



COLUMBIA
GREENE COMMUNITY
COLLEGE

Institutional Effectiveness Report Card

2020 - 2021



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

*Strategic objectives are assessed on a cycle and are selected based on college priorities. The objectives chosen for the 2020-21 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, 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 1.2 Academic Support services will reflect the College's commitment to excellence.

Standard 1.2.1 Full-time and part-time retention rates will compare favorably with peer institutions.

Measure *Fall first-time, full-time and first-time, part-time one-year retention rates*

First-Time, Full-Time															
Campus Name	Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019		
	Initial Cohort	1 Yr Retention	1 Yr %	Initial Cohort	1 Yr Retention	1 Yr %	Initial Cohort	1 Yr Retention	1 Yr %	Initial Cohort	1 Yr Retention	1 Yr %	Initial Cohort	1 Yr Retention	1 Yr %
Adirondack Total	843	503	59.7	803	508	63.3	869	525	60.4	784	436	55.6	762	420	55.1
Clinton Total	297	166	55.9	230	127	55.2	267	136	50.9	209	113	54.1	180	90	50.0
Fulton-Montgomery Total	542	290	53.5	554	280	50.5	527	271	51.4	421	243	57.7	416	213	51.2
North Country Total	269	153	56.9	261	146	55.9	268	157	58.6	229	124	54.1	280	154	55.0
Sullivan County Total	270	139	51.5	325	187	57.5	318	168	52.8	290	160	55.2	328	186	56.7
Ulster County Total	454	276	60.8	412	245	59.5	480	292	60.8	430	237	55.1	433	238	55.0
6 SUNY Peer Average	446	255	57.1	431	249	57.8	455	258	56.7	394	219	55.6	400	217	54.3
Columbia-Greene Total	263	161	61.2	269	164	61.0	228	143	62.7	230	128	55.7	208	114	54.8
Variance (C-GCC to SUNY Peers)			4.1			3.2			6.0			0.1			0.5

First-Time, Part-Time															
Campus Name	Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019		
	Initial Cohort	1 Yr Retention	1 Yr %	Initial Cohort	1 Yr Retention	1 Yr %	Initial Cohort	1 Yr Retention	1 Yr %	Initial Cohort	1 Yr Retention	1 Yr %	Initial Cohort	1 Yr Retention	1 Yr %
Adirondack Total	74	24	32.4	122	37	30.3	73	31	42.5	60	23	38.3	57	22	38.6
Clinton Total	19	10	52.6	14	9	64.3	19	6	31.6	13	5	38.5	17	6	35.3
Fulton-Montgomery Total	48	21	43.8	44	17	38.6	48	23	47.9	60	29	48.3	63	30	47.6
North Country Total	18	9	50.0	11	2	18.2	17	9	52.9	23	11	47.8	23	11	47.8
Sullivan County Total	21	16	76.2	23	11	47.8	18	7	38.9	26	11	42.3	32	7	21.9
Ulster County Total	63	29	46.0	71	33	46.5	79	36	45.6	61	30	49.2	57	16	28.1
6 SUNY Peer Average	41	18	43.9	48	18	37.5	42	19	45.2	41	18	43.9	42	15	35.7
Columbia-Greene Total	45	16	35.6	47	21	44.7	51	16	31.4	67	25	37.3	44	11	25.0
Variance (C-GCC to SUNY Peers)			-8.3			7.2			-13.8			-6.6			-10.7

Fall 2015, 2016, and 2017 Columbia-Greene Community College **first-time, full-time** students were retained at higher rates than SUNY peer institutions. However, Fall 2018 and Fall 2019 cohorts were retained at approximately the same rates.

Fall 2015–Fall 2019 Columbia-Greene Community College **first-time, part-time** students were consistently retained at lower rates than SUNY peer institution, with the exception of the Fall 2016 cohort.

Goal 1: Quality Education

Objective 1.2 Academic Support services will reflect the College’s commitment to excellence.

Standard 1.2.2 Students and faculty will report that Academic Support services meet or exceed expectations.

