



**COLUMBIA
GREENE** COMMUNITY
COLLEGE

***Institutional Effectiveness
Report Card***

2016 - 2017



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 is essential to the overall planning and improvement of the College's academic, financial, and student services.

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's 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 facilitate institutional effectiveness and promote sustainable, periodic assessment practices.

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

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.

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 stakeholders as an invaluable source of information.

Strategic Plan At-a-Glance

*Strategic objectives are assessed on a cycle and are selected based on college priorities. The objectives chosen for the 2016 - 2017 edition of the Report Card are shown in **bold**.*

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 and learning
- Objective 3: Provide effective technology that supports administrative computing
- Objective 4: 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
- Objective 2: The College will provide career/workforce development programming to meet the needs of the local community

Goal 6: Sound Management

- Objective 1: The College will maintain its public trust
 - Objective 2: The College will meet its mission efficiently and effectively
 - Objective 3: The College will effectively promote its brand
-

Goal 2: Accessibility

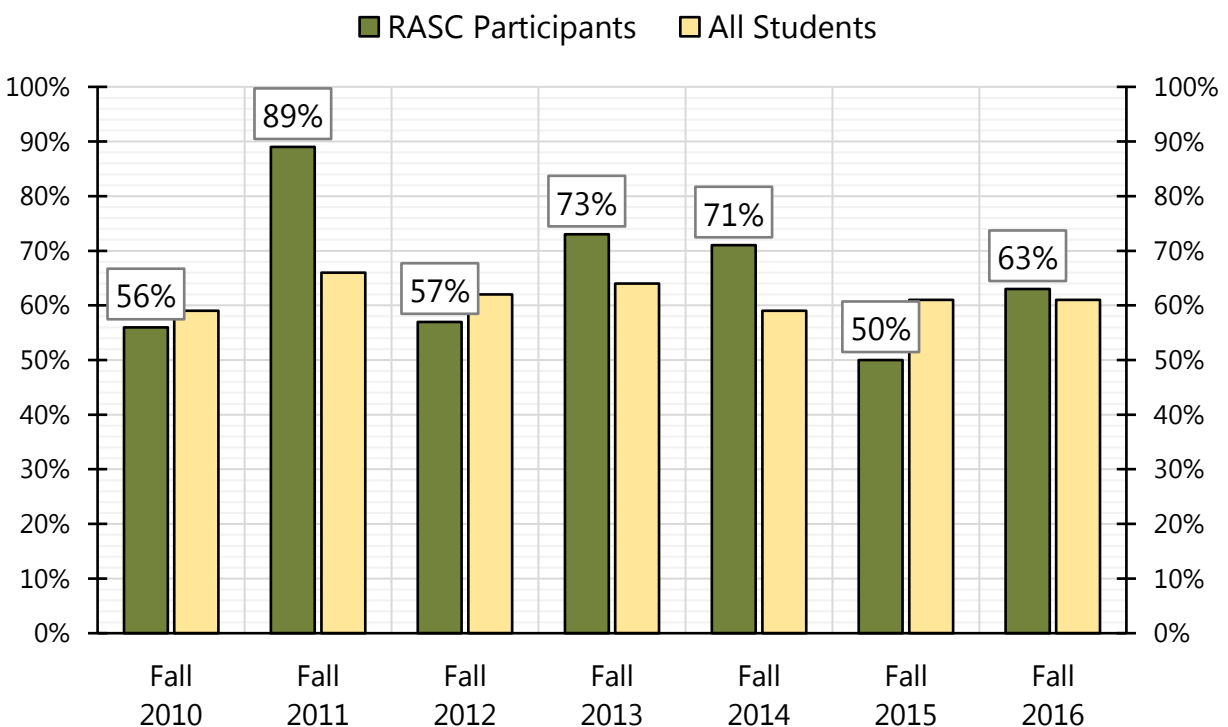
Objective 2 Prepare academically challenged students for College success

Standard Increase long-term academic performance of students taking transitional courses

Measure *One-year retention rate*

Columbia-Greene is committed to preparing transitional students for long-term academic success by developing targeted intervention programs for at-risk populations. In Fall 2013, the College piloted the implementation of the Roadway to Academic Success and Completion (RASC) early intervention program for students who were required to complete at least three transitional courses prior to beginning their college-level coursework. Students in the RASC Program meet one-on-one with a faculty mentor to discuss their academic goals, college readiness, and other non-cognitive factors that impact their success at CGCC.

