

B. QCC STUDENTS AND ANALYSIS

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High School Sources for QCC Freshmen Fall '08

Top Forty

High School	Applicants	Enrolled	Yield
Hillcrest HS	317	48	15.14%
Francis Lewis HS	278	130	46.76%
Newtown HS	239	74	30.96%
Forest Hills HS	197	79	40.10%
Benjamin Cardozo HS	188	82	43.62%
Bayside HS	182	91	50.00%
John Bowne HS	179	79	44.13%
Martin Van Buren HS	144	71	49.31%
Richmond Hill HS	140	36	25.71%
Flushing HS	134	45	33.58%
Long Island City HS	133	45	33.83%
Grover Cleveland HS	121	44	36.36%
Saint Francis Preparatory Sch	105	17	16.19%
William C Bryant HS	104	33	31.73%
Thomas Edison Voc-Tech HS	100	39	39.00%
John Adams HS	95	31	32.63%
Queens HS Teach Lib Arts Sci	85	29	34.12%
Saint Johns Preparatory	77	22	28.57%
Franklin K Lane HS	75	14	18.67%
Jamaica HS	73	29	39.73%
August Martin HS	62	25	40.32%
Christ The King Regional HS	59	17	28.81%
Holy Cross HS	59	22	37.29%
Aviation HS	54	16	29.63%
Elmont Memorial Jr-Sr HS	53	16	30.19%
Newcomers HS	49	13	26.53%
High School for Arts/Business	49	29	59.18%
Queens Vocational & Tech HS	46	11	23.91%
Saint Agnes Academic School	46	18	39.13%
Beach Channel HS	41	9	21.95%
Monsignor Mcclancy Memorial HS	38	13	34.21%
Valley Stream Central HS	36	13	36.11%
Stella Maris HS	35	8	22.86%
Manhattan Comp Night Day HS	35	10	28.57%
Martin Luther Lutheran HS	33	11	33.33%
Herbert H Lehman HS	32	1	3.13%
Saint Marys HS	32	21	65.63%
Louis D Brandeis HS	31	0	0.00%
De Witt Clinton HS	31	1	3.23%
Automotive HS	30	4	13.33%

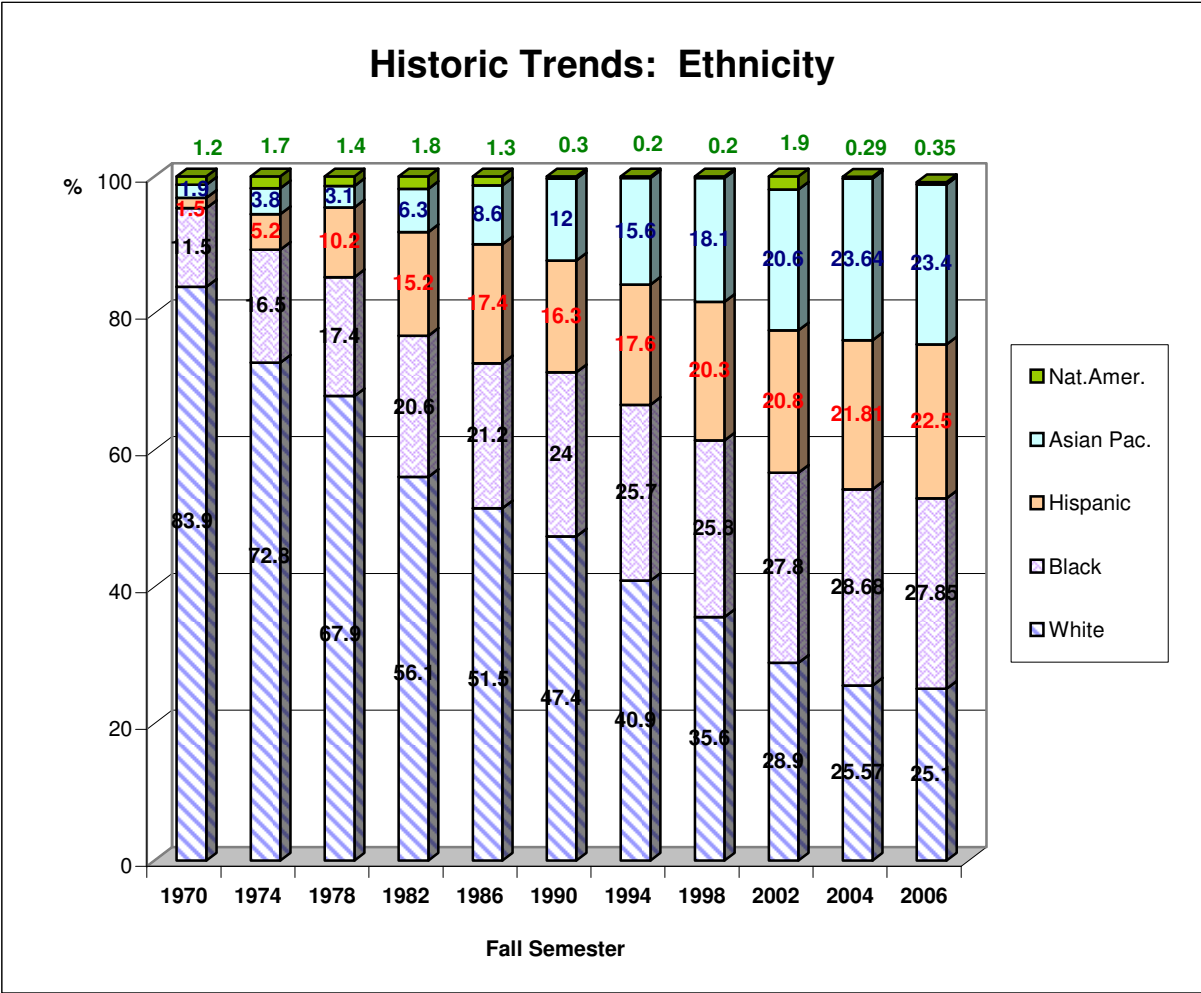
STUDENTS BY COUNTRY OF BIRTH - FALL 2008