Measure *SUNY Student Opinion Survey*
Faculty COACHE Survey
Academic support services operating expenses per FTE

Student Perspective

- Students reported that they were very satisfied with Advising, Library Resources and Services, and college tutoring services.
- C-GCC students, on average, rate these academic support services higher than do students enrolled at similarly sized SUNY community colleges.
- C-GCC ranked first of 26 participating SUNY community colleges in all four items.

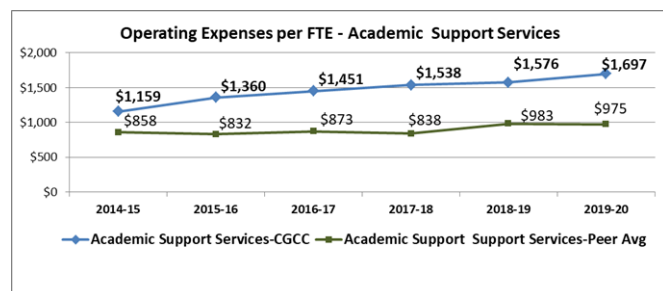
ACADEMIC SUPPORT SERVICES	Very Satisfied/Satisfied/Neither Satisfied Nor Dissatisfied %	Dissatisfied/Very Dissatisfied %	Average C-GCC	9 Other Small SUNY CCs	Use Service	N
Availability of Academic Advisor	98.0%	2.0%	4.43	4.05	97.8%	355
Information provided by Academic Advisors	98.6%	1.4%	4.43	3.94	97.0%	352
Library Resources and Library Services	99.7%	0.3%	4.48	4.25	92.6%	334
College Tutoring Services	98.7%	0.9%	4.31	4.09	64.2%	233

2019 SUNY Student Opinion Survey: Scale-Very Satisfied (5), Satisfied (4), Neither Satisfied Nor Dissatisfied (3), Dissatisfied (2), and Very Dissatisfied (1).

Faculty Perspective (COACHE 2017 Survey: Scale, 5 = Very Satisfied; 1 = Very Dissatisfied)

- C-GCC faculty rated the College’s Library Resources (4.49) highest among all Facilities and Work Resource category items and higher than their peers (4.02).
- C-GCC faculty rated ‘Support for Improving Teaching’ (3.78) lowest among Facilities and Work Resource category items, but higher than their peers (3.22).
- C-GCC faculty were satisfied (4.11) with Clerical/Administrative Support and to a greater degree than their peers (3.48).

Institutional Perspective



Academic Support Services dollars allocated per FTE increased between 2014-15 and 2019-20.

Academic Support Services dollars allocated per FTE consistently exceed SUNY peer institution expenditures per FTE.

Source: 2014-15 to 2019-20 SUNY Community College Annual Report Summary: Summary of Operating, Financial, and Statistical Information reports.

Goal 1: Quality Education

Objective 1.3 The teaching and learning environment will meet or exceed student expectations.

Standard 1.3.1 Students report they are satisfied with the teaching and learning environment.

Measure *Satisfaction with academic experience items, SUNY Student Opinion Survey*

ACADEMIC EXPERIENCE	Very Satisfied/Satisfied/Neither Satisfied Nor Dissatisfied %	Dissatisfied/Very Dissatisfied %	Average	9 Other Small	Use	
			C-GCC	SUNY CCs	Service	N
Overall Quality of Instruction	99.2%	0.8%	4.41	4.04	100.0%	357
Availability of Instructors Outside of Class	97.7%	2.3%	4.39	3.97	97.0%	345
Class Size	99.2%	0.8%	4.44	4.24	99.0%	355
Availability of Courses You Need	93.5%	6.5%	4.16	3.91	99.0%	354
Availability of Online Courses	92.3%	7.7%	4.11	3.87	69.7%	247
Availability of Internships or Other Out-of-classroom learning experiences	94.0%	6.0%	3.95	3.61	52.1%	183
Availability of Honors Opportunities (Classes, Projects, Phi Theta Kappa, etc.)	96.7%	3.3%	4.08	3.72	60.9%	215
Availability of International Learning Opportunities	94.1%	5.9%	3.59	3.50	34.7%	118

2019 SUNY Student Opinion Survey: Scale-Very Satisfied (5), Satisfied (4), Neither Satisfied Nor Dissatisfied (3), Dissatisfied (2), and Very Dissatisfied (1).

