



State University of New York

# *Annual Fact Book: Highlights 2019-20*



Compiled by the Office of  
Institutional Research and Planning  
Cayuga Community College  
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## INTRODUCTION

The complete 2019-20 edition of Cayuga Community College’s **Annual Fact Book** is available for review. This report provides highlights of key data elements.

## ENROLLMENT

### AAFTE

Cayuga Community College’s annual state-aidable full-time equivalent (AAFTE) declined by 13.3% between 2015-16 and 2019-20 (five-year percent change). As the graph below shows, all of the colleges in Cayuga’s comparable peer group (six SUNY community college with similar enrollments) and regional peer group (six SUNY community colleges in Cayuga’s region) declined over the past five years, with the decline ranging from 9.9% at Corning to 25.5% at Onondaga. Cayuga’s decline was approximately 3.6% less than the average decline of the SUNY peers. (See **Table 3** in the 2019-20 **Annual Fact Book** for details.)

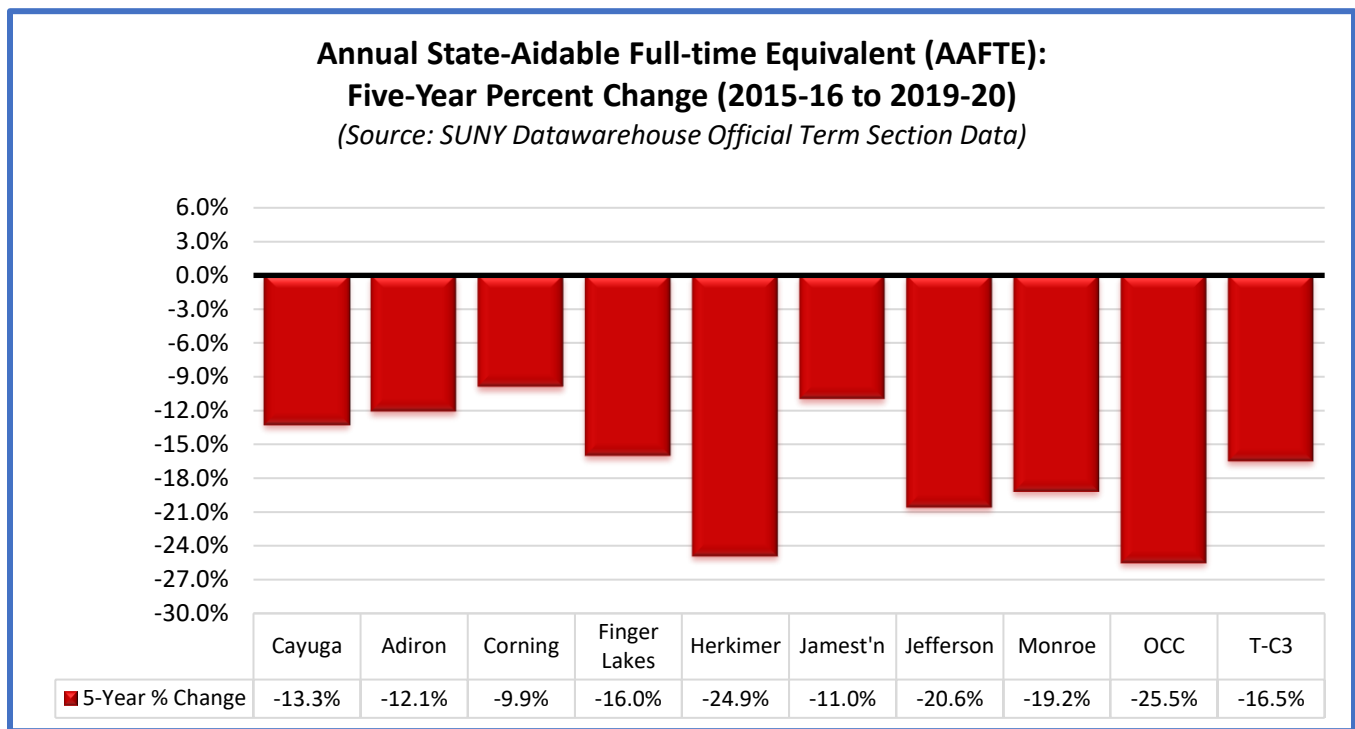


Figure 1: SUNY: AAFTE: Five-Year Percent Change: SUNY Peers

### Headcount

Cayuga’s number of Fall full-time first-time students declined by 1.2% between Fall 2015 and Fall 2019, the number of continuing/returning declined by 40.7%, and the number of transfer students declined by 21.2%. The number of part-time first-time students increased by 114.3% over five years, the number of transfer students increased by 22.9%, and the number of continuing/returning students declined by 25.5%. (See **Figures 9 and 11** in the 2019-20 **Annual Fact Book** for details.)

While Cayuga’s number of Fall full-time students declined by 25.6% between Fall 2015 and Fall 2019 and the number of part-time students increased by 22.3%. Cayuga’s overall number of Fall students increased by 2.7% over five years. As the following graph shows, the Fall overall headcount for all colleges in Cayuga’s SUNY peer

groups declined, with the decline ranging from 1.3% at Corning to 25.0% at Onondaga. (See **Table 4** in the 2019-20 **Annual Fact Book** for details.)

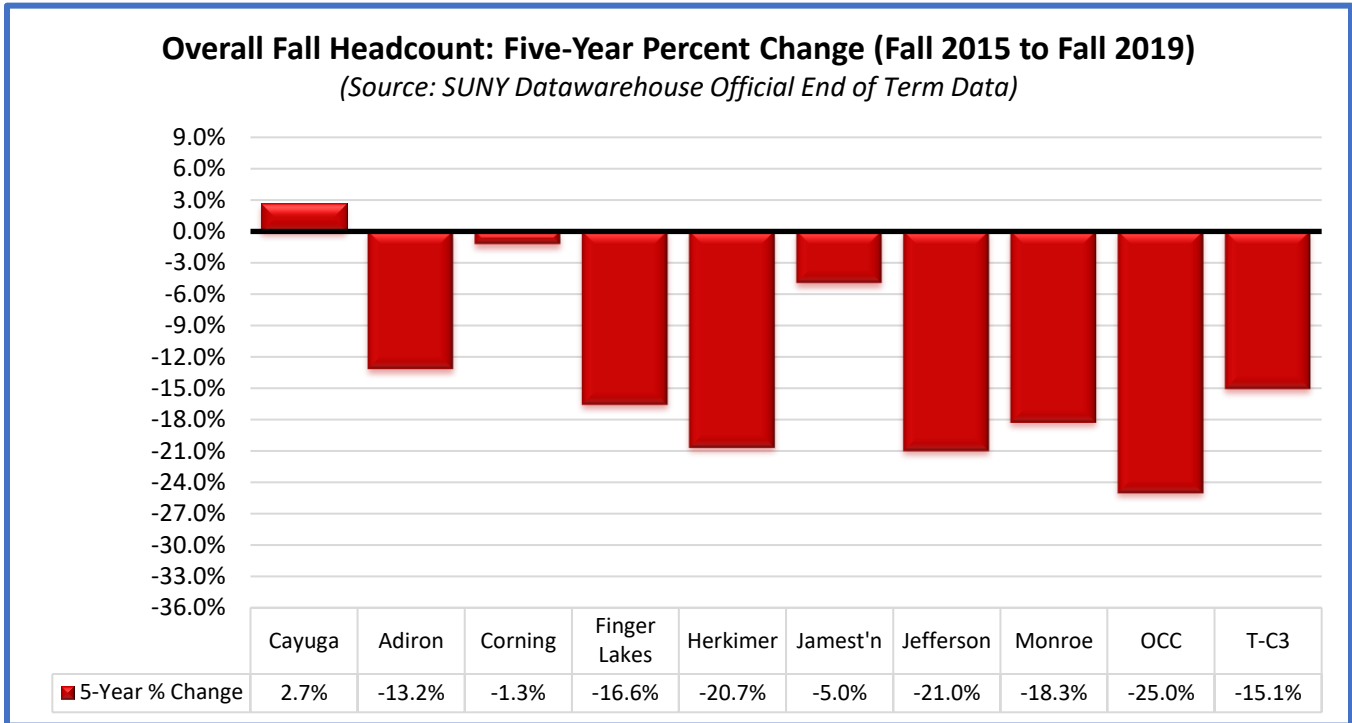


Figure 2: SUNY: Overall Fall Headcount: Five-Year Percent Change: SUNY Peers

While Cayuga’s number of Spring full-time students declined by 29.6% between Spring 2016 and Spring 2020, the number of part-time students increased by 4.5%. Cayuga’s overall number of Spring students decreased by 9.5% over five years. As the following graph shows, the Spring overall headcount for all colleges in Cayuga’s SUNY peer groups declined, with the decline ranging from 2.6% at Tompkins-Cortland to 29.1% at Onondaga. (See **Table 5** in the 2019-20 **Annual Fact Book** for details.)