COUNTRY	NUMBER	COUNTRY	NUMBER	COUNTRY	NUMBER
Afghanistan	15	Guinea	3	Peru	66
Albania	5	Guyana	266	Philippines	88
Angola	2	Haiti	164	Poland	34
Antigua & Barbuda	4	Honduras	6	Portugal	3
Argentina	11	Hong Kong	68	Romania	9
Armenia	2	Hungary	1	Senegal	3
Australia	2	India	174	Serbia	2
Azerbaijan	1	Indonesia	11	Sierra Leone	7
Bangladesh	117	Iran	10	Singapore	2
Barbados	6	Iraq	3	Slovakia	1
Belarus/Belorussia	2	Ireland	2	Slovenia	1
Belize	4	Israel	27	South Africa	1
Benin	1	Italy	8	South Korea	280
Bolivia	8	Ivory Coast	8	Spain	2
Bosnia/herzegovina	3	Jamaica	377	Sri Lanka	11
Brazil	16	Japan	11	St. Lucia	3
British West Indies	1	Jordan	2	St. Vincent & Grenad.	6
Bulgaria	1	Kazakhstan	2	Suriname	15
Burma	2	Kenya	2	Sweden	1
Cameroon	1	Kosovo	2	Syria	1
Canada	9	Latvia	2	Taiwan	67
Chile	7	Lebanon	2	Tanzania	1
China	515	Lesotho	1	Thailand	4
Colombia	194	Liberia	4	Togo	2
Comoros	1	Lithuania	3	Trinidad & Tobago	157
Costa Rica	3	Malaysia	13	Turkey	9
Croatia	2	Mali	3	Uganda	1
Cuba	4	Mexico	35	Ukraine	10
Czechoslovakia	1	Moldova	1	United Arab Emirates	1
Dominica	10	Montenegro	4	United Kingdom	10
Dominican Republic	104	Morocco	4	Uruguay	2
Ecuador	128	Mozambique	1	USA	9,281
Egypt	4	Myanmar	1	USSR	7
El Salvador	39	Nepal	17	Uzbekistan	26
Eritrea	1	Netherland Antilles	1	Vanuatu	2
Finland	1	Netherlands	3	Venezuela	39
France	2	New Zealand	1	Vietnam	4
Gabon	1	Nicaragua	1	Yugoslavia	7
Georgia	4	Niger	1	Zambia	1
Germany	2	Nigeria	52	Zimbabwe	5
Ghana	22	Norway	1	Other	2
Greece	5	Pakistan	78		
Grenada	8	Panama	5		
Guatemala	22	Paraguay	4	Total # of Students	12,852

