





Office of the President

2. Although we may adopt modified data collection practices while working remotely, or change assessment techniques because of modified services, we will continue our ongoing cycle of non-academic and academic assessment with established data collection deadlines in place. Those unable to provide timely documentation in their area will be expected to meet with campus leadership.
3. The College's assessment committees, including the Institutional Assessment Planning Group as well as the Strategic Planning, Non-Academic Assessment, and Academic Assessment Committees will continue to support this vital work.
4. All decisions about the modification of assessment practices, changes to AAA plans, and other necessary adaptations because of the emergency are expected to be documented with accompanying rationale supporting these decisions.
5. Committee Assessment Reports will also resume in the 2020-21 academic year.

Moving forward through this extraordinary time will require all of us to continue our dedication of assessment and continuous improvements that will ensure Columbia-Greene maintains its reputation as one of the best community colleges in the nation. Thank you for playing a key role in this effort.

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## Yearly Cycle of Active Assessment At C-GCC



Please submit your completed plan by June 25, 2021 via email to:  
[nac@sunycgcc.edu](mailto:nac@sunycgcc.edu)

## What is NAC?

The Non-Academic Assessment Committee Works with the Assistant Dean of Planning and Institutional Effectiveness for advisement regarding internal and external data sources and for assistance with communicating this information to the non-academic units. NAC will:

- Provide information, training, and guidance to non-academic units regarding assessment processes.
- Seek out opportunities for professional development training and assessment activities.
- Promote use of assessment data as a mechanism to support the College planning, assessment, and budget cycle.
- Oversee progress of unit level assessment as per the schedules developed for the offices of the president and vice-presidents.
- Collect and disseminate information concerning assessment activities to the C-GCC intranet.
- Collect and disseminate assessment plan information to the Institutional Assessment Planning Group (IAPG).

-(NAC Committee Charge, rev./approved 2017)

## What is an Assessment Ally?

NAC committee members intentionally represent a diverse range of institutional departments and services. In each of your units and areas you may find a NAC committee member best prepared to assist you. In other words, an “ally”. Allies may assist and support the creation and implementation of your unit plan by providing additional ideas as a “second set of eyes”, proofreading, editing and wording. We also have knowledge of what other units are working on and how your plan fits within the strategic plan or what is happening on the academic side of the college. In order to best assist you through the steps of completing your unit plan, please reach out to your assessment Ally. He or she will gladly help!

## How to Contact NAC and Access Related Documents:

Email: [nac@sunycgcc.edu](mailto:nac@sunycgcc.edu)

Intranet: Assessment and Planning

College Website: Office of IE Page



Look for the Fall and Spring NAC Bulletin to stay informed and send your assessment stories to NAC for publication in the bulletin!

The screenshot shows the website for the Office of Institutional Effectiveness at Columbia Greene College. The page includes a navigation menu with links for About CGCC, Admissions, Financial Aid, Academics, Student Life, News & Events, and Community Services. The main content area features a header for the Office of Institutional Effectiveness, followed by sections for Our Vision, Our Mission, Student Profiles, Report Cards, and Institutional Assessment Plan. A sidebar on the right contains a 'Related Links' section with buttons for 'Visit the Campus', 'Contact Us', 'Academic Calendar', and 'Tuition & Fees'.

## NAC Committee Members 2020-2021 (NAC Allies)

Nicole Childrose                      *Assistant Professor of History*  
Chair  
President's Area Assessment Ally

Diana Smith                              *Research Analyst, Technical Assistant II for Institutional Research*  
President's Area Assessment Ally

Jen Colwell                                *Associate for Bursar*  
Academic Affairs Assessment Ally

Francis Winig                              *Associate for Records and Registration*  
Academic Affairs Assessment Ally

Leslie Rousseau                         *Advising Counselor*  
Administration Assessment Ally

Jan Winig                                  *Coordinator/Programmer for CIS*  
Administration Assessment Ally

