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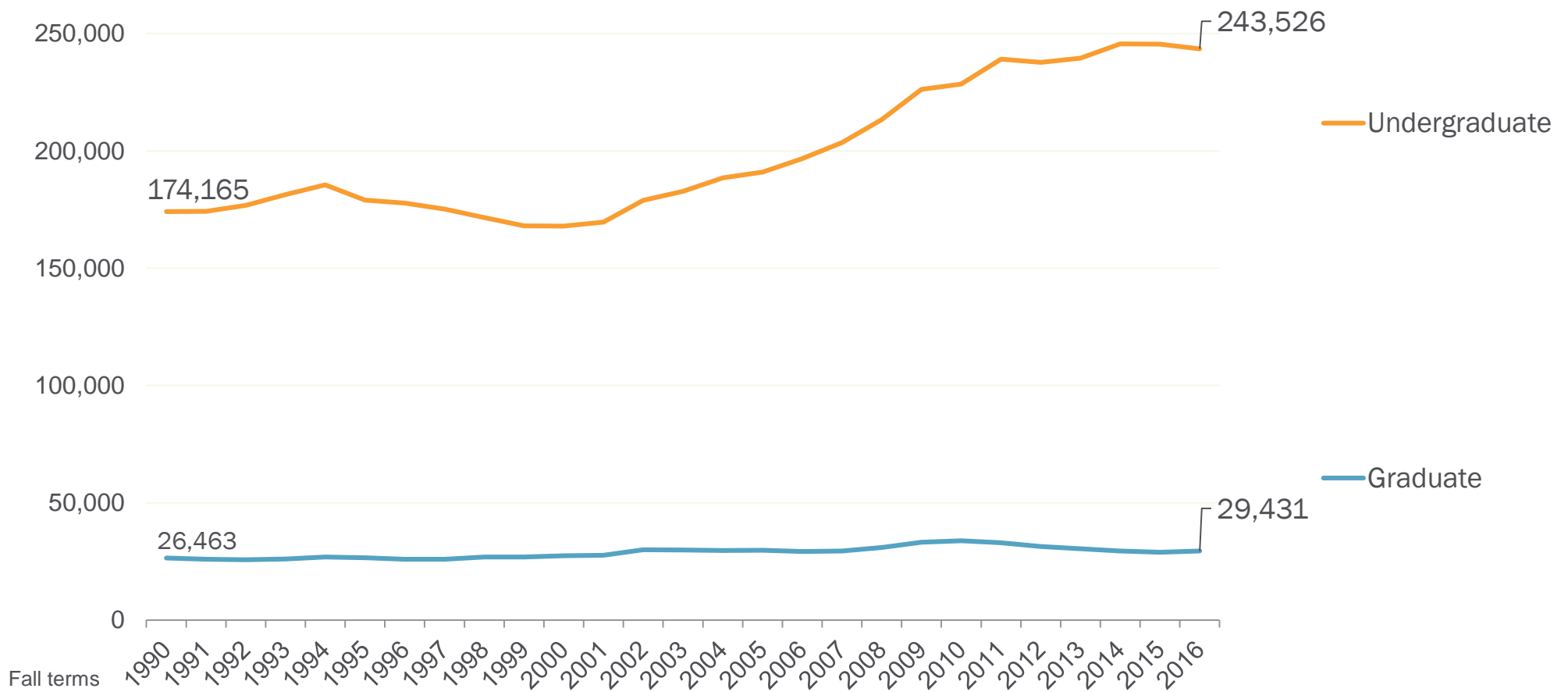


# The State of CUNY 2017: Where We Have Been, Where We Are At, Where We Are Going

COLIN CHELLMAN AND SARAH TRUELSCH  
SEPTEMBER 2017

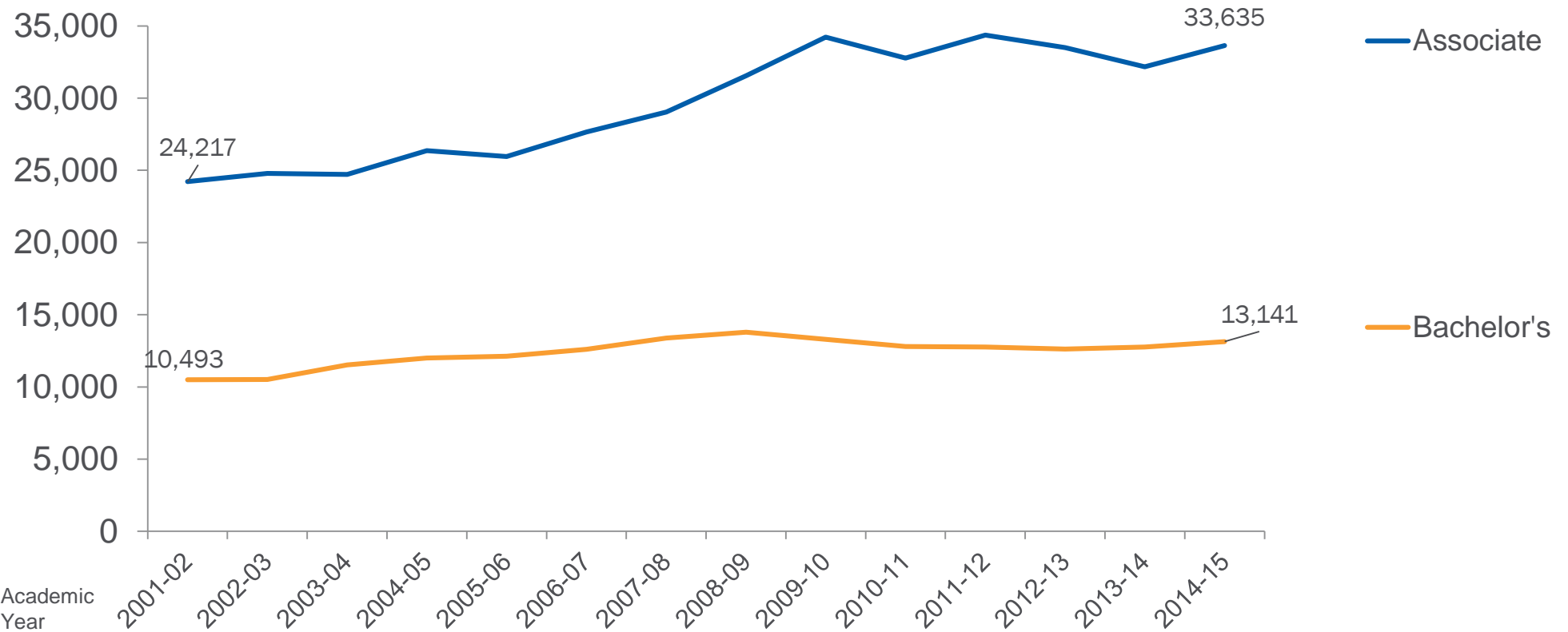
Undergraduate enrollment has risen sharply since 2000. Graduate level enrollment has been comparatively stable.