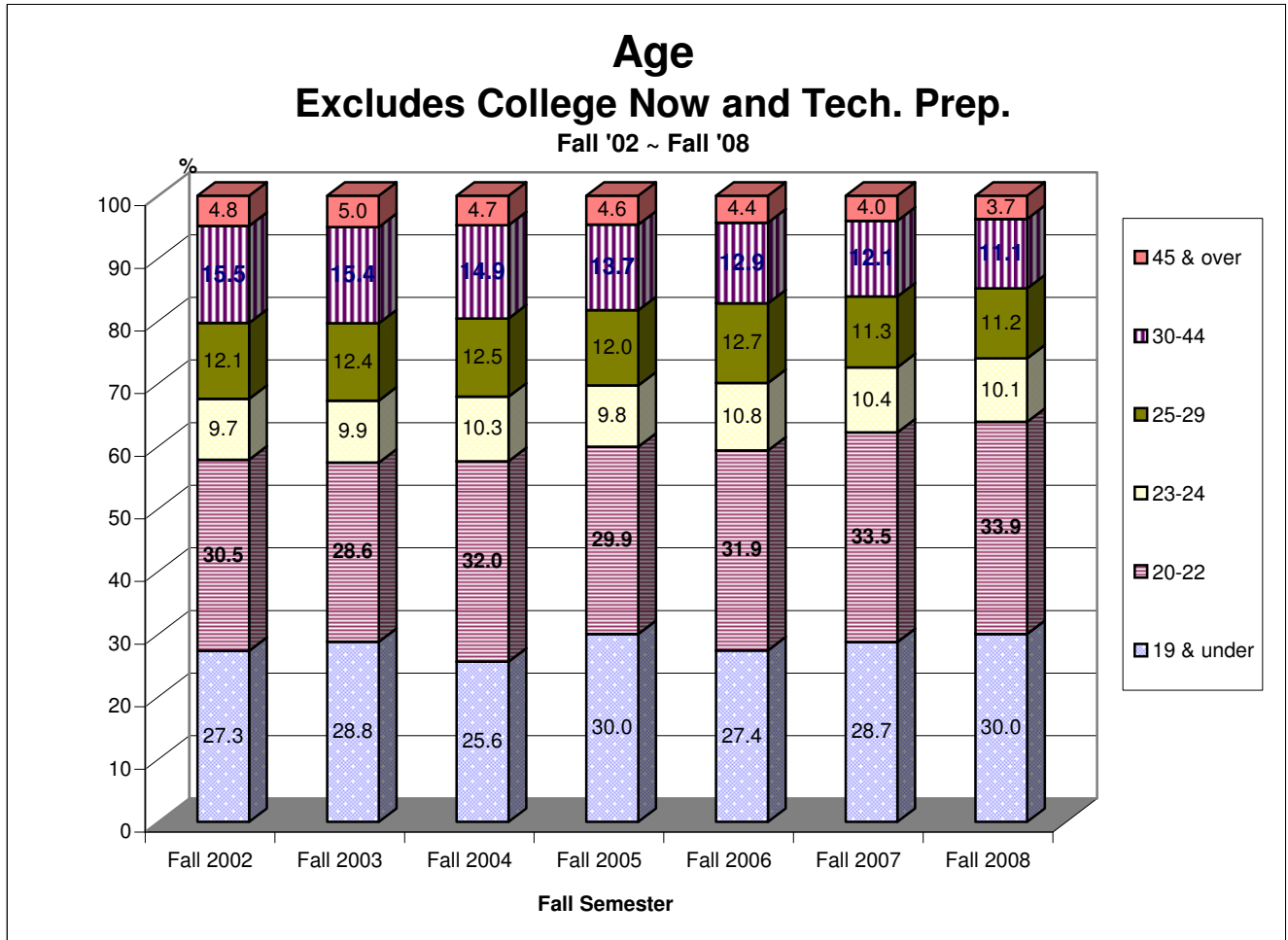
: Top 5 Countries: USA, Jamaica, China, South Korea, Guyana

