning, hybrid and interactive television, and at different times and locations, including day, evening, or weekend options.

Currently we are expanding our online offerings through Open SUNY and increasing our course offerings at TEC-SMART, our Malta site, and 175 Central and Capital South Campus Center in downtown Albany, locations convenient to underserved inner city populations. HVCC anticipates continued growth in our online programs and courses, setting a goal of a 2% enrollment increase each year in our ‘exclusively online’ programs. We are continuing to develop online options and submitting them to Open SUNY for inclusion.
2.2 Completion
5. Completions
– Describe your campus efforts to increase the total number of degrees and certificates awarded.

As you think about your Planned Goals for 2018-19 and 2020-21 (see Attachment 2), be sure to comment on your institution’s plans in the context of the overall system goal of 150K by 2020.

Given the challenges regarding enrollment as outlined in section 2.1.1, Hudson Valley is focusing efforts on retaining and graduating students. As indicated in SUNY Excels goals, our target for 2018 is an increase from 56.5% to 57% in fall-to-fall retention by 2018 and to 58% by 2020. The college’s strategies to achieve this increase will be outlined in our Retention Plan, part of our Strategic Directions and Priorities.

The plan, which will be based on data-driven, time-targeted outcomes, will include efforts to refine and develop academic and non-academic program specific support services for students, provide advisement that serves students’ individual academic and employment goals and ensures the shortest route to graduation, provide more effective and efficient remediation, and provide thorough financial aid information and information regarding scholarships, grants, etc.

The plan will include initiatives targeting particular groups of students, such as under-represented minority students, first-generation students, and those students who come to the college academically underprepared. For example, the college is expanding its ‘GAP’ (Graduation Achievement Program) to include underprepared students from every college program and make changes as indicated by the current and ongoing assessment process of the program.

The college also plans on assessing and improving the new New Student Orientation process which was implemented for the first time in fall 2015, and identifying and addressing items on the Student Opinion Survey with which students have indicated a low level of satisfaction.

6. Student Achievement / Success (SAM)
– As you know SUNY was the first system in the country to adopt the Student Achievement Measure (SAM). SUNY campuses are still working to collect data for SAM; for now we are tracking SUNY Success Rates using the same formula as SAM. Briefly comment on student achievement overall and your campus efforts to enhance student achievement in the component parts of retention, persistence, graduation and transfer.

As a community college, Hudson Valley has a very mobile student population, with many students coming to the college with credit from other colleges, and a number planning on transferring to another institution not only upon graduation but before they graduate as well. This is reflective of a national trend; the National Student Clearinghouse Research Center reports that more than one in five students who complete a degree do so at an institution other than the one where they started. This data is not captured in the graduation rates calculated by federal legislation, which counts only those full-time students start and finish at their first college or university.
The college is fully aware that many of its students take a more circuitous path to graduation. While HVCC’s graduation rate for first-time full-time students is ahead of its peer institutions as well as the national average, we are seeking continuous improvement of this rate through enhanced retention efforts and strengthening of support services (see Sections 2.2.5, 2.2.7, & 2.2.8). In this way we can help all students to achieve their goals, whether they are part-time, have transferred in to the college, or are planning to transfer on before graduation. Hudson Valley has just received its first set of SAM data from SUNY for use as a baseline and we are looking forward to having a more complete picture of our student progress and completion within the higher education system.

7. Graduation Rates

Describe campus goals and plans to increase graduation rates at both the four- and six-year level for four year for baccalaureate institutions and at the two and three-year level for associate institutions. Compared to peers, within and outside SUNY, detail steps you are taking to improve. You can also discuss your institution’s involvement in SUNY-wide initiatives such as seamless transfer, degree works, and Open SUNY, and the anticipated impact on your undergraduate graduation rates. Please include efforts to narrow gaps between URM and non-URM.

By 2018 HVCC intends to graduate 1,850 students, and 1,750 by 2020. For full-time first-time students who entered Hudson Valley in 2010, the two-year graduation rate was 13.1% (compared to 10.9% at our peer institutions) and 23.3% (compared to 22.9% at our peer institutions). According to NCES the national three-year graduation rate for two-year public institutions is 20%.

