

**The Office of Institutional  
Research and Assessment**

**FACTBOOK 2012-2013**



**QUEENSBOROUGH**  
COMMUNITY COLLEGE



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Bayside, NY 11364  
[www.qcc.cuny.edu/oira](http://www.qcc.cuny.edu/oira)

## Queensborough Community College, CUNY

The Queensborough Community College (QCC) Fact Book is a source and official reference guide for college-wide data. Compiled by the Office of Institutional Research and Assessment, the 2012-2013 Fact Book is a collection and detailed analysis of quantitative information in the areas of enrollment, student demographics, academic services, grades, retention and graduation, degrees and transfer out, faculty and staff, financial aid, and college finances. The purpose of the Fact Book is to assist the college community in the planning and decision-making process by presenting a profile of the institution and trends in all academic areas.

The information included in the Fact Book 2012-2013 is a compilation of data from many sources. We would like to thank the following offices for their contributions to this Fact Book: the Academic Literacy Learning Center, the Registrar, the Human Resources and Labor Relations office, the Accounting & Related Entities office, the Budget & Financial Services office, the Sponsored Programs office, the Kurt R. Schmeller Library, and the Continuing Education and Workforce Development office.

This Fact Book can also be found on: [www.qcc.cuny.edu/oira](http://www.qcc.cuny.edu/oira)

For further details or analyses, contact the Office of Institutional Research and Assessment. Comments and suggestions for future editions of the Fact Book are welcome.

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## College Overview

Queensborough Community College, City University of New York, is dedicated to academic excellence and the development of the whole individual in an environment that promotes intellectual inquiry, global awareness, and lifelong active learning.

Committed equally to open-admission access for all learners and to academic excellence within an environment of diversity, Queensborough emphasizes the integration of academic and support services with a focused attention to pedagogy. The College offers associate degrees and certificate programs that prepare students for careers and for transfer to Baccalaureate degree programs.

Queensborough provides a rich general education core aimed at enhancing students' critical thinking and decision making skills, utilizing effective learning strategies. Queensborough values the diversity of its members and strives to individualize the college experience through meaningful collaboration among students, faculty, and staff.

To help ensure excellence in teaching and learning, Queensborough engages in on-going assessment, promotes research on community college pedagogy, and supports scholarly accomplishments and professional advancement. (*Excerpt from the QCC mission statement: <http://www.qcc.cuny.edu/about/mission.html>*)

- The Fall 2012 student enrollment was 15,711 students out of which 14,092 were degree and certificate seeking students. Sixty-six percent of the degree and certificate seeking students were enrolled full-time. The curricula with the highest enrollments were Liberal Arts and Sciences (A.A.), Business Administration (A.S.), Criminal Justice (A.S.), Health Sciences (A.S.), and Liberal Arts and Sciences (Mathematics & Science) (A.S.).
- A total of 1,619 students were non-degree. The majority of this group were high school students who were part of the College Now program, which enrolls high school students in college courses.
- Queensborough is a very diverse campus with students from 139 countries. The majority live in Queens. Thirty-eight percent report speaking a language other than English at home.
- Queensborough is an open-admissions campus; over seventy percent of the incoming freshmen require at least one remedial course. In the academic year 2011-12, 69 percent of all first-time full-time freshmen and 49 percent of all degree students received Pell grants.
- The six-year graduation rate for the Fall '06 cohort is 25.3% from Queensborough with an additional 8.7 % that graduated elsewhere in CUNY or outside CUNY. This brings the overall six year graduation rate to 34%. QCC students usually go on to another CUNY senior college such as Queens College and Baruch College, but also enroll in non-CUNY colleges e.g. SUNY Stony Brook, SUNY Binghamton, Adelphi, Cornell, NYU, and St. John's.
- QCC graduated 1,751 students in the academic year 2011-12. The curricula with the most degrees were Liberal Arts and Sciences (644), Business Administration (297), and Nursing (122).
- Fifty-five percent of the full-time faculty at Queensborough have earned doctoral degrees. Another 19 percent have terminal degrees in such fields as nursing, engineering, and the performing and fine arts.
- Student learning at Queensborough is supported by the Academies, the academic support centers, learning communities, honors courses, student research programs, service learning projects, E-portfolio, SWIG, required writing intensive courses, and the common intellectual experience.

## A. QCC Enrollment

Queensborough Community College has seen significant enrollment growth, especially since the economic downturn of 2008. After an enrollment peak in fall 2011, fall 2012 had the second largest fall enrollment in the history of the college. A total of 15,711 undergraduate students were enrolled in 30 associate degree programs, eight certificate programs, and for-credit programs such as College Now.

Transfer degree programs saw an increase in enrollment from 7,504 in fall 2007 to 11,384 in fall 2012. The Liberal Arts & Sciences (LA1) program is by far the largest with 5,167 students enrolled in fall 2012, many of whom are enrolled in pre-nursing courses. The Business Administration transfer program (BT1) has seen a steady increase over the years and is the second largest program at QCC with a total of 1,644 students in fall 2012. The fastest growing transfer degree programs are the Criminal Justice program (CJ1), the Health Sciences program (HS1), the Engineering Science program (PE1), and the math and sciences centered Liberal Arts & Sciences program (LS1).

Over the past five years, career degree programs have seen a decline in enrollments with the exception of several STEM (Science, Technology, Engineering and Math) programs such as the Computer Engineering Technology program (CT2), the Mechanical Engineering Technology program (MT2), and the New Media Technology program (EM2). In addition, the Digital Art and Design program (DA2), the Music Production program (ME2), and the Medical Office Assistance program (MA2) have also recently seen growth in enrollment.

Finally, the number of certificate students continues to decline with a total of 58 students enrolled in fall 2012.

Fall 2012 has seen an increase in the percentage of full-time students from 63 percent in fall 2011 to 66.3 percent in fall 2012. Only 8.5 percent of first-time freshmen were part-time in fall 2012 compared to 15.5 percent in fall 2011. Although we saw a 6.7 percent decline in headcounts from fall 2011 to fall 2012, the decline in student FTEs was only 3.2 percentage points due to an increase in full-time enrollment. More female students were part-time than male students in fall 2012.

