



corning community college

State University of New York

Institutional Report Card 2008



*Choose **Your** Path to Success*

This document was prepared by the Office of Institutional Research and the Institutional Effectiveness Team at Corning Community College. Any correspondence should be addressed to the Office of Institutional Research at Corning Community College, One Academic Drive, Corning, NY 14830. Corning Community College is part of the State University of New York and is accredited by the Middle States Commission on Higher Education.

Vision Statement

Corning Community College will be the region's choice for education,
committed to the success of every learner and
dedicated to enriching the lives of all in our community.

Equal Opportunity

Corning Community College is an equal opportunity institution, adheres to the guidelines of Title IX, Section 504, and the Americans with Disabilities Act (ADA) and does not discriminate on the basis of race, color, creed or religion, sex, national origin, age or physical or mental disabilities. The facilities are accessible to individuals with disabilities.

We affirm the College community's respect for different beliefs and lifestyles even though such beliefs and lifestyles may not at this time be codified into state or federal law. The College's Affirmative Action Committee endorses the following statement approved by the College Association and supported by other employees and students:

"Corning Community College is committed to creating a community in which a diverse student population can live and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, regardless of economic status, ethnic background, political views, sexual orientation, or other personal characteristics and beliefs."



October 2008



From the President

To our students, community college family, friends, and supporters:

Corning Community College believes in a continuous improvement process and the need for a comprehensive system for assessing desired outcomes. This provides us not only with the necessary tools for refining our curricula and services, but it also provides our community with assurances that the administration, faculty, and staff are concerned with the quality, effectiveness, and efficiency of the College. Our annual Institutional Report Card for 2008 reflects these qualities.

The Report Card provides data on traditional indicators of effectiveness common to many institutions (i.e., graduation, success and employment rates, as well as student satisfaction). These data are compiled from various sources, primarily the State University of New York (SUNY) and the Corning Community College Graduate Survey.

The College measures feedback from our faculty and students against national norms from other institutions around the country. During the past year the College has participated in the *National Community College Benchmark Project (NCCBP)* administered by Johnson County Community College in Kansas. Over 170 community colleges from around the country participated, including over 25 community colleges within the SUNY system.

Together, these measurements show our areas of strength and areas where we intend to improve our performance. Above all, they demonstrate our commitment to academic excellence, overall quality, and the judicious use of your public trust.

I am extremely thankful for the cooperation of members of our College community who contributed to gathering the data contained in this Institutional Report Card. Your comments are encouraged. Please feel free to contact me at 607-962-9232, if you wish to discuss this report further. Thank you.

Sincerely,

A handwritten signature in blue ink that reads "Floyd Amann". The signature is written in a cursive, flowing style.

Floyd "Bud" Amann
President, Corning Community College





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Traditional Performance Indicators

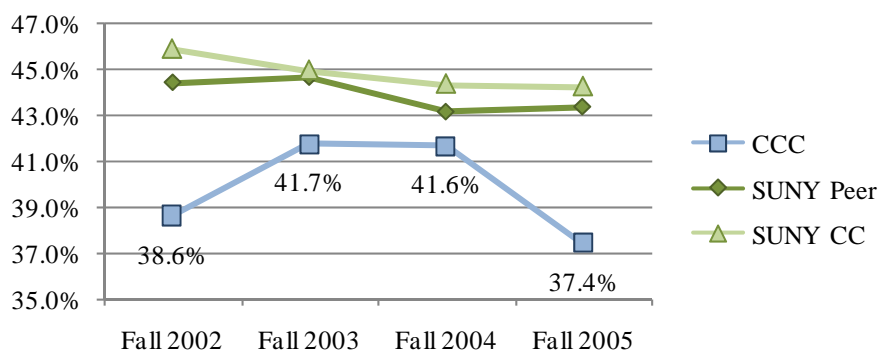
Corning Community College tracks student outcomes and compares them to their educational goal, which students state during the admissions process. These data show the number of new students from Fall 2005 who started as full-time or part-time, and their graduations through Spring 2008. Only those educational goals which more than 10 students chose are listed. The other options for educational goal were: Enroll in coursework for personal enrichment / enjoyment (not seeking a degree or certificate); Enroll in coursework to learn or upgrade job skills (not seeking a degree or certificate); Enroll in coursework to obtain a High School Diploma or General Equivalency Diploma (GED).