Figure 1. One-year retention rate for students who successfully completed three required transitional courses in their first semester at CGCC



RASC Program Sample Sizes: 9 (2010), 18 (2011), 21 (2012), 22 (2013), 14 (2014), 16 (2015), 16 (2016)

Cohort: First-time, full-time, associate degree seeking students

Source: CGCC registration data

Goal 2: Accessibility

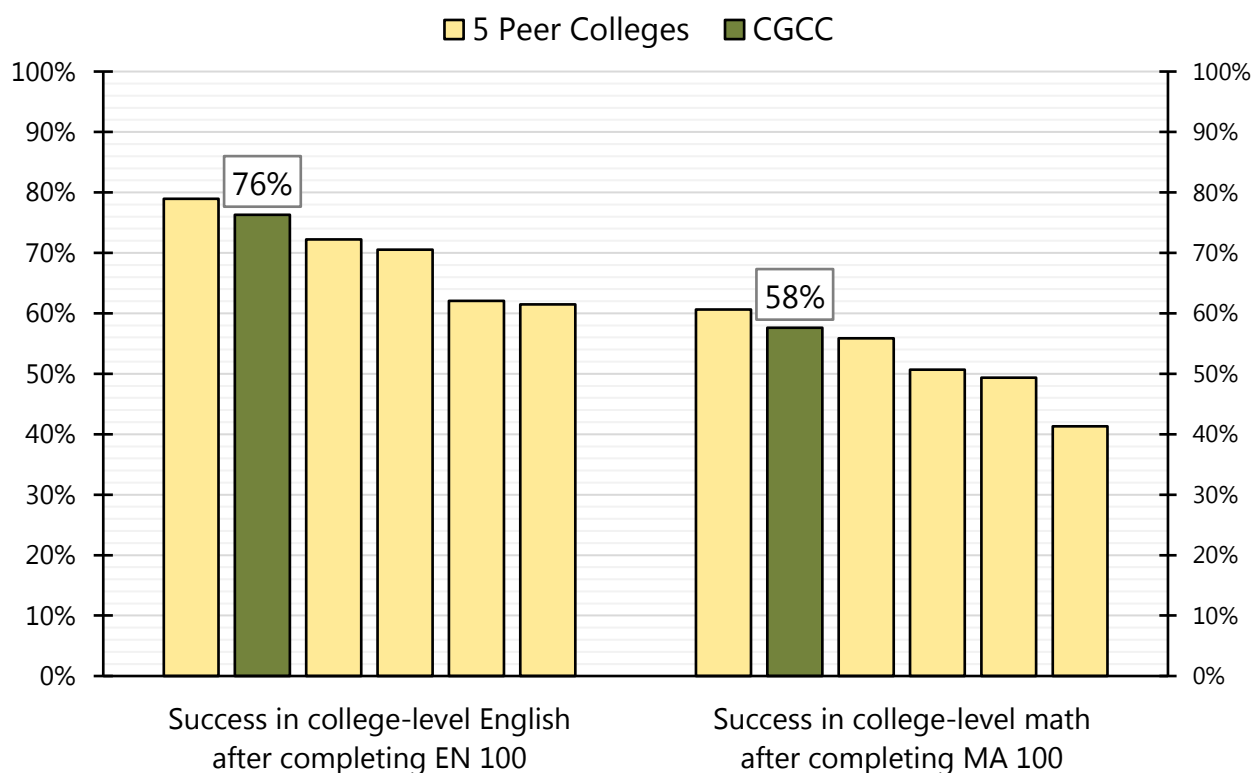
Objective 2 Prepare academically challenged students for College success

Standard Increase long-term academic performance of students taking transitional courses

Measure *College-level course success rate*

The long-term academic performance of transitional students can be determined by measuring their success in college-level coursework. The figure below shows the percentage of passing grades (C or better) in college-level English and college-level math for students who previously completed EN 100 and MA 100, respectively. Peer data were made available through the College's participation in the National Community College Benchmark Project.

Figure 2. Transitional student success in college-level courses



Peer Institutions: Adirondack CC, Clinton CC, Corning CC, Sullivan County CC, and Ulster County CC

Cohort 1: Percent of students who earned a C or better in EN 101 after successfully completing EN 100 in Fall 2015

Cohort 2: Percent of students who earned a C or better in college-level math after successfully completing MA 100 in Fall 2015