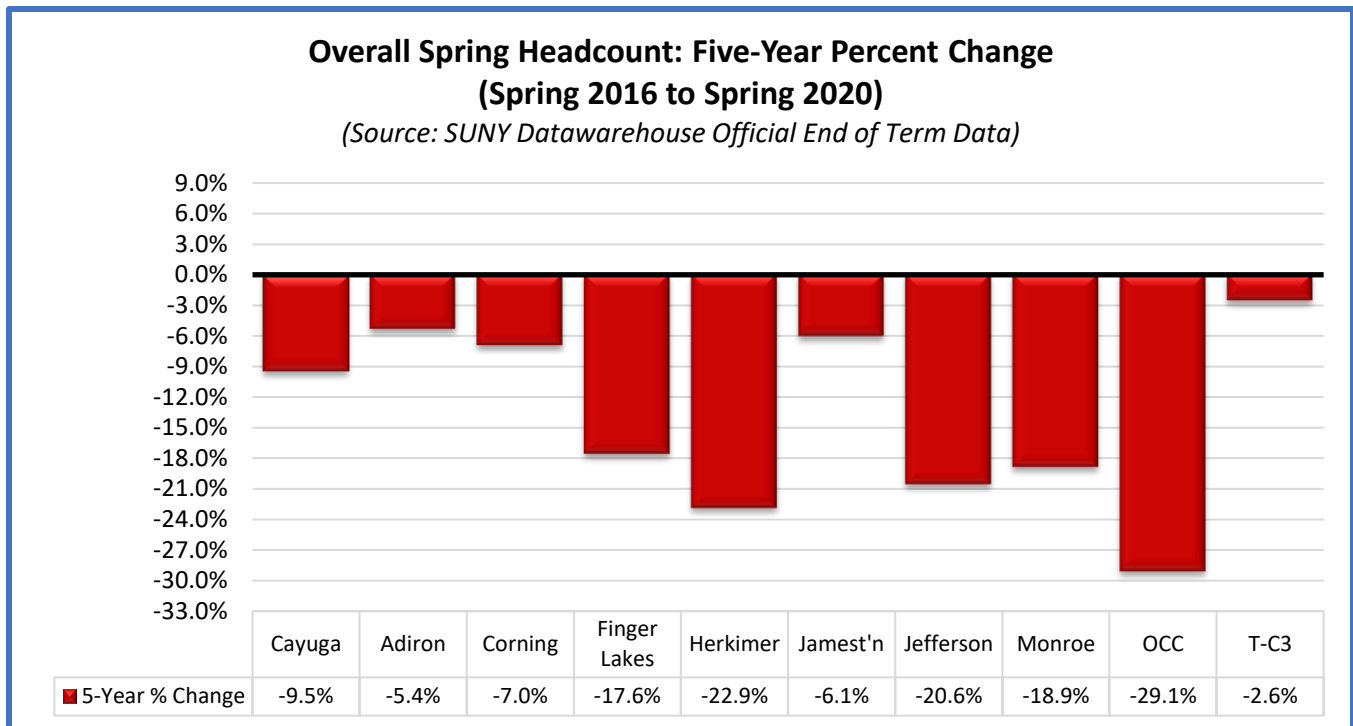


Figure 3: SUNY: Overall Spring Headcount: Five-Year Percent Change: SUNY Peers

### Headcount by Residency

Cayuga’s Fall headcount for students from the service area (Cayuga and Oswego counties) increased by 6.0% between Fall 2015 and Fall 2019, headcount for students from the focus area (Onondaga, Seneca and Wayne counties) declined by 4.1%, headcount for students from other NYS counties declined by 8.8%, and headcount for students from other states/countries increased by 19.0%. (See **Figure 33** in the 2019-20 **Annual Fact Book** for details.)

### Advantage FTE

Cayuga’s annual Advantage full-time equivalent (FTE) increased by 40.1% between 2015-16 and 2019-20 (321.1 FTE to 450.0 FTE), but remained relatively stable from the previous year. (See **Table 7** in the 2019-20 **Annual Fact Book** for details.)

### Campus Location FTE

Cayuga’s Fall FTE at the Auburn campus location declined by 27.7% between Fall 2015 and Fall 2019, the Fulton FTE declined by 25.8%, Online FTE declined by 20.4%, and the Advantage FTE increased by 50.5%. Cayuga’s Spring FTE at the Auburn campus location declined by 38.2% between Spring 2016 and Spring 2020, the Fulton FTE declined by 31.9%, Online FTE declined by 17.0%, and the Advantage FTE increased by 29.9%. The overall Winter FTE declined by 38.9% over the past five years while the Summer FTE increased by 10.1%. (See **Figures 27-30** in the 2019-20 **Annual Fact Book** for details.)

### Headcount by Program

The following associate’s degree programs had declining Fall enrollment of 40% or greater between Fall 2015 and Fall 2019:

- Geographic Information Systems—AS (75.0% decline)
- Accounting—AAS (66.7% decline)

- Computer Science—AS (63.1% decline)
- Criminal Justice: Corrections—AAS (54.4% decline)
- Computer Information Systems—AAS (53.8% decline)
- Mechanical Technology—AAS (43.8% decline)
- Business Administration—AAS (40.5% decline)
- Liberal Arts & Sciences: Math & Science—AS (40.1% decline)

The following programs had increasing or stable Fall enrollment over the past five years:

- Non-Degree (36.1% increase)
- Business Administration—AS (7.5% increase)

(See **Table 13** in the 2019-20 **Annual Fact Book** for details.)

## RECRUITMENT

Cayuga’s capture rate of recent high school graduates from Cayuga county high schools declined by 7.1% between 2017 and 2019. The capture rates for Cato-Meridian, Moravia, Southern Cayuga and Weedsport high schools increased during this timeframe, however. Cayuga’s capture rate of recent high school graduates from Oswego county high schools declined by 13.4% over the past three years. The capture rates for Altmar-Parish Williamstown, Oswego and Phoenix high schools increased during this timeframe, however. (See **Table 15** in the 2019-20 **Annual Fact Book** for details.)

The overall estimated number of high school graduates is expected to increase slightly between 2020 and 2029 for high schools in Cayuga’s service area. Graduates of Cayuga county high schools are expected to decline by 4.7% and increase 10.0% for high schools in Oswego county. The overall estimated number of high school graduates is expected to increase slightly in Cayuga’s focal area. Graduates in Seneca county high schools are expected to increase by 8.7% and increase by 3.4% in Onondaga county while the graduates in Wayne county is expected to remain stable. (See **Table 1** in the 2019-20 **Annual Fact Book** for details.)

Cayuga’s number of new/first-time applicants remained stable between Fall 2015 and Fall 2019. Cayuga’s applicant to registrant yield rate of new/first-time applicants declined by 22.2% over the past five years while the accepted to registrant yield rate declined by 20.2%. (See **Figures 38 and 39** in the 2019-20 **Annual Fact Book** for details.)

## RETENTION

### **Fall 2019 FTFT Retention Rate**

Cayuga’s one-year retention rate for first-time, full-time associate degree-seeking students was the ninth highest among the 10 institutions in the SUNY peer groups for the Fall 2019 cohort. (See **Figures 50 and 51** in the 2019-20 **Annual Fact Book** for details.) The rank order (highest to lowest retention rate for the Fall 2019 cohort) is as follows:

1. Corning (59.7%)
2. Monroe (55.8%)
3. Adirondack (55.3%)
4. Finger Lakes (54.5%)
5. Herkimer (54.4%)
6. Jamestown (53.7%)
7. Onondaga (52.5%)

8. Jefferson (51.9%)
9. **Cayuga** (50.0%)
10. Tompkins-Cortland (47.3%)

The following disciplines at Cayuga (with a minimum cohort count of 10 students) had the lowest retention rate for the Fall 2019 cohort:

- Visual and Performing Arts—AS (40.0%)
- Homeland Security, Law Enforcement, Firefighting and Related Protective Services—AAS (42.4%)
- Business, Management, Marketing and Related Support Services—AAS (45.7%)

The following disciplines at Cayuga (with a minimum cohort count of 10 students) had the highest retention rate for the Fall 2019 cohort:

- Communications Technology/Technicians and Support Services—AAS (66.7%)
- Engineering/Engineering-Related Technologies/Technicians—AAS (64.7%)
- Computer and Information Sciences and Support Services—AS (62.5%)

(See **Table 19** in the 2019-20 **Annual Fact Book** for details.)

### **Persistence/Retention Rates**

As part of the National Community College Benchmarking Project (NCCBP), the fall to spring persistence rate and fall to fall retention rate of all students (excluding high school students and students who graduate before the subsequent reporting term) is tracked. Cayuga’s rates are compared to the national group of all participating colleges. Cayuga’s persistence and retention rates for all students and full-time students were consistently lower than the national peer group and significantly lower for part-time students. As the graph below shows, the persistence and retention rates for the Fall 2018 cohort was lower than the peers. (See **Figures 56-61** in the 2019-20 **Annual Fact Book** for details.)