TRENDS IN CUNY ENROLLMENT, BY DEGREE LEVEL



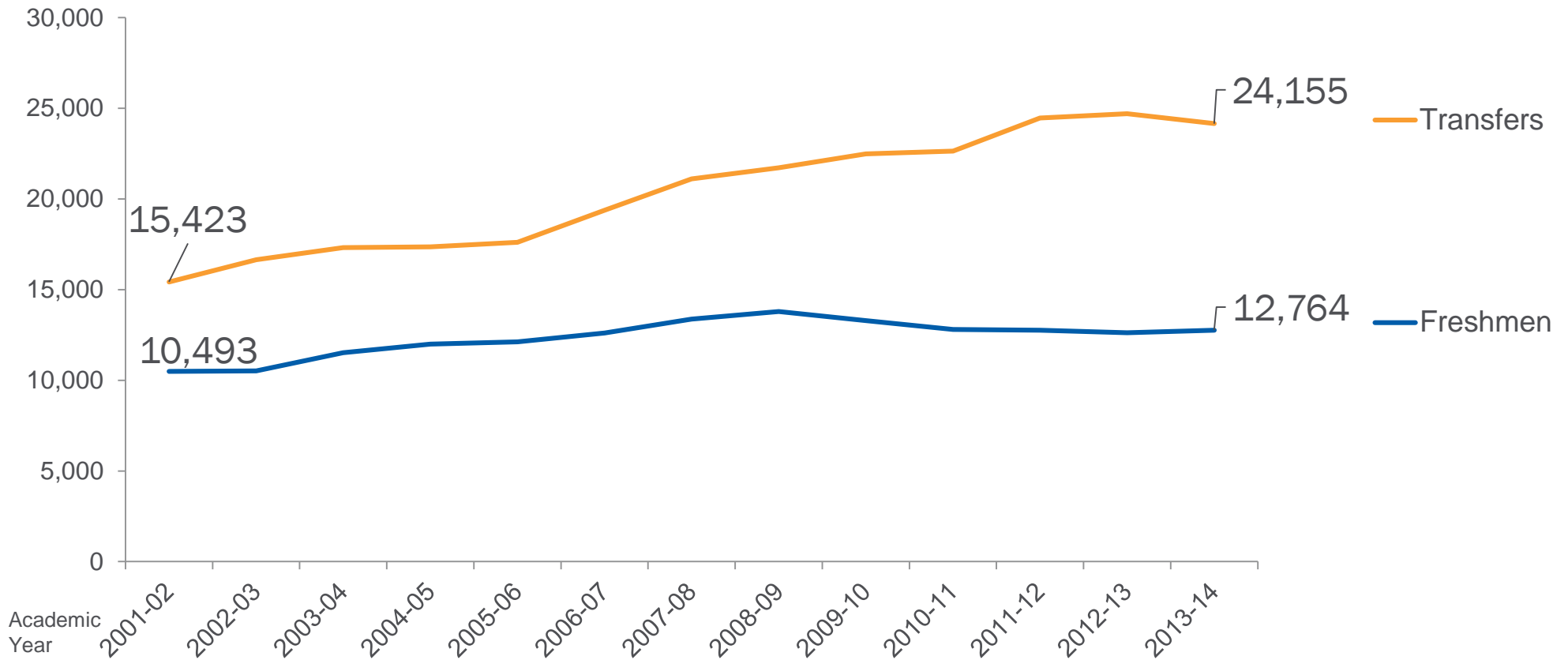
# Freshman enrollment increases have been concentrated in associate degree programs.

TRENDS IN CUNY FRESHMAN ENROLLMENT, BY DEGREE PURSUED



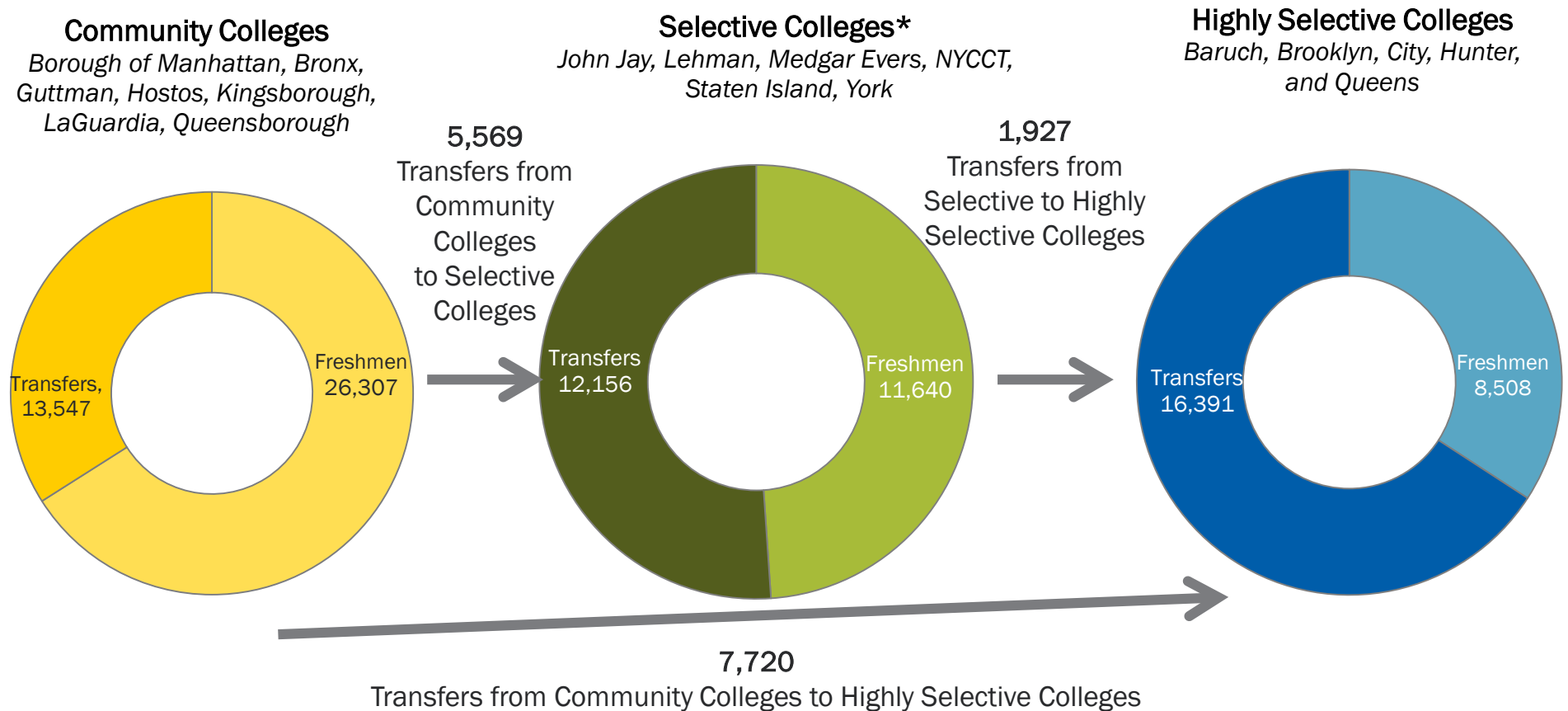
# The transfer route to a bachelor's program has gained importance over time.