Casey O'Brien                            *Assistant Dean of Planning and Institutional Effectiveness*  
Student Services/Enrollment Management Assessment Ally

Harold Lansing, Jr.                       *Head Maintenance Worker*  
Student Services/ Enrollment Management Assessment Ally

Terri Bellanger                          *Webmaster Coordinator/Programmer for Information Systems*  
Student Services/Enrollment Management Assessment Ally

## Non-Academic Assessment Units At-A-Glance

### President's Area

President  
Board of Trustees  
Foundation  
Public Relations

### Academic Affairs

Vice President  
Academic Support Center  
Advising  
Community Services  
Computer Information Systems  
Institutional Research  
Library

### Administration

Vice President  
Facilities  
Accounting  
Bursar  
Security  
Human Resources  
Purchasing  
Association: Bookstore or Daycare

### Student Services/Enrollment Management

Vice President  
Accessibility Services  
Admissions  
Athletics  
Counseling/Career  
Financial Aid  
Health Services  
Registrar  
Student Activities

It is anticipated that each unit listed above will conduct ongoing and meaningful assessment each year.

Anyone is welcome and encouraged to submit a AAA plan in the 2020-2021 year. Submission is not limited to identified units (faculty, staff, administration).

Please contact your Assessment Ally to review past assessment in your area if needed.

## Developing the Plan

**To Begin: Choose from the drop downs and fill in the information below.**

	<b>COLUMBIA GREENE</b> COMMUNITY COLLEGE	<b>ACTION AND ASSESSMENT (AAA) PLAN</b> 2020-21	
<b>Area</b>	Select your area	<b>Department</b>	Select your department
<b>Author</b>	Enter your name	<b>Partner</b>	Other department, if applicable

### Step 1: Draft a SMART Goal

<b>1. What is your SMART Goal?</b>
This is your <b>outcome</b> . Keep it brief: a SMART Goal is Specific, Measureable, Achievable, Relevant, and Time-bound.
Select Strategic Goal    Select Strategic Objective

\*\*\*\*\*[Link to Strategic Plan](#)

SMART goals are Specific, Measurable, Attainable, Realistic, and Time-bound. They're like a text roadmap that make it easy to pinpoint what you want and exactly when and how you plan to get it.

Connect your goal to the Strategic Plan goal and objective using the drop-down menu.

YouTube Tutorial How to Write a SMART Goal:

[https://www.youtube.com/watch?v=0Mi9\\_XEXQgc](https://www.youtube.com/watch?v=0Mi9_XEXQgc) (2:38)

Additional Information from *Higher Education Studies* (2012):

*According to Posthuma & Al-Riyami, (2012), "when the stated goals of teams in higher education settings meet the SMART criteria, they are specific, measurable, achievable, relevant, and time bound. We describe each of these concepts more completely and give examples for higher education settings below. Specific means that the goal has sufficient detail that it can be clearly understood what it is that the team is trying to accomplish. A goal that would simply say, "We will do our best" is vague and not specific. A goal that states, "We will increase graduation rates by 5% by 2014" is specific. Specific goals are better than vague goals. Specific goals are more likely to result in higher team performance. Measurable means that the goals are stated in such a way that they can be assessed to determine the extent to which they have been achieved. Typically, such assessment entails the use of numerical data, statistics, etc. If goals are stated in a way that would make it nearly impossible to determine the extent to which they have been achieved, then they are not measurable. For example, a goal that states, "We will reduce*