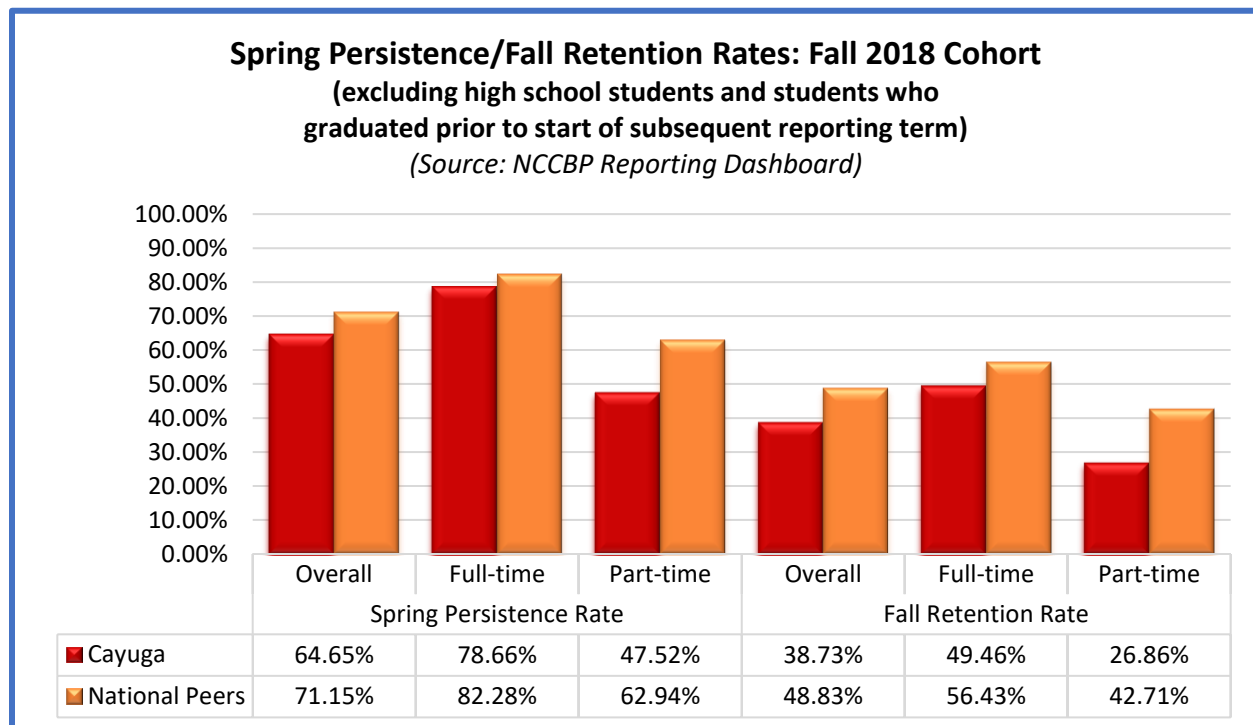


Figure 4: NCCBP: Spring Persistence/Fall Retention: Fall 2018 Cohort

## COURSE COMPLETION/SUCCESS

### College-Level Credit Course Completion and Success

As part of the National Community College Benchmarking Project (NCCBP), the completion rate (percent of registered students who received a grade), enrollee success rate (percent of registered students who received grade A-C or P) and completer success rate (percent of completers who received a grade of A-C or P) for all college level courses (excluding developmental courses) are compared to other participating SUNY colleges as well as the national group of all participating colleges. As the graph below shows, Cayuga’s five-year average completion, enrollee success and completer success rates are comparable to both peer groups. (See **Figures 62-64** in the 2019-20 **Annual Fact Book** for details.)

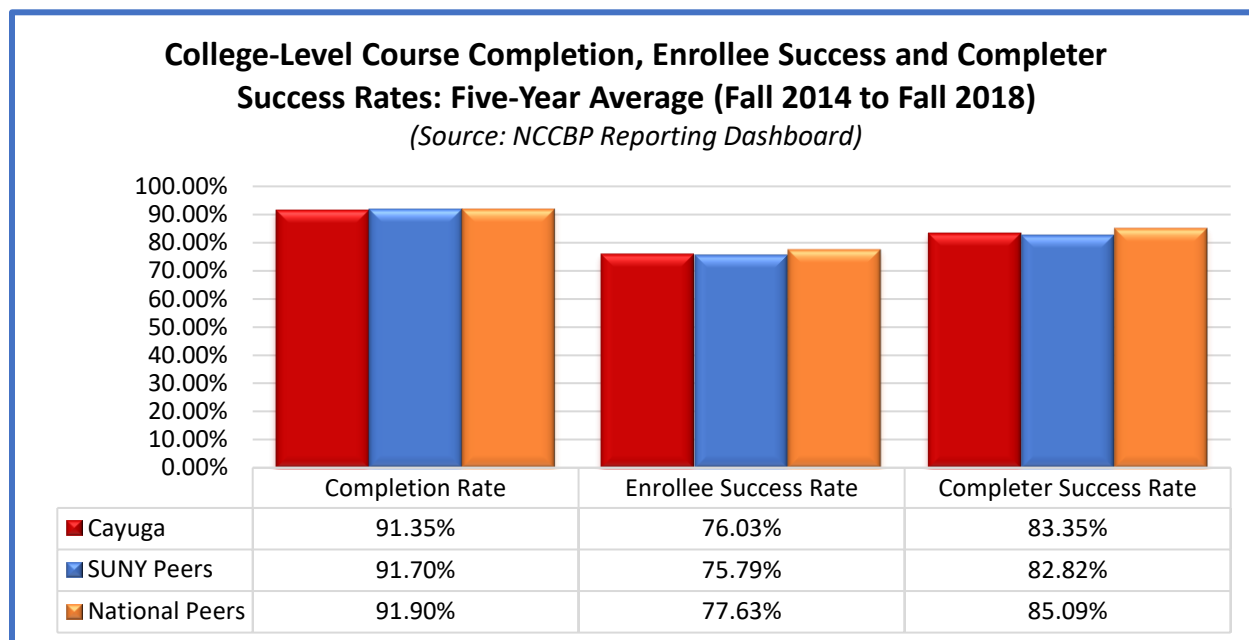


Figure 5: NCCBP: College-Level Course Completion/Enrollee Success/Completer Success Rates: Five-Year Average

### Core Academic Skill Area Completion and Success

As part of the National Community College Benchmarking Project (NCCBP), the completion rate, enrollee success rate and completer success rate for core academic skill areas (Comp I, Comp II, Algebra) are compared to other participating SUNY colleges as well as the national group of all participating colleges. As the graph below shows, Cayuga’s five-year average completion rates for Comp I and Comp II were slightly higher than both peer groups. The Comp I enrollee success rate and completer success rate were comparable to the peer groups. The Comp II enrollee success rate and completer success rate were slightly lower than the peer groups. Cayuga’s completion rate for college Algebra was slightly lower than the peer groups and the enrollee success rate and completer success rate were significantly lower. (See **Figures 65-67, 70-72 and 75-77** in the 2019-20 **Annual Fact Book** for details.)



## Core Academic Area Completion, Enrollee Success and Completer Success Rates: Five-Year Average (Fall 2014 to Fall 2018)

(Source: NCCBP Reporting Dashboard)

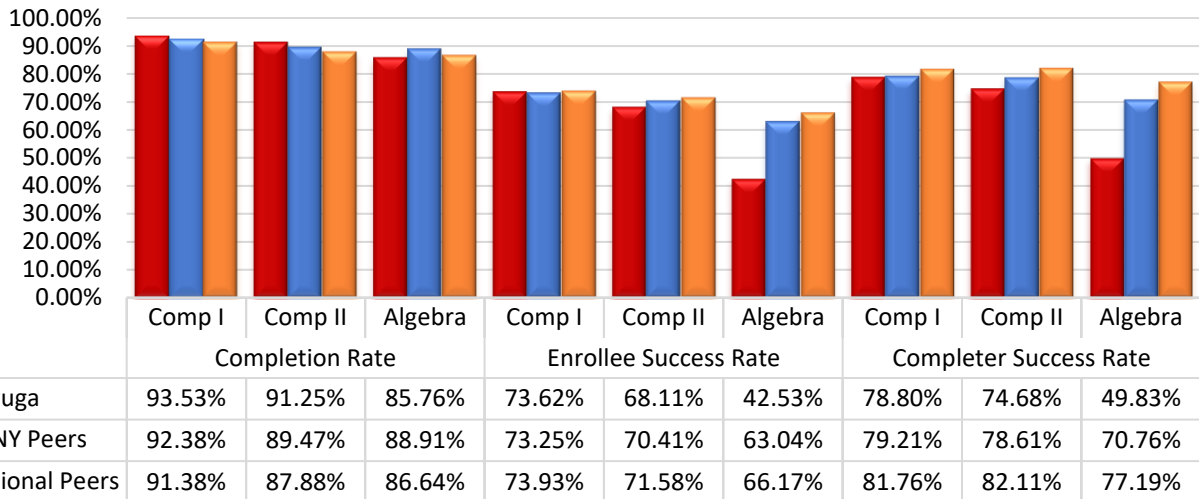


Figure 6: NCCBP: Core Academic Area Completion/Enrollee Success/Completer Success Rates: Five-Year Average

### **Credit Developmental Course Completion and Success**

As part of the National Community College Benchmarking Project (NCCBP), the completion rate, enrollee success rate and completer success rate for developmental areas (Math, Writing, Reading) are compared to other participating SUNY colleges as well as the national group of all participating colleges. As the graph below shows, Cayuga's five-year average completion rates for Math, Writing and Reading were comparable to both peer groups. The enrollee success rate and completer success rate for developmental math were lower than the peer groups. The enrollee success rate for developmental Writing was slightly higher than the peer groups and the completer success rate was slightly higher than the SUNY peer group and slightly lower than the national group. The enrollee success rate developmental writing was lower than the peer groups and the completer success rate was significantly lower than the peer groups. (See **Figures 80-88** in the 2019-20 **Annual Fact Book** for details.)