Educational Goal	Headcount of Students: Initial Goal		Headcount of Students: Graduated		Graduation Rate	
	PT	FT	PT	FT	PT	FT
Earn a degree/certificate at CCC with plans for employment	68	269	2	76	3%	28%
Transfer to another college after earning a degree/certificate at CCC	50	422	3	124	6%	29%
Transfer to another college without earning a degree/certificate at CCC	5	71	0	12	0%	17%
Uncertain	9	61	1	8	11%	13%

Source: CCC Placement Test

After three years, four percent of incoming new, part-time students from Fall 2005 had graduated, and twenty-seven percent of incoming new, full-time students from Fall 2005 had graduated.

Graduation and Persistence Rates of First-time, Full-time Associate's Degree Students Two Years After Initial Term



Point of Interest

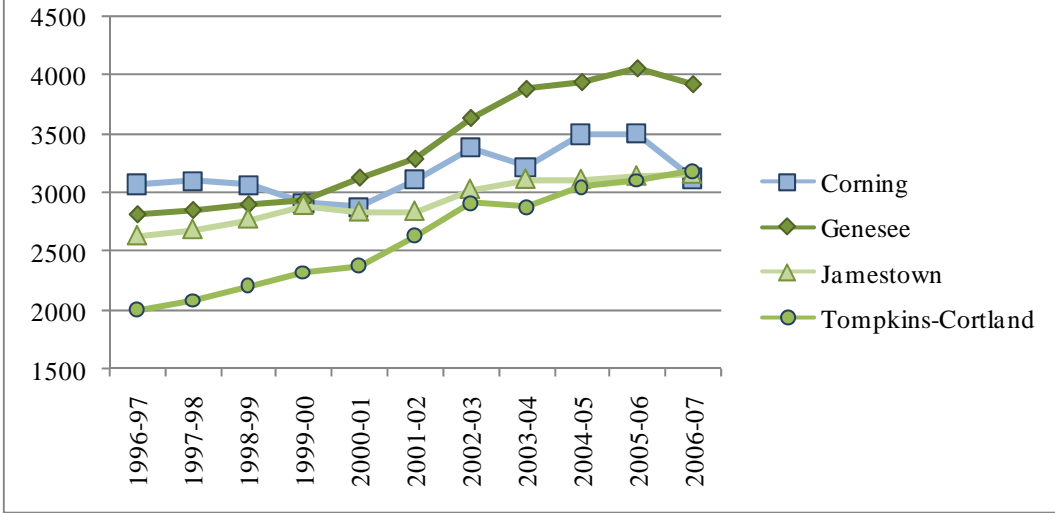
These data show the graduation and persistence rates of first-time, full-time Associate Degree seeking students two years after their initial term. As seen here, CCC has a lower persistence rate than both SUNY Peer and all SUNY CCs.

The two year attrition rate for each of these initial cohorts would be calculated by subtracting these data from 1.