**Enrollment<sup>1</sup> by Curriculum**  
**Spring 2007 to Fall 2012**

QCC Code	Program	Degree	Sp '07	Fall '07	Sp '08	Fall '08	Sp '09	Fall '09	Sp '10	Fall '10	Sp '11	Fall '11	Sp '12	Fall '12
<b>TRANSFER DEGREE</b>														
AM1	Gallery & Museum Studies	A.S.	-	-	-	1	4	14	12	21	17	18	15	12
BT1	Business Administration	A.S.	1,376	1,615	1,608	1,732	1,673	1,794	1,602	1,619	1,452	1,682	1,630	1,644
BY1	Biotechnology	A.S.	-	-	-	-	-	-	-	2	12	41	35	44
CJ1	Criminal Justice	A.S.	-	-	-	49	216	582	691	874	862	1,173	1,148	1,225
EH1	Environmental Health	A.S.	14	8	6	11	14	21	23	21	19	26	19	22
FA1	Visual and Performing Arts	A.S.	266	268	256	303	322	402	406	466	439	495	447	437
HS1	Health Sciences	A.S.	383	378	428	558	700	1,006	952	927	894	1,107	1,056	1,063
LA1	Liberal Arts & Sciences	A.A.	3,572	3,975	3,825	4,276	4,260	4,788	4,556	4,667	4,506	5,323	5,195	5,167
LE1	Dual/Joint Lib. Arts & Sci. & Ed.	A.A./B.A.	502	549	521	623	584	684	618	645	543	560	454	419
LS1	Liberal Arts & Sciences	A.S.	535	594	609	639	623	750	794	932	903	1,099	1,020	1,048
PE1	Engineering Science	A.S.	83	97	91	90	105	142	149	183	179	212	199	221
SF1	Science for Forensics	A.S.	-	-	-	5	24	72	76	86	74	82	82	80
WE1	Liberal Arts & Sciences - weekend	A.A.	17	20	28	23	17	16	9	10	5	4	3	2
<b>Sub total</b>			<b>6,748</b>	<b>7,504</b>	<b>7,372</b>	<b>8,310</b>	<b>8,542</b>	<b>10,271</b>	<b>9,888</b>	<b>10,453</b>	<b>9,905</b>	<b>11,822</b>	<b>11,303</b>	<b>11,384</b>
<b>CAREER DEGREE</b>														
BA2	Business Accounting	A.A.S.	298	342	349	369	353	406	362	384	314	373	336	318
BL2	Management - Real Estate	A.A.S.	47	57	44	30	28	29	23	15	20	20	19	19
BM2	Business Management	A.A.S.	239	202	187	190	193	159	187	190	175	200	180	164
BS2	Office Administration & Technology	A.A.S.	124	102	105	86	98	86	77	66	62	68	61	55
CT2	Computer Engineering Tech.	A.A.S.	180	197	184	200	204	280	256	276	244	307	266	293
DA2	Digital Art/Design	A.A.S.	153	197	198	193	212	249	249	258	241	268	260	267
DD2	Comp. Architectural & Indust. Design	A.A.S.	89	97	103	106	89	94	98	96	89	99	101	92
DP2	Computer Information Systems	A.A.S.	203	207	180	195	194	206	196	218	193	221	196	199
EM2	New Media Tech.	A.A.S.	60	52	49	57	46	49	45	59	58	66	63	63
ET2	Electronic Engineering Tech.	A.A.S.	151	161	147	158	174	191	161	178	178	179	160	163
KM2	Catholic Medical Center	A.A.S.	57	55	24	22	15	29	18	10	22	1	0	0
MA2	Medical Office Assistant	A.A.S.	-	-	-	3	45	85	106	130	141	168	188	202
ME2	Music Production	A.A.S.	211	231	191	203	195	195	173	175	173	197	193	214
ML2	Medical Laboratory Technology	A.A.S.	1	0	0	0	0	0	0	0	0	0	0	0
MT2	Mechanical Engineering Tech	A.A.S.	73	75	77	82	87	95	92	95	104	120	94	93
NP2	Nursing - Pre Clinical <sup>2</sup>	A.A.S.	1,037	1,150	972	845	639	611	464	479	392	412	47	19
NS2	Nursing Science	A.A.S.	366	360	359	345	332	361	363	355	320	310	308	288
PL2	Laser and Fiber Optics Eng. Tech.	A.A.S.	19	16	16	19	16	18	14	11	13	11	11	11
TC2	Telecommunications Tech.	A.A.S.	29	22	21	21	18	21	26	27	21	28	16	17
TM2	Massage Therapy	A.A.S.	114	119	105	95	94	107	100	104	87	107	99	86
TX2	Telecommunications Tech - Verizon	A.A.S.	85	93	92	89	85	89	88	91	89	87	84	96
<b>Sub total</b>			<b>3,536</b>	<b>3,735</b>	<b>3,403</b>	<b>3,308</b>	<b>3,117</b>	<b>3,360</b>	<b>3,098</b>	<b>3,217</b>	<b>2,936</b>	<b>3,242</b>	<b>2,682</b>	<b>2,659</b>
<b>CERTIFICATE</b>														
AP3	Photography	Cert.	14	16	20	17	9	8	5	5	7	7	9	8
AT3	Accounting/Office Adm. Technology	Cert.	-	-	-	-	-	-	-	-	-	4	1	3
BC3	School Secretary	Cert.	42	45	51	56	52	53	42	35	34	28	27	14
BD3	Computer Information Systems	Cert.	7	10	8	13	16	16	12	14	8	7	5	4
BH3	Health Care Office	Cert.	25	22	17	12	11	8	11	17	12	11	18	10
BW3	Microsoft Office	Cert.	2	4	3	2	2	5	5	4	5	5	4	4
CA3	Comput. Architectural Design & Drafting	Cert.	13	21	11	6	2	8	7	3	0	0	0	0
CM3	Computerized Manufacturing Tech.	Cert.	4	2	2	2	3	1	0	0	0	0	0	0
DC3	Day Care Asst.	Cert.	26	23	17	20	14	13	11	3	5	0	0	1
EN3	New Media Tech.	Cert.	4	2	1	0	0	2	3	0	1	5	0	0
MO3	Medical Office Assistant	Cert.	54	56	50	52	40	35	34	21	27	26	19	14
<b>Sub total</b>			<b>191</b>	<b>201</b>	<b>180</b>	<b>180</b>	<b>149</b>	<b>149</b>	<b>130</b>	<b>102</b>	<b>99</b>	<b>93</b>	<b>83</b>	<b>58</b>
<b>Total Degree &amp; Certificate Students</b>			<b>10,475</b>	<b>11,440</b>	<b>10,955</b>	<b>11,798</b>	<b>11,808</b>	<b>13,780</b>	<b>13,116</b>	<b>13,772</b>	<b>12,940</b>	<b>15,157</b>	<b>14,068</b>	<b>14,101</b>
<b>NON-DEGREE</b>														
			<b>2,109</b>	<b>1,919</b>	<b>1,932</b>	<b>1,954</b>	<b>2,010</b>	<b>1,732</b>	<b>1,805</b>	<b>1,545</b>	<b>1,985</b>	<b>1,690</b>	<b>1,717</b>	<b>1,619</b>
<b>Grand Total</b>			<b>12,584</b>	<b>13,359</b>	<b>12,887</b>	<b>13,752</b>	<b>13,818</b>	<b>15,512</b>	<b>14,921</b>	<b>15,317</b>	<b>14,925</b>	<b>16,847</b>	<b>15,785</b>	<b>15,720</b>

Source: CUNY IRDB

<sup>1</sup> Double majors are counted twice, therefore the total may be larger than the total headcount.

<sup>2</sup> Freshmen with an interest in nursing enroll now in the Liberal Arts subplan "Pre-Clinical Nursing", which explains the drop in the NP2 enrollment numbers.

## Enrollment<sup>1</sup> Trends

### Trends of Degree Enrollment by Curriculum (F'07, F'11, F'12)

QCC Code	Programs	Degree	F'07	F'12	Growth % F'07/F'12	F'11	F'12	Growth % F'11/F'12
<b>TRANSFER DEGREE</b>								
AM1	Gallery & Museum Studies	A.S.	--	12	New	18	12	New
BT1	Business Administration	A.S.	1,615	1,644	1.8%	1,682	1,644	-2.3%
BY1	Biotechnology	A.S.	--	44	New	41	44	New
CJ1	Criminal Justice	A.S.	--	1,225	New	1,173	1,225	4.4%
EH1	Environmental Health	A.S.	8	22	--	26	22	--
FA1	Visual and Performing Arts	A.S.	268	437	63.1%	495	437	-11.7%
HS1	Health Sciences	A.S.	378	1,063	181.2%	1,107	1,063	-4.0%
LA1	Liberal Arts & Sciences	A.A.	3,975	5,167	30.0%	5,323	5,167	-2.9%
LE1	Dual/Joint Lib. Arts & Sci. & Ed.	A.A./B.A.	549	419	-23.7%	560	419	-25.2%
LS1	Liberal Arts & Sciences	A.S.	594	1,048	76.4%	1,099	1,048	-4.6%
PE1	Engineering Science	A.S.	97	221	127.8%	212	221	4.2%
SF1	Science for Forensics	A.S.	--	80	New	82	80	-2.4%
WE1	Liberal Arts & Sciences - weekend	A.A.	20	2	--	4	2	--
<b>Sub total</b>			<b>7,504</b>	<b>11,384</b>	<b>51.7%</b>	<b>11,822</b>	<b>11,384</b>	<b>-3.7%</b>
<b>CAREER DEGREE</b>								
BA2	Business Accounting	A.A.S.	342	318	-7.0%	373	318	-14.7%
BL2	Management - Real Estate	A.A.S.	57	19	-66.7%	20	19	-5.0%
BM2	Business Management	A.A.S.	202	164	-18.8%	200	164	-18.0%
BS2	Office Administration & Tech.	A.A.S.	102	55	-46.1%	68	55	-19.1%
CT2	Computer Engineering Tech.	A.A.S.	197	293	48.7%	307	293	-4.6%
DA2	Digital Art/Design	A.A.S.	197	267	35.5%	268	267	-0.4%
DD2	Comp. Architect & Indust. Design	A.A.S.	97	92	-5.2%	99	92	-7.1%
DP2	Computer Information Systems	A.A.S.	207	199	-3.9%	221	199	-10.0%
EM2	New Media Tech.	A.A.S.	52	63	21.2%	66	63	-4.5%
ET2	Electronic Engineering Tech.	A.A.S.	161	163	1.2%	179	163	-8.9%
KM2	Catholic Medical Center	A.A.S.	55	0	--	1	0	--
MA2	Medical Office Assistant	A.A.S.	-	202	New	168	202	20.2%
ME2	Music Production	A.A.S.	231	214	-7.4%	197	214	8.6%
MT2	Mechanical Engineering Tech	A.A.S.	75	93	24.0%	120	93	-22.5%
NP2	Nursing - Pre Clinical <sup>2</sup>	A.A.S.	1,150	19	-98.3%	412	19	-95.4%
NS2	Nursing Science	A.A.S.	360	288	-20.0%	310	288	-7.1%
PL2	Laser & Fiber Optics Eng. Tech.	A.A.S.	16	11	--	11	11	--
TC2	Telecommunications Tech.	A.A.S.	22	17	-22.7%	28	17	-39.3%
TM2	Massage Therapy	A.A.S.	119	86	-27.7%	107	86	-19.6%
TX2	Telecommunications Tech - Verizon	A.A.S.	93	96	3.2%	87	96	10.3%
<b>Sub total</b>			<b>3,735</b>	<b>2,659</b>	<b>-28.8%</b>	<b>3,242</b>	<b>2,659</b>	<b>-18.0%</b>
<b>CERTIFICATE</b>								
AP3	Photography	Cert.	16	8	-50.0%	7	8	--
AT3	Accounting/Office Adm. Tech.	Cert.	--	3	New	4	3	--
BC3	School Secretary	Cert.	45	14	-68.9%	28	14	-50.0%
BD3	Computer Information Systems	Cert.	10	4	--	7	4	--
BH3	Health Care Office	Cert.	22	10	-54.5%	11	10	--
BW3	Word Processing (Microsoft Office)	Cert.	4	4	--	5	4	--
CA3	Comput. Architect. Design & Drafting	Cert.	21	0	--	0	0	discont.
CM3	Computerized Manufacturing Tech.	Cert.	2	0	--	0	0	discont.
DC3	Day Care Asst.	Cert.	23	1	--	0	1	discont.
EN3	New Media Tech.	Cert.	2	0	--	5	0	--
MO3	Medical Office Assistant	Cert.	56	14	-75.0%	26	14	-46.2%
<b>Sub total</b>			<b>201</b>	<b>58</b>	<b>-71.1%</b>	<b>93</b>	<b>58</b>	<b>-37.6%</b>
<b>Total Degree Students</b>			<b>11,440</b>	<b>14,101</b>	<b>23.3%</b>	<b>15,157</b>	<b>14,101</b>	<b>-7.0%</b>
<b>NON-DEGREE</b>			<b>2,195</b>	<b>1,690</b>	<b>-23.0%</b>	<b>1,690</b>	<b>1,619</b>	<b>-4.2%</b>
<b>Grand total</b>			<b>13,635</b>	<b>15,791</b>	<b>15.8%</b>	<b>16,847</b>	<b>15,720</b>	<b>-6.7%</b>

Source: CUNY IRDB

<sup>1</sup> Double majors are counted twice, therefore the total may be larger than the total headcount.<sup>2</sup> Freshmen with an interest in nursing enroll now in the Liberal Arts subplan "Pre-Clinical Nursing", which explains the drop in the NP2 enrollment numbers.