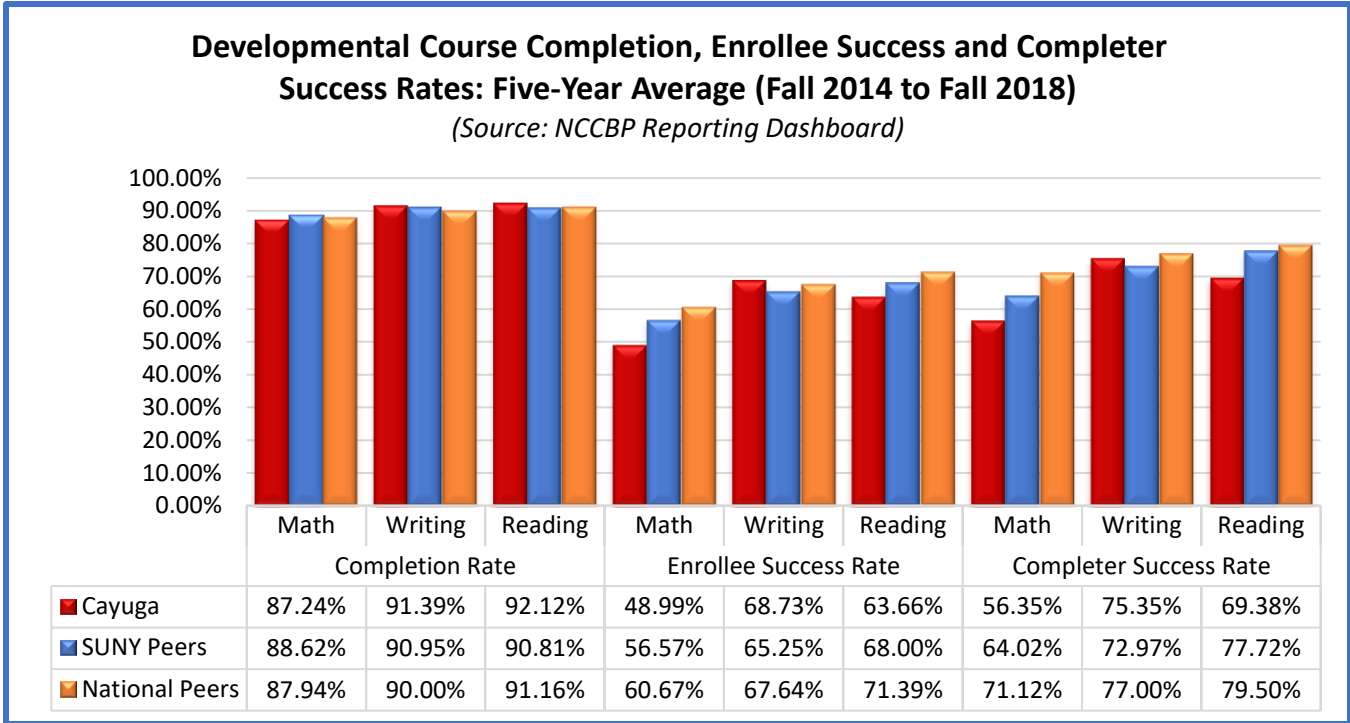


Figure 7: NCCBP: Developmental Course Completion/Enrollee Success/Completer Success Rates: Five-Year Average

**Completion and Success of Developmental Students in First College-Level Courses**

As part of the National Community College Benchmarking Project (NCCBP), the completion rate, enrollee success rate and completer success rate pertaining to performance of students in their first college level course (Math and Writing) after developmental course completion compared to other participating SUNY colleges as well as the national group of all participating colleges. As the graph below shows, Cayuga’s five-year average completion rate for Math and Writing were slightly higher than both peer groups. The enrollee success rate and completer success rate for math were significantly lower than the peer groups, however. The enrollee success rate and completer success rate for Writing were lower than the peer groups. (See **Figures 89-94** in the 2019-20 **Annual Fact Book** for details.)

**First College-level Course after Developmental Compliance Course  
Completion, Enrollee Success and Completer Success Rates:  
Five-Year Average (Fall 2014 to Fall 2018)**

*(Source: NCCBP Reporting Dashboard)*

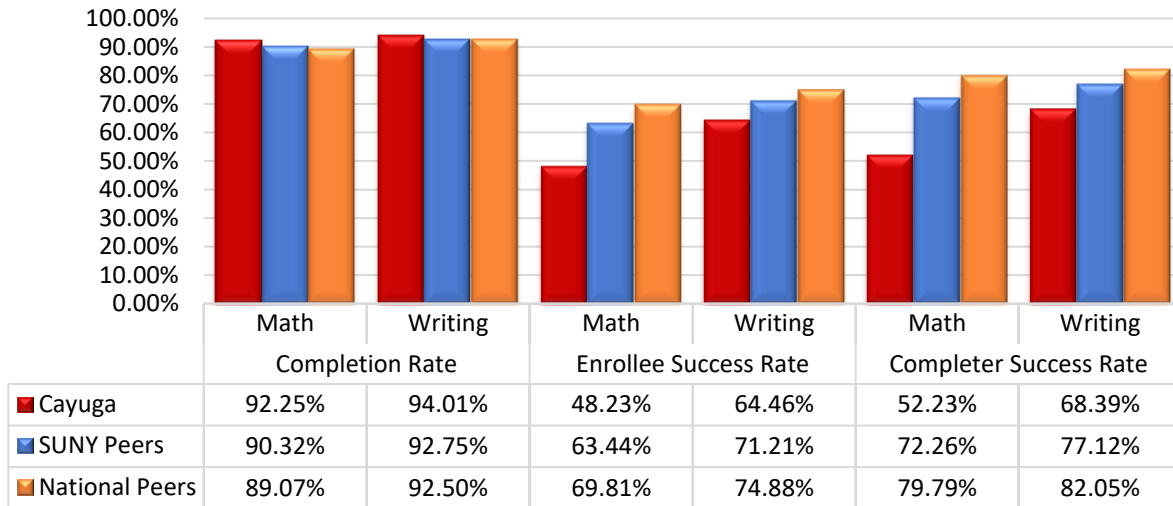


Figure 8: NCCBP: First College-level Course after Developmental Course Completion/Enrollee Success/Completer Success Rates: Five-Year Average

## VFA PATHWAYS KPIs

### Credit Thresholds

As part of the Voluntary Framework of Accountability (VFA) benchmarking project the achievement of first term and first year credit thresholds key performance indicators is tracked for Cayuga student cohorts compared to the other VFA participants. KPIs are tracked for the Main cohort (all students new to the institution during reporting term) and the First Time in College cohort (subset of the Main cohort that includes matriculated students with no prior postsecondary education since high school). First term credit thresholds are tracked (achievement of 6+ and 12+ credits) as well as first year credit thresholds (15+, 24+, 30+ credits).

As the graph below shows, for Cayuga’s Main cohort the average achievement of the first term six-credit, first year 15-credit and first year 30-credit thresholds were slightly higher than the VFA peers. The achievement of the first term 12-credit and first year 24-credit thresholds were higher than the VFA peers. (See **Figures 109 and 111** in the 2019-20 **Annual Fact Book** for details.)

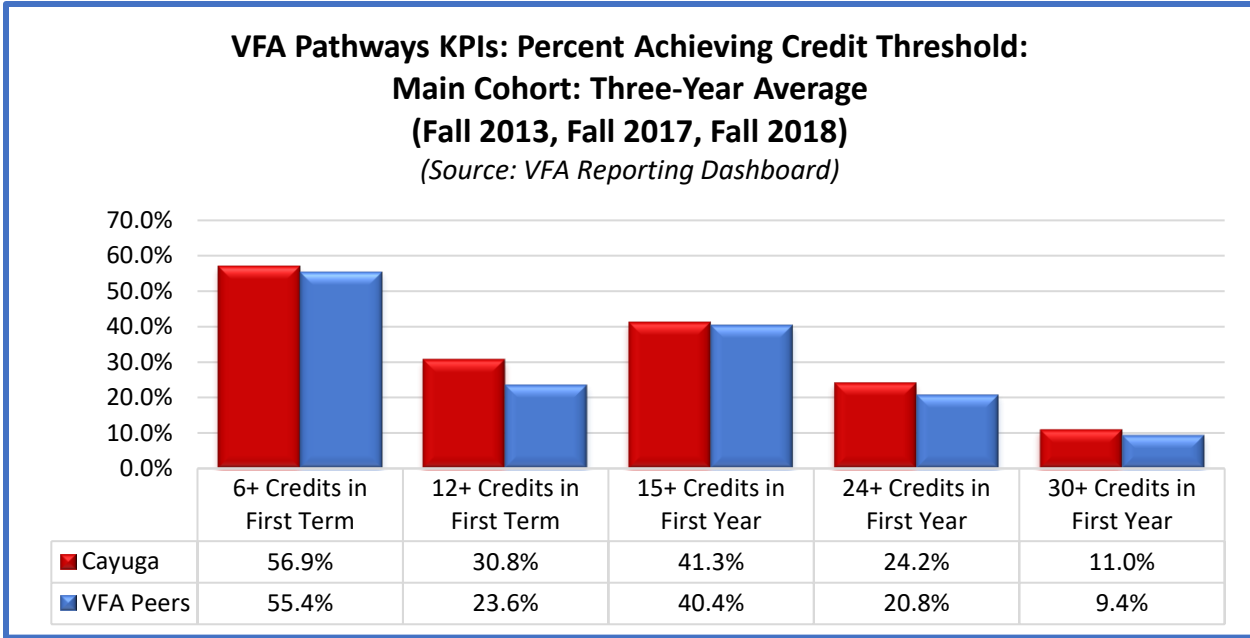


Figure 9: VFA: Credit Threshold KPI: Main Cohort: Three-Year Average

As the graph below shows, for Cayuga’s First Time in College cohort the average achievement of credit thresholds were higher than the VFA peers. (See **Figures 110 and 112** in the 2019-20 **Annual Fact Book** for details.)