Top Five Languages Spoken at Home

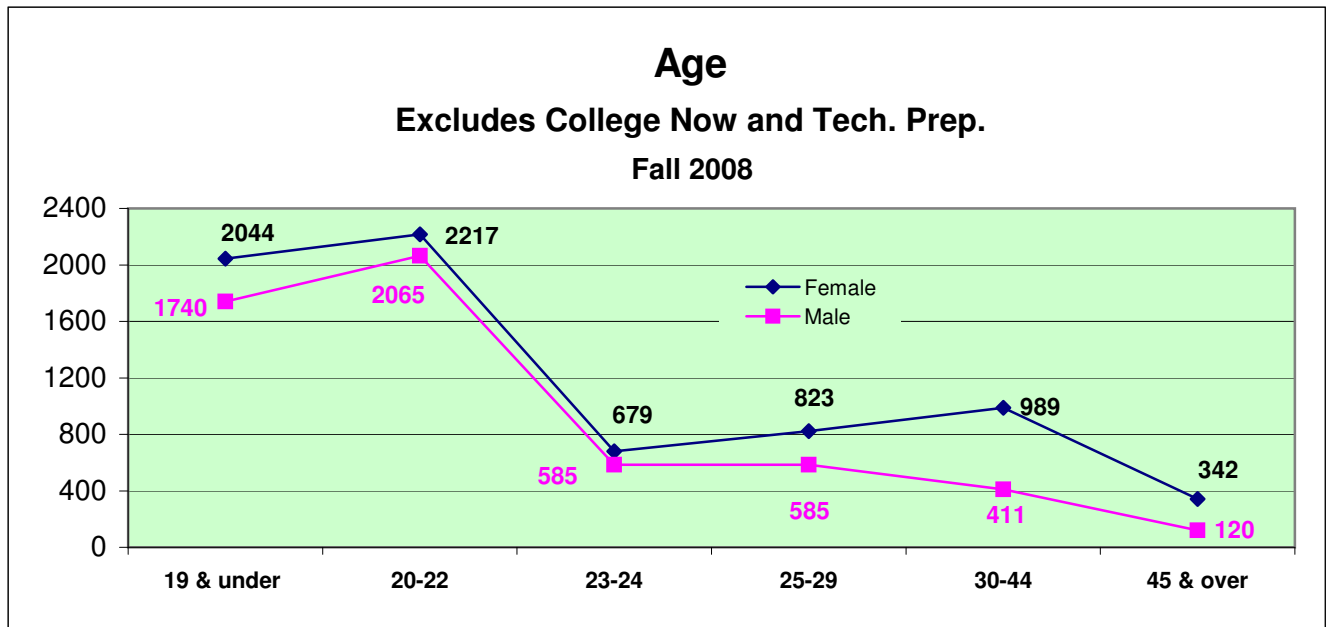
English	5,805	41.60%
Spanish	1,538	11.00%
Chinese	699	5.00%
Korean	367	2.60%
Russian	212	1.50%



The diversity of the Queensborough Community College student population has evolved over the 36 year period presented above. In 1970, Queensborough was 83.9% white, while in 2006 the white population had dropped to 25.1%. The college non-white population has shown a dramatic increase in the 36 year period, and this follows the trend for Queens county. The turning point for this transformation is the mid 1980's. Diversity is exhibited within the non-white population with all major ethnic groups reported at 20~30 percent.



Source: Office of Institutional Records and Planning



One-year Retention Rates

First-time Full-time Freshmen*

Cohort Year	Total	Enrolled at Other CUNY College	Enrolled QCC	Not Enrolled at CUNY
2002	1,742	2.3%	67.9%	29.8%
2003	1,818	2.1%	67.3%	30.5%
2004	1,808	3.4%	68.3%	28.4%
2005	1,910	2.4%	68.4%	29.2%
2006	2,051	2.5%	65.8%	31.7%
2007	2,188	2.6%	69.5%	27.9%

Three-year Retention and Graduation Rates

First-time Full-time Freshmen*

Cohort Year	Enrolled	Earned Degree Pursued at QCC	Still Enrolled at QCC	Still Enrolled Other CUNY	Not Enrolled at CUNY
2000	1,736	13.9%	21.6%	7.7%	56.5%
2001	1,731	13.9%	20.7%	9.7%	55.5%
2002	1,742	14.4%	20.3%	9.2%	56.1%
2003	1,818	15.3%	20.4%	8.3%	55.5%
2004	1,808	13.2%	21.5%	9.8%	55.5%
2005	1,909	11.8%	22.7%	10.2%	55.3%

* Does not include Prelude to Success.