Source: National Community College Benchmark Project, Form 9

Goal 3: Excellent Facilities

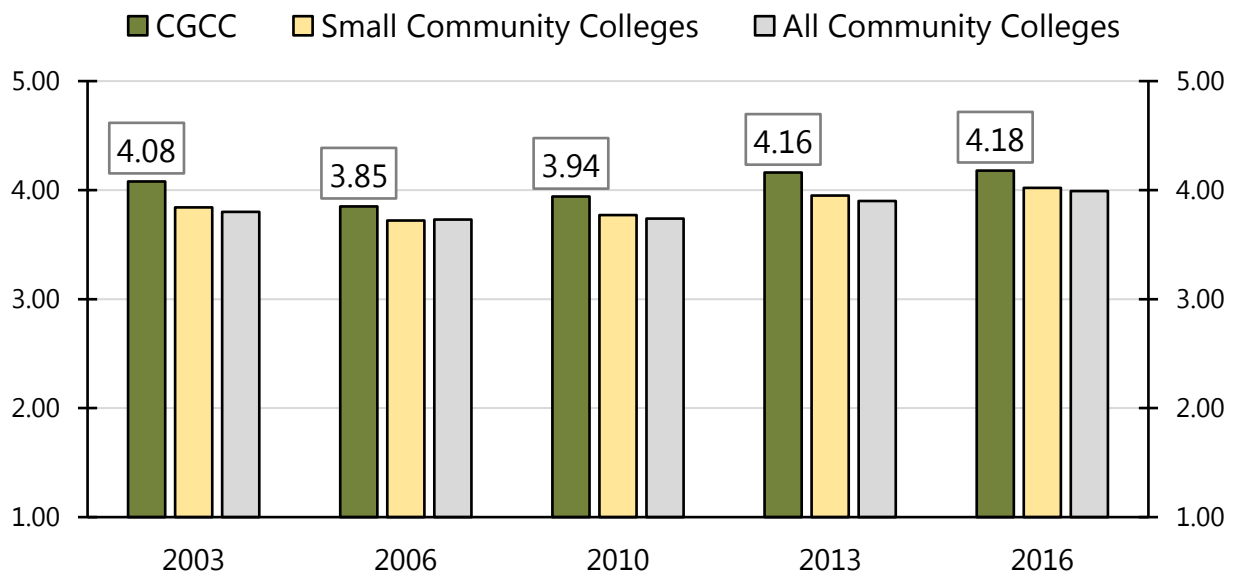
Objective 4 Maintain a safe and secure campus

Standard Students, staff, faculty, and visitors report that they feel safe

Measure *SUNY Student Opinion Survey*

Every three years, community colleges throughout New York State distribute the SUNY Student Opinion Survey (SOS) to a representative sample of their students. Last administered at CGCC in April 2016, the SOS gives students an opportunity to provide valuable feedback about the College's many programs, services, and facilities. Their opinions help to inspire meaningful change, promote innovation, and drive continuous improvement at CGCC. The figure below shows CGCC student satisfaction with personal safety and security on campus.

Figure 3. Student satisfaction with personal safety and security on campus



Sample Sizes: 382 (2003), 410 (2006), 455 (2010), 436 (2013), 630 (2016)

Mean Score Key: 5.00 = Very satisfied, 4.00 = Satisfied, 3.00 = Neutral, 2.00 = Dissatisfied, 1.00 = Very dissatisfied

Source: SUNY Student Opinion Survey results (2003, 2006, 2010, 2013, 2016)

Goal 3: Excellent Facilities

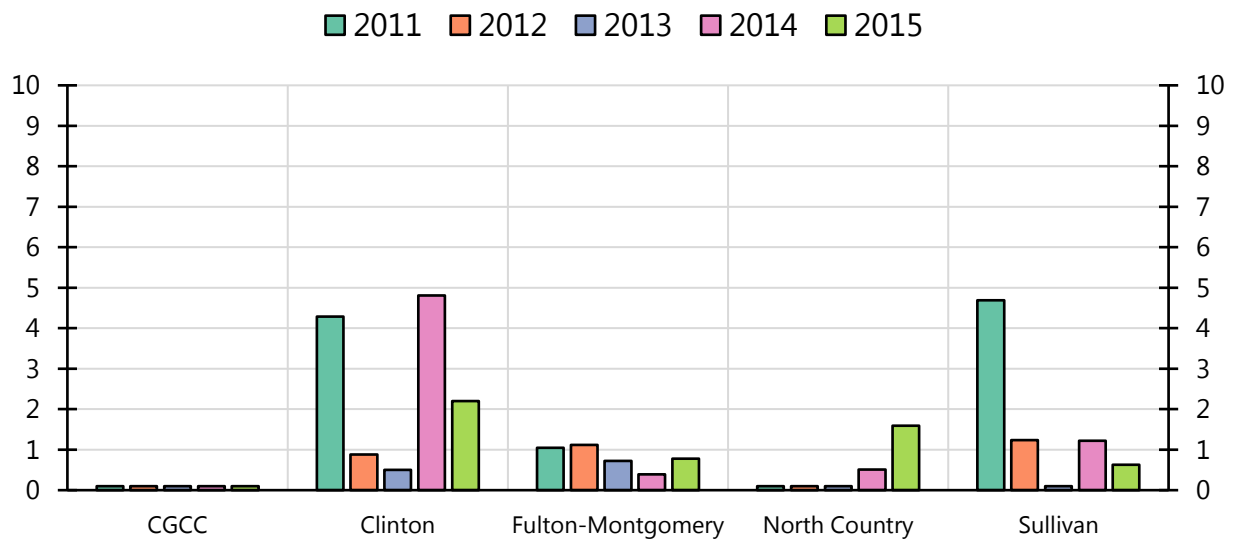
Objective 4 Maintain a safe and secure campus

Standard Students, staff, faculty, and visitors report that they feel safe

Measure *Campus safety and security statistics*

All postsecondary institutions in the United States that receive Title IV funding submit crime statistics annually as required by the Higher Education Opportunity Act and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The following figures represent direct measures of campus safety, including the rates of on-campus criminal offenses, on-campus hate crimes, on-campus arrests, and on-campus disciplinary actions.

