



**COLUMBIA**  
**GREENE** COMMUNITY  
COLLEGE

# ***Institutional Effectiveness Report Card***

2019 - 2020



# Introduction

*Institutional effectiveness* is a systematic and continuous process that measures how well the College is achieving its mission. It is accomplished by integrating the functions of institutional research, assessment, and strategic planning to help promote data-driven decision making. Institutional effectiveness also plays a critical role in improving the College's academic programs, student support services, and overall financial health.

The institutional effectiveness process begins with the College's *mission statement*:

Columbia-Greene Community College welcomes a geographically and culturally diverse student population, is dedicated to developing and administering high quality post-secondary educational programs that are accessible to the residents of the service area, is responsive to the changing needs of the community, maintains a caring environment that is dedicated to personal attention, and recognizes its responsibilities for providing transfer, vocational, technical, remedial, and lifelong learning for all.

The College mission is further defined by *six institutional goals*:

- (1) Quality Education,
- (2) Accessibility,
- (3) Excellent Facilities,
- (4) Student Centered,
- (5) Service to the Community, and
- (6) Sound Management.

These goals, as described in the College's five-year *Strategic Plan*, also contain measurable objectives and performance standards, which facilitates institutional effectiveness and promotes sustainable, periodic assessment practices. Institutional objectives are assessed on a cycle, and their selection for inclusion in the Report Card is determined in advance by College priorities and other factors.

At the end of each academic year, the *Institutional Assessment Planning Group* and the *Strategic Planning Committee* collectively plan the development of the annual *Institutional Effectiveness Report Card*.

The Report Card utilizes both *direct* and *indirect* measures by leveraging data and information from a variety of sources, including but not limited to academic and administrative assessments, surveys, institutional research, and peer benchmarking reports. The first Report Card was shared with the College community in 2012, and it continues to serve as a critical resource for assessing and executing the College's many strategic priorities.

# Strategic Plan At-a-Glance

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*Strategic objectives are assessed on a cycle and are selected based on college priorities. The objectives chosen for the 2019-2020 edition of the Report Card are shown in **bold**.*

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## Goal 1: Quality Education

**Objective 1: Students will attain core academic proficiencies as defined in our Academic Philosophy.**

Objective 2: Academic support services will reflect the College's commitment to excellence.

Objective 3: The teaching and learning environment will meet or exceed student expectations.

Objective 4: The College will provide academic programming that is responsive to the needs of its service area.

## Goal 2: Accessibility

**Objective 1: Affordability**

Objective 2: Prepare academically challenged students for College success

Objective 3: Maintain a diverse student population

## Goal 3: Excellent Facilities

Objective 1: Provide a physical infrastructure that supports the College's commitment to educational excellence

Objective 2: Provide effective technology that supports teaching, learning, administrative operations, and student success

Objective 3: Maintain a safe and secure campus

## Goal 4: Student Centered

Objective 1: The College will foster an atmosphere where students are supported in the learning environment.

Objective 2: The College will provide students with opportunities for personal growth and enrichment.

## Goal 5: Service to the Community

**Objective 1: The College will effectively serve the social, cultural needs of its local community in a way that reflects the mission of the College.**

**Objective 2: The College will provide career and workforce development programming to meet the needs of the local community.**

## Goal 6: Sound Management

**Objective 1: Enhance institutional effectiveness through leadership, planning, and accountability to ensure public trust**

Objective 2: The Columbia-Greene Community College Foundation will contribute to the financial wellbeing of the College and will be a formidable force in advancing academic programs and College facilities.

Objective 3: The College will promote its mission through consistent, effective messaging and branding aimed at prospective students, the community at-large, stakeholders, and current students.