Source: Institutional Research Data Base

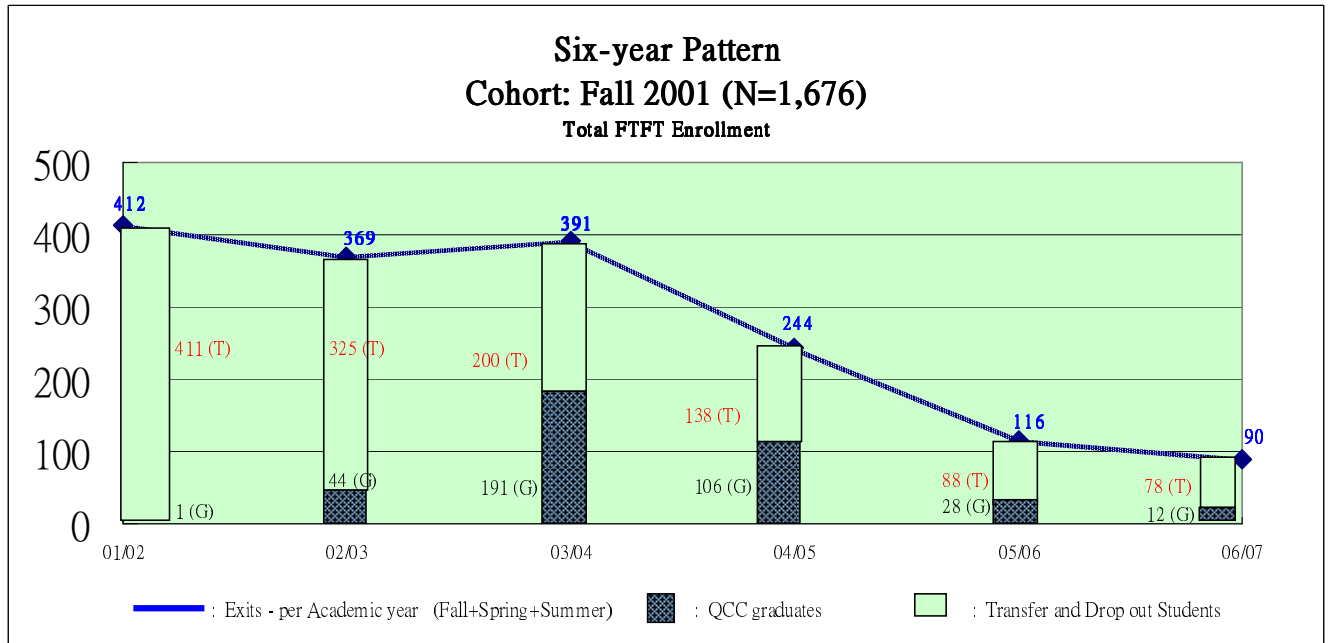
Remediation at Queensborough Community College

- Over 70 percent of first-time, full-time students at QCC require remediation with 15 percent needing help in reading, writing, and math.
- For part-time students this figure is over 80 percent (in past three years first-time, part-time students number about 400); about 20 percent require remediation in reading, writing, and math.
- Although the percent of full-time students who need remediation has been slowly decreasing over the past three years, 76.7% to 71.3%, the number of full-time students who need triple remediation has grown from 12.5% to 15.3%; this affects the amount of time these students have to spend in non-credit-bearing courses and their progress toward degree.
- More students are exempt from remedial testing because they have passed the NYS Regents high school exams; this has reduced the percent of students who are placed into remedial classes.
- After two years, student retention is directly affected by time spent in remediation, though the difference is not great. Forty percent of those needing triple remediation are still enrolled at QCC while 44% of those needing no remediation are still enrolled here. Perhaps those who need so much help have fewer options to transfer than those who are eligible for credit-bearing courses.
- Success in remedial classes is related also to the ESL status of students with pass rates in reading for non-ESL students being 20 percent higher and 10 percent higher in writing for non-ESL.
- Ethnicity also plays a part in remedial success. Black and Hispanic students are placed in remediation at a rate almost 10 percent higher than White and Asian students.
- Graduation success is directly related to remedial placement. Six-year graduation/retention rates within CUNY improve with better performance on entry skill tests. Those who are not placed in remedial classes graduate at a rate 20 percentage points ahead of those who need triple remediation. But it is important to note that 24–34 percent of those who need remediation graduate within six years. Remediation does not lock the door to success.

QCC Exit Pattern

Fall 2001 Cohort – First-time/Full-time Freshmen

In Fall 2001 QCC had 1,676 first-time full-time students. By Fall '08, 76.97% (n=1,290) students transfer or drop out and 23.03% (n=386) had received a QCC degree. A majority of them, 61.17% (n=1,172), were enrolled three years at QCC. After six years, 3.22% (n=54) were still enrolled.



Source: Institutional Research and Assessment Department

Fall 2001 Cohort Student Exit Profile			
01/02 (One year)	412	24.58%	
02/03 (Two year)	369	22.02%	Three-year total
03/04 (Three year)	391	14.57%	
04/05 (Four year)	244	14.56%	
05/06 (Five year)	116	6.92%	
06/07 (Six year)	90	11.34%	
(Enrolled)	54	3.22%	
Total	1,676		