## Fall Semester Headcount and Full-Time Equivalent (FTE) Fall 2006 to Fall 2012

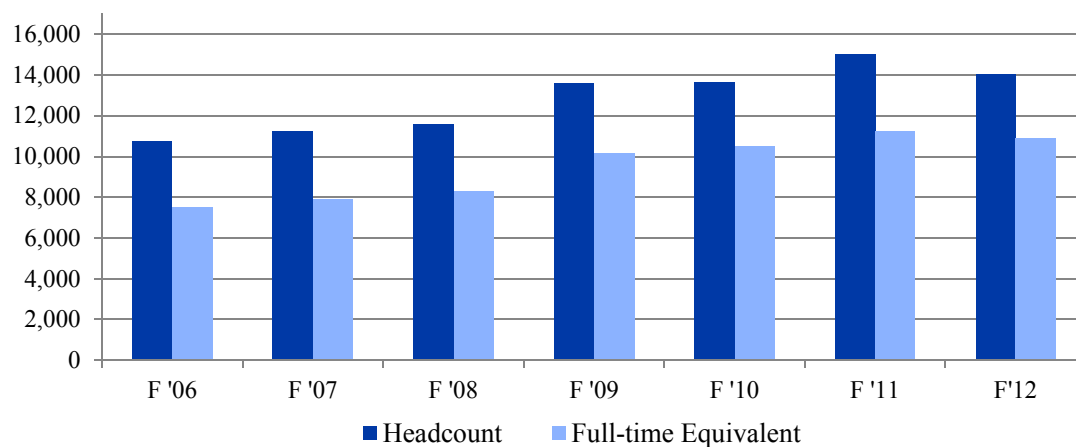
### All Undergraduates

Semester	Headcount (Degree and Non-degree)	Percentage Change from Prior Fall	Full-time Equivalent	Percentage Change from Prior Fall	FTE to Heads Ratio
Fall 2006	13,150		8,241		0.63
Fall 2007	13,359	1.6%	8,644	4.9%	0.65
Fall 2008	13,752	2.9%	8,991	4.0%	0.65
Fall 2009	15,507	12.8%	10,804	20.2%	0.70
Fall 2010	15,316	-1.2%	11,007	1.9%	0.72
Fall 2011	16,837	9.9%	11,760	6.8%	0.70
Fall 2012	15,711	-6.7%	11,385	-3.2%	0.72

### Associate Degree Students

Semester	Headcount (Associate Degree)	Percentage Change from Prior Fall	Full-time Equivalent	Percentage Change from Prior Fall	FTE to Heads Ratio
Fall 2006	10,775		7,527		0.70
Fall 2007	11,239	4.3%	7,942	5.5%	0.71
Fall 2008	11,618	3.4%	8,314	4.7%	0.72
Fall 2009	13,627	17.3%	10,181	22.5%	0.75
Fall 2010	13,670	0.3%	10,502	3.2%	0.77
Fall 2011	15,056	10.1%	11,229	6.9%	0.75
Fall 2012	14,034	-6.8%	10,914	-2.8%	0.78

### Associate Degree Students: Fall 2006 to Fall 2012



Source: CUNY IRDB

Full-time Equivalent:

Full-time equivalent (FTE) is a standardized measure of enrollment equal to a full-time load of credits. It is calculated by summing the total credits and equated credits associated with course enrollment and dividing by 15.

## Spring Semester Headcount and Full-Time Equivalent (FTE) Spring 2006 to Spring 2013

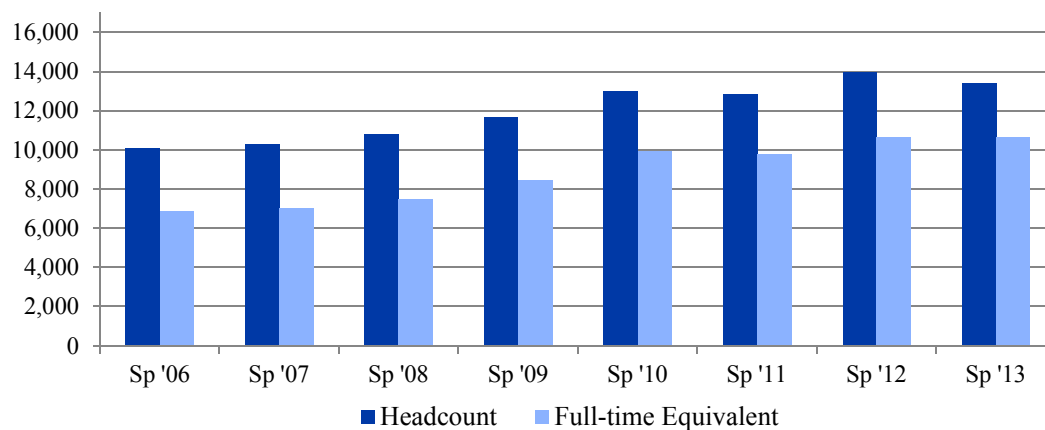
### All Undergraduates

Semester	Headcount (Degree and Non-degree)	Percentage Change from Prior Spring	Full-time Equivalent	Percentage Change from Prior Spring	FTE to Heads Ratio
Spring 2006	12,165		7,488		0.62
Spring 2007	12,583	3.4%	7,735	3.3%	0.61
Spring 2008	12,887	2.4%	8,156	5.4%	0.63
Spring 2009	13,818	7.2%	9,111	11.7%	0.66
Spring 2010	14,916	7.9%	10,506	15.3%	0.70
Spring 2011	14,920	0.0%	10,343	-1.6%	0.69
Spring 2012	15,776	5.7%	11,148	7.8%	0.71
Spring 2013	14,448	-8.4%	10,970	-1.6%	0.76

### Associate Degree Students

Semester	Headcount (Associate Degree)	Percentage Change from Prior Spring	Full-time Equivalent	Percentage Change from Prior Spring	FTE to Heads Ratio
Spring 2006	10,062		6,838		0.68
Spring 2007	10,283	2.2%	7,034	2.9%	0.68
Spring 2008	10,775	4.8%	7,492	6.5%	0.70
Spring 2009	11,659	8.2%	8,436	12.6%	0.72
Spring 2010	12,984	11.4%	9,908	17.4%	0.76
Spring 2011	12,840	-1.1%	9,791	-1.2%	0.76
Spring 2012	13,976	8.8%	10,632	8.6%	0.76
Spring 2013	13,410	-4.0%	10,626	-0.1%	0.79

### Associate Degree: Spring 2006 to Spring 2013



Source: CUNY IRDB

Full-time Equivalent:

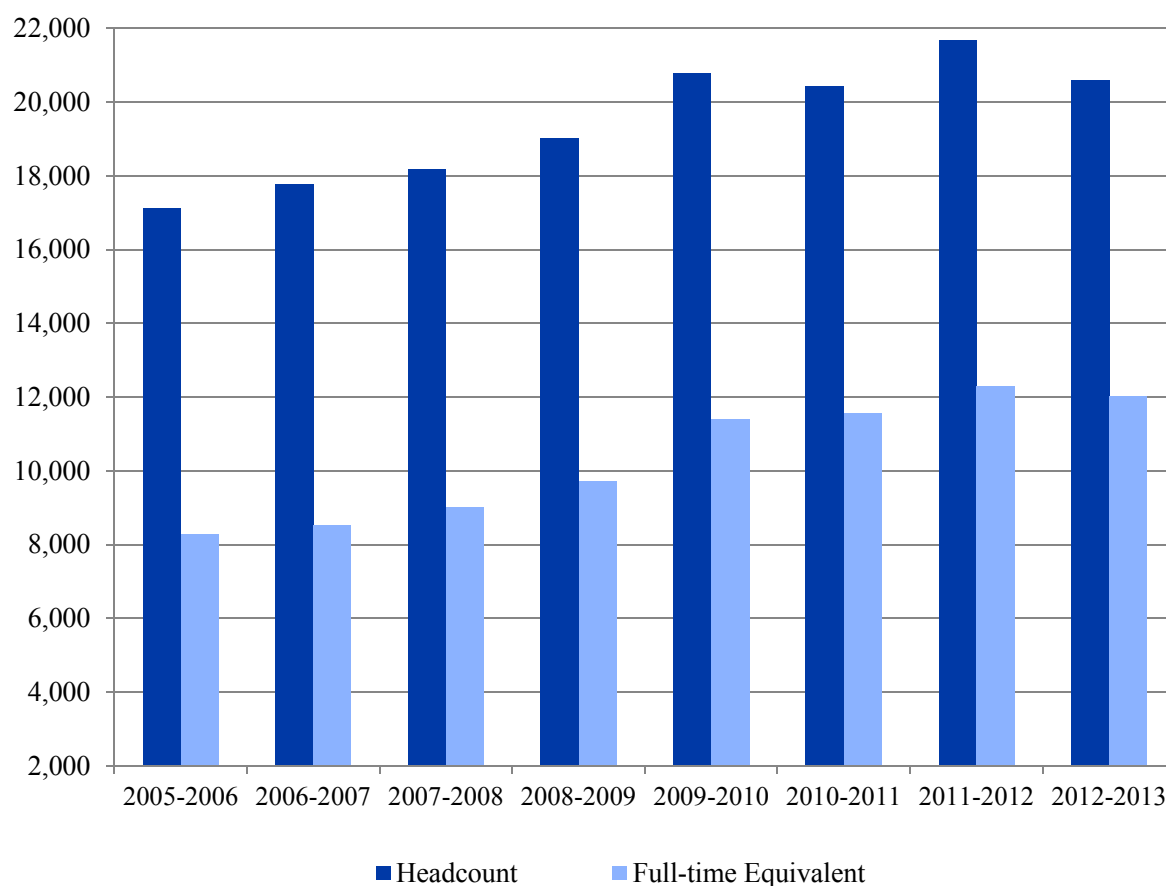
Full-time equivalent (FTE) is a standardized measure of enrollment equal to a full-time load of credits. It is calculated by summing the total credits and equated credits associated with course enrollment and dividing by 15.