Figure 4. Number of on-campus criminal offenses per 1,000 students



Source: Campus Safety and Security, U.S. Department of Education (<http://ope.ed.gov/campussafety>)

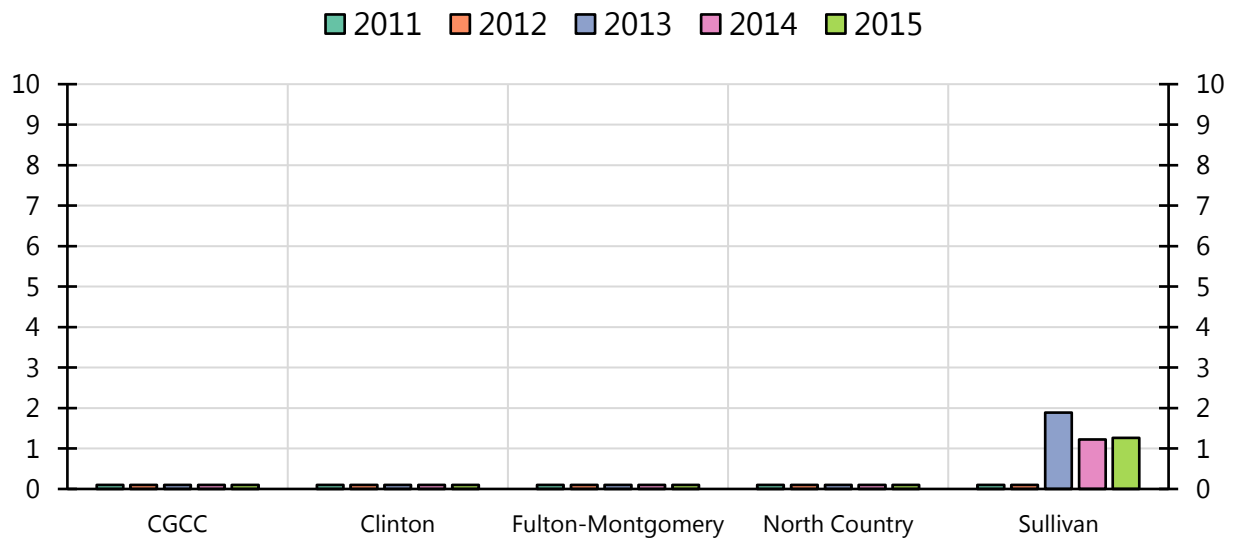
Goal 3: Excellent Facilities

Objective 4 Maintain a safe and secure campus

Standard Students, staff, faculty, and visitors report that they feel safe

Measure *Campus safety and security statistics*

Figure 5. Number of on-campus hate crimes* per 1,000 students



*on-campus hate crimes are defined as criminal offenses that manifest evidence that the victim was intentionally selected because of the perpetrator’s bias against the victim’s actual or perceived race, religion, gender, gender identity, sexual orientation, ethnicity, national origin, or disability.

Source: Campus Safety and Security, U.S. Department of Education (<http://ope.ed.gov/campussafety>)