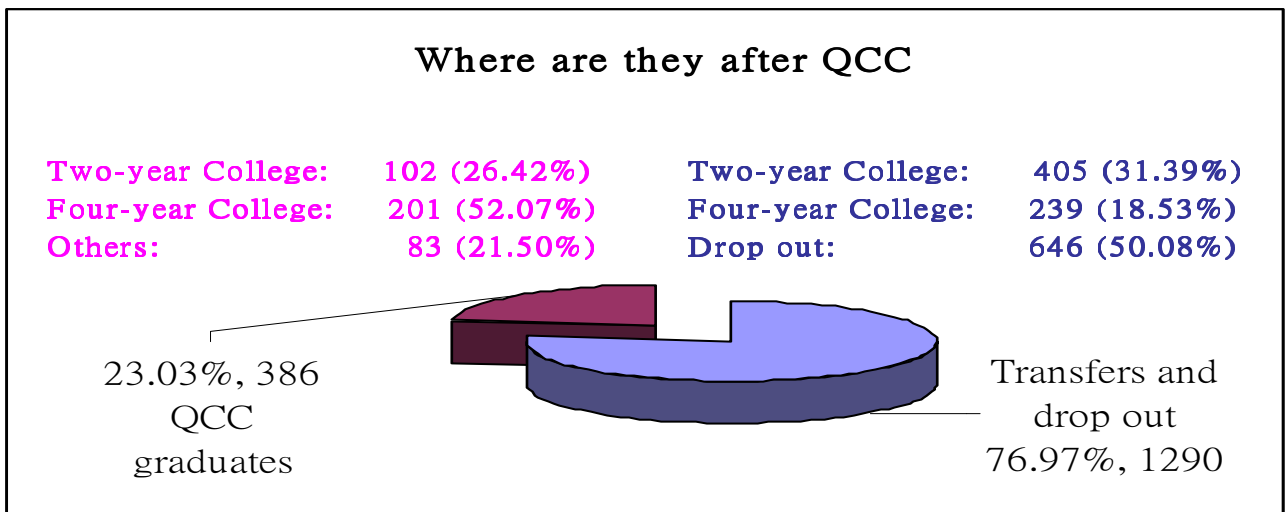
Source: Institutional Research and Assessment Department

57.05% (n=736) exited QCC in two years, the top three curricula were LA1 (224), BT1 (80) and LE1 (68).

Transfer and drop out students			
01/02 (One year)	411	31.86%	Two-year total
02/03 (Two year)	325	25.19%	57.05%
03/04 (Three year)	200	15.50%	
04/05 (Four year)	138	10.70%	
05/06 (Five year)	88	6.82%	
06/07 (Six year)	78	6.05%	
(Exit in Fall 2007)	54	3.22%	
Total Exit	1,240		

Of QCC graduates, 61.14% (n=236) finished their degree in three years. 4 graduates took more than six years