Source: SUNY Office of Institutional Research and Planning



Official Full-Time Equivalent Enrollment: Annual Average FTE

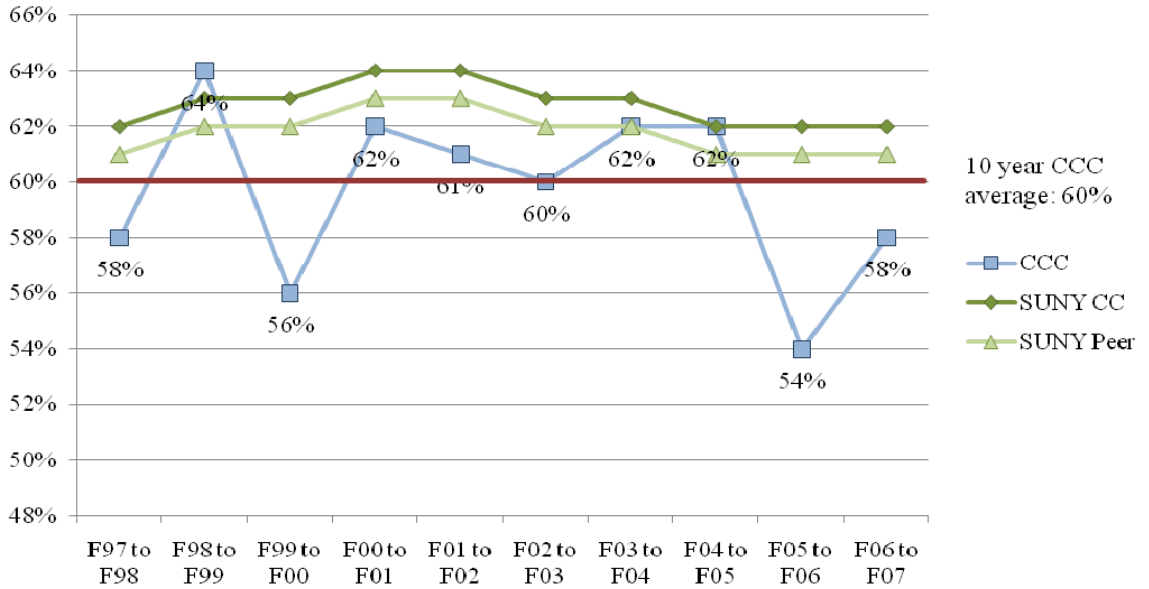


These data illustrate the FTE annual average for Corning Community College compared with three other SUNY community colleges of similar demographics.

2006-7 was the first year that CCC was surpassed in AAFTE by these three similarly sized and nearby institutions.

Source: SUNY Office of Institutional Research and Planning.

Retention of First-Time, Full-Time Associate's Degree Students Fall to Fall



Point of Interest

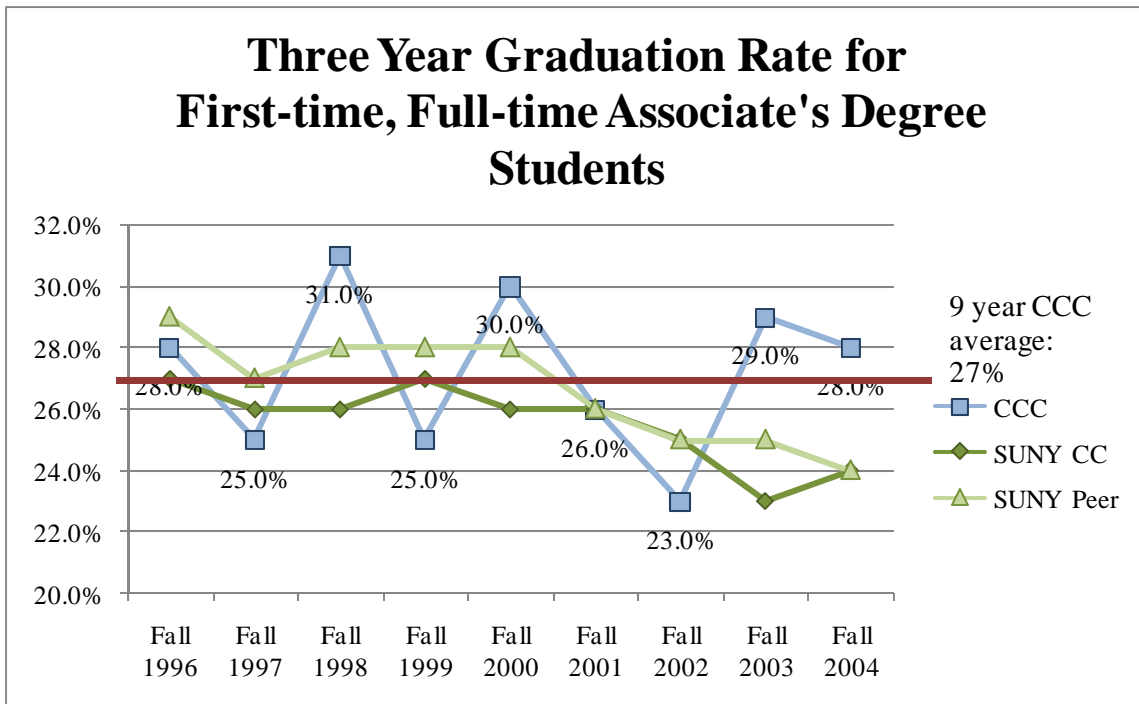
SUNY has established our peer community college group as:

- Broome*
- Dutchess*
- Finger Lakes*
- Genesee*
- Jamestown*
- Mohawk Valley*
- Niagara*
- Onondaga*
- Orange*
- Rockland*

Source:

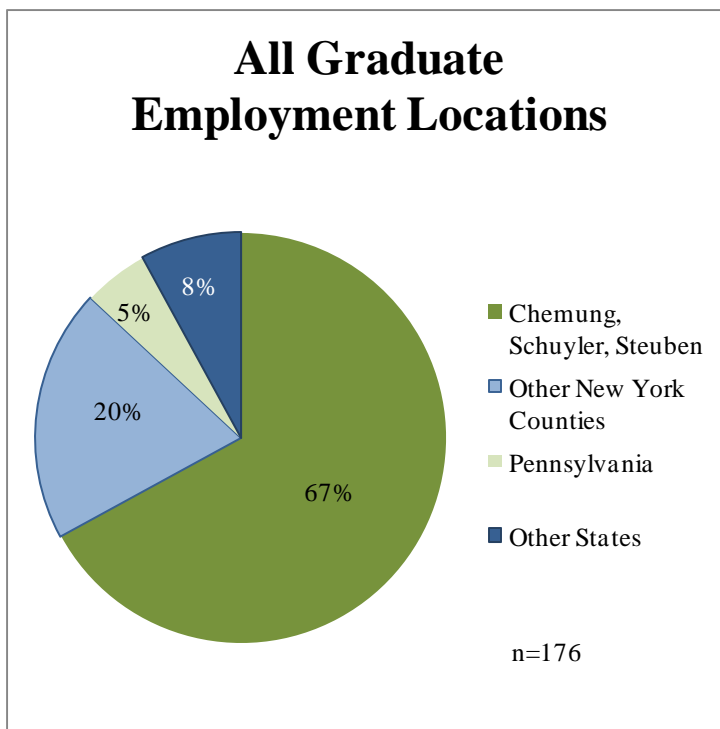
These data are for first-time, full-time students fall to fall retention. The ten year average for CCC full-time, first-time students retained from initial fall semester to following fall semester is 60%, and is represented by the blue line on the chart above. CCC values are noted numerically on the chart above.





Source: SUNY Office of Institutional Research and Planning

These data are for first-time, full-time students after 6 semesters entering in 1996 - 2004. The nine year average for CCC first-time, full-time Associate's Degree seeking students graduating within three academic years is 27% and is represented by the blue line on the chart above. CCC values are noted numerically on the chart above.



Source: CCC Graduate Survey 2006

Point of Interest

67% of all responding graduates from the Class of 2006 were employed locally in Chemung, Schuyler, and Steuben Counties according to the Graduate Survey.

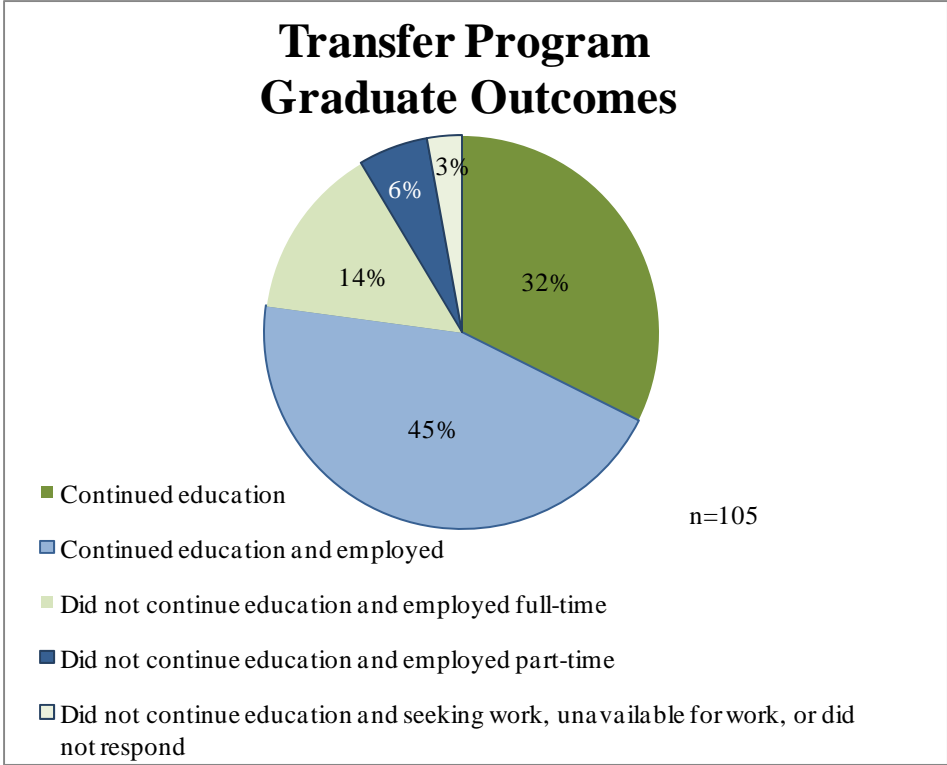
Of the 88 Career Program graduates who were employed full-time, 70% were employed locally. Furthermore, 83% of the Career Program graduates employed full-time were in a position related to their field of study at CCC.