## Annual Unduplicated<sup>1</sup> Headcount Academic Years 2005-2006 to 2012-2013

Academic Year <sup>2</sup>	Headcount (Degree and Non-degree)	Percentage Change from Prior Year	Full-time Equivalent	Percentage Change from Prior Year	FTE to Heads Ratio
2005-2006	17,119		8,267		0.48
2006-2007	17,761	3.8%	8,529	3.2%	0.48
2007-2008	18,187	2.4%	9,008	5.6%	0.50
2008-2009	19,033	4.7%	9,710	7.8%	0.51
2009-2010	20,779	9.2%	11,394	17.3%	0.55
2010-2011	20,426	-1.7%	11,566	1.5%	0.57
2011-2012	21,675	6.1%	12,302	6.4%	0.57
2012-2013	20,581	-5.0%	12,029	-2.2%	0.58

<sup>1</sup> A student is counted once independent of terms enrolled.

<sup>2</sup> All terms beginning with summer term. E.g.: 2011-12: Summer 2011, Fall 2011, Winter 2012, Spring 2012



Source: CUNY IRDB

Full-time Equivalent:

Full-time equivalent (FTE) is a standardized measure of enrollment equal to a full-time load of credits. It is calculated by summing the total credits and equated credits associated with course enrollment and dividing by 15.

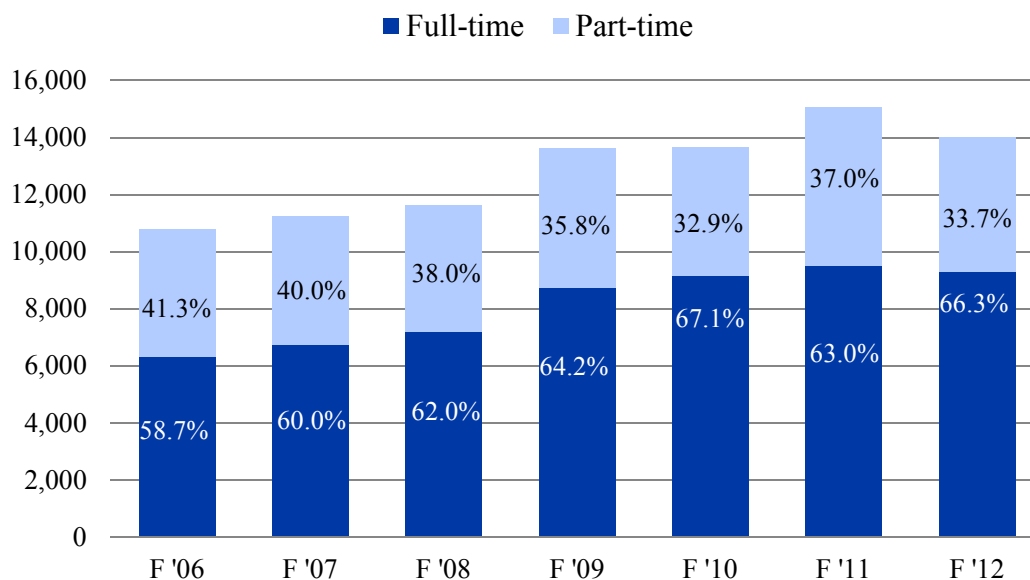
# QCC Enrollment Analysis

## Degree Students Fall 2012

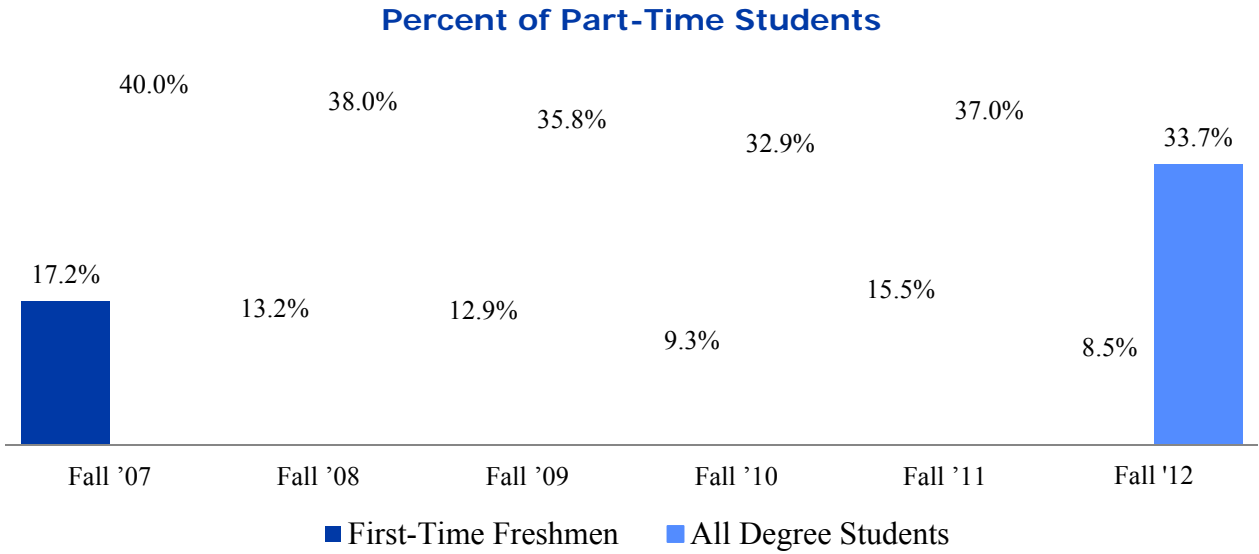
Student Type		Full-Time			Part-Time			Grand Total
		Men	Women	FT-Total	Men	Women	PT-Total	
Total Associate Degree Students	N	4,450	4,858	9,308	2,088	2,638	4,726	14,034
	%	48%	52%	100%	44%	56%	100%	100%
First-Time Freshmen	N	1,510	1,539	3,049	153	130	283	3,332
	%	50%	50%	100%	54%	46%	100%	100%
Transfer Students	N	209	204	413	135	181	316	729
	%	51%	49%	100%	43%	57%	100%	100%
Continuing Students	N	2,595	2,986	5,581	1,602	2,062	3,664	9,245
	%	46%	54%	100%	44%	56%	100%	100%
Other	N	136	129	265	198	265	463	728
	%	51%	49%	100%	43%	57%	100%	100%
Total Certificate Students	N	6	12	18	5	35	40	58
	%	33%	67%	100%	13%	88%	100%	100%

Source: CUNY IRDB

## Associate Degree Students: Full- and Part-Time Status Fall '06 to Fall '12



**Difference in Part-Time Status between Freshmen and All Degree Students**  
**Fall 2007 to Fall 2012**





## **B. New Student Profile**

The college enrolled 3,355 first-time freshmen and 734 advanced transfer students in fall 2012. Freshmen were equally divided between male and female and primarily full-time (91.5 percent). Only 8.5 percent of freshmen were part-time in fall 2012. This constitutes a record low in part-time freshmen enrollment suggesting that Queensborough is attracting more traditional college students.

Queensborough Community College is one of the most diverse campuses nation-wide with an almost equal representation of the major ethnic groups among students. Among freshmen, Hispanic students represent the largest ethnic group (30 percent), followed by an equal representation of Asian and Black students ( 21 percent each) and 19 percent White students.

Over 40 percent of the fall 2012 freshmen speak a language other than English at home. Spanish, Chinese, Bengali, Korean, and Urdu were the most prevalent non-English languages among freshmen in fall 2012. QCC freshmen come from over 100 different countries.

The percentage of first-time freshmen entering with a GED as compared to a traditional high school diploma has declined from 11 percent in fall 2007 to only 3 percent in fall 2012. Over sixty-eight percent of freshmen (with a high school diploma) were New York City high school graduates and 47.5 percent of advanced transfer students came from a CUNY or SUNY school.

Sixty-nine percent of fall 2012 freshmen were required to take a remedial math course, 25 percent needed remedial writing, and close to 21 percent needed remedial reading.