- Columbia-Greene Community College students communicated that, on average, they were satisfied with their academic experience.
- Students rated class size, overall quality of instruction, and availability of instructors outside of class highest among services used by most students.
- C-GCC students also consistently rated components of their academic experience higher than did their peers.
- Among all 26 participating SUNY community colleges, all factors related to the Academic Experience were rated #1 by C-GCC students except “Availability of Online Courses (#2)” and “Availability of International Learning Opportunities (#12).”

Goal 1: Quality Education

Objective 1.3 The teaching and learning environment will meet or exceed student expectations.

Standard 1.3.2 College graduation rates will compare favorably with peer institutions.

Measure *Three-year graduation rate comparison*

Campus Name	Initial Cohort FALL 2015	Graduation Rate			Graduation Count		
		Within 2 Years	Within 3 Years	Within 4 Years	Within 2 Years	Within 3 Years	Within 4 Years
SUNY Peer Average	561	16.9%	27.6%	30.9%	95	155	173
Columbia-Greene	261	24.9%	34.5%	39.5%	65	90	103
Variance (C-GCC compared to Peer Average)		8.0%	6.9%	8.6%			

Campus Name	Initial Cohort FALL 2016	Graduation Rate			Graduation Count		
		Within 2 Years	Within 3 Years	Within 4 Years	Within 2 Years	Within 3 Years	Within 4 Years
SUNY Peer Average	417	18.2%	29.6%	32.9%	76	124	137
Columbia-Greene	264	22.3%	37.1%	39.8%	59	98	105
Variance (C-GCC compared to Peer Average)		4.1%	7.5%	6.9%			

Campus Name	Initial Cohort FALL 2017	Graduation Rate		Graduation Count	
		Within 2 Years	Within 3 Years	Within 2 Years	Within 3 Years
SUNY Peer Average	445	20.6%	30.7%	92	137
Columbia-Greene	226	28.8%	38.5%	65	87
Variance (C-GCC compared to Peer Average)		8.2%	7.7%		

The three-year graduation rate of Columbia-Greene Community College's first-time, full-time students consistently exceeded the graduation rate of its peers for Fall 2015 (+6.9%), Fall 2016 (+7.5%), and Fall 2017(+7.7%) cohorts.

SUNY Peers: Clinton Community College, Fulton-Montgomery Community College, North Country Community College, Sullivan Community College, SUNY Adirondack, and Ulster Community College.

Goal 1: Quality Education

Objective 1.4 The College will provide academic programming that is responsive to the needs of its service area.

Standard 1.4.1 All applicable programs will meet the requirements of the SUNY Seamless Transfer policy.

Measure *Number of transfer degree programs that require 64 or fewer credits.*

TRANSFER DEGREES 2021-22	C-GCC Award	Minimum Credits Required	Transfer to SUNY New Paltz
Business Administration	AS	61	
Computer Science	AS	61	
Criminal Justice	AA	61	
Cyber Security/Digital Forensics	AS	64	
Education (Liberal Arts & Science: Math & Science)-Biology (Childhood)	AS	64	BS
Education (Liberal Arts & Science: Math & Science)-Mathematics (Childhood)	AS	63	BS
Education (Liberal Arts & Science: Humanities)-English (Childhood)	AA	60	BS
Education (Liberal Arts & Science: Social Science)-History (Childhood)	AA	60	BS
Education (Liberal Arts & Science: Math & Science)-Biology (Adolescence)	AS	66	BA/BS
Education (Liberal Arts & Science: Math & Science)-Chemistry (Adolescence)	AS	64	BA/BS
Education (Liberal Arts & Science: Math & Science)-Mathematics (Adolescence)	AS	67	BA/BS
Education (Liberal Arts & Science: Humanities)-English (Adolescence)	AA	63	BA/BS
Education (Liberal Arts & Science: Social Science)-Social Studies (Adolescence)	AA	60	BA/BS
Environmental Studies	AS	62	
Fine Arts	AA	61	
Human Services	AS	62	
Individual Studies	AA	61	
Individual Studies	AS	61	
Liberal Arts & Science: Humanities (Includes Digital Design & Communication Concentrations)	AA	61	
Liberal Arts & Science: Social Science (Includes History & Psychology Concentrations)	AA	61	
Liberal Arts & Science: Mathematics/Science	AS	61	