*the average time to graduation by 2 weeks” is measurable. However, a goal that states, “We will work toward improving educational experiences” would be difficult to measure. Measurable goals are better than unmeasurable goals. Measurable goals are more likely to result in higher team performance. Achievable means that goals are stated in such a way that if the team exerts directed effort it should be able to accomplish the goal. Goals that are achievable can motivate teams toward goal achievement because the team can visualize how their efforts can facilitate meeting the goal. Goals that are set too high are not achievable. Non-achievable goals will not motivate teams because they will quickly realize that working toward such goals will be a frustrating waste of their time and efforts. For example, a goal that states, “We will increase admission test scores by 10% by next year” could be achievable and therefore motivate the team. However, a goal that states, “We will have the highest graduation rates in the country” could be too high and therefore will not motivate the team because they could not see how it could be accomplished. Achievable goals are better than unachievable goals. Achievable goals are more likely to result in higher team performance. Relevant means that the goal has important meaning within the context in which the team operates. Relevant goals are consistent with what people are supposed to be doing as a team. Relevant goals can be tied to the mission and strategies of the particular university, college, or department. Irrelevant goals are not related to the purpose the team. For example, a goal that states, “We will increase job placement rates of students by 10%” is relevant. A goal that states, “We will increase our participation in community organizations” may not be as relevant to the purpose of the team. Relevant goals are better than irrelevant goals. Relevant goals are more likely to result in higher team performance. Time-bound means that goals must be accomplished by a specific time or date. By making the goal time bound, it will be possible for teams to know when they should focus their energies toward accomplishing the goal. Goals that are not time bound enable teams to get distracted by other priorities and not work toward achieving the goal. A goal that states, “By the end of the next academic year, we will increase the number of faculty peer-reviewed publications by 10%” is time-bound. A goal that states, “We need to improve the quality of our research productivity” is not time-bound. Time-bound goals are better than goals that are not time bound. Time-bound goals are more likely to result in higher team performance. When leading teams in higher education it will be important to use SMART goals. Thus, teams should be encouraged to adopt goals that meet the SMART criteria. If teams are either not adopting goals, or the goals that they adopt do not meet the SMART criteria, then the person leading the team should intervene to redirect the team’s efforts toward the establishment of and engaging in targeted efforts toward attaining SMART goals. Goals that meet the SMART criteria are more likely to result in higher performance.”*

[www.ccsenet.org/hes](http://www.ccsenet.org/hes) Higher Education Studies Vol. 2, No. 3; 2012

## Step 2. What will you be doing to achieve your goal?

### 2. How do you plan to achieve this goal?

This is your **activity plan**. What will be done (or done differently) to help you achieve this goal?

Think of the activity plan as your to-do list!

Here are some examples of past C-GCC activity plans that correspond to a variety of unit plans:

1. "Research emerging technology tools including apps, recording pens to allow for the use of technology in the classroom and for studying purposes, thereby allowing the student to reformat materials through the use of technology."  
-*Accessibility Services*
2. A. "Staff meetings once a month to communicate with one another and make sure every student is working toward the same goal."  
B. "One on one interviews and reviews with each worker." -*Student Activities*
3. "Redistribute majors assigned to Advisors using numbers of students in each major and number of registrants each advisor completed. Also consider appointment availability in redistribution." -*Academic Advising*



YouTube Video on Aligning Action Plans and Goals

<https://www.youtube.com/watch?v=HdTgZGXRy6M> (1.35)

## Step 3: How will you track progress?

### 3. How will you track progress achieving this goal?

This is your **measurement**. What method(s) will you use to gather data relevant to your goal? Measurements can be direct (tracking program participation, utilization of services, etc.) or indirect (surveys/focus groups).

#### Examples of *Direct Measures*

- **Scores and pass rates on standardized tests** (licensure/certification as well as other published tests determining key student learning outcomes)
- **Writing samples**
- **Score gains** indicating the "value added" to the students' learning experiences by comparing entry and exit tests (either published or locally developed) as well as writing samples
- **Locally designed quizzes, tests, and inventories, surveys**
- **Portfolio artifacts** (these artifacts could be designed for introductory, working, or professional portfolios)