## Profile of New Students

### Fall 2007 to Fall 2012

### Associate Degree and Certificate Seeking

<b>First-Time Freshmen<sup>1</sup></b>	2,638	2,744	3,705	3,209	3,934	3,335
<b>Female</b>	52.2%	53.8%	51.2%	51.9%	49.7%	50.1%
<b>Male</b>	47.8%	46.2%	48.8%	48.1%	50.3%	49.9%
<b>Full-Time</b>	82.8%	86.8%	87.1%	90.7%	84.5%	91.5%
<b>Part-Time</b>	17.2%	13.2%	12.9%	9.3%	15.5%	8.5%
<b>Freshmen with GED</b>	302	254	339	171	184	116
% of all First-Time Freshmen	11%	9%	9%	5%	5%	3%
<b>High School Average (CAA)</b>	<b>Fall '07</b>	<b>Fall '08</b>	<b>Fall '09</b>	<b>Fall '10</b>	<b>Fall '11</b>	<b>Fall '12</b>
<b>Minimum</b>	56.9	55.6	54.3	53.9	54.2	54.0
<b>Median</b>	74.3	74.1	73.8	74.5	74.4	75.2
<b>Maximum</b>	96.4	95.8	97.4	96.3	96	96.7
<b>Have a H.S. average over 80</b>	21%	21%	21%	23%	23%	28%
<b>Have a H.S. average over 85</b>	7%	8%	7%	8%	9%	10%
<b>% without CAA</b>	31%	31%	23%	13%	18%	17%

<b>Median First Semester GPA</b>	<b>Fall '07</b>	<b>Fall '08</b>	<b>Fall '09</b>	<b>Fall '10</b>	<b>Fall '11</b>	<b>Fall '12</b>
<b>First-Time Freshmen<sup>1</sup></b>	2.34	2.47	2.45	2.53	2.48	2.30
<b>Advanced Transfer</b>	2.92	3.00	3.00	3.18	3.00	2.89

	<b>Fall '07</b>	<b>Fall '08</b>	<b>Fall '09</b>	<b>Fall '10</b>	<b>Fall '11</b>	<b>Fall '12</b>
<b>Advanced Transfer from:</b>	907	853	1,102	610	1,125	734
<b>CUNY</b>	44.0%	40.7%	41.8%	37.0%	39.6%	39.5%
<b>SUNY</b>	11.0%	14.3%	12.1%	10.8%	9.8%	8.0%
<b>Other</b>	45.0%	45.0%	46.1%	52.1%	50.6%	52.5%

<b>Race and Ethnicity<sup>2</sup></b>	<b>Fall '07</b>	<b>Fall '08</b>	<b>Fall '09</b>	<b>Fall '10</b>	<b>Fall '11</b>	<b>Fall '12</b>
<b>First-Time Freshmen<sup>1</sup></b>						
Am. Indian or Native American	0%	1%	1%	1%	1%	1%
Asian or Pacific Islander	19%	18%	18%	20%	21%	21%
Black, Non-Hispanic	22%	24%	26%	20%	24%	21%
Hispanic	26%	27%	27%	29%	28%	30%
White, Non-Hispanic	24%	22%	21%	23%	21%	19%
Nonresident Alien	9%	8%	7%	7%	6%	7%
<b>Advanced Transfer</b>						
Am. Indian or Native American	0%	0%	0%	0%	1%	0%
Asian or Pacific Islander	19%	24%	19%	26%	23%	22%
Black, Non-Hispanic	29%	26%	28%	20%	27%	25%
Hispanic	20%	20%	21%	17%	25%	26%
White, Non-Hispanic	23%	23%	25%	27%	21%	20%
Nonresident Alien	8%	8%	7%	9%	3%	7%

<sup>1</sup> excludes Prelude to Success,    <sup>2</sup> IPEDS count  
Source: CUNY IRDB

# High School Sources for QCC First-Time Freshmen

## Fall 2008 to Fall 2012

### Top 40 by Fall '12 Enrollment

	Fall '08	Fall '09	Fall '10	Fall '11	Fall '12
% from NYC High Schools	57.3%	64.0%	72.4%	69.0%	68.7%
<b>High School</b>					
Francis Lewis HS	130	158	188	218	151
Bayside HS	91	134	135	172	130
Benjamin Cardozo HS	82	112	113	118	118
John Bowne HS	79	83	64	88	115
Hillcrest HS	48	84	81	119	111
Forest Hills HS	78	130	117	133	89
Flushing HS	45	80	64	85	84
Martin Van Buren HS	71	100	76	99	80
Newtown HS	74	118	79	89	77
William C Bryant HS	33	59	78	87	60
Thomas Edison Voc-Tech HS	39	61	73	73	57
Long Island City HS	45	60	46	47	52
Queens HS Teach Lib Arts Sci	29	43	38	50	46
John Adams HS	31	55	50	66	45
Queens Vocational & Tech HS	11	30	29	46	45
Richmond Hill HS	36	64	80	59	44
Robert F Kennedy Community HS	18	18	22	34	43
Saint Francis Preparatory Sch	17	33	36	35	39
Grover Cleveland HS	44	48	39	43	38
Aviation HS	16	22	26	25	26
Holy Cross HS	22	30	31	41	23
Christ The King Regional HS	17	31	39	38	22
Saint Marys HS	26	26	21	11	22
Newcomers HS	13	30	13	23	21
High School Hlth Prof Human	6	8	13	14	20
Excelsior Preparatory High School	7	14	3	9	17
Elmont Memorial Jr-Sr HS	16	29	28	20	16
Flushing International High School	18	20	16	13	16
Information Technology High School	0	0	31	23	16
John Miller Great Neck N HS	1	2	6	3	16
Saint Johns Preparatory	22	20	27	46	16
Valley Stream Central HS	13	22	15	24	16
High School For Construction Trades	0	0	7	26	15
Academy For Careers in TV and Film	0	0	0	0	15
High School for Arts/Business	29	17	24	17	15
World Journalism Preparatory School	0	0	16	21	15
Monsignor McClancy Memorial HS	13	9	9	16	14
Queens Academy HS-Flushing	9	24	19	22	14
Saint Agnes Academic School	18	20	25	18	14
Academy of American Studies	5	12	6	14	13

Sorted by Fall 2012 counts

Source: CUNY IRDB

## QCC First-Time Freshmen by Country of Birth

### TOP TEN NON-USA

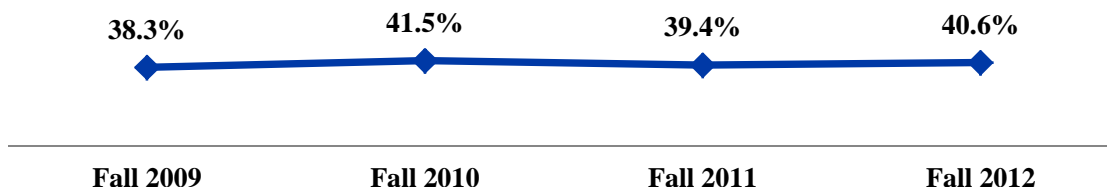
	Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	COUNTRY	Heads	COUNTRY	Heads	COUNTRY	Heads	COUNTRY	Heads
1	China	186	China	135	China	132	China	141
2	Jamaica	91	Guyana	78	Jamaica	49	Ecuador	68
3	Guyana	75	Colombia	63	Guyana	47	Jamaica	58
4	Haiti	63	Ecuador	57	Colombia	43	Guyana	54
5	Ecuador	60	Jamaica	52	South Korea	39	Columbia	50
6	South Korea	58	India	52	Ecuador	33	South Korea	41
7	Dominican Republ	57	Dominican Republic	51	Trinidad and Tobago	32	Dominican Republic	41
8	Colombia	56	South Korea	44	India	30	Haiti	36
9	Trinidad & Tobago	43	Uzbekistan	38	Haiti	28	Bangladesh	33
10	India	41	Bangladesh	38	Dominican Republic	27	India	30

## QCC First-Time Freshmen Native Languages

### TOP FIVE LANGUAGES OTHER THAN ENGLISH

	Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Language	Heads	Language	Heads	Language	Heads	Language	Heads
1	Spanish	384	Spanish	398	Spanish	364	Spanish	365
2	Chinese	209	Chinese	153	Chinese	165	Chinese	153
3	Korean	57	Russian	60	Korean	49	Bengali	41
4	Russian	53	Korean	58	Urdu	44	Korean	38
5	Creole	49	Bengali	37	Russian	39	Urdu	36

### Percent of First-Time Freshmen Who Speak a Language Other Than English at Home



Source: CUNY IRDB, Fall 2011 & 2012: CUNYfirst and CAS Show File

## Remedial Needs of Incoming Freshmen PLACEMENT TEST TABLES<sup>1</sup>

### Reading Placement Test Results

Full- and Part-Time Freshmen

Fall Cohort	Exempt from Testing	Passed	Failed	Not Tested	Total	Total Tested or Exempt		
						N	Passed or Exempt	Need Remediation
Fall '06	26.6%	38.7%	26.5%	8.2%	2,485	2,280	71.1%	28.9%
Fall '07	28.8%	33.8%	28.2%	9.3%	2,638	2,393	69.0%	31.0%
Fall '08	30.3%	28.0%	31.1%	10.6%	2,744	2,453	65.2%	34.8%
Fall '09	40.7%	27.2%	28.0%	4.2%	3,705	3,550	70.8%	29.2%
Fall '10	39.5%	23.6%	29.8%	7.2%	3,209	2,978	67.9%	32.1%
Fall '11	44.1%	27.0%	22.0%	6.9%	3,934	3,662	76.4%	23.6%
Fall '12	52.5%	21.8%	19.5%	6.2%	3,335	3,127	79.2%	20.8%

### Writing Placement Test Results

Full- and Part-Time Freshmen

Fall Cohort	Exempt from Testing	Passed	Failed	Not Tested	Total	Total Tested or Exempt		
						N	Passed or Exempt	Need Remediation
Fall '06	26.6%	15.1%	50.6%	7.7%	2,485	2,293	45.1%	54.9%
Fall '07	28.8%	12.3%	50.1%	8.8%	2,638	2,405	45.1%	54.9%
Fall '08	30.3%	9.5%	51.1%	9.1%	2,744	2,495	43.8%	56.2%
Fall '09	40.7%	10.9%	45.6%	2.8%	3,705	3,603	53.1%	46.9%
Fall '10	39.5%	10.2%	43.4%	6.9%	3,209	2,989	53.4%	46.6%
Fall '11	44.1%	24.3%	24.6%	7.0%	3,934	3,659	73.5%	26.5%
Fall '12	52.5%	17.8%	23.8%	5.9%	3,335	3,139	74.7%	25.3%