All of Columbia-Greene Community College’s transfer programs, with the exception of Adolescent Education (Liberal Arts & Science: Math & Science AS) Biology and Math Concentrations, require 64 or fewer credits. The College has approximately twenty formal transfer articulation agreements that foster student transfer success. The College’s unique Jointly Registered Teacher Education Program with SUNY New Paltz provides several options related to Childhood and Adolescent Education. Additional articulation agreement examples include:

- SUNY Upstate Medical Center, comprehensive agreements in Physical Therapy, Ultrasound, and Physician Assistant programs.
- SUNY Delhi, Nursing program.
- University of Buffalo, Pharmacy program.
- University at Albany, Human Develop and Homeland Security programs.

Additional Information: SUNY Transfer Paths (<https://www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/>); SUNY Seamless Transfer Policy (<https://system.suny.edu/academic-affairs/student-mobility/seamless-transfer-policy-faqs/>); C-GCC 2021-22 College Catalog.

Goal 3: Excellent Facilities

Objective 3.2 Provide effective technology that supports teaching, learning, administrative operations, and student success.

Standard 3.2.1 Replace technology on a rotating basis according to industry standards and college needs.

Measure *Mobile workforce laptop schedule and expenditures*

- The Computer Information Systems department has budgeted \$243,352 for 111 computers to be used by Faculty (48), Administrators (35), and Staff (28).
- Thirteen (13) updates have been completed.
- An additional 14 laptops valued at \$23,299 will be made available to college personnel. To date, three have been assigned.

Per the 2020-21 CIS budget request, institutional efforts to sustain and enhance college computing include:

- Evisions Software Maintenance-Argos, FormFusion and IntelleCheck to enhance Banner reporting, integration with third-party products, and communications with students.
- Proposed addition of 20 Admin LAN PCs
- HP Server and Network Equipment Contracts
- DegreeWorks student advising software
- SICAS Enterprise Hosting

Context for this planning includes the 2018-19 CIS assessment goal:

Review computer inventory through fixed assets and conduct fall and spring software and hardware planning meetings while replacing old computers approved for replacement in the budget process in the previous year.

Prior to the onset of the COVID-19, CIS intended to: Calculate the age of each computer by reviewing equipment in fixed assets. 2a) Survey faculty on software needs as part of the assessment of majors (see CGCC Assessment of Major Schedule) and 2b) Conduct fall/spring software meetings.

Source: CIS Assessment and Budget Reports.

Goal 3: Excellent Facilities

Objective 3.2 Provide effective technology that supports teaching, learning, administration operations, and student success.

Standard 3.2.2 Maintain student and faculty satisfaction with technology.

Measure *SUNY Student Opinion Survey, satisfaction with computer/technology services*
Faculty COACHE Survey

Student Perspective

- A majority of C-GCC students responded that they used the college’s technology.
- On average, students were satisfied with many of the components of College technology and were satisfied to a greater degree than their SUNY community college peers.
- C-GCC’s “Computer/Technology Support Services”, “Availability of Advising Tools (DegreeWorks)”, and “Availability of Computers When You Need Them” were ranked #1 in comparison to 25 other participating SUNY community colleges.
- C-GCC students ranked “Availability of Power Sources for My Technology,” second among all 26 SUNY community colleges that participated in the 2019 SUNY Student Opinion Survey.
- One area that students reported much less satisfaction was “Internet Access (Including Wireless.)” This item was ranked 17th among the 26 participating SUNY community colleges.