- **Capstone projects** (these could include research papers, presentations, theses, dissertations, oral defenses, exhibitions, or performances)
- **Case studies**
- **Team/group projects and presentations**
- **Oral examination**
- **Internships, clinical experiences, practicals, student teaching, or other professional/content-related experiences** engaging students in hands-on experiences in their respective fields of study (accompanied by ratings or evaluation forms from field/clinical supervisors)
- **Service-learning projects or experiences**
- **Authentic and performance-based projects or experiences** engaging students in opportunities to apply their knowledge to the larger community (accompanied by ratings, scoring rubrics or performance checklists from project/experience coordinator or supervisor)
- **Graduates' skills in the workplace rated by employers**
- **Online course asynchronous discussions** analyzed by class instructors

Whenever appropriate, scoring keys help identify the knowledge, skills, and/or dispositions assessed by means of the particular assessment instrument.

### Examples of *Indirect Measures*

- **Course grades** provide information about student learning *indirectly* because of a series of reasons, such as: a) due to the focus on student performance or achievement at the level of an individual class, such grades do not represent an indication of learning over a longer course of time than the duration of that particular class or across different courses within a program; b) grading systems vary from class to class; and c) grading systems in one class may be used inconsistently from student to student
- **Rubrics used to measure a project or event**
- **Comparison between admission and graduation rates**
- **Number or rate of graduating students pursuing their education at the next level**
- **Reputation of graduate or post-graduate programs accepting graduating students**
- **Employment or placement rates of graduating students into appropriate career positions**
- **Course evaluation items related to the overall course or curriculum quality**, rather than instructor effectiveness
- **Number or rate of students involved in faculty research, collaborative publications and/or presentations, service learning, or extension of learning in the larger community**
- **Surveys, questionnaires, open-ended self-reports, focus-group or individual interviews** dealing with *current students'* perception of their own learning
- **Surveys, questionnaires, focus-group or individual interviews** dealing with *alumni's* perception of their own learning or of their current career satisfaction (which relies on their effectiveness in the workplace, influenced by the knowledge, skills, and/or dispositions developed in school)
- **Surveys, questionnaires, focus-group or individual interviews** dealing with the *faculty and staff members'* perception of student learning as supported by the programs and services provided to students
- **Quantitative data**, such as enrollment numbers
- **Honors, awards, scholarships, and other forms of public recognition earned by students and alumni**

Adapted from Maki, P.L. (2004). *Assessing for learning: building a sustainable commitment across the institution*. Sterling, VA: AAHE; and Suskie, L. (2004). *Assessing student learning: A common sense guide*. San Francisco, CA: Anker Publishing Company, Inc.

## Step 4: How will you define successful achievement of your goal?

4. How will you know whether your goal has been met?

This is your **standard**. How will you define successful achievement of the goal?

Here are some past examples of standards:

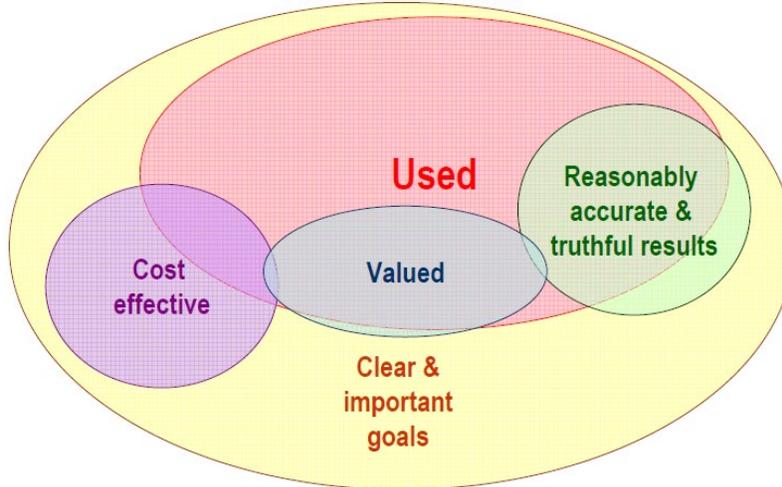
- Student appointments outside of mandatory advising periods will increase by 30% from last year. -*Counseling and Career Services*
- A revenue forecasting spreadsheet is developed and ready to use January 31, 2017 – *Institutional Effectiveness with Accounting*
- Replace computer hardware when at five years of age. -*Computer Information Systems*