TRENDS IN NEW STUDENT ENROLLMENT IN BACCALAUREATE PROGRAMS



# Every year thousands of students transfer from CUNY's community colleges and less-selective senior colleges to more-selective senior colleges.

## NEW STUDENT ENROLLMENT BY TYPE AND COLLEGE SECTOR: AY 2015-16

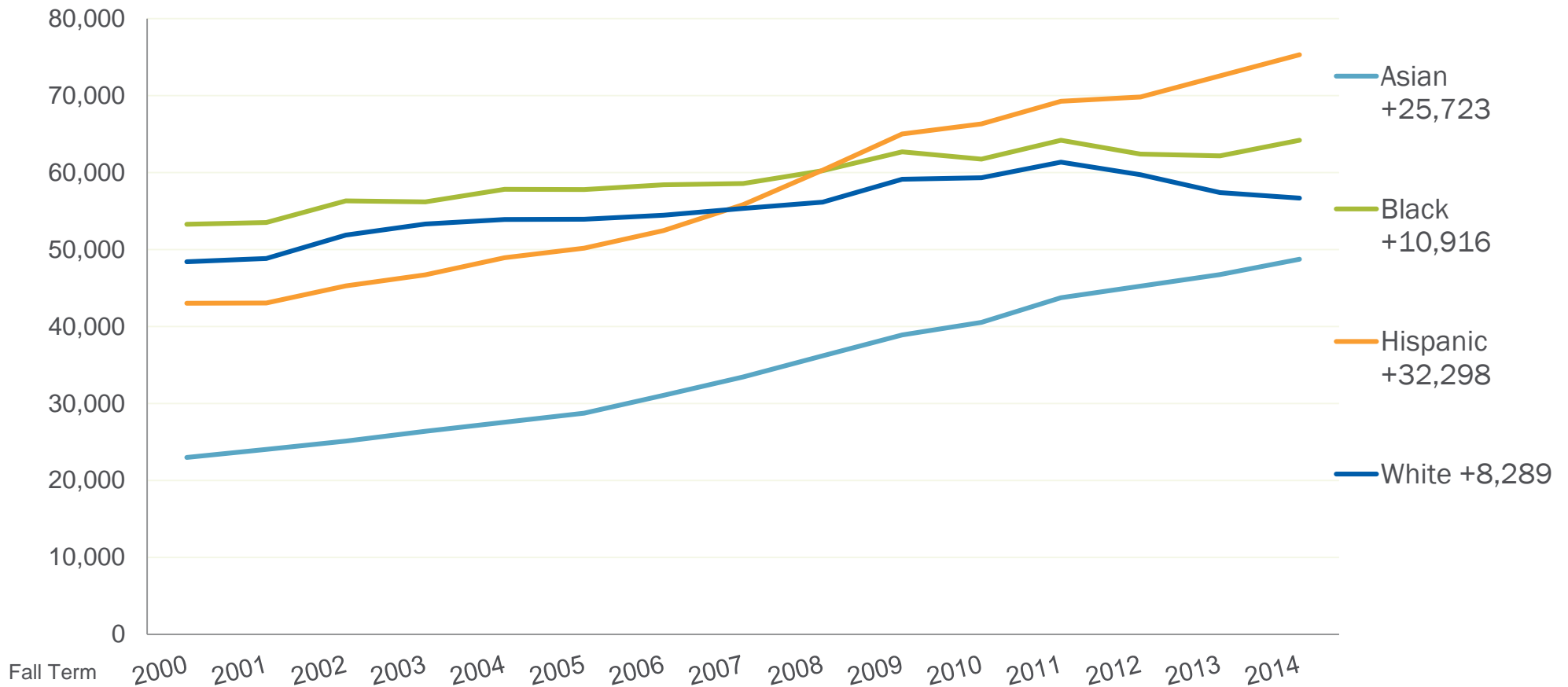


\*Enrollments at Medgar Evers, NYCCT, and Staten Island include students in associate and bachelor's programs. Every year thousands of students transfer within these schools from associate programs to bachelor's programs, which is not accounted for in the transfer counts in these figures. Thousands of students also transfer to schools within the same sector each, e.g, from one highly selective college to another.

*CUNY will increase diversity at its most selective institutions*

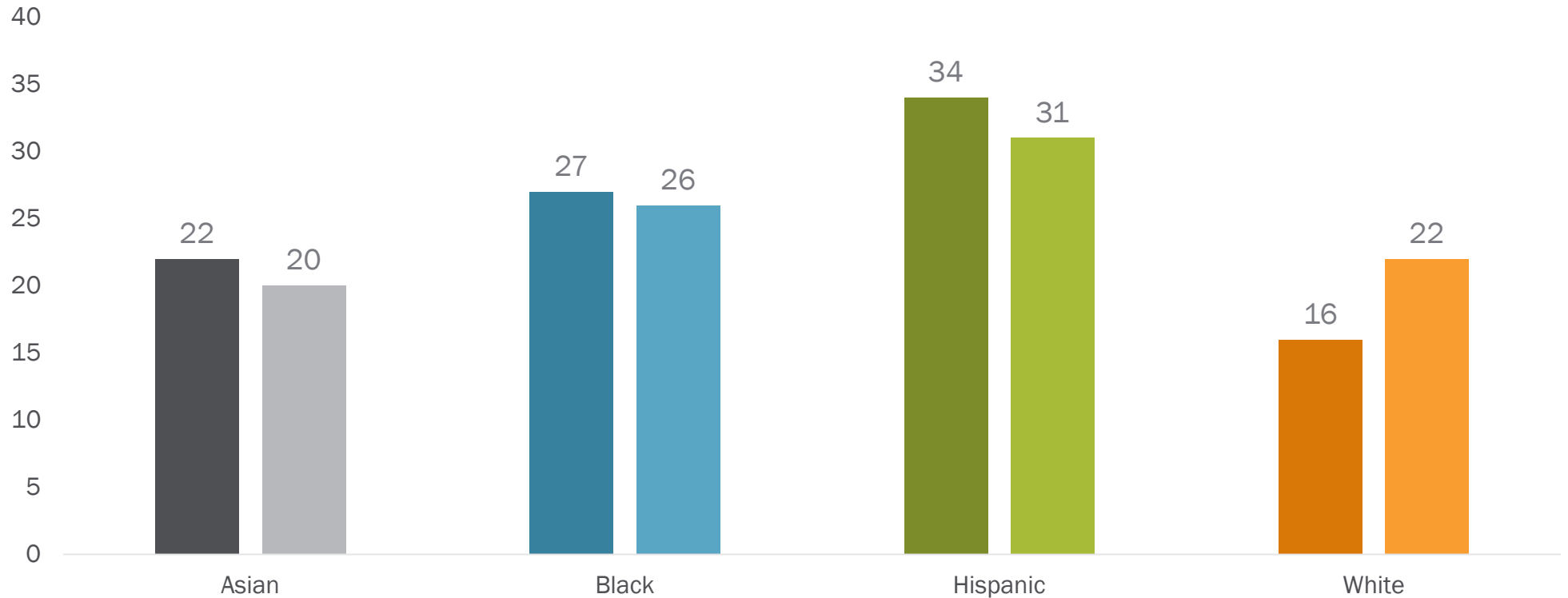
The numbers of Asian and Hispanic undergraduates have risen rapidly since 2000, reflecting population and immigration trends in the city.