# Goal 1: Quality Education

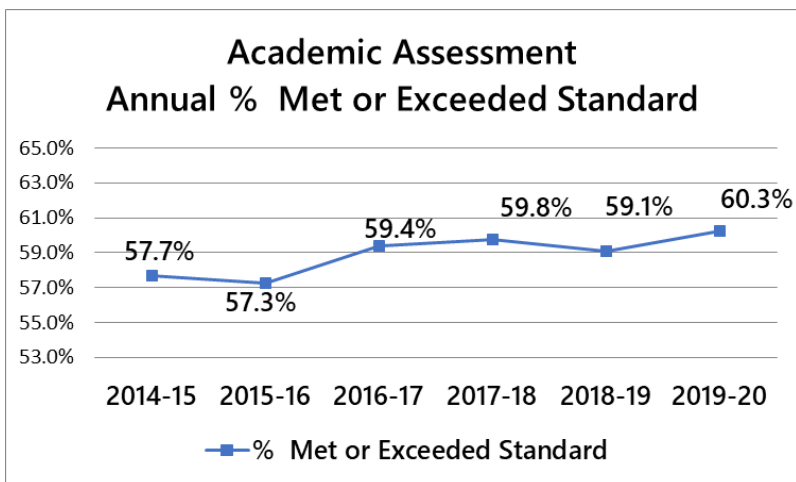
## Objective 1.1 Students will attain core academic proficiencies as defined in our Academic Philosophy.

Standard 1.1.1 All academic programs are in alignment with the academic philosophy.

Measure *Percentage of students who meet or exceed learning outcomes*  
*Percentage of students who report achieving institutional learning outcomes*

The College’s academic philosophy is an extension of its mission and goals. As a democratizing force, the College empowers its students to become engaged citizens and lifelong learners, able to demonstrate the following institutional learning outcomes:

- Communicate effectively through writing, speaking, and creative expression;
- Employ scientific and quantitative reasoning to engage in critical analysis and make evidence-based decisions;
- Use established and emerging technologies to identify and apply information;
- Recognize and consider a diversity of values and ethical beliefs; and
- Learn how to become actively engaged citizens in the communities they serve.



A majority of students consistently demonstrate that they meet or exceed Columbia-Greene Community College’s academic standards through direct assessment of their work by faculty.

Source: C-GCC Assessment database

College Contribution to Growth and Learning - Top Five Areas	Average	
	CGCC	Other 9 Small SUNY CCs
Acquiring knowledge and skills needed for a career	4.21	3.83
Acquiring knowledge and skills for further academic study	4.13	3.75
Acquiring knowledge and skills for intellectual growth throughout your life	4.08	3.64
Acquiring information, ideas, and concepts	4.01	3.68
Developing problem-solving skills	3.86	3.54

2019 Student Opinion Survey-Averages based on the following response coding: 5 = Very large contribution; 4 = Large contribution; 3 = Moderate contribution; 2 = Small contribution; 1 = No contribution

Students report that Columbia-Greene Community College contributes to their growth and learning in several areas identified in the College’s academic philosophy.