Specific measurement included such as percentage, level, value or amount

- ✓ Time frame included
- ✓ Easily understood by anyone
- ✓ Documents what you are trying to achieve in the first place

When drafting your standard/s keep in mind overall good assessment has the following dimensions:

### Five Dimensions of Good Assessment



## Step 5: Set your timeline

5. When do you plan to have your results?

When will you have your results? *Select date*

Please now review this plan with your Dean or Supervisor, indicate the status and date of their approval in the box to the right, and [email](#) the plan to NAC for final approval.

## Step 6: Meet with and communicate your assessment plan to your Dean or Supervisor.

Complete this step and email the plan to NAC.

6. Dean/Supervisor and NAC Approval	
Dean/Supervisor:	<input type="text" value="Select approval/status"/> <input type="text" value="Select approval date"/>
NAC Approval:	<input type="text" value="Select approval status"/> <input type="text" value="Select approval date"/>

NAC will review your plan and digitally store it.

The NAC Committee will notify you the status of your plan. As you work and gather data proceed to step 7.

## Step 7: How did it go?

7. Did you meet your goal? Please explain.
<i>These are the <b>results</b> of your assessment. Did you meet your goal? Was the standard of achievement met?</i>

Here, reflection and reporting are important. If you used a measurement tool such as a survey, include the tool and the results attached. If not, report your results.

For example: "7/7 students (100%) scored Satisfactory or better on all evaluation components in the Spring Semester. The standard was met." -*Student Activities*

Not meeting your standard is not an indication of a problem or failure! It can indicate a new direction or path to follow, a new goal to set or to continue making changes and re-assessing that goal.

## Step 8: What to do now? Budgeting and resource allocation?

8. What actions will be taken based on these results?
<i>This is your <b>action plan</b>. What decisions have been made or will be made based on your results? Will the results be used in budgeting/resource allocation?</i>

According to the Community Toolbox at the University of Kansas, "In some ways, an action plan is a "heroic" act: it helps us turn our dreams into a reality. An action plan is a way to make sure your organization's vision is made concrete. It describes the way your group will use its strategies to meet its objectives. An action plan consists of a number of action steps or changes to be brought about in your community." In our case, the college.

Each action step or change to be sought should include the following information:

- **What** actions or changes will occur
- **Who** will carry out these changes
- **By when** they will take place, and for how long
- **What resources** (i.e., money, staff) are needed to carry out these changes
- **Communication** (who should know what?)

### IS YOUR ACTION PLAN?

- *Complete?* Does it list all the action steps or changes to be sought in all relevant parts of your work area?
- *Clear?* Is it apparent who will do what by when?
- *Current?* Does the action plan reflect the current work? Does it anticipate newly emerging opportunities and barriers?

Source: Watson-Thompson, J., Fawcett, S., & Schultz, J. (2008). Differential effects of strategic planning on community change in two urban neighborhood coalitions. *American Journal of Community Psychology*, 42, 25-38.

### Final Step: Feedback!

Dean/Supervisor Feedback
<i>Once you have completed steps 1 through 8, email this document to your Dean or Supervisor for their feedback</i>
<i>Dean/Supervisor: Please provide feedback about the results of this plan and offer guidance for their future planning efforts. Once completed, please email this document to the Author of the plan and to NAC for filing.</i>

**Email your complete plan to your Dean or Supervisor. Deans/Supervisor will email their feedback to the original author and NAC for electronic filing.**

**At this point, your yearly assessment is complete!!!**

## Appendix

NAC Assessment Plan (2016-2021)

Strategic Plan

AAA Plan

## Non-Academic Assessment Plan 2016-2021

Step 1: The President shares the annual report card and strategic priorities with the campus community at "All College Day" in August of each year. Non-academic units participate in "Assessment Day" activities.