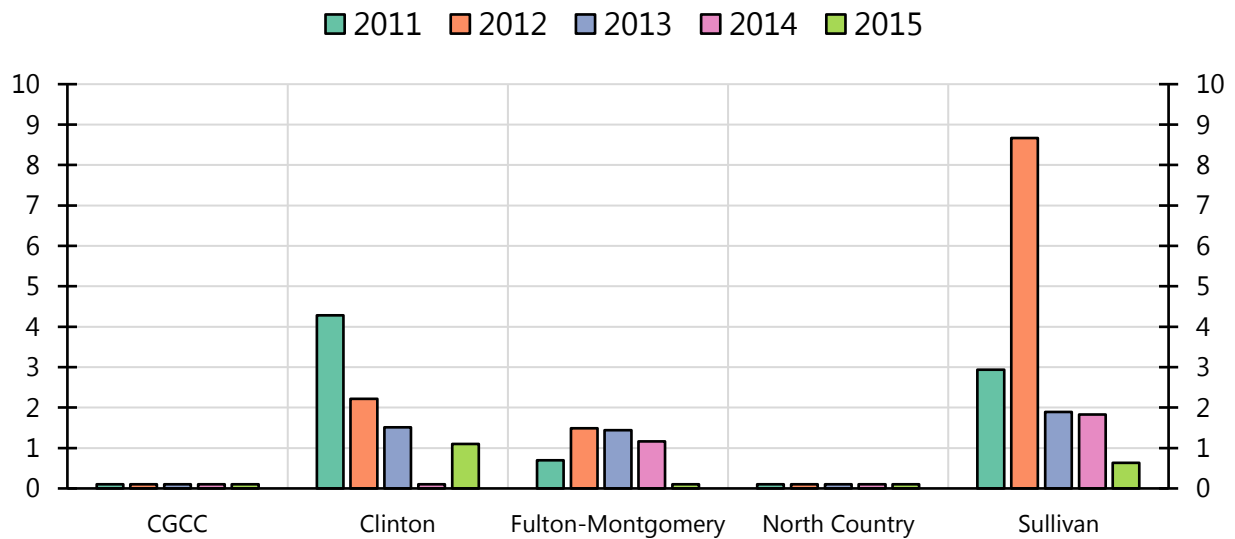
Goal 3: Excellent Facilities

Objective 4 Maintain a safe and secure campus

Standard Students, staff, faculty, and visitors report that they feel safe

Measure *Campus safety and security statistics*

Figure 6. Number of on-campus arrests* per 1,000 students



*on-campus arrests include persons processed by arrest, citation, or summons.

Source: Campus Safety and Security, U.S. Department of Education (<http://ope.ed.gov/campussafety>)

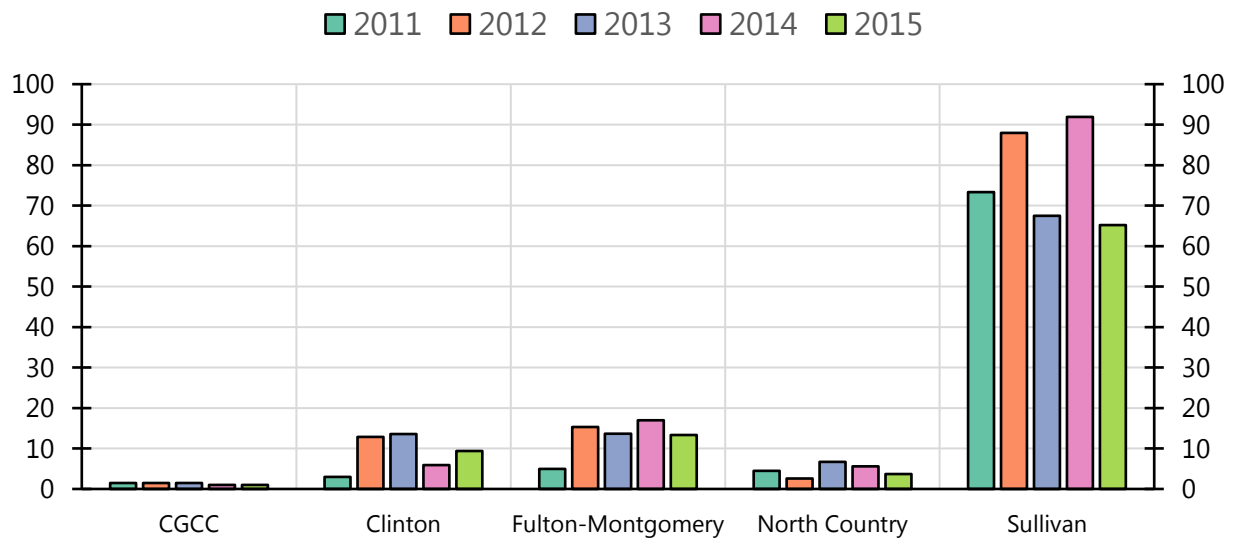
Goal 3: Excellent Facilities

Objective 4 Maintain a safe and secure campus

Standard Students, staff, faculty, and visitors report that they feel safe

Measure *Campus safety and security statistics*

Figure 7. Number of on-campus disciplinary actions* per 1,000 students



*on-campus disciplinary actions are defined as the referral of any person to an official who initiates a disciplinary action of which a record is established, and which may result in the imposition of a sanction.