TRENDS IN CUNY UNDERGRADUATE ENROLLMENT, BY RACE



Overall, CUNY's undergraduate population closely reflects the racial distribution of the city's public high school graduates.

RACIAL COMPOSITION OF NYC DOE GRADUATES COMPARED TO CUNY UNDERGRADUATES (PERCENTAGES)

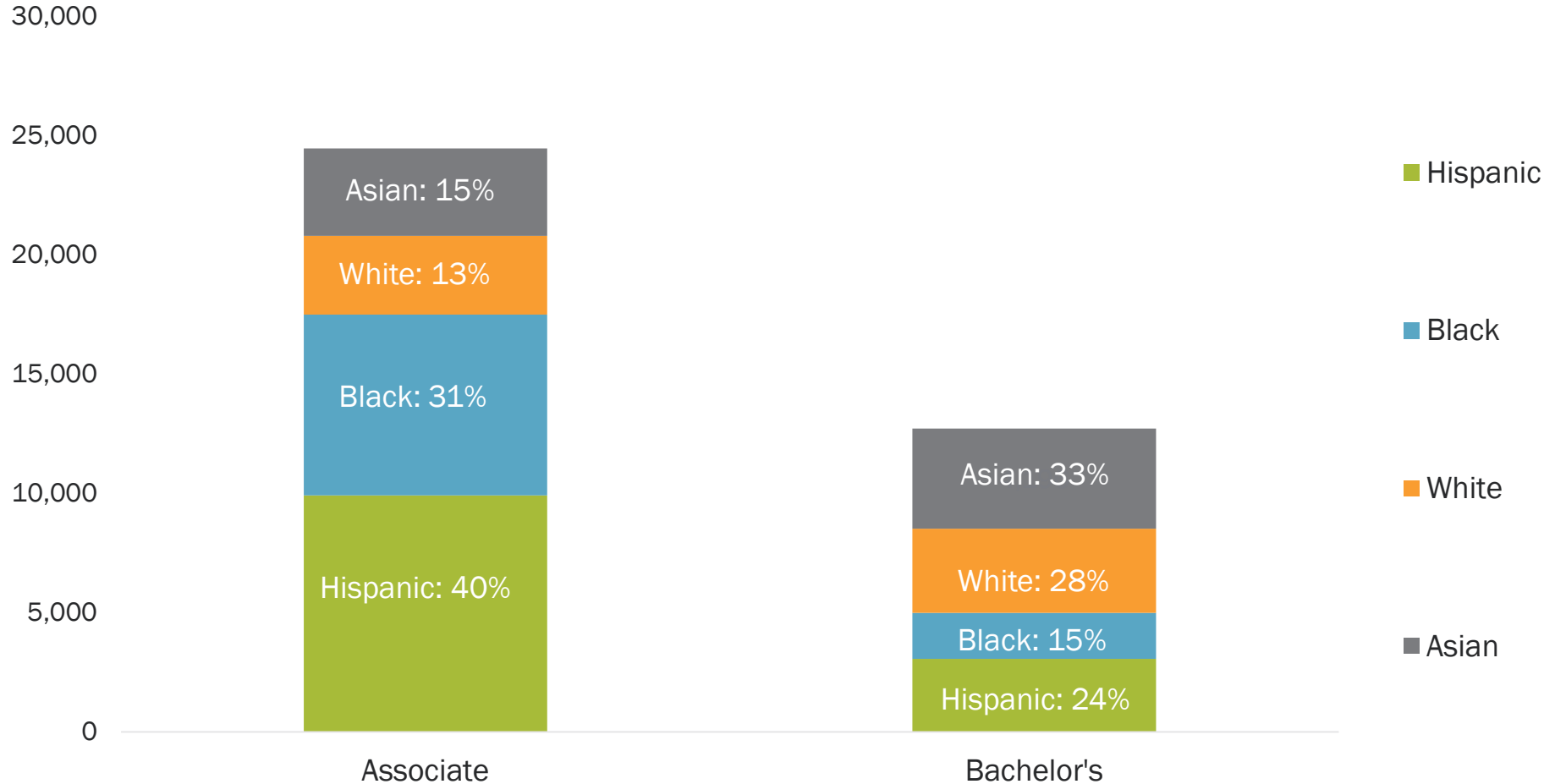


NYC DOE Graduates 2015: Left, CUNY Undergraduates Fall 2016: Right

Source: NYC DOE published citywide graduation reports and CUNY internal data.

However, Asian and White students are more likely to start in CUNY's bachelor's programs as freshmen than black and Hispanic students, who are more likely to start in associate programs.