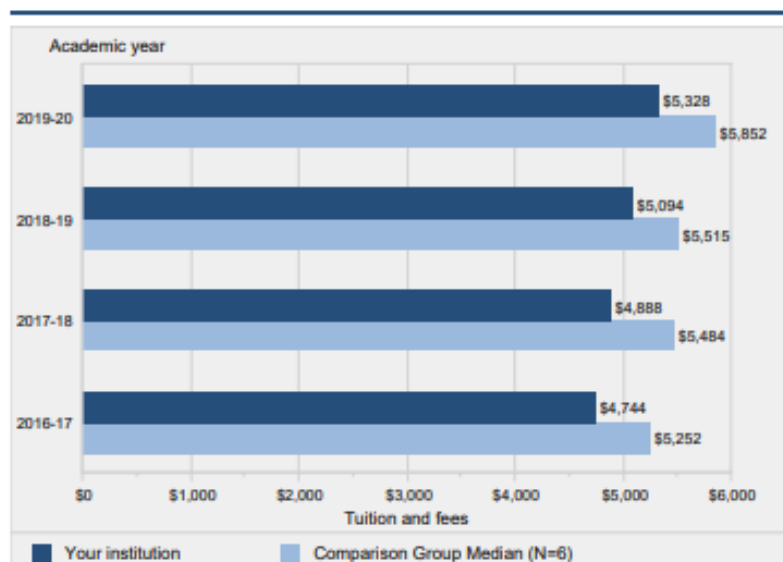
# Goal 2: Accessibility

## Objective 2.1 Affordability

Standard 2.1.1 Maintain tuition comparable to SUNY peers

Measure *Columbia-Greene Community College annual tuition and fees*

### Tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: Academic years 2016-17 to 2019-20



On an annual basis, Columbia-Greene Community College students consistently paid less tuition and fees than their peers at comparable community colleges between 2016-17 and 2019-20. The cost savings per student was approximately \$512 dollars per year.

SUNY peer community colleges include: Clinton Community College, Fulton-Montgomery Community College, North Country Community College, Sullivan Community College, SUNY Adirondack, and Ulster Community College.

Source: IPEDS Data Feedback Report 2020, Figure 5, page 4.

## Goal 2: Accessibility

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### Objective 2.1 Affordability

Standard 2.1.2 Maintain or increase scholarship opportunities for students

Measure *Total scholarship dollars available*  
*Average scholarship award*

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**Total 2019-2020 Scholarships equaled \$255,529.**

*Unduplicated Headcount – 114*

*Average Award – \$2,241*

**Total 2020-2021 Scholarships equaled \$289,150.**

*Unduplicated Headcount – 108*

*Average Award – \$2,677*

Between 2019-2020 and 2020-2021, scholarship dollars awarded to students increased by \$33,621.

The average award increased by \$436 dollars. Approximately the same number of students accessed scholarship dollars.

**Total 2019-20 Excelsior Scholarships equaled \$116,654.**

*Unduplicated Headcount – 37*

*Average Award – \$3,153*

In 2019-2020, on average, 37 students were each awarded \$3,153 Excelsior scholarship dollars.

Source: Columbia-Greene Community College, Financial Aid Office.

# Goal 2: Accessibility

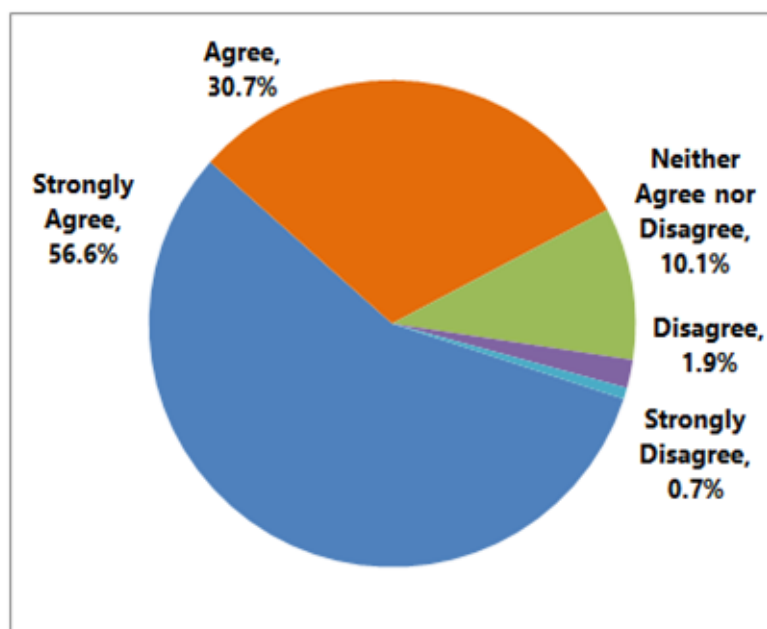
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## Objective 2.1 Affordability

Standard 2.1.3 Students will report satisfaction with cost of College.