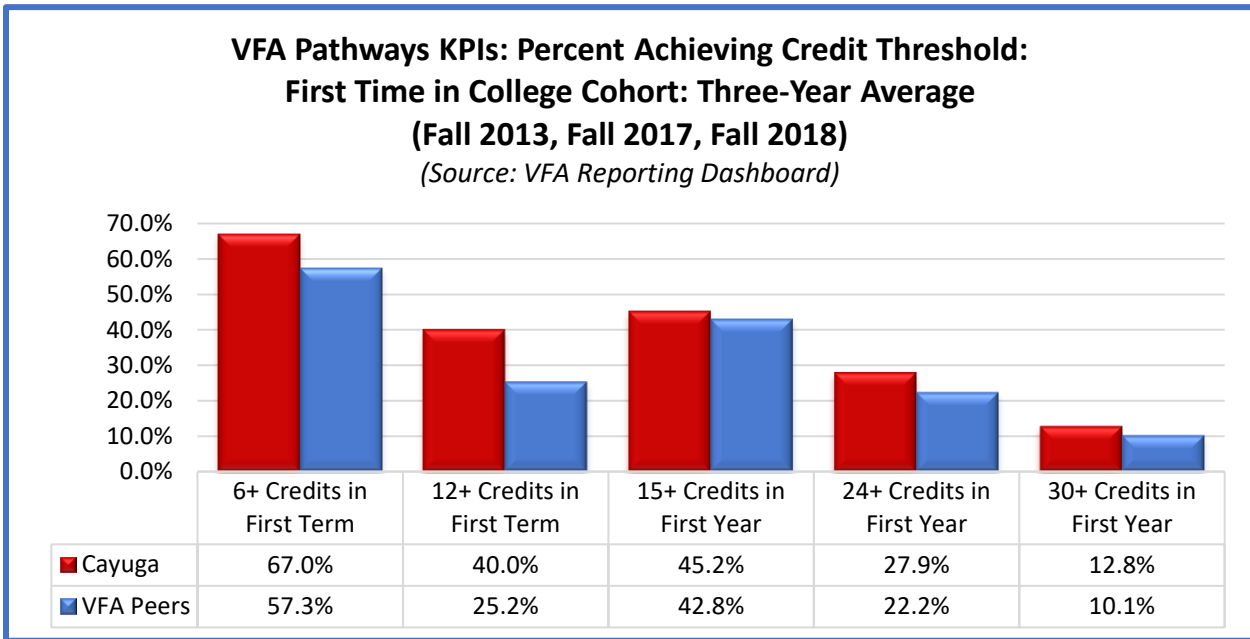


Figure 10: VFA: Credit Threshold KPI: First Time in College Cohort: Three-Year Average

**College-level Math/English Success**

As part of the Voluntary Framework of Accountability (VFA) benchmarking project the percent of each cohort that passes college-level math, college-level English and both subjects during the first academic year is tracked for Cayuga student cohorts compared to the other VFA participants. KPIs are tracked for the Main cohort (all

students new to the institution during reporting term) and the First Time in College cohort (subset of the Main cohort that includes matriculated students with no prior postsecondary education since high school).

As the graph below shows, for Cayuga’s Main cohort the average percentage of students who passed college-level English in the first year was slightly higher than the VFA peers while the percentage who passed college-level math was lower than the peers and the percentage who passed both subjects was slightly lower than VFA peers. (See **Figure 113** in the 2019-20 **Annual Fact Book** for details.)

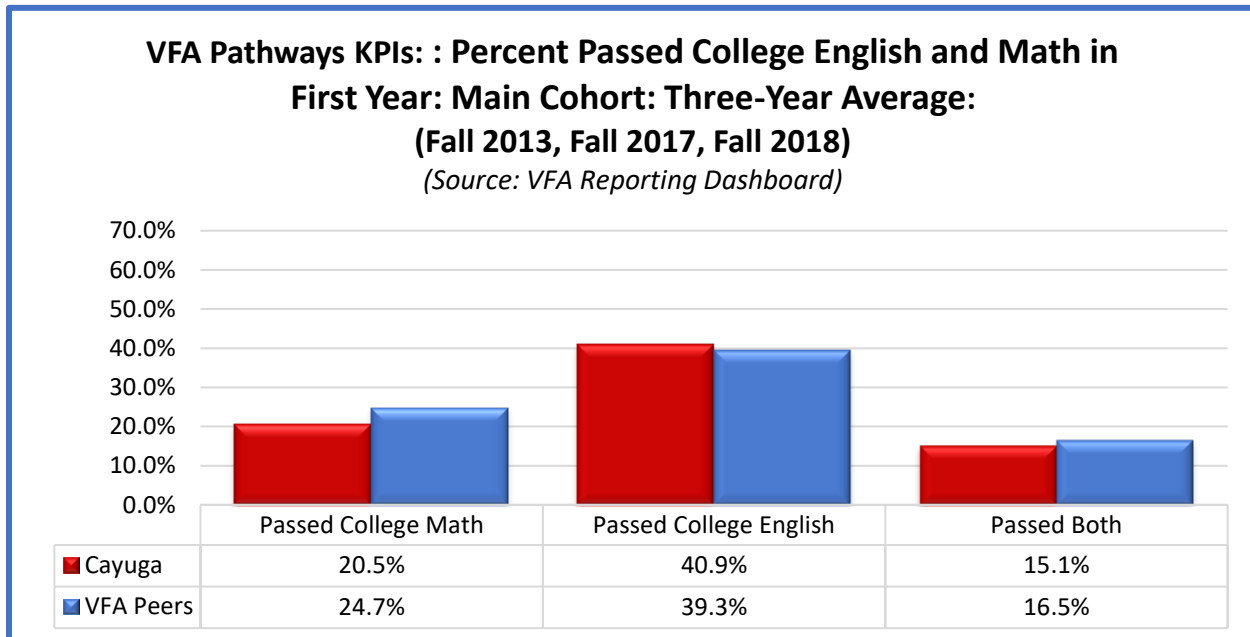


Figure 11: VFA: College English and Math Pass Rate KPI: Main Cohort: Three-Year Average

As the graph below shows, for Cayuga’s First Time in College cohort the average percentage of students who passed college-level English in the first year was significantly higher than the VFA peers while the percentage who passed college-level math was comparable to the VFA peers and the percentage who passed both subjects was slightly higher than the VFA peers. (See **Figure 114** in the 2019-20 **Annual Fact Book** for details.)

**VFA Pathways KPIs: : Percent Passed College English and Math in First Year: First Time in College Cohort: Three-Year Average (Fall 2013, Fall 2017, Fall 2018)**

(Source: VFA Reporting Dashboard)

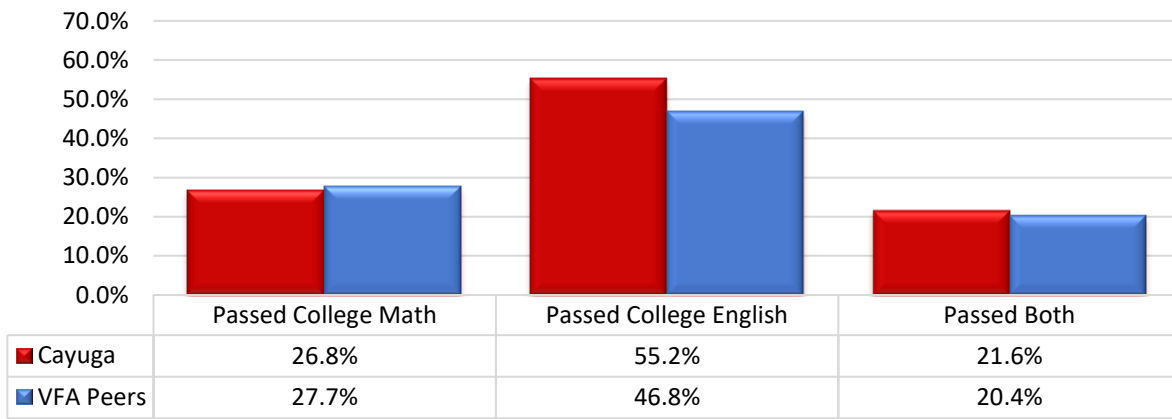


Figure 12: VFA: College English and Math Pass Rate KPI: First Time in College Cohort: Three-Year Average

**COST**

IPEDS tracks the average net price of attendance of Cayuga compared to the IPEDS NYS peer group (10 SUNY community colleges with similar characteristics to Cayuga) and the IPEDS National peer group (45 community colleges in the United States with similar characteristics). Cayuga’s average net price of attendance for students awarded grants or scholarships over the past five years has consistently been lower than the IPEDS NYS and IPEDS National peer groups. As the following graph shows, Cayuga’s average net price between 2013-14 and 2017-18 increased at a lower rate than IPEDS NYS institutions. (See **Figure 117** in the 2019-20 **Annual Fact Book** for details.)