FRESHMAN ENROLLMENT BY RACE AND DEGREE: AY 2015-16

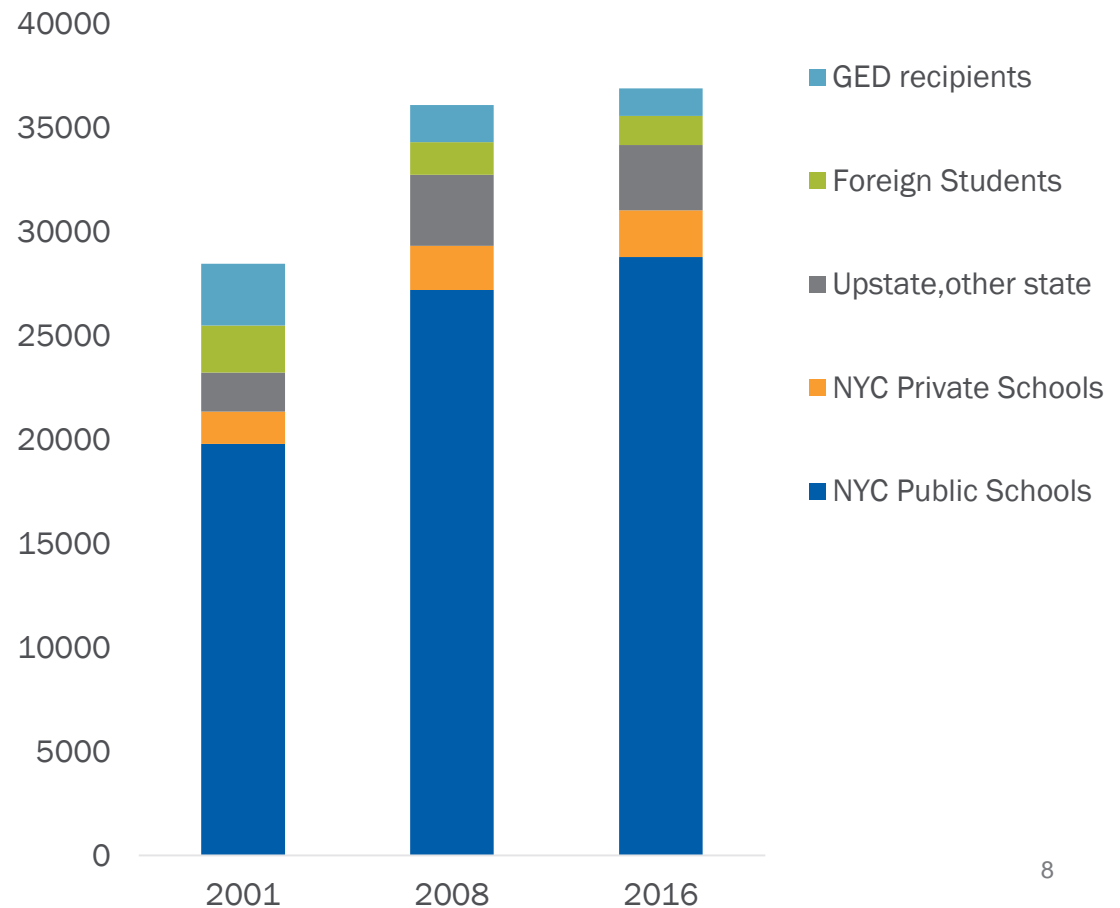




# CUNY aims to deepen its work with the DOE to improve successful student transition from high school to college.

- 78% of Fall 2016 CUNY freshmen were graduates of NYC public high schools, a share that has grown over time.
- The NYC DOE high school graduation rate increased rapidly from 51% in 2001 to 76% in 2016, leading to larger numbers of high school graduates and CUNY freshmen.
- But only 51% of the 2016 graduates met the city’s College Readiness Index.
- CUNY enrolls a disproportionate share of students do who not meet college-readiness benchmarks: 65% of non-college ready graduates, compared to 48% of college-ready graduates in 2014 (last figures available).

CUNY FRESHMEN BY HIGH SCHOOL ORIGIN



In some ways, most CUNY students are now “traditional” college students. In other ways, many CUNY students are still very non-traditional and may need extra support transitioning to college .

- 73% of undergraduates are younger than 25.
- 92% of freshmen are recent high school graduates
- 69% of undergraduates rely on their parents for financial support.
- Just 11% are married and 12% support children.
- Only 53% of students work in a given semester and half of those work for less than 20 hours.

#### Yet...

- 45% of undergraduates are the first generation in their family to attend college.\*
- 36% were born outside the US mainland.\*
- 39% have a native language other than English.\*
- 58% are Pell grant recipients.\*\*
- 42% have household incomes less than \$20,000.\*
- 57% of freshmen are assigned to some remediation.

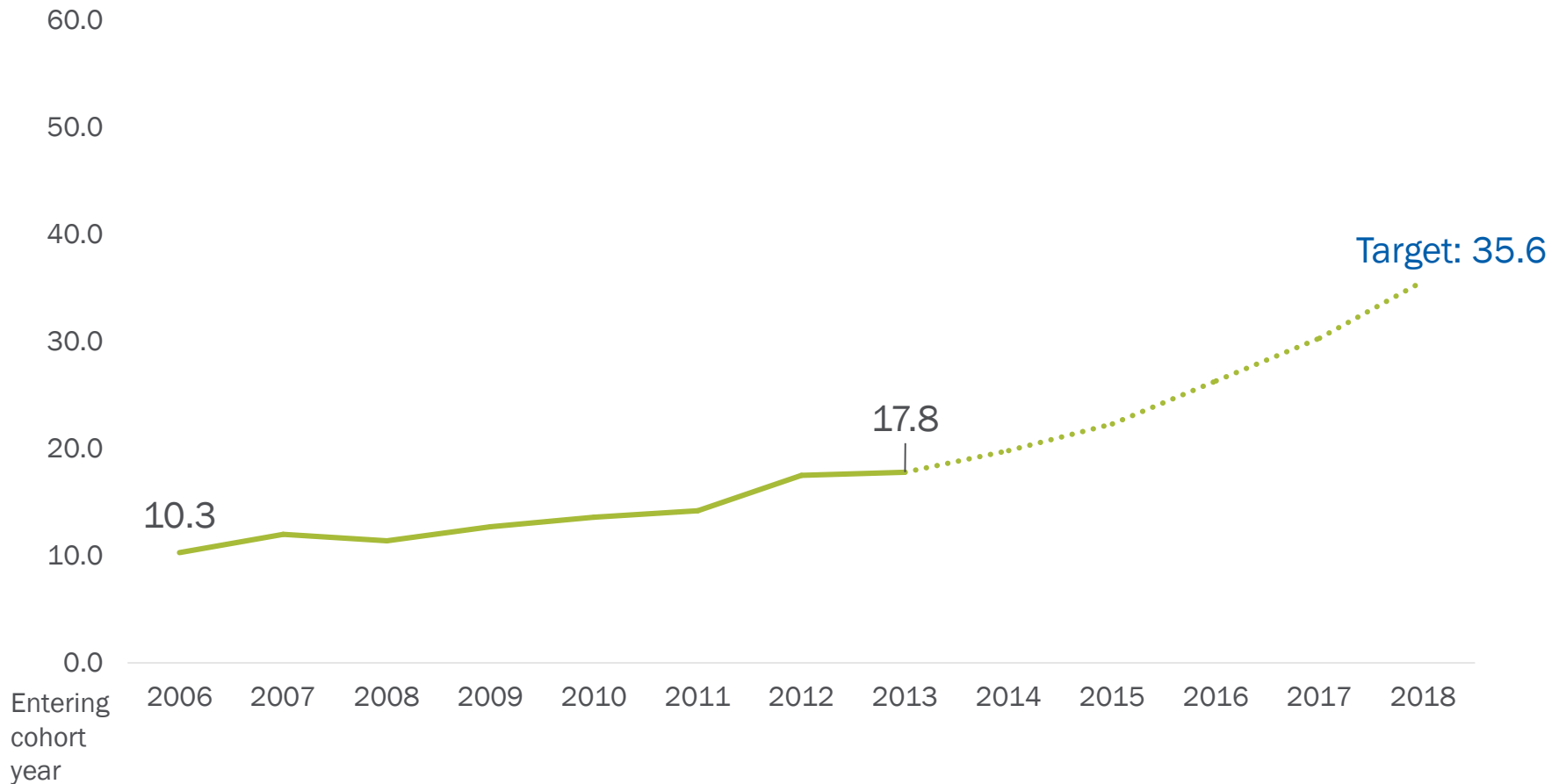
\*SOURCE: 2016 CUNY Student Experience Survey

\*\*Based on degree-seeking students who are US citizens or permanent residents

**CUNY will double 3-year graduation rates for associate degrees**

CUNY's community college graduation rates are at an all-time high and recently climbed above the national average rates for public colleges in large cities.