While Hudson Valley is ahead of the rates of our peer institutions and nation-wide institutions the college’s goal is to further increase the three-year graduation rate of our first-time full-time students to a minimum of 24% by 2018 and 24.5% by 2020. As described above, Hudson Valley is focusing strongly on the improvement of student retention rates and graduation rates. Many community college students face a number of challenges that can hamper or prevent them from persisting, and Hudson Valley is focusing on assisting those students to stay the course and achieve their goals. The college continually looks for effective programming and services to assist our students, exhausting any and all resources for funding, including Perkins and other grant monies, to do so. Additional state funding would greatly enhance our ability to develop innovative and effective programming focused on retaining and graduating our students.

The college’s Retention Plan will outline, in detail, the action plan to retain and graduate our students. Our current efforts, which we will strengthen, include the following services:

• Instructional Support Services and Retention (ISSR): The ISSR is comprised of a comprehensive web of intrusive services that introduces students to the expectations of college while addressing their academic and affective needs. The ISSR services include:
  o The Center for Academic Engagement (CAE): CAE’s mission is to facilitate collaboration between academic and instructional support units and encourage faculty and staff to intervene on student retention issues in a timely manner
  o The Collegiate Academic Support Program (CASP): CASP’s mission is to promote the academic and personal growth of traditionally underrepresented students by providing a support system to maintain motivation for college, fostering a belief that a college degree is within reach, providing one-on-one and small group instruction in writing
and mathematics and life skills, and offering counseling and mentoring within an environment that celebrates diversity, inclusiveness and community.

- The Learning Centers: In addition to CASP, above, the Learning Centers, encompass the Learning Assistance Center (LAC), the Computer Learning Center (CLC), and the Writing and Research Center, all located in the Marvin Library Learning Commons. The Marvin Library and Learning Commons were all renovated very recently, and provide functional and inviting spaces for students to come to for a wide variety of instructional support. Workshops and programs are also provided for students, focusing on math, writing, computer use, research, and other skills such as time management, active learning, and test-taking skills.

- College Success Referral System (CSRS) - Hudson Valley has adopted a College Success Referral System based on the institution's commitment to developing a systemic and integrated approach to student retention. The CSRS has been designed to identify and communicate with students who are having difficulty in the classroom or with the college experience.

- Testing, Advisement, and Academic Placement Office – This office assesses students' basic skill levels to determine college readiness prior to the beginning of the semester to ensure early referrals for academic support and appropriate first semester course selection to proactively address potential retention concerns that could later arise.

- Study Centers: The college has a number of Study Centers, including the Science Study Center, the Student Study Center for the Teacher Preparation department, and the School of Business student computer lab. Additionally, there are study and remediation areas for Nursing students and Dental Hygiene students that work closely with the Learning Center staff.

The college also now has an extensive and comprehensive Wellness Center, which is combination of Health Services and Counseling, as well as a very active Career and Transfer Center. For additional initiatives and efforts, please see Section 8 below.

8. Time to Degree

- Describe plans to reduce average time-to-degree. Does your campus have a finish-in-4 or finish-in-2 guarantee program? If not, what are your plans to implement one? If yes, report on participation and the effect the program is having on time to degree.

The college’s ‘time to degree completion’ has increased slightly over the past four years, from 3.48 years to 3.71. While the increase is reflective of a national trend and is in keeping with our peer institutions, Hudson Valley intends to reverse this trend to an average time of degree completion of 3.70 by 2018 and 3.65 by 2020.