Point of Interest

Sixty percent of transfer program graduates in the Class of 2006 continued their education, some while also employed. An additional 20% did not continue their education but obtained employment.

Transfer Program Graduate Outcomes



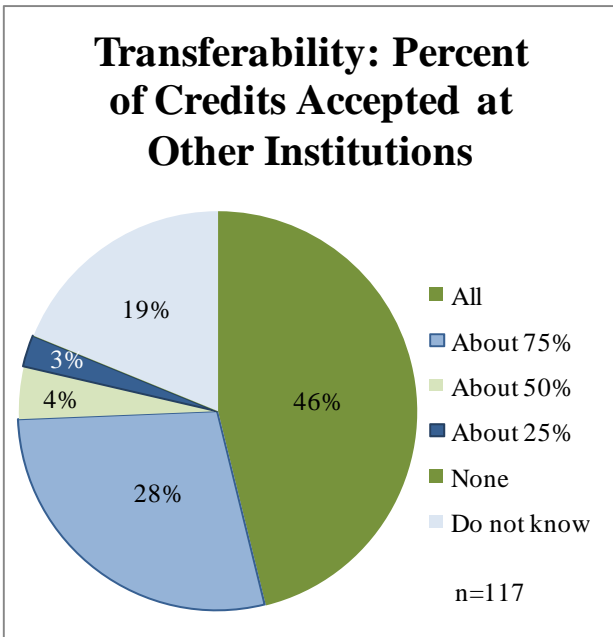
Source: CCC Graduate Survey 2006

Of the 105 transfer graduates who responded to the 2006 Graduate Survey, 77% continued their education. Fifty-eight percent of all respondents continued their education at colleges and universities, transferring to approximately 40 different institutions.

Of the respondents continuing their education, the top transfer colleges were:

- Mansfield University
- Keuka College
- Elmira College
- Empire State College
- Binghamton University
- Corning Community College

Transferability: Percent of Credits Accepted at Other Institutions



This information is self reported by graduates who participate in the survey, which occurs one year after graduation. The response rate for the Class of 2006 Graduate Survey was 69% of reachable graduates.

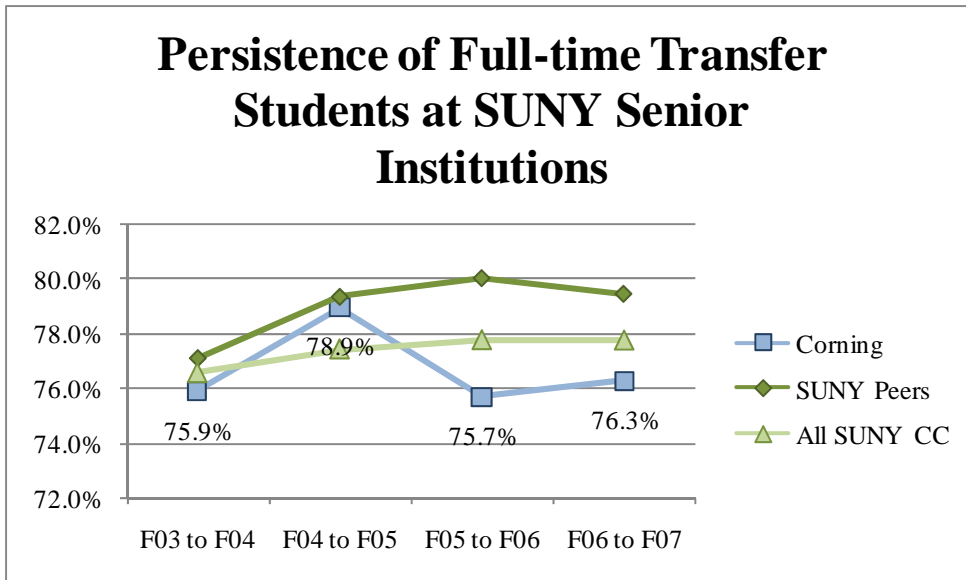
Point of Interest

Almost 75% of graduates noted that at least three-quarters of their CCC credits were accepted at their transfer college / university.