TRENDS IN THE 3-YEAR ASSOCIATE GRADUATION RATES OF FULL-TIME FRESHMEN\*

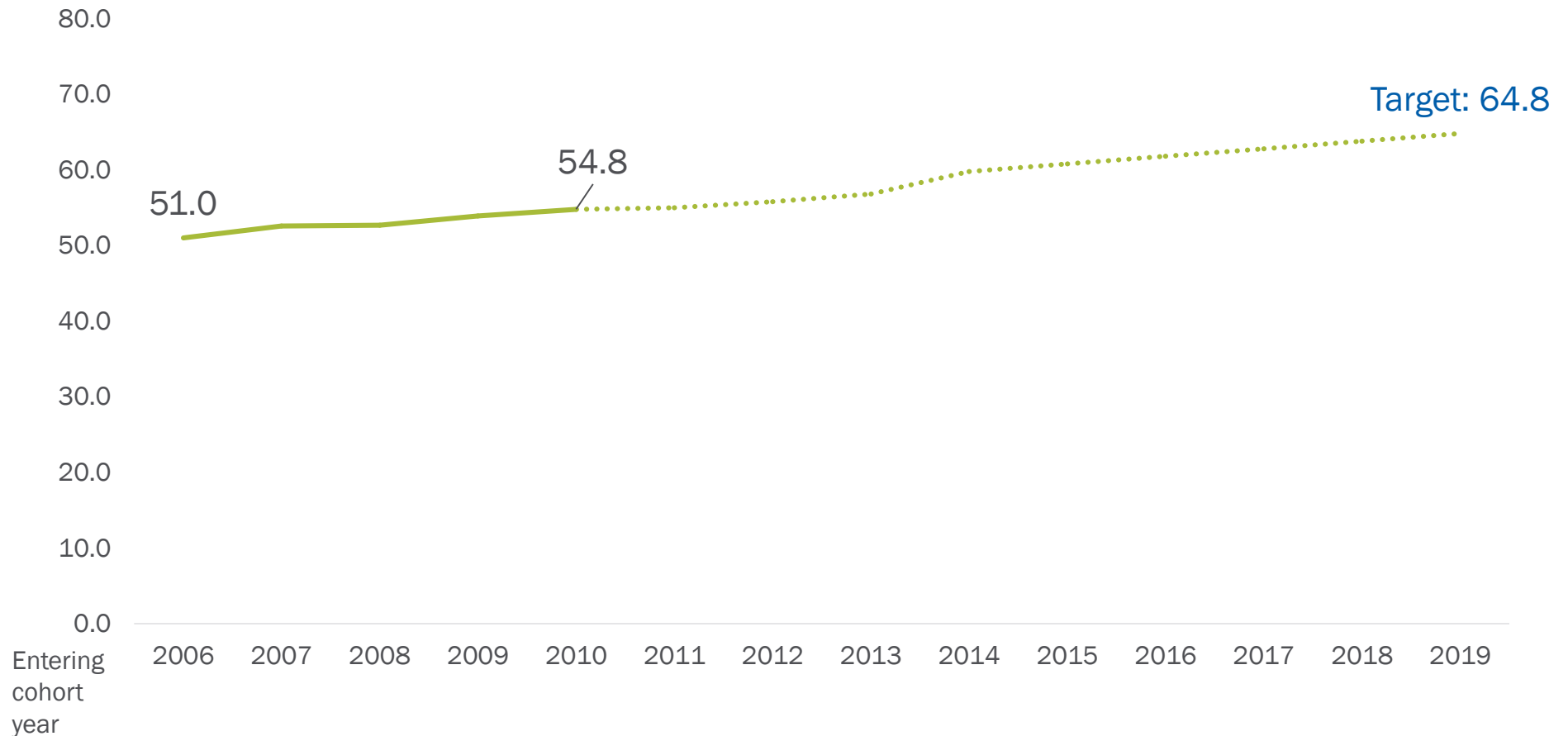


\*Includes freshmen in associate programs at community and comprehensive colleges.

*We will raise by 10 points the 6-year graduation rate for bachelor's programs*

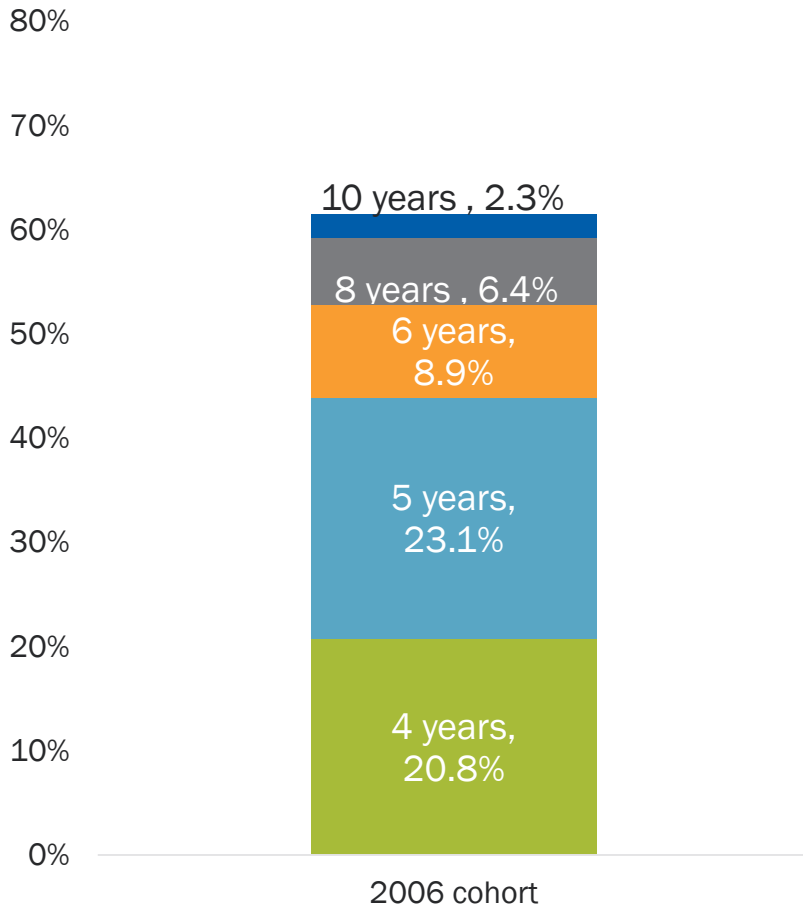
CUNY's 6-year graduation rates for bachelor's programs have been rising more quickly than rates at other public colleges, but still lag behind national averages.