Measure *Percentage of students who consider C-GCC to be a good value*

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Considering the cost against the quality of education, this college is a good value.

Eighty-seven percent (87.3%) of students agreed or strongly agreed that they received good value when comparing the cost of college to the quality of education at C-GCC.

(Source: Student Opinion Survey 2021)

### **With regard to education, we recognize that students have options. Why did you ultimately decide to attend Columbia-Greene?**

More than fifty percent (>50%) of students responded that location and/or cost were important factors. Students stated:

*"It was local, affordable and a smaller campus. I felt comfortable since the moment I walked in."*

*"Mostly it was because of the price but it was also close to home and the nursing program is one of the best. People rave about how good the staff is."*

Sample size: n=363 (2019); n=267 (2021)

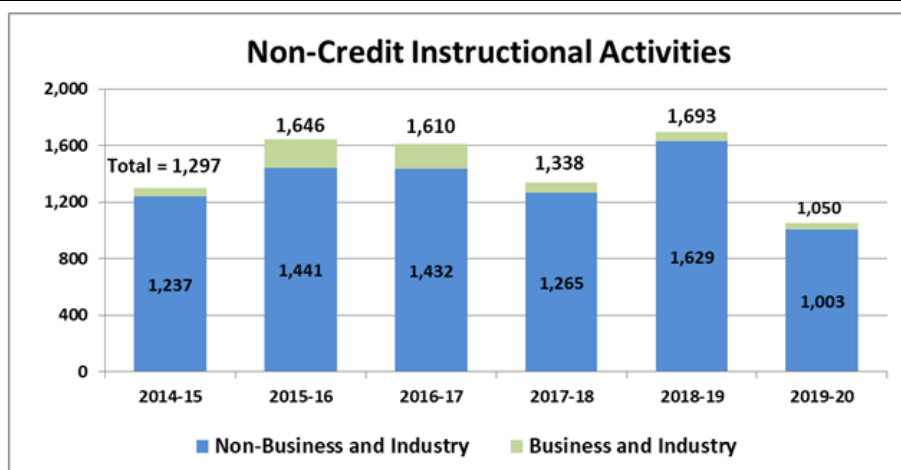
Data source: Student Opinion Survey (2019 and 2021); Alle Breve Report – 2019 Student Comment Summary.

# Goal 5: Service to the Community

## Objective 5.1 The College will effectively serve the social, cultural needs of its local community in a way that reflects the mission of the College.

Standard 5.1.1 The College will offer a variety of programs and services responsive to the community. (Non-credit course offerings, Lectures, Concerts, Outside Group Facilities Use, Summer Camps, etc.)

Measure *Non-business and industry registrations*  
*Non-credit instructional activities*



Non-Business and Industry registrations equaled 1,335 per year on average.

REGISTRATIONS In-Demand Subject Areas	2016-17		2017-18		2018-19		2019-20	
	Number	%	Number	%	Number	%	Number	%
Visual and Performing Arts	254	29.0%	255	31.0%	323	36.5%	221	37.2%
Recreation	0	0.0%	150	18.2%	103	11.7%	123	20.7%
Driver's Education	0	0.0%	144	17.5%	169	19.1%	77	13.0%
Computer and Information Technology	135	15.4%	172	20.9%	215	24.3%	71	12.0%
Natural Resources, Agriculture and Animal Care	0	0.0%	101	12.3%	0	0.0%	0	0.0%
Other	488	55.6%	0	0.0%	74	8.4%	102	17.2%
<b>Total</b>	<b>877</b>	<b>100.0%</b>	<b>822</b>	<b>100.0%</b>	<b>884</b>	<b>100.0%</b>	<b>594</b>	<b>100.0%</b>

- On average, community residents and employees of business and industry accessed approximately 200 different learning activities each year between 2016-17 and 2019-20.
- The Veterans Affairs Task Force was unable to host its Veteran Stand Down in June 2021 due to the COVID-19 pandemic, but planning is well underway for 2022. This event will provide valuable resources to local veterans in need as well as provide information to non-profit service organizations veterans can utilize.