There are a variety of factors which can negatively impact the time it takes for community college students to complete their degree. Many students have outside commitments such as employment and family, and many are not academically prepared to do college-level work. The college’s Retention Plan will address ways in which to help ameliorate the impact of these factors and address the widening achievement gap between URM (under-represented minorities) and non-URM students.
Another factor is the number of credits that students take above degree program requirements. Taking unnecessary credits increases cost, time, and the level of frustration for students, thereby increasing the chances that they will leave college before reaching their goal. While a portion of this can be attributed to students’ indecision regarding a major, there are efforts that colleges can make to minimize this factor, thus shortening time to graduation. In addition to effective academic advisement, key efforts by Hudson Valley include:

- review and revision of its programs to reflect SUNY transfer paths
- reduction of the number of credits in its programs to a maximum of 64 credits (with the exception of a few allied health programs)
- development of ‘advisement tracks’ such as psychology, sociology, and English, based on the SUNY transfer paths, to provide students a defined route to completion
- implementation of Degree Works
- development of a SUNY Course Equivalency Table for transfer planning and decision making

2.3 Success

9. SUNY Advantage
– this represents campus selected initiatives and programs that make up the set of things that go beyond basic curriculum to support student future success (e.g., hands-on research, applied learning, study abroad/ multi-cultural experiences, enhanced co-curricular supports and opportunities, etc.). Please describe your plans for improvement in this area. What does your campus uniquely offer that you feel is critical to student success? Describe your efforts to increase participation for all students, including both URM and non-URM. In addition to campus-specific efforts, comment on plans to participate in SUNY-wide enabling initiatives and projects.

Hudson Valley Community College offers a wide variety of opportunities for students to participate in alternative learning environments, including the following:

- Internships: a variety of Hudson Valley programs have an internship course as either a requirement or an elective option, including Business Administration, Computer Information Systems, Human Services, Chemical Dependency Counseling, and Animal Policy Studies. The Business Administration program internship course gives students the option to earn six credits with the Disney College Program at its resorts in Florida and California.
- Entrepreneurship: The college’s new Entrepreneurship programs require students to participate in an internship with the key objective of experiential learning.
- Clinicals/Practicums: our health science, education, and Human Services and Chemical Dependency counseling programs rely on the clinical and practicum aspects of their curriculums to provide students the opportunity to apply and integrate skills, theory, and critical thinking.
- Service learning opportunities: many of Hudson Valley’s courses have incorporated service learning requirements. Hudson Valley’s service learning program involves students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community.
- Study Abroad: Through its affiliation with the College Consortium for International Studies (CCIS), Hudson Valley offers a choice of more than 75 study abroad programs in 31 countries.
While the college’s program is small, students who participate in it gain an international dimension and a global perspective as well a whole new perspective on their own culture.

Hudson Valley is represented on SUNY’s Applied Learning Council, participating in the Applied Learning Initiative, focused on providing every student the opportunity to have some sort of experiential or applied learning before they graduate, and is also involved with the SUNY Works project. The college considers applied and experiential learning to be an integral part of the learning process in many of our curriculums, and is always looking to integrate these options into coursework.

10. Financial Literacy
– Please describe campus efforts, through SUNY Smart Track and other initiatives, to promote smart student borrowing, decrease student default rates, and increase the financial knowledge of all students. Be sure to document the impact your efforts are having on the measures you are tracking to support performance in this area.

Hudson Valley Community College is extremely pro-active in efforts regarding financial literacy for our students. The Financial Aid website contains clear information on factors on student loans and the impact of delinquency, including Financial Aid TV, a compendium of short financial literacy videos that can be viewed online. The college has partnered with the i3 Group and also offers access to iontuition™, a Web-based resource for borrowers. In addition, financial aid information, including delinquency of loan repayment impact, is included in the required College Forum classes, and emphasized in the new New Student Orientation presentation. In 2011 Hudson Valley’s loan default rate was 19.5% and the college’s goal is a default rate of 19% by 2018 and 18.5% by 2020.

2.4 Inquiry
11. Total Sponsored Activity– Please describe your plans to increase total sponsored activity. This should include plans for raising research expenditures but also noteworthy efforts related to increasing industry-sponsored activity, grants in high-priority areas, investment in faculty hires, number of proposals submitted, sponsored graduate research fellowships, etc. Please report on efforts to identify and track inclusive excellence in this area.