Step 2: Department heads and directors review progress on action plans and align their program and department goals with the strategic goals and priorities. Assessment plans for this cycle are formed.

Step 3: The Unit and VP determine which activity(s), opportunity(s), program(s) or service(s) to assess in this cycle.\*\*

Step 4: The Unit creates an assessment plan and a timeline for completion (based on type of assessment, when and how data would be collected, etc.)

Step 5: The VP approves the assessment plan and timeline.

Step 6: Units attend a NAC meeting during the fall semester to discuss their plans and timeline. NAC co-chairs present this information to the IAPG.

Step 7: The Unit performs the assessment, compiles and interprets the results, and submits it to the VP. The VP reviews the results and has a discussion with the Unit about using them in planning, resource allocation, budget requests, etc. An "Action Plan" is created.

Step 8: The Unit submits the assessment plan, results, action plan and timeline for implementation and reassessment to the Non-Academic Assessment Committee (NAC) during a NAC meeting in the spring semester or soon after, depending on the assessment timeline. NAC chairs presents this information to the IAPG.

Step 9: The unit implements the action plan, and then reassesses the outcome to measure improvement. (Closing the loop) The unit submits a final report to the VP for approval. The approved assessment is shared at the next NAC meeting. NAC chair presents the information to the IAPG.

Step 10: Go back to Step 1. (Note: Some assessment plans, and re-assessment activities may overlap, depending on the timeline for collecting data for each)

\*\*Ideally, all Units should be assessing at least one activity, program or service related to the Strategic priorities set by the College President each year.

09/2012

08/2014

08/2015

## Strategic Plan 2016-2021

### 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 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 Foundation will contribute to the financial well-being 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

<b>Area</b>	Select your area
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<b>Department</b>	Select your department
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<b>Author</b>	Enter your name
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<b>Partner</b>	Other department, if applicable
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<p><b>1. What is your SMART Goal?</b></p> <p>This is your <b>outcome</b>. Keep it brief: a SMART Goal is Specific, Measurable, Attainable, Realistic, and Time-bound.</p> <p>Select Strategic Goal      Select Strategic Objective</p>
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<p><b>2. How do you plan to achieve this goal?</b></p> <p>This is your <b>activity plan</b>. What will be done (or done differently) to help you achieve this goal?</p>
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<p><b>3. How will you track progress achieving this goal?</b></p> <p>This is your <b>measurement</b>. What method(s) will you use to gather data relevant to your goal? Measurements can be direct (tracking program participation, utilization of services, etc.) or indirect (surveys/focus groups).</p>
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<p><b>4. How will you know whether your goal has been met?</b></p> <p>This is your <b>standard</b>. How will you define successful achievement of the goal?</p>
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<p><b>5. When do you plan to have your results?</b></p> <p>When will you have your results? Select date</p> <p>Please now review this plan with your Dean or Supervisor, indicate the status and date of their approval in the box to the right, and <a href="#">email</a> the plan to NAC for final approval.</p>
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<p><b>6. Dean/Supervisor and NAC Approval</b></p> <p>Dean/Supervisor: Select approval status Select approval date</p> <p>NAC Approval: Select approval status Select approval date</p>
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<p><b>7. Did you meet your goal? Please explain.</b></p> <p>These are the <b>results</b> of your assessment. Did you meet your goal? Was the standard of achievement met?</p>
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<p><b>8. What actions will be taken based on these results?</b></p> <p>This is your <b>action plan</b>. What decisions have been made or will be made based on your results? Will the results be used in budgeting/resource allocation?</p>
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<b>Dean/Supervisor Feedback</b>
Once you have completed steps <b>1</b> through <b>8</b> , email this document to your Dean or Supervisor for their feedback
Dean/Supervisor: Please provide feedback about the results of this plan and offer guidance for their future planning efforts. Once completed, please email this document to the Author of the plan and to NAC for filing.