TECHNOLOGY	Very Satisfied/Satisfied/Neither Satisfied Nor Dissatisfied %	Dissatisfied/Very Dissatisfied %	Average C-GCC	9 Other Small SUNY CCs	Use Service	N
Computer/Technology Support Services	98.6%	1.4%	4.37	3.95	80.4%	292
Availability of Advising Tools (DegreeWorks)	98.4%	1.6%	4.34	3.97	86.5%	311
Availability of Computers When You Need Them	99.1%	0.9%	4.56	4.31	92.6%	335
Internet Access (Including Wireless)	84.4%	15.6%	3.87	3.90	97.8%	353
Availability of Power Sources for My Technology	94.1%	5.9%	4.13	3.98	88.4%	320

2019 SUNY Student Opinion Survey: Scale-Very Satisfied (5), Satisfied (4), Neither Satisfied Nor Dissatisfied (3), Dissatisfied (2), and Very Dissatisfied (1).

Faculty Perspective

- C-GCC faculty were satisfied with the College’s ‘Computing and Technical Support’ (3.97) and to a greater degree than their peers (3.48).
- C-GCC faculty were also satisfied with ‘Laboratory, Research, and Studio Space’ (3.84) and to a greater degree than their peers (3.33).

Source: (Faculty COACHE 2017 Survey; Scale, 5 = Very Satisfied; 1 = Very Dissatisfied)

Goal 3: Excellent Facilities

Objective 3.2 Provide effective technology that supports teaching, learning, administrative operations, and student success.

Standard 3.2.3 Ensure campus technology improves productivity, efficiency and overall college operations.

Measure *Committee Assessment Reports*
SUNY Student Opinion Survey

Teaching: The Distance Learning Committee accomplished the following actions in support of teaching during 2020-2021:

- Faculty feedback was used to update the default course template.
- The Ready, Set, Go...Online student orientation course is continually updated and rolled over for use by new students.
- Webinar and training opportunities have been shared as soon as they are announced.
- The SUNY Online Institutional Readiness program, involving three members of the Distance Learning Committee, began in Spring 2021.

Learning: C-GCC students' learning is supported by access to DegreeWorks, a system that helps students understand how their previous coursework and current registrations would help them meet degree requirements. Ninety-eight percent (98.4%) of C-GCC students reported satisfaction with DegreeWorks in the 2019 SUNY Student Opinion Survey (page 4).

Administrative Operations: The Accounting department implemented two Banner modules, General Ledger and Fixed Assets in an initiative that also included training all staff for the purpose of further automating and streamlining administrative operations (also noted in the 2019-20 Institutional Effectiveness Report Card).

Student Perspective: In addition to reporting being highly satisfied with technology that support their learning, C-GCC students reported that they were highly satisfied with administrative processes:

- Course Registration Process – 4.35 Average, #1 of 26 SUNY community colleges
- Billing and Payment Process – 4.14 Average, #1 of 26 SUNY community colleges

2019 SUNY Student Opinion Survey: Scale-Very Satisfied (5), Satisfied (4), Neither Satisfied Nor Dissatisfied (3), Dissatisfied (2), and Very Dissatisfied (1).

Goal 4: Student Centered

Objective 4.2 The College will provide students with opportunities for personal growth and enrichment.

Standard 4.2.1 Student services, clubs, and other co-curricular activities are accessible and supportive of the student experience.

Measure *Committee Assessment Reports*
SUNY Student Opinion Survey

Student Services	Average	C-GCC	9 Other SUNY CCs	
	C-GCC	N	Average	C-GCC Rank
College Bookstore Services	4.02	321	3.91	3 of 10
Diversity, Equality, and Inclusion Services	4.28	291	3.99	1 of 10
Student Health Services	4.23	263	3.82	1 of 10
Job Search Assistance	4.01	180	3.58	1 of 10
Transfer Planning Services	4.10	204	3.68	1 of 10
Co-Curricular Activities	Average	C-GCC	9 Other SUNY CCs	
	C-GCC	N	Average	C-GCC Rank
Campus Clubs and Activities	4.06	199	3.71	1 of 10
Community Service Opportunities	3.93	181	3.50	1 of 10
Student Government	3.75	173	3.50	1 of 10
Student Media	3.87	219	3.50	1 of 10
Leadership Development Opportunities	3.80	215	3.56	3 of 10
Cultural Programs	3.94	181	3.60	1 of 10
2019 SUNY Student Opinion Survey: Scale-Very Satisfied (5), Satisfied (4), Neither Satisfied Nor Dissatisfied (3), Dissatisfied (2), and Very Dissatisfied (1).				