Source: CCC Graduate Survey 2006

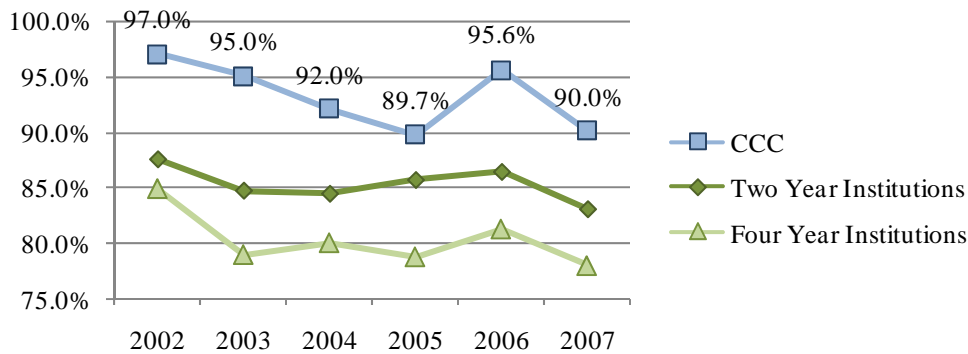




These persistence rates are calculated at one-year post-transfer to the senior institution. This is reflected above for all full-time transfer students from CCC enrolling in a baccalaureate program at a senior institution, students from the SUNY community colleges as a whole, and our SUNY peers. Students who transfer out of CCC to a baccalaureate program in a SUNY senior institution persist roughly as well as students from other SUNY community colleges.

Source: SUNY Office of Institutional Research and Planning.

CCC Pass Rate Compared with NYS 2 and 4 Year Colleges for First-time Candidates Taking RN Licensure Exam



Point of Interest

The percentage of CCC students passing the NCLEX continues to surpass both New York two-year and four-year rates. The Nursing Division's results continue to be outstanding.

Source: CCC Nursing Division

Corning Community College nursing students consistently perform higher than four-year and two-year New York graduates on the RN Licensure exam. In 1999, 100% of those graduates who took the exam passed. Comparison data for 2003 and 2004 have been modified to reflect updated data provided by the State Education Department of New York. CCC values are noted numerically on the chart above.



National Community College Benchmark Project

The **National Community College Benchmark Project (NCCBP)** provides community colleges with opportunities to report outcome and effectiveness data, receive reports of benchmarks, and compare their data with those of peer institutions. NCCBP was established to satisfy needs for comparative data in critical performance areas. It is an annual study conducted by Johnson County Community College in Overland Park, KS. Almost all of the SUNY community colleges participate in this annual data collection event. These data refer to Fall 2005 students, unless otherwise noted.

National Aggregate Data

	CCC Value	Percentile				
		10th	25th	50th	75th	90th
College-level Course Retention and Success Rates						
Retention Rate	92%	[Shaded Box]				
Enrollee Success Rate	78%	[Shaded Box]				
Completer Success Rate	85%	[Shaded Box]				
Credit Developmental/Remedial Course Retention and Success Rates						
Math Retention Rate	83%	[Shaded Box]				
Writing Retention Rate	87%	[Shaded Box]				
Reading Retention Rate	84%	[Shaded Box]				
Math Completer Success Rate	76%	[Shaded Box]				
Writing Completer Success Rate	75%	[Shaded Box]				
Reading Completer Success Rate	73%	[Shaded Box]				
Credit Developmental/Remedial Student Retention and Success Rate in First College-level Courses (Fall 2004)						
Math Retention Rate	84%	[Shaded Box]				
Writing Retention Rate	83%	[Shaded Box]				
Math Completer Success Rate	65%	[Shaded Box]				
Writing Completer Success Rate	73%	[Shaded Box]				
Career Program Completers (Most recent data, Fall 2004)						
Employed in Related Field	76%	[Shaded Box]				
Pursuing Education	8%	[Shaded Box]				

Point of Interest

The shaded boxes note how CCC compares to other community colleges in the nation in these areas. The percentiles note what percent of institutions had lower or equivalent values to CCC.