**Average Net Price of Attendance for Students Awarded Grants or Scholarships: Five-Year Percent Change (2014-15 to 2018-19)**

(Source: National Center for Education Statistics IPEDS Data Center)

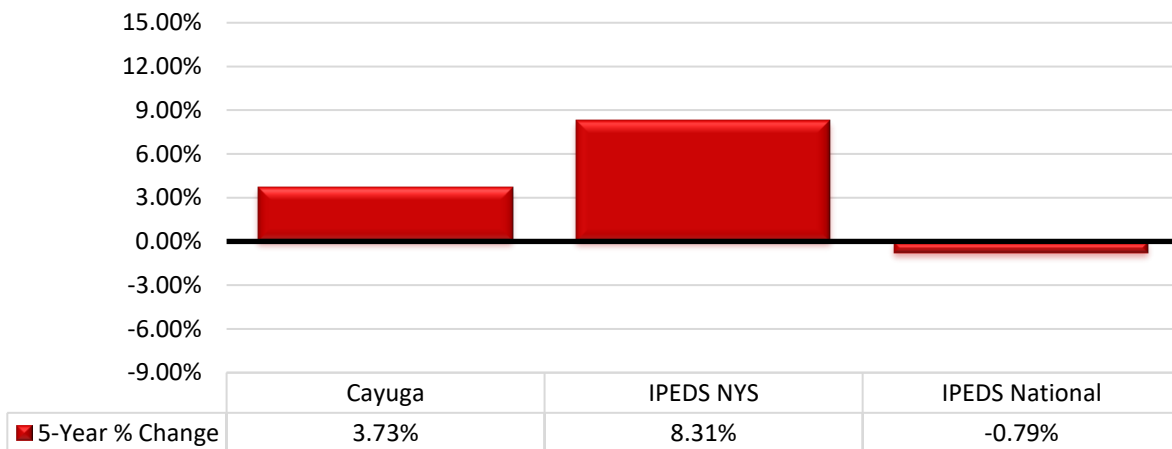


Figure 13: IPEDS: Average Net Price of Attendance: Five-Year Percent Change: Peer Groups

## GRADUATE OUTCOMES

### Degrees Awarded

SUNY records the number of degrees awarded by academic year. Cayuga awarded the ninth highest number of associates degrees in the 2019-20 academic year among the 10 institutions in the SUNY peer groups. (See **Figures 118 and 119** in the 2019-20 **Annual Fact Book** for details.) The rank order (highest to lowest number of associates degrees awarded for 2019-20) is as follows:

1. Monroe (1,623)
2. Onondaga (1,007)
3. Adirondack (595)
4. Finger Lakes (592)
5. Tompkins-Cortland (518)
6. Jamestown (515)
7. Jefferson (496)
8. Corning (449)
9. **Cayuga** (382)
10. Herkimer (349)

In addition to being at the bottom of the ranking for number of degrees awarded, as the graph below shows, Cayuga also had the fourth largest decline in number of degrees awarded over the past five years.

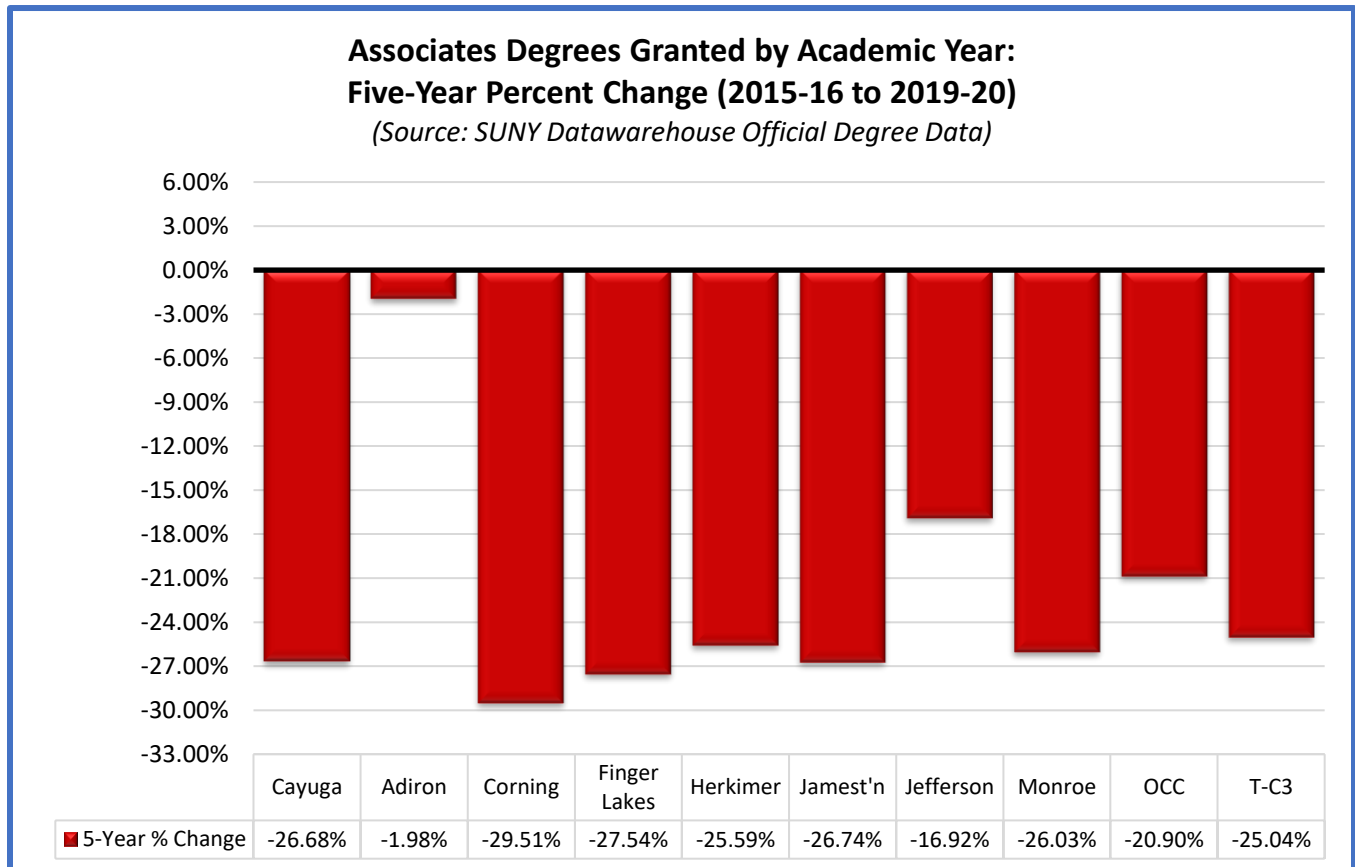


Figure 14: SUNY: Associates Degrees Granted: Five-Year Percent Change: SUNY Peers

## Graduation Rates

Cayuga’s three-year graduation rate for first-time, full-time degree-seeking students was the seventh highest among the 10 institutions in the SUNY peer groups for the Fall 2016 cohort. (See **Figures 124 and 125** in the 2019-20 **Annual Fact Book** for details.) The rank order (highest to lowest graduation rate for the Fall 2016 cohort) is as follows:

1. Jamestown (35.5%)
2. Corning (32.8%)
3. Finger Lakes (32.7%)
4. Herkimer (30.2%)
5. Jefferson (29.7%)
6. Adirondack (29.6%)
7. **Cayuga** (28.8%)
8. Tompkins-Cortland (25.6%)
9. Monroe (24.5%)
10. Onondaga (19.7%)

As the graph below shows, over the past five years Cayuga had the fourth highest increase in graduation rate among the SUNY peers.

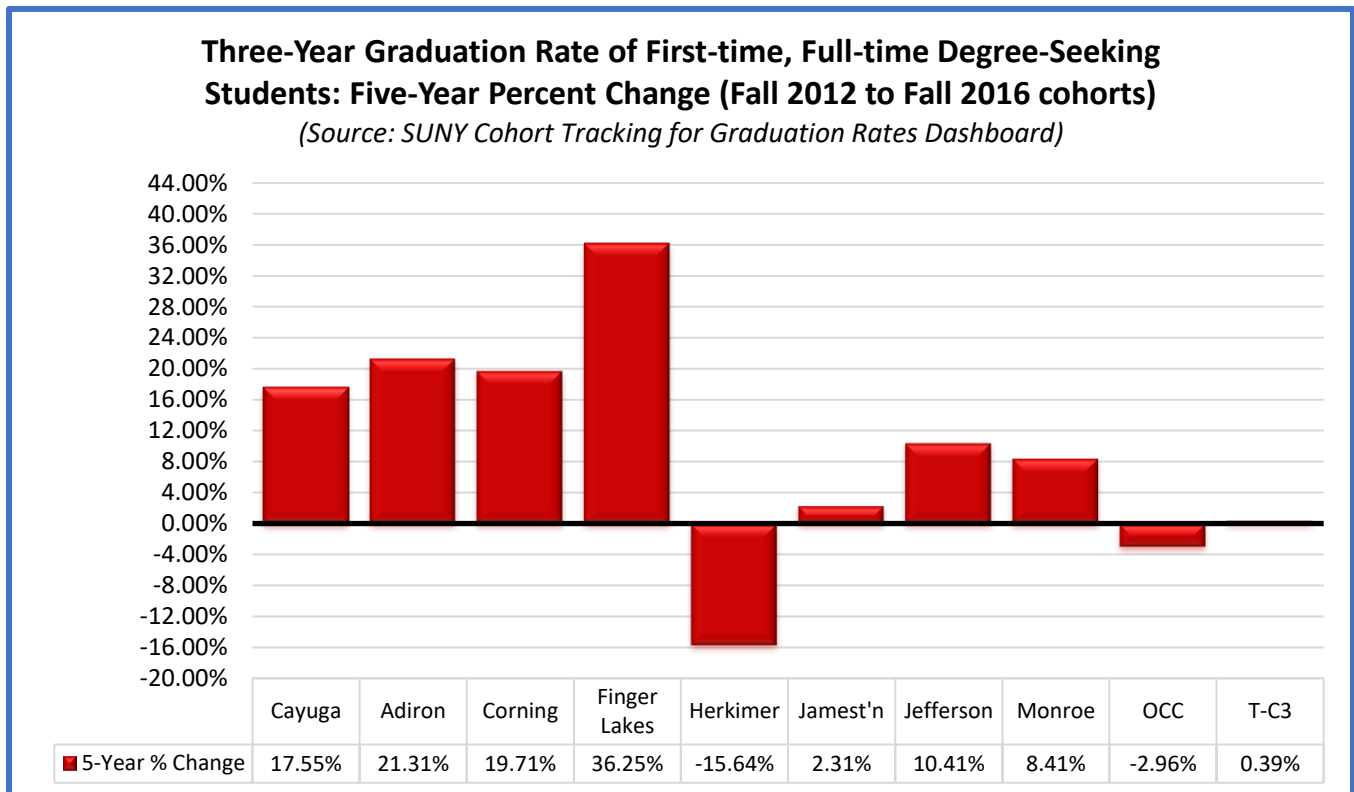


Figure 15: SUNY: Three-Year Graduation Rate: Five-Year Percent Change: SUNY Peers

## NON-CREDIT ENROLLMENT TRENDS

SUNY collects data on the non-credit instructional activities of community colleges. Cayuga’s non-credit registrations was the seventh highest among the 10 institutions in the SUNY peer groups for the 2019-20



academic year. (See **Figures 130 and 131** in the 2019-20 **Annual Fact Book** for details.) The rank order (highest to lowest number of registrations for 2019-20) is as follows:

1. Monroe (3,013)
2. Adirondack (2,865)
3. Finger Lakes (1,945)
4. Jamestown (1,333)
5. Tompkins-Cortland (1,291)
6. Onondaga (1,167)
7. **Cayuga** (1,025)
8. Corning (765)
9. Jefferson (497)
10. Herkimer (190)

As the graph below shows, over the past five years Cayuga had the second lowest decline in non-credit registrations over the past five years.