Source: Campus Safety and Security, U.S. Department of Education (<http://ope.ed.gov/campussafety>)

Goal 3: Excellent Facilities

Objective 4 Maintain a safe and secure campus

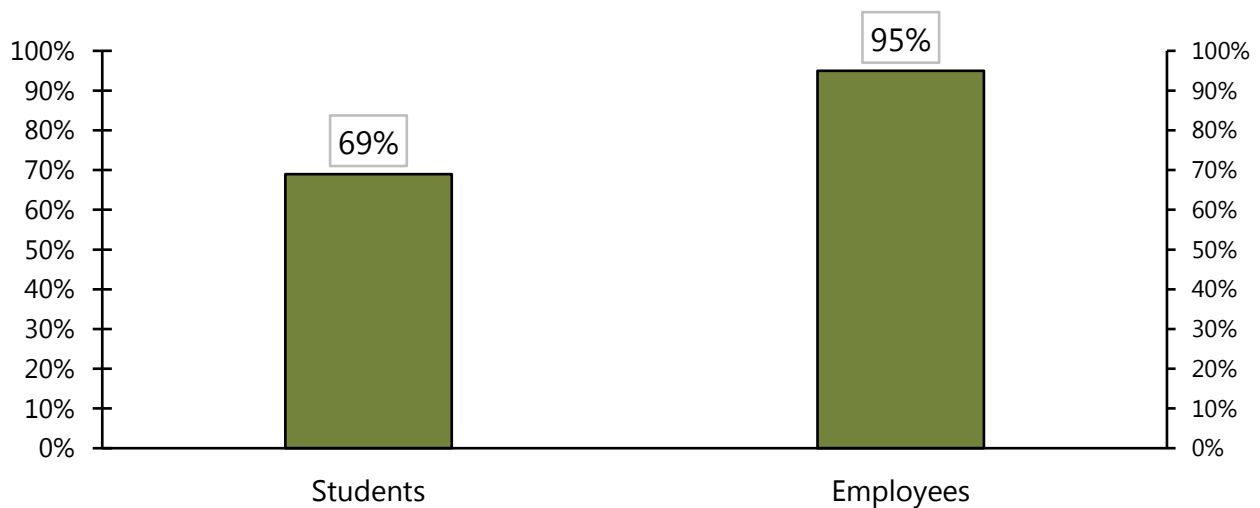
Standard Students, staff, faculty, and visitors report that they feel safe

Measure *Campus climate survey*

CGCC is committed to ensuring a safe, healthy, and nondiscriminatory environment for its students. Administered in Spring 2017 to CGCC students, faculty, and staff, the SUNY Sexual Violence Prevention Campus Climate Survey was intended to gather information about the incidents of sexual violence and knowledge of related policies and resources available on campus. CGCC will use the results of the campus climate survey to continuously improve and increase awareness of the College's sexual violence prevention policies and procedures.

For more information about sexual violence prevention at CGCC, please refer to the College's [Sexual Violence Response Policy](#) and other relevant resources in the [Student Handbook](#).

Figure 8. Percentage of students and employees who are aware of policies and procedures specifically addressing sexual assault



Sample Sizes: 67 (Students), 87 (Employees)

Source: SUNY Sexual Violence Prevention Campus Climate Survey, Spring 2017

Goal 4: Student Centered

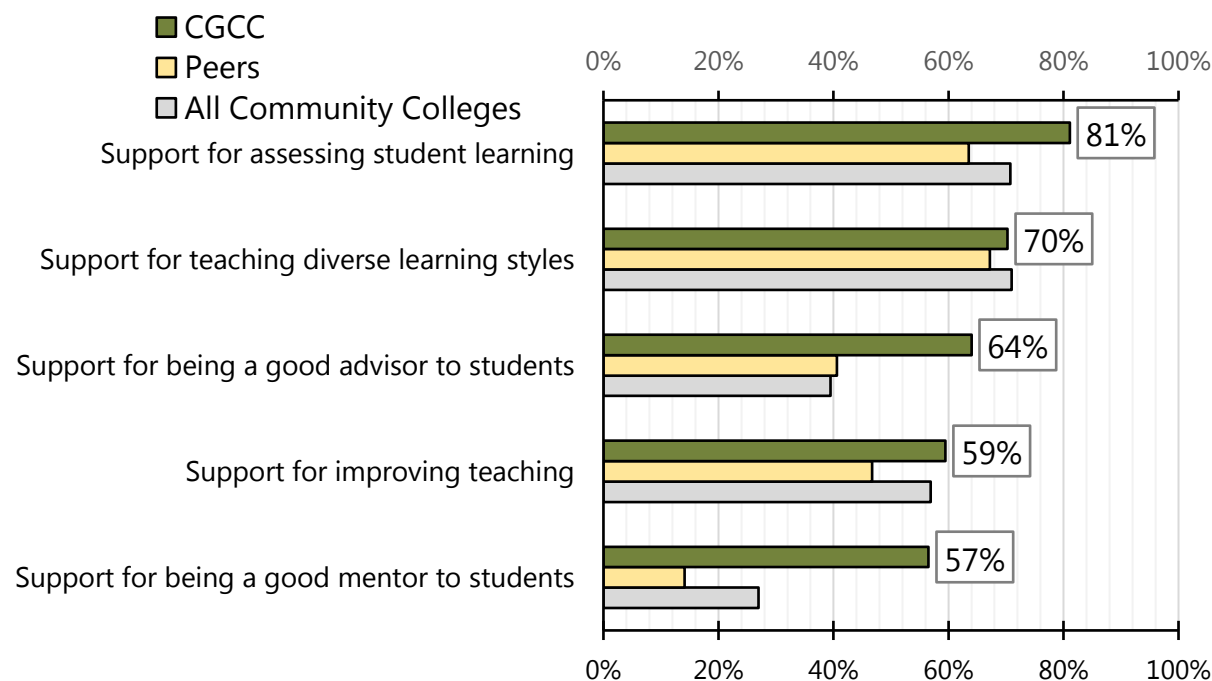
Objective 1 The College will foster an atmosphere where students are supported in the learning environment