Definitions:

- **Retention Rate:** Proportion of students who did not withdraw from courses during the term.
- **Completer Success Rate:** Proportion of students who enrolled and did not withdraw from courses and completed those courses with grades of A, B, C, or P.
- **Career Program Completers:** Proportion of students noting employment or educational transfer on the Graduate Survey, administered one year after graduation. This is self-reported by the graduates.

Source: NCCBP 2007



National Aggregate Data

	CCC Value	Percentile				
		10th	25th	50th	75th	90th
Retention and Success in Core Academic Skill Areas						
English Comp I Retention Rate	92%	[Bar chart showing 92% value relative to percentiles]				
English Comp II Retention Rate	92%	[Bar chart showing 92% value relative to percentiles]				
College Algebra Retention Rate	82%	[Bar chart showing 82% value relative to percentiles]				
Speech Retention Rate	95%	[Bar chart showing 95% value relative to percentiles]				
English Comp I Completer Success Rate	82%	[Bar chart showing 82% value relative to percentiles]				
English Comp II Completer Success Rate	84%	[Bar chart showing 84% value relative to percentiles]				
College Algebra Completer Success Rate	75%	[Bar chart showing 75% value relative to percentiles]				
Speech Completer Success Rate	92%	[Bar chart showing 92% value relative to percentiles]				
Institution-wide Credit Grades						
Percent Withdrew	9%	[Bar chart showing 9% value relative to percentiles]				
Percent Completed (any grade other than W)	91%	[Bar chart showing 91% value relative to percentiles]				
Percent Successful (A,B,C,P of those who completed)	84%	[Bar chart showing 84% value relative to percentiles]				
Percent A and B Grades	59%	[Bar chart showing 59% value relative to percentiles]				
Distance Learning Credit Grades						
Percent Withdrew	13%	[Bar chart showing 13% value relative to percentiles]				
Percent Completed (any grade other than W)	87%	[Bar chart showing 87% value relative to percentiles]				
Percent Successful (A,B,C,P of those who completed)	86%	[Bar chart showing 86% value relative to percentiles]				
Percent A and B Grades	63%	[Bar chart showing 63% value relative to percentiles]				
Credit Student Persistence						
Next-term Persistence Rate	57%	[Bar chart showing 57% value relative to percentiles]				
Fall-fall Persistence Rate	33%	[Bar chart showing 33% value relative to percentiles]				
High School Graduates Enrolling at Institution						
Enrolling from Public High School	23%	[Bar chart showing 23% value relative to percentiles]				
Enrolling from Private High School	19%	[Bar chart showing 19% value relative to percentiles]				
Enrolling Total	23%	[Bar chart showing 23% value relative to percentiles]				
Average Credit Section Size						
Average Credit Section Size	19.05	[Bar chart showing 19.05 value relative to percentiles]				
Distance Learning						
Percent of Total Institutional Credit Hours	3%	[Bar chart showing 3% value relative to percentiles]				
Percent of Total Institutional Credit Sections	4%	[Bar chart showing 4% value relative to percentiles]				

Definitions:

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- **Persistence Rate:** Proportion of total credit students at the end of fall 2005 term (excluding high school students) who either graduated or enrolled in the given term. Next-term would be spring 2006, fall-fall would be fall 2006.
- **Enrolling from High School:** Proportion of students graduating in the three county service area of Chemung, Schuyler, and Steuben Counties the previous spring who subsequently enrolled at CCC for the fall semester.



National Community College Benchmark Project

Participating SUNY Community Colleges

	CCC Value	Percentile				
		10th	25th	50th	75th	90th
College-level Course Retention and Success Rates						
Retention Rate	92%	[Bar extending past 90th percentile]				
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Completer Success Rate	85%	[Bar extending past 75th percentile]				
Credit Developmental/Remedial Course Retention and Success Rates						
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Career Program Completers (Most recent data, Fall 2004)						
Employed in Related Field	76%	[Bar extending past 75th percentile]				
Pursuing Education	8%	[Bar extending past 10th percentile]				

Point of Interest

The following two pages analyze identical elements of NCCBP but focus on the SUNY Community College system as peers rather than all the national respondents.

Definitions:

- **Retention Rate:** Proportion of students who did not withdraw from courses during the term.
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Average Credit Section Size	19.05	[Bar from 10th to 75th]				
Distance Learning						
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Notes



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