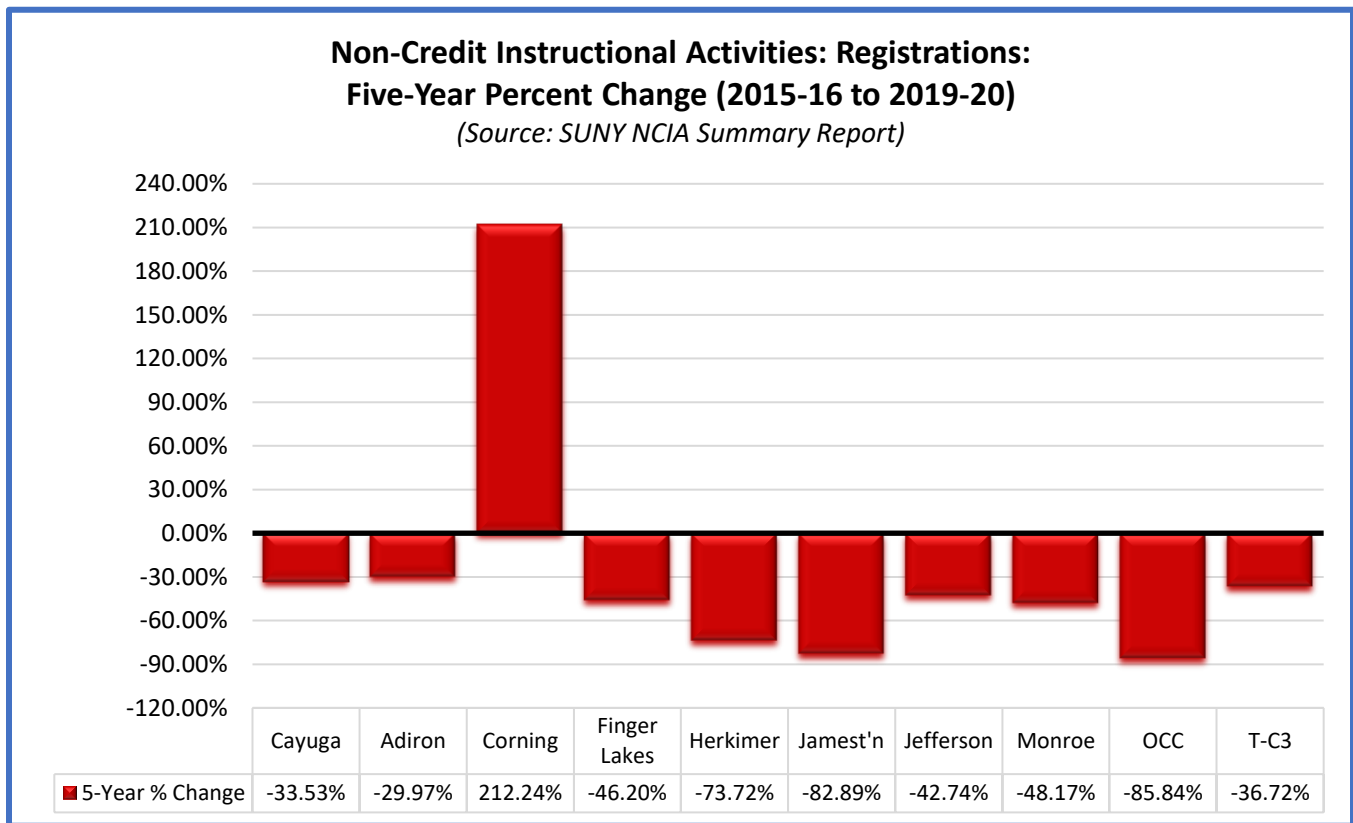


Figure 16: SUNY NCIA: Non-Credit Instructional Activities: Registrations: Five-Year Percent Change: SUNY Peers

## STAFFING AND BUDGET

### Faculty Load

As part of the National Community College Benchmarking Project (NCCBP), the percent of credit hours taught by full-time vs. part-time faculty for Fall terms are compared to other participating SUNY colleges as well as the national group of all participating colleges. Cayuga’s percentage of credits taught by full-time faculty has

consistently been lower than both peer groups, but as the graph below shows, over the past five years Cayuga’s percentage of full-time faculty credits has increased more than both peer groups. (See **Figures 136-139** in the 2019-20 **Annual Fact Book** for details.)

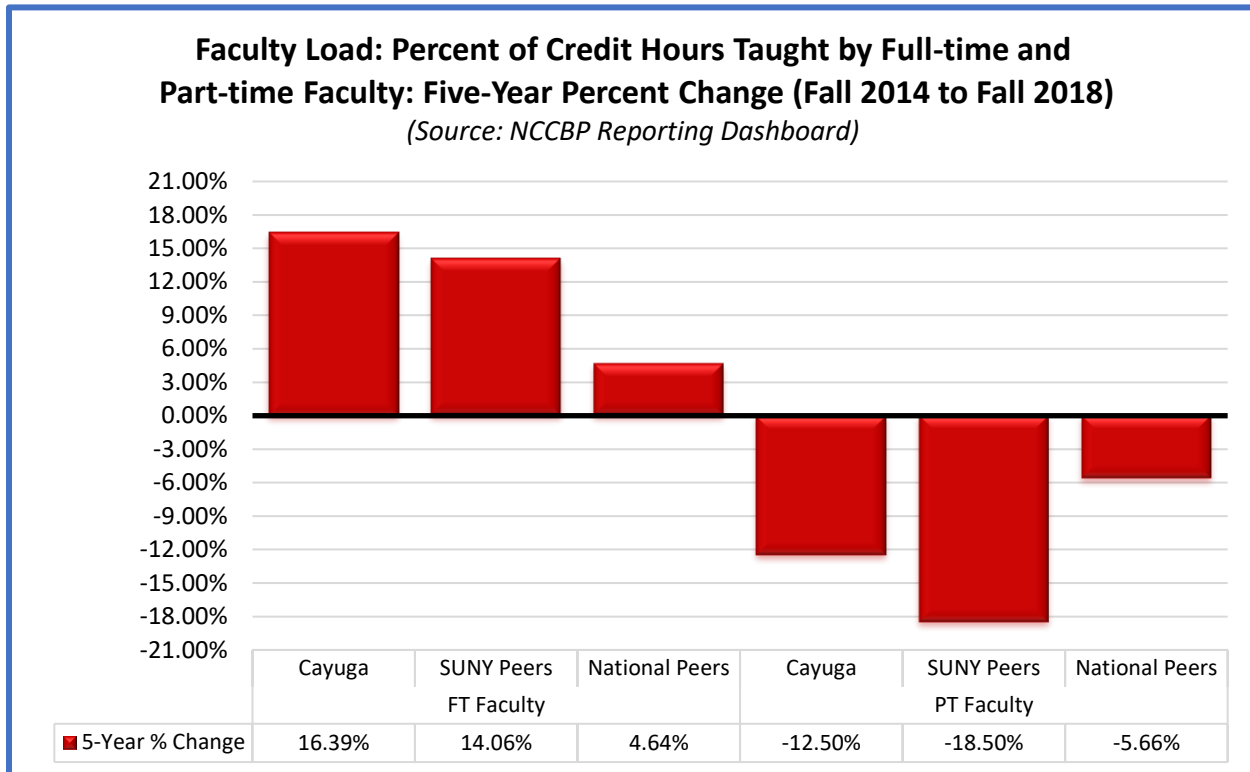


Figure 17: NCCBP: Faculty Load: Percent of Credits Taught by FT and PT Faculty: Five-Year Average

### Spending

IPEDS tracks core expenses by FTE for instruction, academic support and student services for Cayuga compared to the IPEDS NYS and IPEDS National peer groups. As the following graph shows, Cayuga’s spending per FTE on instruction has decreased over the past three years while instruction spending increased for the peer groups. Cayuga’s spending on academic support declined over three years at a higher rate than IPEDS NYS peer group while it increased for National peer group. Cayuga’s spending on student services increased over the three years, but at a lower rate than the peer groups. (See **Figure 141** in the 2019-20 **Annual Fact Book** for details.)