Standard Maintain current faculty/student interaction

Measure *Faculty feedback survey*

The College is committed to fostering a student-centered learning environment that enables faculty and students to interact in a meaningful way both inside and outside the classroom. In Spring 2017, SUNY invited all community colleges in the state to participate in a faculty feedback survey that would be administered by the Harvard Graduate School of Education. The chart below includes survey items related to the College's support of activities that can help build faculty/student interaction inside and outside the classroom.

Figure 9. Faculty satisfaction* with institutional support for maintaining a student-centered learning environment



* percent of faculty who indicated that they were "Satisfied" or "Very satisfied"

Response Rate: 37/48 (77%) of full-time faculty

Scale: Very satisfied, Satisfied, Neither satisfied nor dissatisfied, Dissatisfied, Very dissatisfied

Peer Institutions: Clinton CC, Corning CC, Fulton-Montgomery CC, Herkimer County CC, and Ulster County CC

Source: The Collaborative on Academic Careers in Higher Education (COACHE) Survey, Spring 2017

Goal 4: Student Centered

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

Standard Maintain current faculty/student interaction

Measure *SUNY Student Opinion Survey*

Within the SUNY Student Opinion Survey, students are asked to reflect on how often they engage with faculty outside of class.

Figure 10. Students' frequency of conversations with instructors outside of class

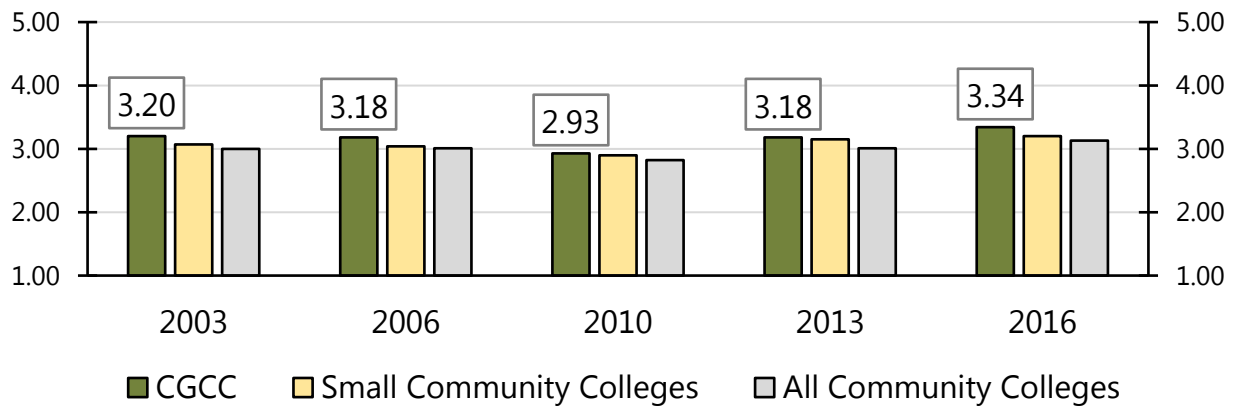
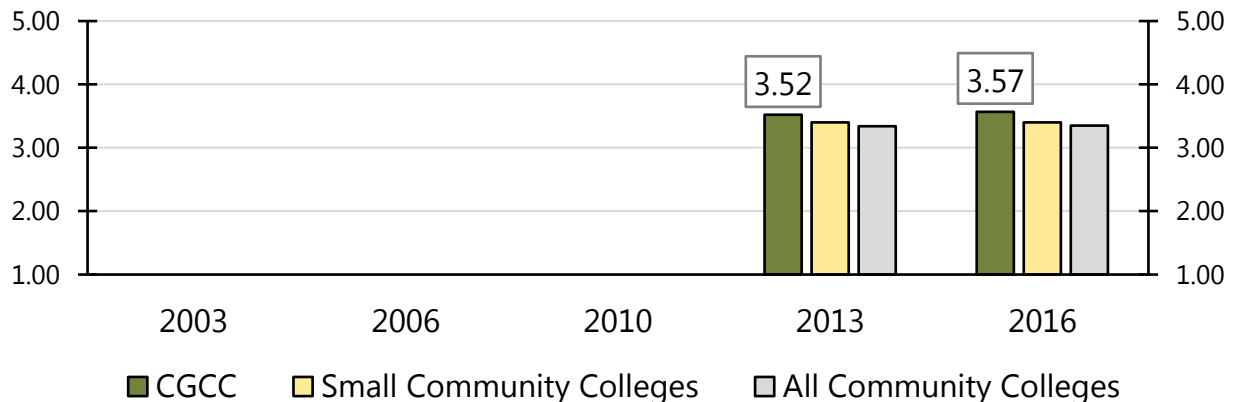