Data source: SUNY Non-Credit Instructional Activities, SUNY Institutions Dashboard, 2016-17 to 2019-20; Veteran Affairs Task Force, 2020-21 Committee Assessment Report.



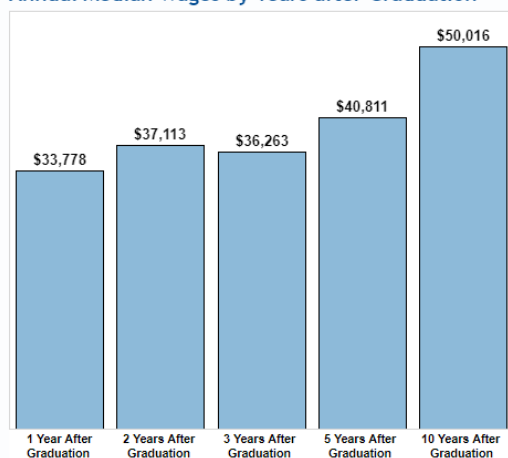
# Goal 5: Service to the Community

## Objective 5.2 The College will provide career and workforce development programming to meet the needs of the local community.

Standard 5.2.2 The College will offer career-oriented credit and non-credit educational opportunities.

Measure *NYS annual median wages*  
*Percentage of graduates remaining in New York*  
*Perkins and advisory committee information*

Annual Median Wages by Years after Graduation



Columbia-Greene Community College graduates earn good wages that increase subsequent to graduation.

At the two-year mark, 84.5% of C-GCC graduates remain in New York State.

Ten years after graduation, 66.1% continue to reside in New York State.

Non-Credit Instructional Activities included training provided to employees of the following business sectors: Health Care and Social Assistance, Public Administration, Retail Trade, Manufacturing, and Finance and Insurance. The number of trainings for certification and licensure increased to 102 in 2019-20.

Collaborative efforts with community partners including Columbia-Memorial Hospital, COARC (an organization serving people with disabilities in Columbia County), local businesses and 501c3 organizations led to several positive initiatives that benefitted students:

- The **NCLEX Refresher Course** (Advanced Cardiac Life Support) supported second-year nursing students' success.
- The **Community First Program** enabled Human Service students to coordinate with COARC personnel in on-campus workshops facilitated by the students.
- The **'Dare to be Different' marketing campaign** encouraged non-traditional participation in career and technical programs, further advancing equitable educational opportunities.
- **Assistive technology** was procured and a professional development event, "Working Meaningfully with Students on the Autism Spectrum" was held.