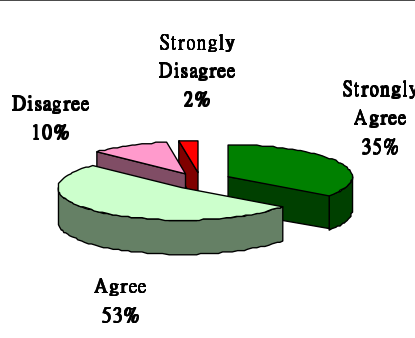
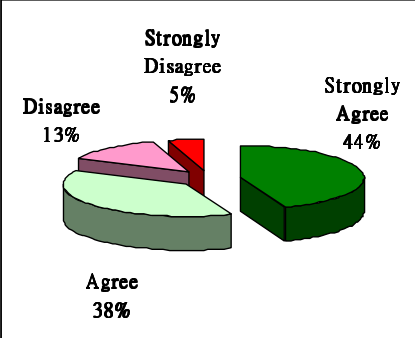
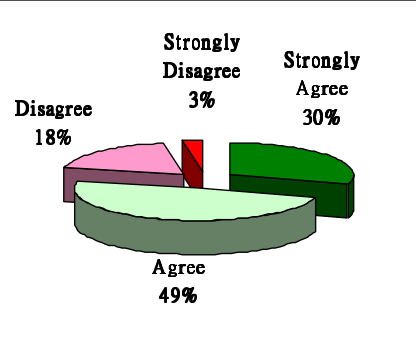
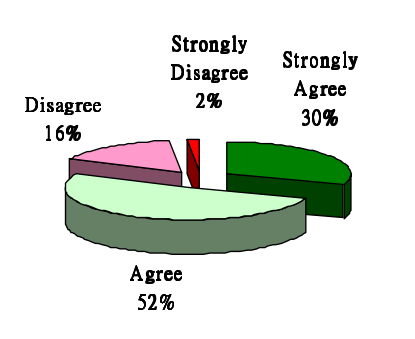
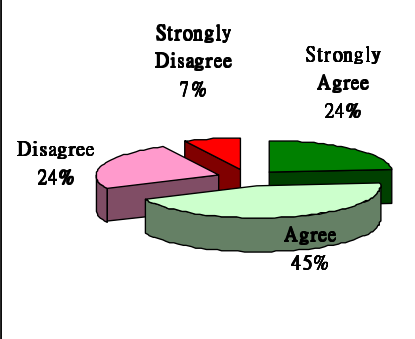
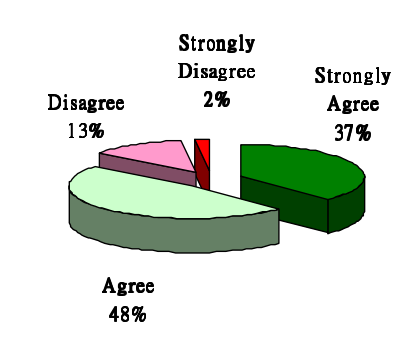
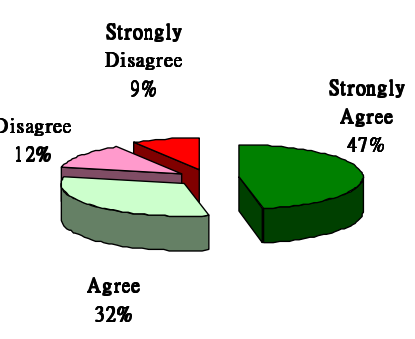
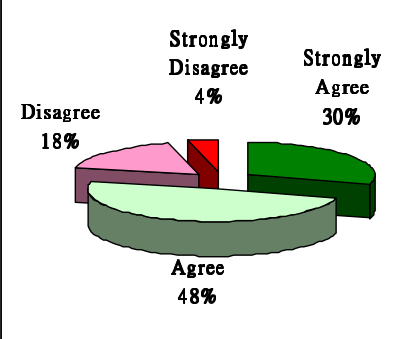
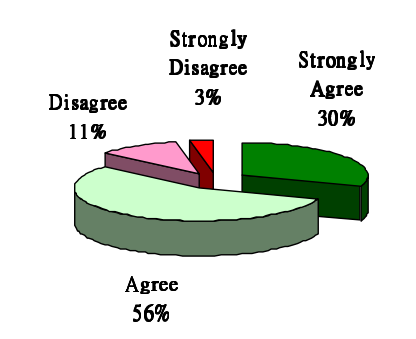
QCC Graduates			
01/02 (One year)	1	0.26%	
02/03 (Two year)	44	11.40%	Three-year Total
03/04 (Three year)	191	49.48%	61.14%
04/05 (Four year)	106	27.46%	
05/06 (Five year)	28	7.25%	
06/07 (Six year)	12	3.11%	
(2007 Fall)	4	1.04%	
Total Graduates	386		



QCC First-time Freshmen Survey

Fall 2008

(N = 817)

<p>The very first time I came to QCC I felt welcome:</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>2%</td> </tr> <tr> <td>Disagree</td> <td>10%</td> </tr> <tr> <td>Agree</td> <td>53%</td> </tr> <tr> <td>Strongly Agree</td> <td>35%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Disagree	2%	Disagree	10%	Agree	53%	Strongly Agree	35%	<p>I was excited to start college:</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>5%</td> </tr> <tr> <td>Disagree</td> <td>13%</td> </tr> <tr> <td>Agree</td> <td>38%</td> </tr> <tr> <td>Strongly Agree</td> <td>44%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Disagree	5%	Disagree	13%	Agree	38%	Strongly Agree	44%	<p>It was easy to access the information I needed at the Admissions Office:</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>3%</td> </tr> <tr> <td>Disagree</td> <td>18%</td> </tr> <tr> <td>Agree</td> <td>49%</td> </tr> <tr> <td>Strongly Agree</td> <td>30%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Disagree	3%	Disagree	18%	Agree	49%	Strongly Agree	30%
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Student Experience Survey

Every three years, since 1997, the Office of Institutional Research has administered a Student Experience Survey. The survey contains approximately 130 items (it is updated based on previous results and innovations). Students respond to 100 items on a 5-point satisfaction scale and another 30 items on a 5-point importance scale. The participants are all students enrolled in the required English course, EN101, and choosing this course enables the survey to be administered in one day and to cover all curricula. Response rate has been between 80–95% (N = 860 – 1,164); participation is voluntary.

This analysis involves identifying highest and lowest items of satisfaction or importance. A comparison between previous administrations is available on the IR website cited at the bottom of this page.

For the Fall 2006 administration, 1,164 students completed the survey.