### Math Placement Test Results

Full- and Part-Time Freshmen

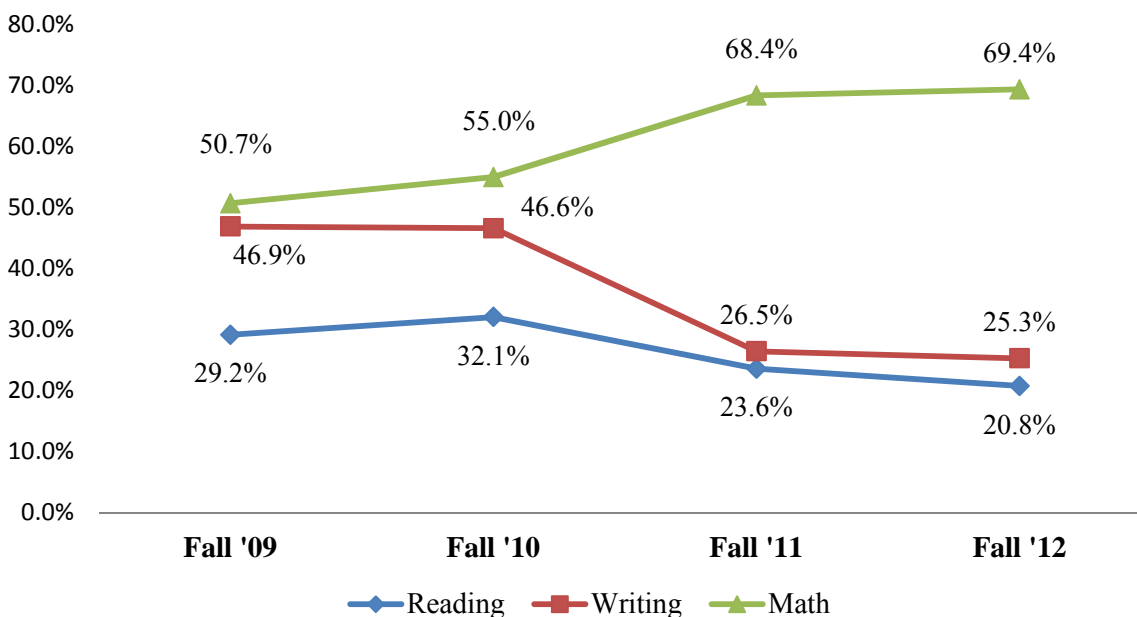
Fall Cohort	Exempt from Testing	Passed	Failed	Not Tested	Total	Total Tested or Exempt		
						N	Passed or Exempt	Need Remediation
Fall '06	28.5%	16.3%	47.1%	8.1%	2,485	2,283	48.7%	51.3%
Fall '07	27.1%	16.6%	46.0%	10.2%	2,638	2,368	48.7%	51.3%
Fall '08	31.3%	10.2%	47.6%	11.0%	2,744	2,443	46.6%	53.4%
Fall '09	36.4%	10.2%	48.0%	5.5%	3,705	3,503	49.3%	50.7%
Fall '10	30.7%	10.8%	50.7%	7.8%	3,209	2,958	45.0%	55.0%
Fall '11	20.8%	8.7%	63.8%	6.7%	3,934	3,669	31.6%	68.4%
Fall '12	18.4%	10.2%	64.9%	6.5%	3,335	3,119	30.6%	69.4%

<sup>1</sup>Based on initial test results prior to any summer interventions preceeding first fall.

Source: CUNY IRDB



**Percent of Students with Initial Remedial Needs  
by Subject  
Fall Freshman Cohorts (Full- and Part-Time)**



**Initial Remedial Needs in One, Two, or Three Subjects<sup>1</sup>  
Full- and Part-Time Freshmen**

Fall Cohort	No remedial need		Remedial need in...						Total
	#	%	One subject		Two subjects		Three subjects		
			#	%	#	%	#	%	
Fall 2009	1,048	30.4%	983	28.5%	859	24.9%	559	16.2%	3,449
Fall 2010	801	27.5%	876	30.1%	703	24.1%	535	18.4%	2,915
Fall 2011	863	24.0%	1,631	45.3%	687	19.1%	422	11.7%	3,603
Fall 2012	731	23.9%	1,476	48.2%	493	16.1%	361	11.8%	3,061

<sup>1</sup>Based on initial test results prior to any summer interventions preceeding first fall.

Reading, Writing, and Math. Speech not counted. Students with unknown testing status, CUNYstart students and CLIP students excluded from count.

Source: CUNY IRDB

## **C. Student Demographics**

## STUDENTS BY COUNTRY OF BIRTH - FALL 2012

♦ 139 countries of birth, ♦ 87 native languages

COUNTRY	NUMBER	COUNTRY	NUMBER	COUNTRY	NUMBER
Afghanistan	30	Ghana	22	Poland	52
Albania	9	Greece	8	Portugal	2
Algeria	3	Grenada	6	Puerto Rico	25
Angola	2	Guam	1	Qatar	1
Antigua and Barbuda	5	Guatemala	25	Republic of Montenegro	5
Argentina	12	Guinea	9	Republic of Serbia	2
Armenia	7	Guinea-Bissau	2	Romania	7
Australia	2	Guyana	333	Russian Federation	24
Austria	2	Haiti	204	Saint Lucia	10
Azerbaijan	1	Honduras	16	Saudi Arabia	7
Bangladesh	170	Hong Kong	53	Senegal	2
Barbados	7	Hungary	2	Sierra Leone	3
Belize	3	India	194	Singapore	1
Benin	1	Indonesia	9	Slovakia	3
Bermuda	1	Iran	9	Slovenia	1
Bolivia	9	Iraq	3	Solomon Islands	1
Bosnia and Herzegovina	4	Ireland	2	Somalia	2
Brazil	14	Israel	20	Spain	3
Bulgaria	2	Italy	10	Sri Lanka	10
Burkina Faso	2	Jamaica	358	St Vincent & the Grenadines	7
Cambodia	2	Japan	12	Suriname	13
Cameroon	4	Jordan	2	Sweden	2
Canada	11	Kazakhstan	6	Switzerland	2
Chile	6	Kenya	5	Taiwan	40
China	669	South Korea	300	Tajikistan	12
Colombia	232	Kosovo	1	Tanzania	3
Comoros	1	Kuwait	4	Thailand	1
Congo	5	Latvia	2	Togo	7
Costa Rica	3	Lebanon	6	Trinidad and Tobago	162
Cote D'Ivoire	5	Liberia	1	Tunisia	2
Croatia	1	Macao	1	Turkey	10
Cuba	5	Malaysia	14	Turkmenistan	1
Cyprus	1	Mali	4	Uganda	1
Czech Republic	1	Mexico	75	Ukraine	9
Dominica	6	Moldova, Republic of	2	United Arab Emirates	1
Dominican Republic	197	Mongolia	2	United Kingdom	5
Ecuador	225	Morocco	3	United States	6,774
Egypt	11	Myanmar	9	Uruguay	7
El Salvador	33	Namibia	1	Uzbekistan	61
Estonia	1	Nepal	22	Venezuela	28
Ethiopia	1	Niger	2	Vietnam	8
Finland	1	Nigeria	67	Yemen	6
Fmr Y Rep of Macedonia	2	Pakistan	149	Yugoslavia	6
France	5	Panama	11	Zambia	1
Gambia	2	Paraguay	4	Zimbabwe	7
Georgia	1	Peru	84	Not reported	4,500
Germany	3	Philippines	79	Total # of Students	15,711

■ : Top 10 countries: USA, China, Jamaica, Guyana, South Korea, Columbia, Ecuador, Haiti, Dominican Republic, India

28% report to be born outside the USA.

38% report speaking a language other than English at home.

Top 5 non-English native languages: Spanish, Chinese, Korean, Bengali, Urdu

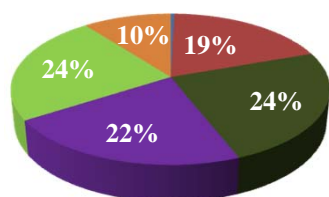
Source: CUNYfirst and CUNY IRDB

## Race and Ethnicity

### Degree & Certificate Students Fall 2007 to Fall 2012

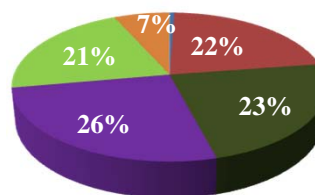
IPEDS Count <sup>1</sup>						
	Fall '07	Fall '08	Fall '09	Fall '10	Fall '11	Fall '12
American Indian or Native Alaskan	0%	1%	1%	1%	0%	1%
Asian or Pacific Islander	19%	20%	19%	20%	20%	22%
Black, Non-Hispanic	24%	24%	25%	24%	24%	23%
Hispanic	22%	23%	25%	25%	25%	26%
White, Non-Hispanic	24%	23%	22%	22%	23%	21%
Nonresident Alien	10%	10%	8%	8%	7%	7%
Total	11,440	11,798	13,776	13,771	15,147	14,092

**Fall '07**



■ American Indian or Native Alaskan  
 ■ Black, Non-Hispanic  
 ■ White, Non-Hispanic