Columbia Greene Community College students who access student services and co-curricular activities are satisfied.

Columbia Greene Community College students rank student services and co-curricular activities highly in comparison to students enrolled at other small SUNY community colleges.

Specific accomplishments supporting the student experience during 2020-2021 include:

- Developed an Enrollment Management Plan (Enrollment Management).
- Literature and resources, trivia contests, brain teasers, puzzles, and free refreshments were shared with students to support stress relief (Student Life).
- The Athletic Task Force is assessing how it can assist student-athletes academically.
- The Honors Committee investigated how students perceive the Honors program and intends to examine how the Honors program can be incorporated into the College-in-the-High School framework, internships, and micro-credentials.

Moreover, holistic college-wide efforts that impact both students and employees create a positive atmosphere that fosters learning and personal growth. The Inclusion, Diversity, Equity, and Awareness Committee (IDEA) drafted an EDI Action Plan, provided EDI programs, workshops, and open discussions for the college community, and utilized consultants to share their expertise to advance the College's goal of becoming a more diverse, inclusive, and welcoming community. The Health Matters Committee also provides wellness support for employees, identified a need to be more aware of mental health issues, made sure that COVID-19 FAQs were routinely updated, and created a Health Matters Newsletter to support wellness across the campus.

Source: Student Opinion Survey 2019; 2020-21 Annual Committee Assessment Reports: Enrollment Management, Student Life, Athletics Task Force, Honors, IDEA Committee, and Health Matters.

Goal 6: Sound Management

Objective 6.2 The Columbia-Greene Community Foundation will contribute to the financial well-being of the college and will be a formidable force in advancing academic programs and college facilities.

Standard 6.2.2 Cultivate and maintain relationships with the community.

Measure *Number and breadth of C-GCC resources shared with community members and partners*

C-GCC shares rich resources and connects with community, state and federal partners to provide a broad range of learning opportunities and services for surrounding communities.

"The **Hudson River Environmental Field Station** at Cohotate Preserve, Greene County Environmental Education Center, is on the west bank of the Hudson River approximately two miles north of the Rip Van Winkle Bridge. The field station serves as a college laboratory and classroom as well as a study and research center." (2021-22 C-GCC Course Catalog, page 12).

"The college houses five art galleries: the **Kaaterskill Gallery** adjacent to the Library, the **Blue Hill Gallery** at the main entrance; the **Belknap Memorial Gallery** in the Administrative Wing; the **Foundation Gallery in the Arts Center**; and the **Alumni Gallery** in the Professional Academic Center. Exhibits in the Kaaterskill Gallery and the Blue Hill Gallery are changed monthly; in the Foundation Gallery, three times a semester. All galleries contain a diverse mixture of works by area artists and students." (2021-22 C-GCC Course Catalog, page 12)

"In addition [to non-credit courses and Business and Industry training], the Office of Community Engagement and Professional Development works cooperatively with the **SUNY Workforce Development Training Grants Program, Empire State Development, The New York State Department of Labor, The Workforce Investment Board of Columbia and Greene Counties**, and other workforce development programs to access resources that meet specific goals." (2021-22 C-GCC Course Catalog, page 14)

"The Workforce Investment Board of Columbia and Greene Counties has certified the college, along with the NYS Department of Labor, as a Workforce New York agency. As such, the **Workforce Investment Office** is responsible for providing residents of Columbia and Greene Counties with a One Stop Delivery System for a variety of federal and state educational support and employment assistance programs." (2021-22 C-GCC Course Catalog, page 14)

"An affiliate of the Road Scholar LLI Resource Network, the **Adult Learning Institute** at Columbia-Greene Community College is a member-directed, peer-led organization that provides educational and cultural programs for mature adults in Columbia and Greene Counties." (2021-22 C-GCC Course Catalog, page 15)

"Utilizing the vibrant Arts Center Theater and other campus venues, the College offers **CoGreene Presents**, formerly known as The Gemini Series. CoGreene Presents is series of public events to entertain, inform and serve the community as one of the premier cultural centers in the area." (2021-22 C-GCC Course Catalog, page 15)

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.