Top five (5) items rated for satisfaction were:

1. The helpfulness of Academic Advisement, located in Library - 434
2. The opportunities to improve writing
3. The helpfulness of the library staff
4. The convenience/location of the student cafeteria
5. The helpfulness of the bookstore staff

Lowest five (5) items rated for satisfaction were:

1. Prices of textbooks
2. Prices of food
3. Overall parking facilities at the College
4. The food choices available in the student cafeteria
5. Bathrooms are clean, well maintained, well supplied

Top five (5) items rated for importance were:

1. Instructors who are interested in my academic progress
2. Learning to set better goals for myself
3. Academic advisement
4. Improving my study skills
5. Encouragement from my instructors

Lowest five (5) items rated for importance were:

1. Totally online classes (asynchronous)
2. Partly online classes (hybrid)
3. The variety of clubs and organizations on campus
4. Friday evening classes
5. The opportunity to make new friends

A complete report and comparison of the results of previous years can be found at <http://www.qcc.cuny.edu/OIRA/assessments.asp>

Results of Community College Survey of Student Engagement Spring 2007

In Spring 2007, Queensborough Community College participated in the national Community College Survey of Student Engagement; 857 completed surveys comprised the useable sample, completed by students in fifty four (54) classes (these classes were chosen to capture students who attended at different times during the day and weekends; lower level developmental classes were not included).

Community colleges across the country participate in The Community College Survey of Student Engagement (CCSSE), enabling comparisons on educational practices in community colleges.

The CCSSE utilizes a set of five benchmarks that allow member institutions with missions focused on teaching, learning, and student success to gauge and monitor their performance in areas that are truly central to their work. In addition, participating colleges have the opportunity to make appropriate comparisons between their performance and that of other similar colleges.

The five benchmarks encompass 38 engagement items from the CCSSE survey that reflect many of the most important aspects of the student experience. In the report, Queensborough is compared to 82 other large community colleges (8,000 – 14,999 students) on each of the benchmarks using standardized scores in which 50 is the average and 25 is a standard deviation.

For three of the benchmarks Queensborough was above the mean standardized score, and below the mean standardized score for two.

Benchmark	QCC	Other Large Colleges
Active and Collaborative Learning	46.1	49.1
Student Effort	53.5	49.5
Academic Challenge	51.5	49.8
Student-Faculty Interaction	49.0	49.4
Support for Learners	53.6	49.3

QCC was below the mean standardized score on two items: Active and Collaborative Learning, three (3) points below and Student-Faculty Interaction, .4 points below. Overall, QCC students are responding like typical community college students.

To read a fuller discussion of QCC and the CCSSE results click on:
http://www.qcc.cuny.edu/OIRA/OIRADocs/CCSSE_QCC_Spring2007.pdf

Extracurricular Activity

Student Clubs	
Alpha Beta Gamma	Math and Computer Club
Architecture Club	Mix It Up
Asian Society	Music Society
Biology Club	Muslim Student Association
Business and Accounting Society	Newman Club
Chemistry Club	NYPIRG
Chi Alpha Christian	Phi-Theta Kappa
College Discovery Club	Robotics Club
Communique	Student Health Club
CSTEP Club	Student Nurses Association
Drama Society	Student Organization for the Disabled
Foreign Language Club	Student Publication Club
Future Teachers Society	Tau Alpha Pi
Hillel Club	Trinbago Club
IEEE Club	University Bible Fellowship
International Student Club	International Student Association
M.A.L.E.S.	

Highlights

QCC Academic Awards 2008
<p>Mohammed Awan and Taramattie Sing won Third Place in the Metropolitan Association of College and University Biologists (MACUB) on November 1, 2008, at Montclair State University. They competed against more than 100 students, many of whom attend four-year Colleges and Universities. A total of 11 Queensborough Biology students presented their research results.</p>
<p>QCC's Chemistry Department students presented their research findings at the 236th National American Chemical Society Exposition, August 17-21, 2008 in Philadelphia, Pennsylvania.</p>

QCC Athletic Champions 2008	
Member of National Junior College Athletic Association and CUNY Athletic Conference	
Women's Basketball	CUNYAC Community College Champions 2008
Men's & Women's Swimming	CUNY Community College Champions 2008
Men's Indoor Track Team	CUNY Champions 2008
Men's Baseball	CUNY Champions 2008
Women's Softball	Region XV Champions 6 th Place in NJCAA College "Fast Pitch" World Series

FINANCIAL AID AWARDS FY 2003 - 2007

Number of Students

Source of Payment	02/03	03/04	04/05	05/06	06/07
TAP	3,325	4,105	4,222	3,845	4,343
PELL	4,423	4,611	5,555	5,480	5,525

Award Amount

Source of Payment	02/03	03/04	04/05	05/06	06/07
TAP	\$5,330,021	\$7,297,503	\$6,592,773	\$5,469,357	\$5,636,876
PELL	\$11,699,974	\$12,646,385	\$13,091,227	\$12,392,918	\$12,985,948

Source: Office of Financial Aid