Hudson Valley’s grant office is a very productive part of the college. Hudson Valley has received grants from the National Science Center (NSF), the US Department of Labor (DOL), the NY State Education Department (NYSED), the Department of Energy (DOE), the New York State Energy Research and Development Agency (NYSERDA), the New York State Foundation for Science, Technology and Innovation (NYSTAR), the MetLife Foundation’s Pathways to Student Success, M&T bank, and the State Education Pathways in Technology Early College High School (P-TECH). Recently the college was awarded two SUNY High Needs grants, one for accreditation of our Health Information Management program and the other for our Biotechnology programs. The NSF, DOL, NYSED, DOE, and NYSERDA grants, all in excess of $1,000,000, totaled $13,100,385.

12. Student hands-on research, entrepreneurship, etc. – As measured by courses in SUNY Institutional Research Information System (SIRIS) that include hands-on research, entrepreneurship, etc. SUNY is just beginning to collect this information through SIRIS but it will take effort on the part of campuses to get reliable data. Please describe your plans for promoting
hands-on research and entrepreneurship, and your efforts to accurately capture this data in your SIRIS data submission.

As a community college, Hudson Valley does not participate in hands-on research and entrepreneurship, except at the ‘micro’ level in specific courses.

13. Scholarship, Discovery and Innovation
– Some of the SUNY Excels metrics selected by the SUNY Excels Steering Committee and approved by the SUNY Board of Trustees will require system and campus shared commitment to report and collect the data, and possibly make changes to our campus data submissions to standardize collection of this data going forward. While reporting on your plans for this metric, we would appreciate your comments and perspective on the data collection and reporting for this measure – for example, does your campus measure it, how do you measure it, how would you recommend we define, collect and measure this item, etc.?

Hudson Valley Community College’s faculty is highly credentialed and possess advanced degrees in their field, and are very active in professional development activities. While the college is a ‘teaching college,’ and as such does not require the faculty to publish or to bring in grant monies, our faculty’s participation in activities related to scholarship, discovery and innovation is encouraged and supported, as it broadens their knowledge and enhances their teaching. The college has no formal process to collect this information, but it is part of the annual written evaluation and is used in consideration of promotion and awards such as the Chancellor’s Award. Our faculty is involved in professional organizations and many have published articles, fiction, and poetry, and have been involved in grants, professional presentations, and other venues that highlight their expertise.

2.5 Engagement
14. START-UP New York and beyond (businesses started / jobs created) – With the introduction of START-UP NY, campuses were provided a new tool to foster, build, and sustain robust linkages with business and industry to support both academic and economic development. In this section, campuses should report on efforts to build linkages with business and industry (including, but not limited to, those under the START-UP NY umbrella). Explain how those linkages support the academic mission of the campus, citing specific metrics (as applicable) such as the number of experiential learning experiences provided to students, number of jobs created, number of students and alumni starting new business and/or working in START-UP NY businesses, collaborations with faculty, new patents developed, etc.

Hudson Valley’s StartUP NY economic development plan was accepted by New York State in October of 2014, and HVCC has designated 134,575 square feet of vacant space off campus, all the space is in four buildings around the downtown Troy area. HVCC will target businesses in bio-life sciences and biotech, nanotechnology, semiconductor development, chemical manufacturing, advanced manufacturing, computer science & information systems for sponsorship. Currently, HVCC is actively working with 10 companies at various stages of sponsorship and has one company approved, which is expected to add 40 Advanced Manufacturing Technology jobs over the next five years and contribute over $4,000,000 to the local community.

The college intends to modify its StartUP NY plan by the end of 2015 to include more space and agreements with non-profits.
15. Alumni / Philanthropic Support
– As you know, across SUNY there is increased and focused attention on creating and strengthening a culture of philanthropy and alumni engagement. Describe your plans and strategies for enhancing alumni engagement in campus activities, advocacy projects, and student support, as well as your plans to increase the level of alumni support and donorship. Additionally, briefly describe the case statement and status of your (current or planned) capital campaign including individual campus goals, and how the work that your institution has been doing aligns with the system-wide, multi-year target of $5B target by 2020-21.