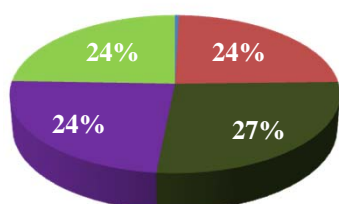
**Fall '12**



■ Asian or Pacific Islander  
 ■ Hispanic  
 ■ Nonresident Alien

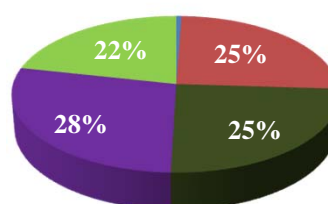
CUNY Internal Count <sup>2</sup>						
	Fall '07	Fall '08	Fall '09	Fall '10	Fall '11	Fall '12
American Indian or Native Alaskan	0%	1%	1%	1%	0%	1%
Asian or Pacific Islander	24%	24%	23%	24%	23%	25%
Black	27%	26%	27%	25%	26%	25%
Hispanic	24%	25%	27%	27%	27%	28%
White	24%	23%	23%	23%	24%	22%
Total	11,440	11,798	13,776	13,771	15,147	14,092

**Fall '07**



■ American Indian or Native Alaskan  
 ■ Black, Non-Hispanic  
 ■ White, Non-Hispanic

**Fall '12**



■ Asian or Pacific Islander  
 ■ Hispanic

<sup>1</sup> IPEDS Count: International students are counted as "Nonresident Alien"

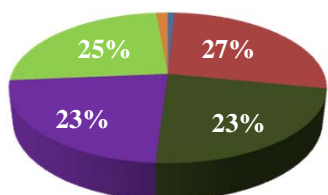
<sup>2</sup> CUNY Internal Count: International students are counted according to reported or imputed ethnicity.

Source: CUNY IRDB

## Non-Degree Students Fall 2007 to Fall 2012

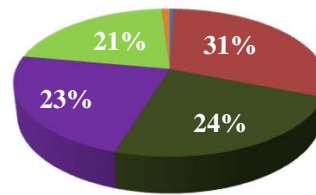
	IPEDS Count <sup>1</sup>					
	Fall '07	Fall '08	Fall '09	Fall '10	Fall '11	Fall '12
American Indian or Native Alaskan	1%	1%	0%	0%	1%	0%
Asian or Pacific Islander	27%	26%	28%	19%	31%	31%
Black, Non-Hispanic	23%	26%	25%	26%	27%	24%
Hispanic	23%	22%	21%	21%	24%	23%
White, Non-Hispanic	25%	25%	25%	33%	17%	21%
Nonresident Alien	1%	1%	2%	1%	1%	1%
Total	1,919	1,954	1,731	1,545	1,690	1,619

**Fall '07**



■ American Indian or Native Alaskan  
 ■ Black, Non-Hispanic  
 ■ White, Non-Hispanic

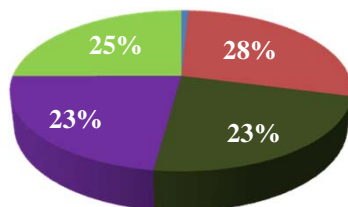
**Fall '12**



■ Asian or Pacific Islander  
 ■ Hispanic  
 ■ Nonresident Alien

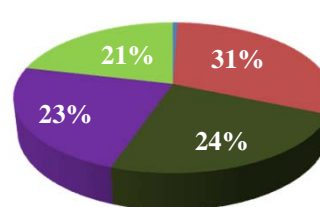
	CUNY Internal Count <sup>2</sup>					
	Fall '07	Fall '08	Fall '09	Fall '10	Fall '11	Fall '12
American Indian or Native Alaskan	1%	1%	0%	0%	1%	1%
Asian or Pacific Islander	28%	26%	29%	19%	31%	31%
Black	23%	27%	25%	26%	27%	24%
Hispanic	23%	22%	21%	21%	24%	23%
White	25%	25%	25%	34%	17%	21%
Total	1,919	1,954	1,731	1,545	1,690	1,619

**Fall '07**



■ American Indian or Native Alaskan  
 ■ Black, Non-Hispanic  
 ■ White, Non-Hispanic

**Fall '12**



■ Asian or Pacific Islander  
 ■ Hispanic  
 ■ Nonresident Alien

<sup>1</sup> IPEDS Count: International students are counted as "Nonresident Alien"

<sup>2</sup> CUNY Internal Count: International students are counted according to reported or imputed ethnicity.

Source: CUNY IRDB



## Ten-Year Enrollment Trend by Race & Ethnicity

### All Undergraduates

Race/Ethnicity	Fall '02	Fall '03	Fall '04	Fall '05	Fall '06	Fall '07	Fall '08	Fall '09	Fall '10	Fall '11	Fall '12
	N	N	N	N	N	N	N	N	N	N	N
<b>American Indian or Native Alaskan</b>											
First-time Freshmen	3	7	7	7	16	14	19	32	24	35	36
Advanced Standing Transfers	1	3	3		7	3	4	5	3	7	1
Total New Students	4	10	10	7	23	17	23	37	27	42	37
Total Undergraduates	17	26	37	34	46	64	76	92	90	72	89
<b>Asian or Pacific Islander</b>											
First-time Freshmen	450	502	459	501	528	611	604	790	726	934	825
Advanced Standing Transfers	196	230	200	265	240	222	240	255	194	281	197
Total New Students	646	732	659	766	768	833	844	1,045	920	1,215	1,022
Total Undergraduates	2,524	2,825	3,026	3,025	3,180	3,312	3,398	3,701	3,638	4,080	4,078
<b>Black</b>											
First-time Freshmen	649	635	701	716	748	725	759	1,025	688	987	750
Advanced Standing Transfers	274	307	253	276	283	273	229	321	134	309	188
Total New Students	923	942	954	992	1,031	998	988	1,346	822	1,296	938
Total Undergraduates	3,294	3,511	3,671	3,599	3,663	3,527	3,633	4,100	3,871	4,310	3,840
<b>Hispanic</b>											
First-time Freshmen	555	568	600	607	669	768	836	1,070	1,012	1,141	1,076
Advanced Standing Transfers	178	164	194	173	184	190	181	235	109	283	197
Total New Students	733	732	794	780	853	958	1,017	1,305	1,121	1,424	1,273
Total Undergraduates	2,461	2,695	2,791	2,884	2,959	3,180	3,406	4,023	4,044	4,499	4,319
<b>White</b>											
First-time Freshmen	608	582	562	633	654	694	631	788	759	837	648
Advanced Standing Transfers	243	264	211	248	245	219	199	286	170	245	151
Total New Students	851	846	773	881	899	913	830	1,074	929	1,082	799
Total Undergraduates	3,408	3,413	3,273	3,296	3,302	3,276	3,239	3,591	3,673	3,876	3,385
<b>Total Enrollment</b>	<b>11,704</b>	<b>12,470</b>	<b>12,798</b>	<b>12,838</b>	<b>13,150</b>	<b>13,359</b>	<b>13,752</b>	<b>15,507</b>	<b>15,316</b>	<b>16,837</b>	<b>15,711</b>