TRENDS IN THE 6-YEAR BACCALAUREATE GRADUATION RATES OF FULL-TIME FRESHMEN

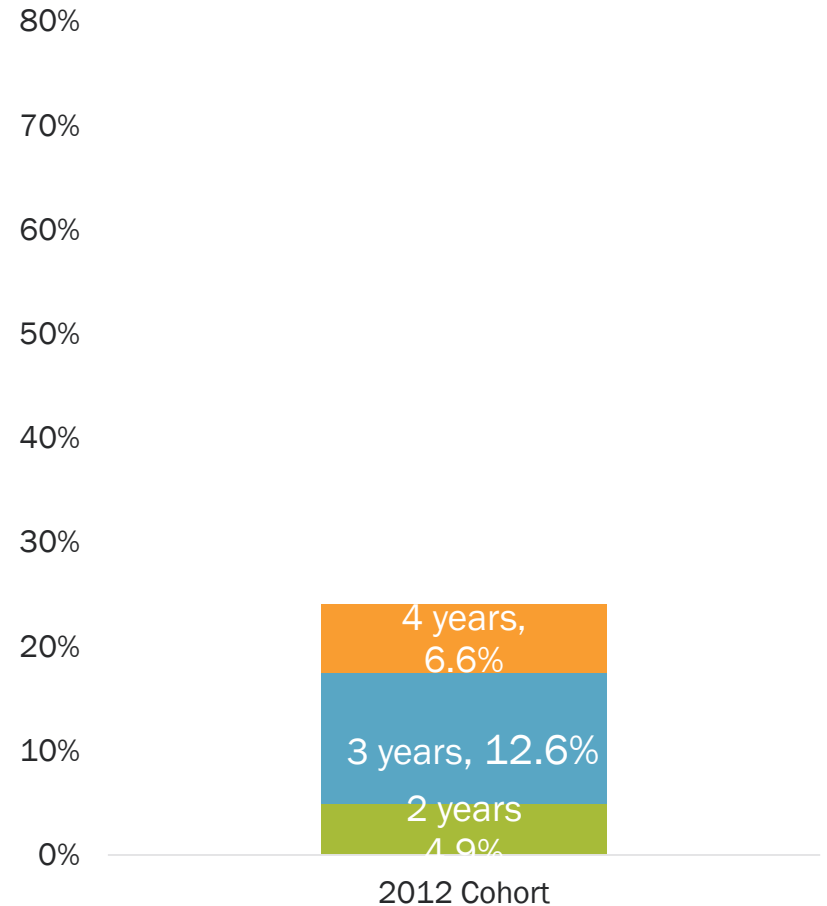


Currently, many CUNY graduates take longer than the expected time to graduate.

**BACHELOR'S GRADUATION RATES:  
FIRST-TIME, FULL-TIME FRESHMEN**



**ASSOCIATE GRADUATION RATES:  
FIRST-TIME, FULL-TIME FRESHMEN**



A relatively small number of students currently take 15 credits in a term, and many fewer take 15 credits every term until graduation.

Fall 2016 (or most recent available)	Bachelor's (n=120,639)	Associate (n=100,824)
Average number of credits taken	12.1	11.9
Average number of credits passed	10.4	8.6
Percentage who take 15 credits+ hours	33%	26%
Percentage who pass 15 credits+ hours (Fall 2015)	23%	13%
Percentage who accumulate 15+ credits every consecutive term until on-time graduation (Fall 2010 cohort)	<1%	<1%

It is not clear why students take fewer than 15 credits -- because they do not have to, do not want to, or are unable to register for relevant classes.

- In bachelor's programs, average credits decrease with class standing:
  - First-time freshmen: 14.4 credits
  - Sophomores: 12.9
  - Seniors: 12.1
- On the 2016 Student Experience Survey, 34% of senior college students reported not being able to register for a class they wanted in the previous semester, with more upperclassmen saying so than lowerclassmen, and nearly half saying they could not register for a class required for their major.

# On-time associate degree completion is even more rare and complex than on-time baccalaureate completion.

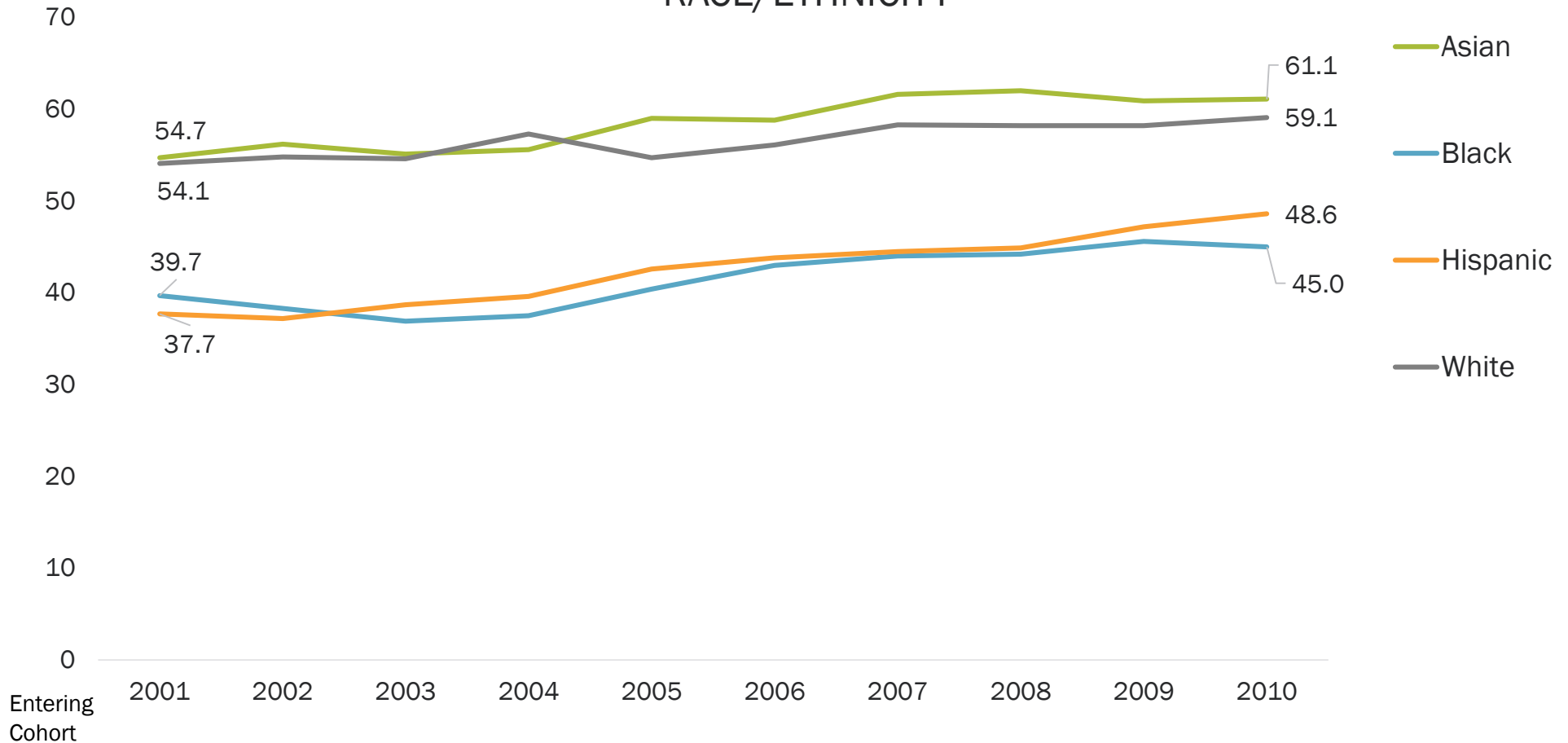
## Among associate students

- Less than 5% graduate in 2 years.
- More than 80% are assigned to some remediation, requiring more than 60 credit hours to graduate.
- The average student registers for fewer courses than the average bachelor's student, even counting remedial credits.
- Many students transfer to bachelor's programs before completing a degree.
- Of students who have earned a degree or transferred to a bachelor's programs within 3 years of entry, ~20% have stopped out for at least 1 fall or spring semester during that time.