Hudson Valley Community College’s Foundation supports many college initiatives. In 2013-14, the Foundation provided $217,410 in student scholarships; $457,808 in support of academic programs, $74,060 in non-monetary donations, and $20,326 in initiatives funded from unrestricted giving.

Recently, Hudson Valley concluded its capital campaign, the Promise of our Region, which was a huge success, garnering over $10,000,000, surpassing its goal. In addition, a total of $1,025,000 has been raised in the capital campaign undertaken towards the enhancement of the college’s outdoor athletic facilities. The Foundation will continue to work closely with the college to determine funding priorities, with scholarships continuing to be a focus as part of enrollment initiatives.

16. Civic Engagement
– While reporting on your plans for this metric, we would appreciate your comments and perspective on data collection and reporting for this measure – for example, does your campus measure civic or community engagement, how do you measure it, how would you recommend we define, collect and measure this item, etc.?

The college’s Center for Service Learning and Civic Engagement offers opportunities for students to serve the community in a variety of ways. The Center is overseen by a faculty member and many of Hudson Valley’s courses have service learning requirements as part of the coursework. Recently the college received a Rubin Foundation grant for over $14,000 to create and conduct, with other educational institutions, a series of public deliberations in the city of Troy with the objective of developing a ten-year plan for the city. The center continues to grow, adding faculty and students to the program and increasing the number of community partners. Currently the college has 30 community partner sites, and in the 2013-14 academic year over 100 students participated, with a total of 1830 hours of service.

At this point the college does not have any formal measure for our civic and community engagement activities, although there is strong interest on the campus.

17. Economic Impact
– While reporting on your plans for this metric, we would appreciate your comments and perspective on the data collection and reporting for this measure – for example, does your campus measure economic impact, how do you measure it, are you planning a study, etc.?
Hudson Valley Community College, in collaboration with other SUNY community colleges, commissioned an economic impact study in 2010-11 to determine the college’s average annual impact on the Capital Region. The report, The Economic Contribution of Hudson Valley Community (Economic Modeling Specialists, Inc.) estimated that the college contributes $970 million in regional labor and non-labor income to the economy of its service area and pumps $51.2 million into the local economy through its operations each year. In addition for every $1 a Hudson Valley student invests in his or her education, he or she will receive a cumulative $9.07 in future earnings.

Section 3: Conclusion and Expected Impact on your Campus

Provide an overview of your campus’s performance improvement plan and a statement on the broader impacts of the proposed activities on your campus – students, faculty and staff and the wider community – and more broadly the State of New York.

Summary of Goals

Hudson Valley Community College recognizes that the overarching goal of SUNY Excels is continuous improvement. We believe the goals that we have provided on all Excels measures will enhance Hudson Valley Community College’s value to its students, community, and state. Hudson Valley’s most important goals relate directly to student success:

- Improvement in first- and second-year retention. The college will develop and implement a Retention Plan that addresses persistence of students from all groups, with initiatives that target students from underrepresented minorities, first-generation students, and academically underprepared students.

- Increased partnerships with local and regional business and industry in the development of relevant academic programming. The college will continue to work closely with business and industry to develop programs and certificates that address regional workforce needs.

- Establishment of clear academic and career pathways at the college level and in collaboration with K-12 partners. The college will increase number of articulation agreements with postsecondary institutions and partnerships with middle- and high-schools to prepare students for college and careers.

- Increased graduation rates. The college will stabilize and then increase enrollment, and increase retention rates, assisting students to ‘stay the course’ to completion

- Shortened time to completion. The college has reduced the number of credits in programs, established clear pathways to completion and to transfer, and will increase and enhance retention strategies.

Meeting the goals outlined herein will serve students, the community, the state, and SUNY. Student success and completion is at the heart of what Hudson Valley Community College does, and will in turn work to help SUNY achieve is system-wide goals.