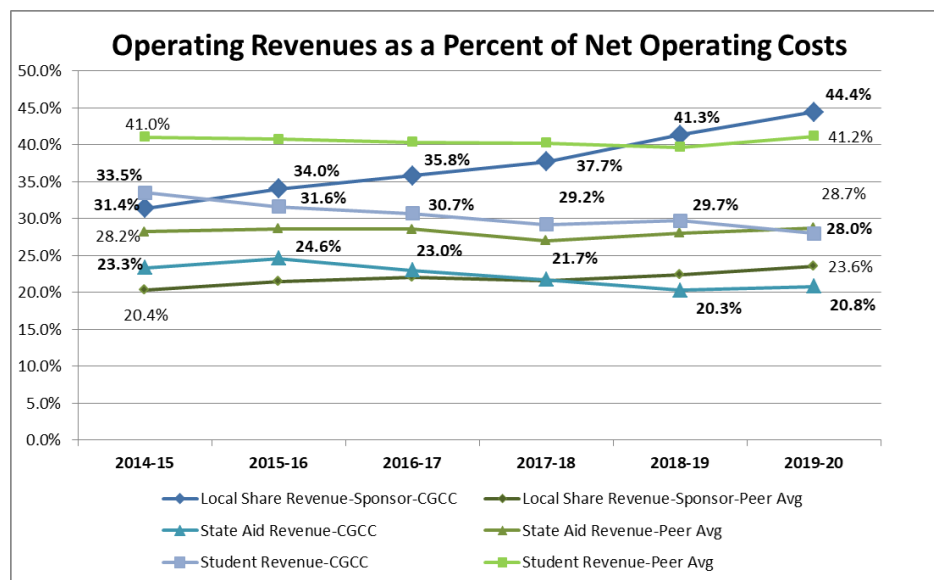
Source: SUNY Graduate Wages Dashboard, <https://www.suny.edu/gradwages/>; 2019-20 CTEA Perkins Reports; Non-Credit Instructional Activities Dashboard, [https://tableauserver.suny.edu/t/IRPublic/views/NCIA2019-20/NCIADashboard?:showAppBanner=false&:display\\_count=n&:showVizHome=n&:origin=viz\\_share\\_link](https://tableauserver.suny.edu/t/IRPublic/views/NCIA2019-20/NCIADashboard?:showAppBanner=false&:display_count=n&:showVizHome=n&:origin=viz_share_link)

# Goal 6: Sound Management

## Objective 6.1 Enhance institutional effectiveness through leadership, planning and accountability to ensure public trust

Standard 6.1.1 Ensure responsible stewardship of institutional resources

Measure *Operating revenues and expense allocation and management*



C-GCC has reduced its reliance on student tuition from 33.5% to 28.0%, a percentage that is much lower than peer student-supported revenue.

Operating Expenses by Function	Columbia Greene Community College				SUNY Community College Peer Average			
	5-Year Average		5-Year Change		5-Year Average		5-Year Change	
	\$	%	\$	%	\$	%	\$	%
Instruction	\$6,172,658	39.0%	(\$546,915)	( 8.1%)	\$8,147,807	42.8%	(\$967,436)	( 11.1%)
Public Service	\$83,671	0.5%	(\$85,003)	( 65.3%)	\$28,532	0.1%	(\$63,959)	( 74.5%)
Academic Support (including libraries)	\$1,533,656	9.7%	\$44,279	3.0%	\$1,363,222	7.2%	(\$153,183)	( 10.2%)
Student Services	\$1,534,490	9.7%	(\$179,520)	( 10.6%)	\$2,235,433	11.7%	\$34,869	1.6%
Institutional Support	\$4,258,151	26.9%	\$89,172	2.1%	\$4,396,102	23.1%	\$364,081	8.9%
Operation and Maintenance of Plant (M & O)	\$2,224,479	14.1%	(\$359,096)	( 14.9%)	\$2,778,064	14.6%	\$301,404	12.1%
Scholarships and Fellowships	\$0	0.0%	\$0	0.0%	\$0	0.0%	(\$7,938)	0.0%
<b>Total Operating Expenses by Function</b>	<b>\$15,807,106</b>	<b>100.0%</b>	<b>(\$1,037,083)</b>	<b>( 6.2%)</b>	<b>\$19,044,939</b>	<b>100.0%</b>	<b>(\$492,161)</b>	<b>( 2.6%)</b>

Note: 5-Year average includes 2015-16 to 2019-2020. The 5-year change compares 2014-15 to 2019-20. Source: SUNY CC Annual Report Summary Reports.

C-GCC has balanced its budget by reducing its expenditures judiciously across expense categories in alignment with the College's mission.

Note: SUNY community college peers include Clinton Community College, Fulton-Montgomery Community College, North Country Community College, SUNY Adirondack, Sullivan Community College, and Ulster Community College. Data has been extracted from the 2014-15 to 2019-20 SUNY Community College Annual Report Summary: Summary of Operating, Financial, and Statistical Information reports.