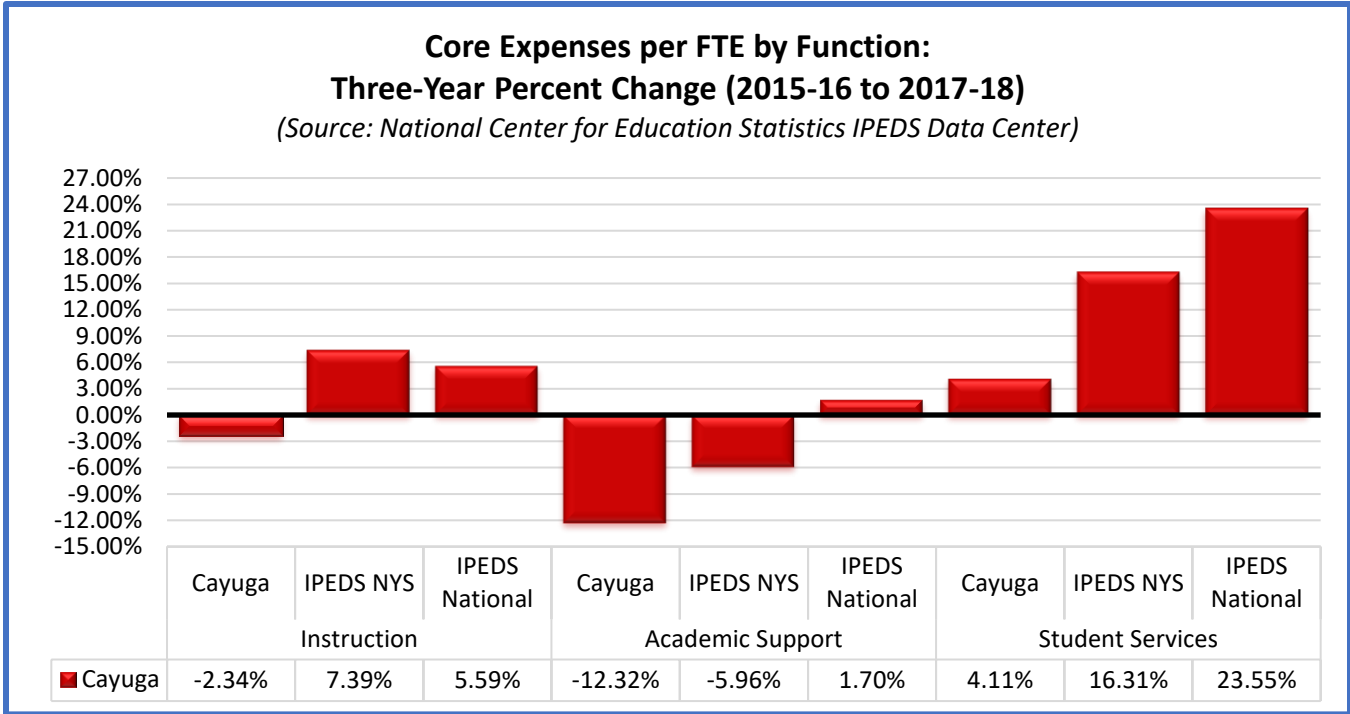


Figure 18: IPEDS: Core Expenses per FTE by Function: Three-Year Percent Change: Peer Groups

### Tuition

IPEDS tracks the in-district annual tuition and fees for first-time, full-time students for Cayuga compared to the IPEDS NYS and IPEDS National peer groups. As the following graph shows, the increase in tuition and fees for Cayuga was comparable to the NYS peer group between 2015-16 and 2019-20, but slightly less than the National peer group. (See **Figure 144** in the 2019-20 **Annual Fact Book** for details.)

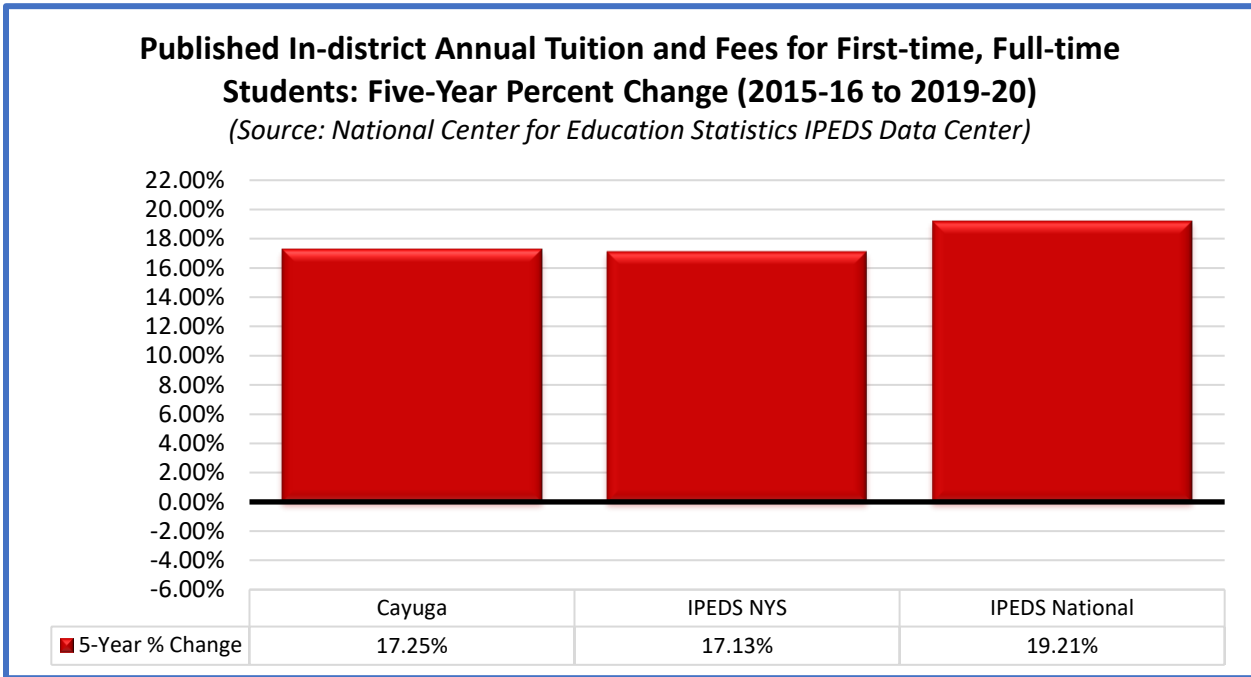


Figure 19: IPEDS: Published Tuition and Fees: Five-Year Percent Change: Peer Groups

## STRENGTHS/OPPORTUNITIES

### Strengths

Based on the data points presented in this report that are summarized from the 2019-20 edition of Cayuga Community College's **Annual Fact Book**, to follow are Cayuga's strengths:

- Even though Cayuga's AAFTE declined between 2015-16 to 2019-20, the decline was 3.6% less than the average five-year decline among SUNY peers;
- Fall headcount for students from the service area (Cayuga and Oswego counties) increased by 6.0% between Fall 2015 and Fall 2019;
- Advantage FTE increased by 40.1% between 2015-16 to 2019-20;
- Summer FTE increased by 10.1% between Summer 2016 and Summer 2020;
- Achievement of all credit threshold KPIs for Cayuga's First in College cohort was higher than VFA peers;
- Programs in the following disciplines had the highest retention rate for the Fall 2019 cohort: Communications Technology/Technicians and Support Services—AAS, Engineering/Engineering-Related Technologies/Technicians—AAS, Computer and Information Sciences and Support Services—AS; and
- Cayuga's net price of attendance was consistently lower than the IPEDS peer groups.

### Opportunities

Based on the data points presented in this report that are summarized from the 2019-20 edition of Cayuga Community College's **Annual Fact Book**, to follow are Cayuga's opportunities for improvement:

- AAFTE declined by 13.3% between 2015-16 and 2019-20;
- Fall headcount for students from NYS counties outside the service and focal areas declined by 8.8% between Fall 2015 and Fall 2019 and declined by 4.1% for students from the focal area;
- Overall Spring headcount declined by 9.5% between Spring 2016 and Spring 2020;
- The headcount in the following programs declined by 40% or more between Fall 2015 and Fall 2019: GIS—AS, Accounting—AAS, Computer Science—AS, Criminal Justice: Corrections—AAS, Mechanical Technology—AAS, Business Administration—AAS, Liberal Arts & Sciences: Math & Science—AS;
- Capture rate of recent high school graduates from Cayuga county declined by 7.1% between 2017 and 2019 and by 13.4% in Oswego;
- Applicant to registrant yield rate of new/first-time applicants declined by 22.2% between Fall 2015 and Fall 2019 and accepted to registrant yield rate declined by 20.2%;
- Cayuga ranked 9 out of 10 among SUNY peer institutions for retention rate of the Fall 2019 cohort;
- Programs in the following disciplines had the lowest retention rate for the Fall 2019 cohort: Visual and Performing Arts—AS, Homeland Security, Law Enforcement, Firefighting and Related Protective Services—AAS, Business, Management, Marketing and Related Support Services—AAS;
- The persistence and retention rates of all students (excluding high school students and those who graduated prior to subsequent reporting term) for full-time, part-time and overall students was consistently lower than NCCBP peer groups for each term Fall 2015 through Fall 2018;
- The persistence and retention rates of part-time students was significantly lower than NCCBP peer groups for each term Fall 2015 through Fall 2018;
- Enrollee Success and Completer Success Rates five-year average for Algebra core academic area was significantly lower than NCCBP peer groups; and
- Cayuga ranked 7 out of 10 among SUNY peer institutions for three-year graduation rate of Fall 2016 cohort and 9 out of 10 for number of degrees awarded in 2019-20.

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