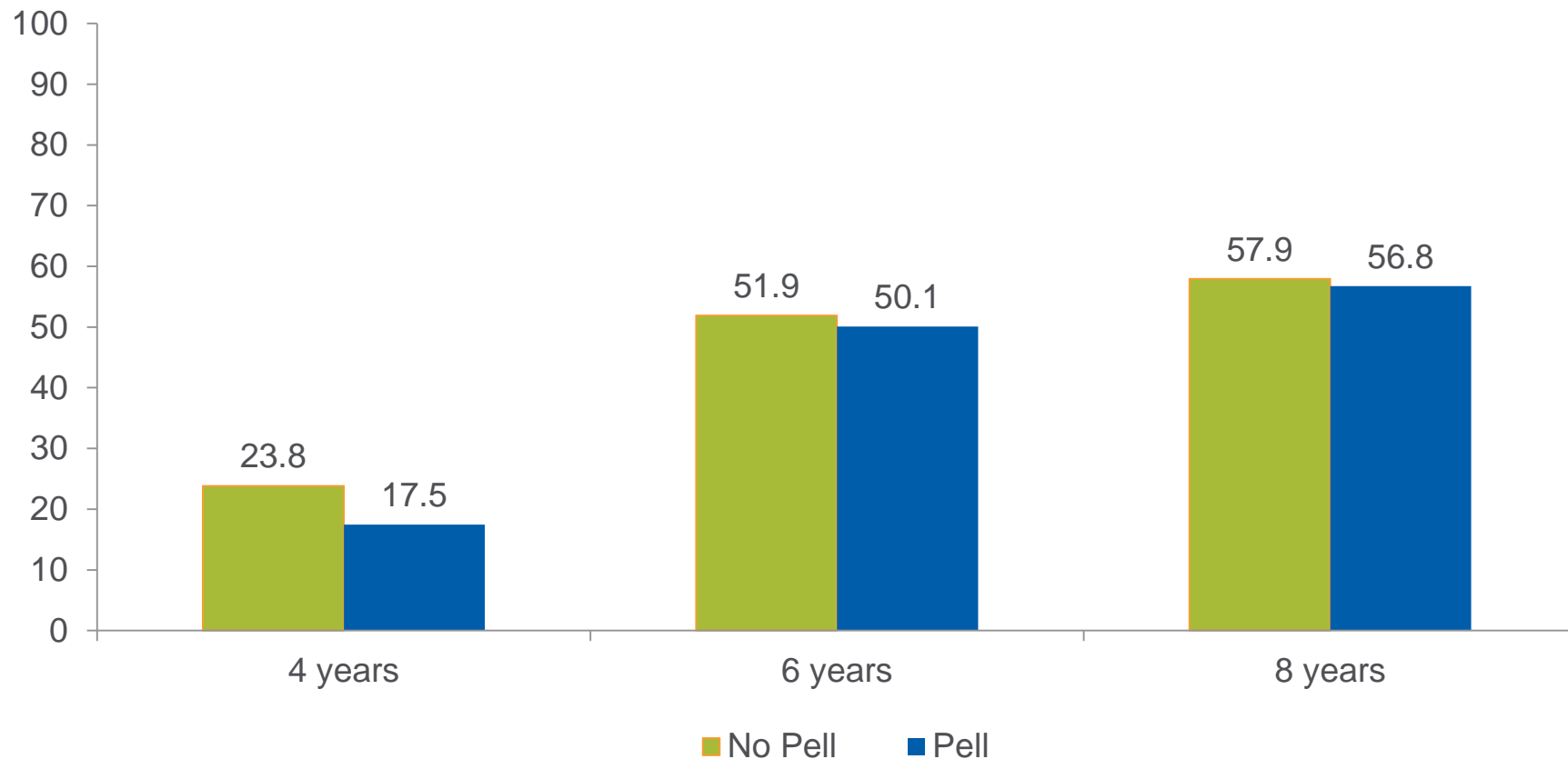
# Baccalaureate graduation rates have improved for students of all races/ethnicities, but significant gaps remain between groups.

TRENDS IN 6-YEAR BACCALAUREATE SYSTEM GRADUATION RATES BY RACE/ETHNICITY



Graduation rate gaps by family income (Pell status) are not as stark as those by race, but poorer students are less likely to graduate within 4 years than wealthier students.

SYSTEM GRADUATION RATES, BY TRACKING PERIOD AND PELL RECEIPT: 2006 BACCALAUREATE COHORT



To conclude, it is worth reflecting on student comments about what CUNY means to them.

“At first I was intimidated by the large college, now **I'm on top of the world.** It is a great school and the professors are great here...**Thank you CUNY...**” (Hunter)

“Kingsborough is a great school and has **turned my life around for the better.** I never thought I'd be able to come back from taking a 5-year education break after graduating high school but I'm glad I could with KBCC.”

“I left a 17,000 scholarship at another college to come to QCC, **I LOVE QCC so much more than the fancy overpriced college** I was attending. **My mom graduated from your school 2 years ago and is now a nurse.** She recommended QCC!!!”

# You can find more information on OIRA's website or by contacting us.

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**CONTACT US**  
 555 West 57th Street – Suite 1240  
 New York, New York 10019  
**Phone:** (646) 664-8124  
**Fax:** (646) 664-8131



The Office of Institutional Research conducts a wide variety of quantitative analysis to guide policy and evaluate academic programs and administrative processes at CUNY. The office collects, manages and organizes data to support the analytic and reporting needs of the University including mandatory federal, state and city reports, ad-hoc requests, grant applications and major projects, such as enrollment management. [Read More »](#)

**CUNY INTERACTIVE FACTBOOK**

[Interactive Factbook \(Tableau Public site\)](#)

**CURRENT STUDENT DATA BOOK BY SUBJECT**

- [Academic Program Reports](#)
- [Accountability](#)
- [Admissions \(New Students\)](#)
- [Degrees Granted](#)
- [Enrollment](#)
- [Race/Ethnicity](#)
- [Retention & Graduation](#)
- [SEEK/College Discovery](#)
- [STEM Enrollment & Degrees Granted](#)
- [Student Profile / Demographic Information](#)

**HIGHER EDUCATION OPPORTUNITY ACT (HEOA) CUNY DISCLOSURES**

**The Higher Education Opportunity Act (HEOA) (PL 110-315)**

- [HEOA Diversity Reports](#)
- [HEOA Retention Rates Reports](#)
- [HEOA Graduation Rate Reports](#)
- [HEOA Transfer Rate Reports](#)

\*on-website