# Goal 6: Sound Management

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## **Objective 6.1 Enhance institutional effectiveness through leadership, planning and accountability to ensure public trust**

Standard 6.1.2 Meaningful assessment is conducted and its results are used for continuous improvement

*Measure Findings from comprehensive institutional and academic assessments affirm the college's mission and are used for college decision-making and change efforts*

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The Institutional Assessment Planning Group unifies assessment work across the campus through its implementation of the College's institutional assessment plan; 17 committees and task forces reported the achievement and assessment of cross-functional goals in the annual Committee Assessment Report.

The Academic Assessment Committee's accomplishments included:

- The Academic Assessment Committee was instrumental in the development of the new Institutional Learning Outcomes (ILOs), a process that began in a February 2020 faculty workshop. President Drummer's full endorsement will enable the Committee to participate in the roll-out and forthcoming alignment process.
- The Committee brainstormed ideas on how to streamline the Assessment of the Major process that is anticipated to be fully in place for the Fall 2021 semester.
- New measures have been developed to ensure that the reporting form is up to date each semester. This improvement will underscore the Committee's commitment to maintain high levels of reporting.

The Non-Academic Assessment Committee's accomplishments include:

- Continuing to offer step-by-step instructions and resources in the digital NAC resource guide sent to all units and posted on the intranet;
- Developing a "SMART GOAL How-to-Guide";
- Increasing email communications with specific information regarding each unit's deadlines;
- Continuing to offer ally assistance and support; and
- Hosting two remote workshop trainings and provided recordings to encourage unit plan completion.

An institutional-level assessment conducted by EMSI, Inc. in 2017-18 indicated that the College added \$63 million total income to the region and supported 1,150 jobs. An example of administrative assessment includes the accounting department's deployment of two Banner modules, General Ledger and Fixed Assets, that included training all staff. Another example of administrative assessment used to improve college facilities included the examination of HVAC failures (2018-19 Report Card, p. 7).

Source: Annual Committee Assessment Reports

# Goal 6: Sound Management

## Objective 6.1 Enhance institutional effectiveness through leadership, planning and accountability to ensure public trust

Standard 6.1.3 Exceed the standards set forth by relevant accrediting bodies

Measure *Institutional and program accreditation status*

### Middle States Commission on Higher Education

Columbia-Greene Community College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) [www.msche.org](http://www.msche.org). The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

C-GCC was first accredited in 1975 and received reaffirmation of accreditation in 2013. The College's next self-study evaluation is scheduled for 2022-23. Information pertaining to the College's accreditation phase, accreditation status, and its scope of accreditation is available [here](#).

### Accreditation Commission for Education in Nursing (ACEN <http://www.acenursing.com/accreditedprograms/programsearch.asp>)

COLUMBIA-GREENE COMMUNITY COLLEGE	ASSOCIATE
<b>Department of Nursing</b>  4400 Route 23 Hudson, NY 12534-9543  <b>Nurse Administrator:</b> Dawn Wrigley, MSN, RN Division Chairperson Email: <a href="mailto:wrigley@sunycgcc.edu">wrigley@sunycgcc.edu</a> Phone: (518)828-4181 ext 3407	<b>Accreditation Status</b>  GOV ID: 401 Initial Accreditation: November 1988 Date of Most Recent Commission Action: <a href="#">March 2021</a>  Current Accreditation Status: Accredited Accreditation Stipulations: None  Date of Last Visit: September 14-17, 2020 Next Site Visit: Fall 2028

### Nursing Program Student Outcomes

<https://www.sunycgcc.edu/academics/programs-of-study/allied-health-and-nursing/nursing-program-student-outcomes/>

**Automotive Technology:** The college's automotive technology curriculum is accredited by (ASE) the **Automotive Service Excellence Education Foundation** as M.A.S.T. Programs (Master Automotive Service training).