Figure 11. Students' frequency of engaging in creative or research projects under the direction of a faculty member



* survey item presented in Figure 10 was not introduced until 2013

Sample Sizes: 382 (2003), 410 (2006), 455 (2010), 436 (2013), 630 (2016)

Mean Score Key: 5.00 = Very frequently, 4.00 = Frequently, 3.00 = Occasionally, 2.00 = Rarely, 1.00 = Never

Source: SUNY Student Opinion Survey results (2003, 2006, 2010, 2013, 2016)

Goal 4: Student Centered

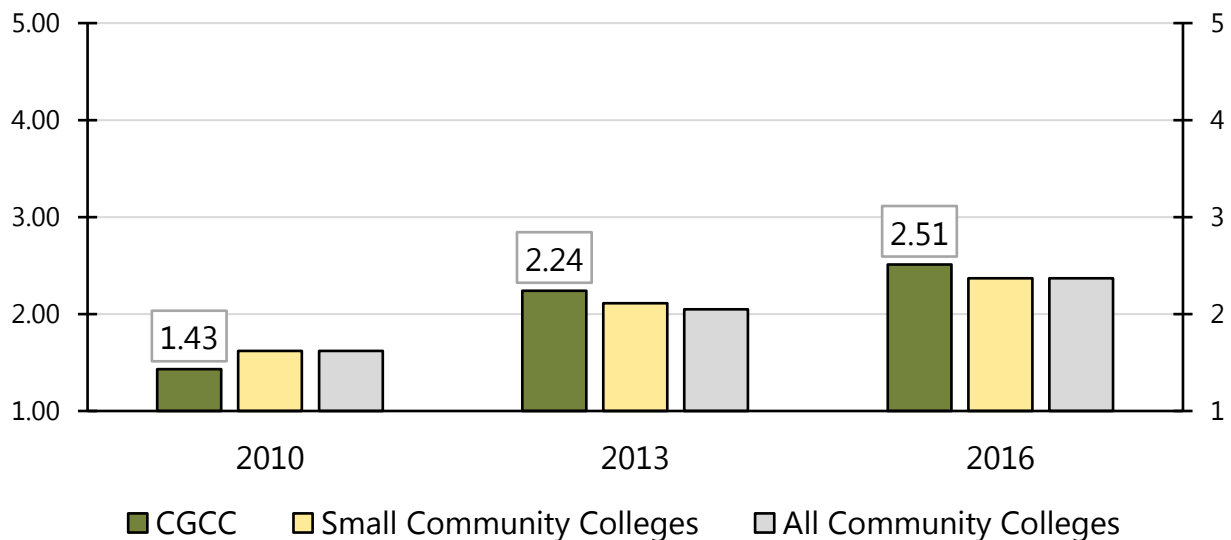
Objective 2 The College will provide students with opportunities for personal growth and enrichment

Standard Student services, clubs, and other co-curricular activities are accessible and supportive of the student experience

Measure *SUNY Student Opinion Survey*

The SUNY Student Opinion Survey also asks students to reflect on how often they have been involved in service learning, community service, or civic engagement activities at CGCC.

Figure 12. Students' frequency of involvement in community service/civic engagement



Sample Sizes: 455 (2010), 436 (2013), 630 (2016)

Mean Score Key: 5.00 = Very frequently, 4.00 = Frequently, 3.00 = Occasionally, 2.00 = Rarely, 1.00 = Never

Source: SUNY Student Opinion Survey results (2010, 2013, 2016)

Conclusion

The development of the Institutional Effectiveness Report Card is a collaborative effort between the Office of Institutional Effectiveness, the Strategic Planning Committee, the Institutional Assessment Planning Group, and all other campus stakeholders who remain dedicated to continuous improvement and student success at Columbia-Greene Community College.

Vision and Mission of the Office of Institutional Effectiveness

Vision

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

Mission

The Office of 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 institutional effectiveness at CGCC, please contact the *Office of Institutional Effectiveness* at (518) 828-4181, extension 3352.