*"The ASE Education Foundation is a non-profit organization that evaluates and accredits entry-level automotive technology education programs against standards developed by the automotive service industry. It also develops career-readiness education for students which fuse local partnerships, rigorous standard-based education, workplace experience, and mentorship together."* Source:

<https://www.aseeducationfoundation.org/ase-education-foundation>

Source: Columbia-Greene Community College website, accreditation page: <https://www.sunycgcc.edu/about-cgcc/accreditation/>

# Goal 6: Sound Management

## Objective 6.1 Enhance institutional effectiveness through leadership, planning and accountability to ensure public trust

Standard 6.1.4 Allocate resources to align with the mission and goals of the institution

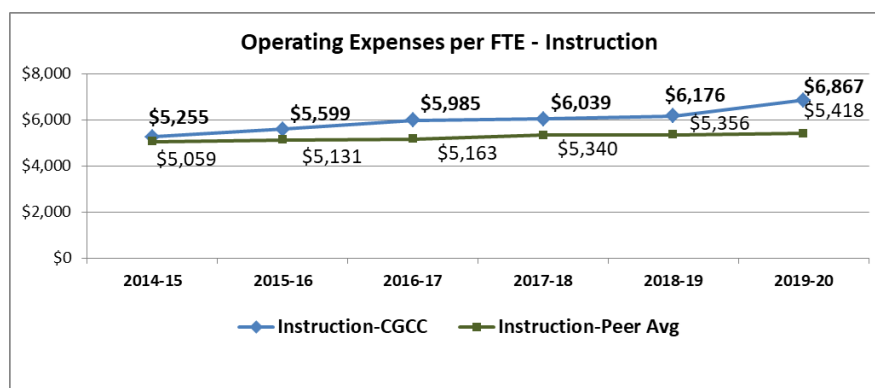
Measure *Percentage of operating expenses by function*

Operating Expenses by Function	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Five-Year	
							CGCC	Peers
Instruction	40.3%	39.2%	39.4%	39.0%	38.2%	39.5%	39.1%	42.9%
Public Service	0.8%	0.8%	0.8%	0.4%	0.4%	0.3%	0.5%	0.0%
Academic Support (including libraries)	8.9%	9.5%	9.5%	9.9%	9.8%	9.8%	9.7%	7.2%
Student Services	10.1%	10.1%	9.3%	9.7%	9.8%	9.6%	9.7%	11.7%
Institutional Support	25.5%	26.6%	26.7%	26.3%	27.3%	27.8%	26.9%	23.1%
Operation and Maintenance of Plant (M & O)	14.4%	13.8%	14.3%	14.7%	14.4%	13.1%	14.1%	14.6%
Scholarships and Fellowships	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.5%
<b>Total Operating Expenses by Function</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

The College's resource allocation strategy corresponds to peer allocation across expense categories.

Columbia-Greene Community College's allocation of revenues across operating expense categories aligns with the College's primary mission of providing instruction.

Columbia-Greene Community College's instructional operating expenses per FTE consistently exceed peer instructional operating expenses per FTE.



# Conclusion

The development of the Institutional Effectiveness Report Card is a collaborative effort between the Office of Planning and Institutional Effectiveness, the Strategic Planning Committee, the Institutional Assessment Planning Group, and all other campus constituents who remain dedicated to student success at CoGreene.

## Vision and Mission of the Office of Planning and Institutional Effectiveness

### *Vision*

A campus community inspired to use smart, actionable data for innovation and continuous improvement

### *Mission*

The Office of Planning and Institutional Effectiveness promotes a culture of innovation and continuous improvement by providing the campus community with user-friendly data and information to help support data-driven decision making, strategic and master planning, enrollment management, grant development, academic and unit assessment, institutional accreditation, and student success.



To learn more about planning and institutional effectiveness at CoGreene, please contact the *Office of Planning and Institutional Effectiveness* at (518) 828-4181, extension 3352.