Source: CUNY IRDB

## Ten-Year Enrollment Trends by Race & Ethnicity Organized by Student Type In percent

Race/Ethnicity	Fall '02		Fall '03		Fall '04		Fall '05		Fall '06		Fall '07		Fall '08		Fall '09		Fall '10		Fall '11		Fall '12	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>First-time Freshmen</b>																						
Asian or Pacific Islander	450	20%	502	22%	459	20%	501	20%	528	20%	611	22%	604	21%	790	21%	726	23%	934	24%	825	25%
Black	649	29%	635	28%	701	30%	716	29%	748	29%	725	26%	759	27%	1,025	28%	688	21%	987	25%	750	22%
Hispanic	555	25%	568	25%	600	26%	607	25%	669	26%	768	27%	836	29%	1,070	29%	1,012	32%	1,141	29%	1,076	32%
American Indian or Native Alaskan	3	0%	7	0%	7	0%	7	0%	16	1%	14	0%	19	1%	32	1%	24	1%	35	1%	36	1%
White	608	27%	582	25%	562	24%	633	26%	654	25%	694	25%	631	22%	788	21%	759	24%	837	21%	648	19%
<b>Total First-time Freshmen</b>	<b>2,265</b>	<b>100%</b>	<b>2,294</b>	<b>100%</b>	<b>2,329</b>	<b>100%</b>	<b>2,464</b>	<b>100%</b>	<b>2,615</b>	<b>100%</b>	<b>2,812</b>	<b>100%</b>	<b>2,849</b>	<b>100%</b>	<b>3,705</b>	<b>100%</b>	<b>3,209</b>	<b>100%</b>	<b>3,934</b>	<b>100%</b>	<b>3,335</b>	<b>100%</b>
<b>Advanced Standing Transfers</b>																						
Asian or Pacific Islander	196	22%	230	24%	200	23%	265	28%	240	25%	222	24%	240	28%	255	23%	194	32%	281	25%	197	27%
Black	274	31%	307	32%	253	29%	276	29%	283	30%	273	30%	229	27%	321	29%	134	22%	309	27%	188	26%
Hispanic	178	20%	164	17%	194	23%	173	18%	184	19%	190	21%	181	21%	235	21%	109	18%	283	25%	197	27%
American Indian or Native Alaskan	1	0%	3	0%	3	0%		0%	7	1%	3	0%	4	0%	5	0%	3	0%	7	1%	1	0%
White	243	27%	264	27%	211	25%	248	26%	245	26%	219	24%	199	23%	286	26%	170	28%	245	22%	151	21%
<b>Total Adv. St. Transfers</b>	<b>892</b>	<b>100%</b>	<b>968</b>	<b>100%</b>	<b>861</b>	<b>100%</b>	<b>962</b>	<b>100%</b>	<b>959</b>	<b>100%</b>	<b>907</b>	<b>100%</b>	<b>853</b>	<b>100%</b>	<b>1,102</b>	<b>100%</b>	<b>610</b>	<b>100%</b>	<b>1,125</b>	<b>100%</b>	<b>734</b>	<b>100%</b>
<b>All New Students</b>																						
Asian or Pacific Islander	646	20%	732	22%	659	21%	766	22%	768	21%	833	22%	844	23%	1,045	22%	920	24%	1,215	24%	1,022	25%
Black	923	29%	942	29%	954	30%	992	29%	1,031	29%	998	27%	988	27%	1,346	28%	822	22%	1,296	26%	938	23%
Hispanic	733	23%	732	22%	794	25%	780	23%	853	24%	958	26%	1,017	27%	1,305	27%	1,121	29%	1,424	28%	1,273	31%
American Indian or Native Alaskan	4	0%	10	0%	10	0%	7	0%	23	1%	17	0%	23	1%	37	1%	27	1%	42	1%	37	1%
White	851	27%	846	26%	773	24%	881	26%	899	25%	913	25%	830	22%	1,074	22%	929	24%	1,082	21%	799	20%
<b>Total New Students</b>	<b>3,157</b>	<b>100%</b>	<b>3,262</b>	<b>100%</b>	<b>3,190</b>	<b>100%</b>	<b>3,426</b>	<b>100%</b>	<b>3,574</b>	<b>100%</b>	<b>3,719</b>	<b>100%</b>	<b>3,702</b>	<b>100%</b>	<b>4,807</b>	<b>100%</b>	<b>3,819</b>	<b>100%</b>	<b>5,059</b>	<b>100%</b>	<b>4,069</b>	<b>100%</b>
<b>All Undergraduates</b>																						
Asian or Pacific Islander	2,524	22%	2,825	23%	3,026	24%	3,025	24%	3,180	24%	3,312	25%	3,398	25%	3,701	24%	3,638	24%	4,080	24%	4,078	26%
Black	3,294	28%	3,511	28%	3,671	29%	3,599	28%	3,663	28%	3,527	26%	3,633	26%	4,100	26%	3,871	25%	4,310	26%	3,840	24%
Hispanic	2,461	21%	2,695	22%	2,791	22%	2,884	22%	2,959	23%	3,180	24%	3,406	25%	4,023	26%	4,044	26%	4,499	27%	4,319	27%
American Indian or Native Alaskan	17	0%	26	0%	37	0%	34	0%	46	0%	64	0%	76	1%	92	1%	90	1%	72	0%	89	1%
White	3,408	29%	3,413	27%	3,273	26%	3,296	26%	3,302	25%	3,276	25%	3,239	24%	3,591	23%	3,673	24%	3,876	23%	3,385	22%
<b>Total Undergraduates</b>	<b>11,704</b>	<b>100%</b>	<b>12,470</b>	<b>100%</b>	<b>12,798</b>	<b>100%</b>	<b>12,838</b>	<b>100%</b>	<b>13,150</b>	<b>100%</b>	<b>13,359</b>	<b>100%</b>	<b>13,752</b>	<b>100%</b>	<b>15,507</b>	<b>100%</b>	<b>15,316</b>	<b>100%</b>	<b>16,837</b>	<b>100%</b>	<b>15,711</b>	<b>100%</b>
<b>Total Enrollment</b>	<b>11,704</b>		<b>12,470</b>		<b>12,798</b>		<b>12,838</b>		<b>13,150</b>		<b>13,359</b>		<b>13,752</b>		<b>15,507</b>		<b>15,316</b>		<b>16,837</b>		<b>15,711</b>	

## Student Age and Gender

### Student Age

	Fall '06	Fall '07	Fall '08	Fall '09	Fall '10	Fall '11	Fall '12
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#### Average Age

All Associate's Students	24.3	24.0	23.8	23.5	23.4	23.3	23.2
First-Time Freshmen	20.1	19.8	19.6	19.9	19.5	19.7	19.5
Advanced Transfers	26.5	26.5	25.6	25.9	26.4	25.8	27.3

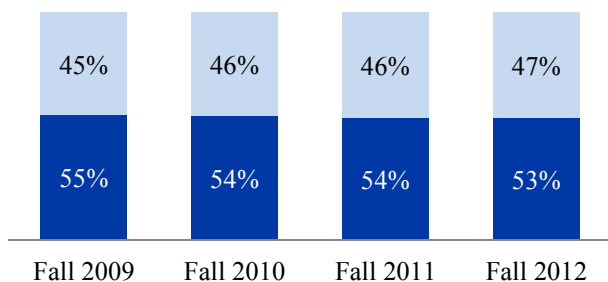
#### Percent of Associate's Students 25 Years and Older

All Associate's Students	27%	26%	24%	23%	22%	22%	22%
First-Time Freshmen	7%	6%	5%	6%	4%	5%	4%
Advanced Transfers	39%	40%	37%	39%	40%	37%	43%

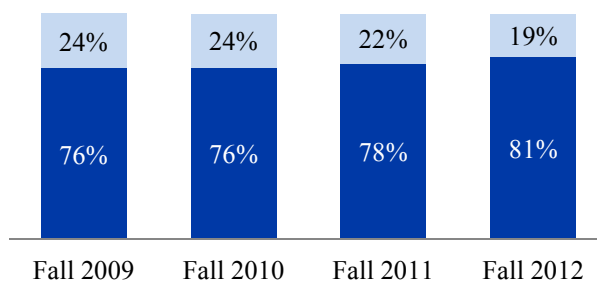
Age Group	Associate's Degree Students				Certificate Students			
	Fall '09	Fall '10	Fall '11	Fall '12	Fall '09	Fall '10	Fall '11	Fall '12
19 & younger	38%	38%	38%	38%	17%	14%	14%	3%
20 - 22	30%	31%	31%	32%	23%	34%	26%	33%
23 - 24	9%	9%	9%	9%	9%	7%	3%	16%
25 - 29	10%	10%	10%	10%	10%	8%	9%	9%
30 - 44	10%	9%	9%	9%	15%	13%	21%	22%
45 & older	2%	3%	2%	3%	26%	25%	26%	17%

### Student Gender

#### Associate's Degree Students



#### Certificate Students

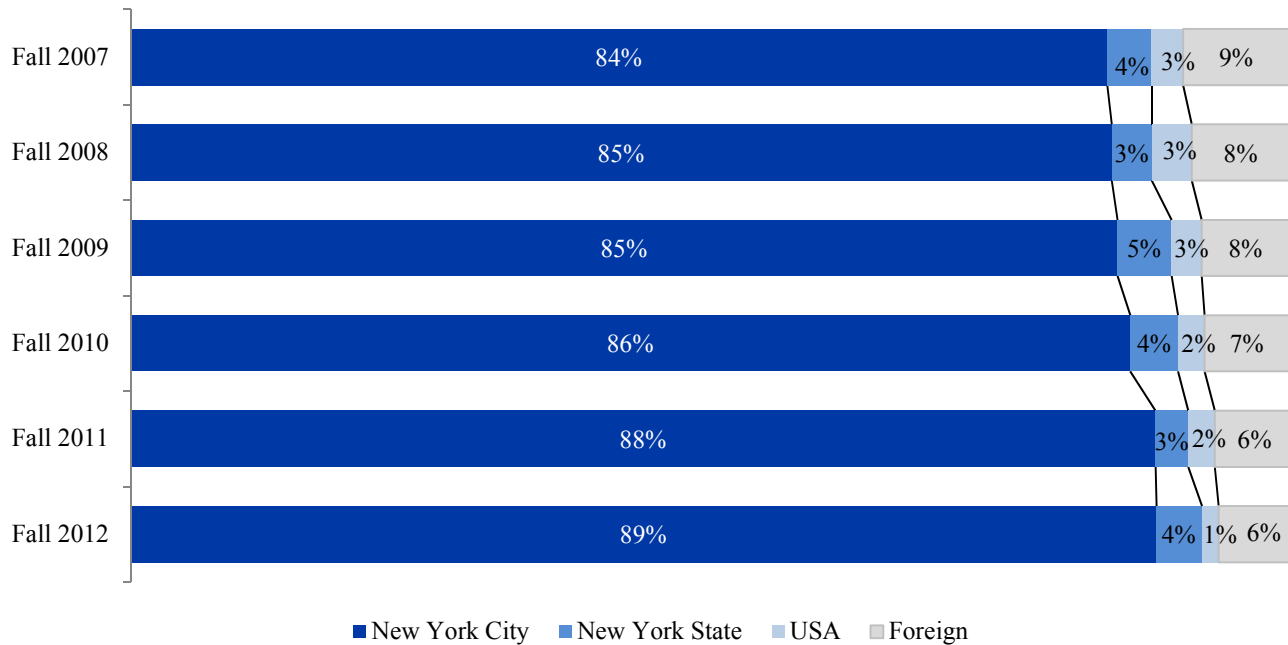


■ Women ■ Men

Source: CUNY IRDB

## Enrollment by Residency

### Fall 2007 to Fall 2012



### Students Commute From ...

	Fall '07		Fall '08		Fall '09		Fall '10		Fall '11		Fall '12	
Counties	N	%	N	%	N	%	N	%	N	%	N	%
Queens	11,655	87.2%	11,985	87.2%	13,497	87.0%	13,286	86.7%	14,390	85.5%	13,072	83.2%
Bronx	206	1.5%	194	1.4%	216	1.4%	249	1.6%	252	1.5%	323	2.1%
Brooklyn	543	4.1%	512	3.7%	598	3.9%	674	4.4%	790	4.7%	805	5.1%
Manhattan	122	0.9%	114	0.8%	143	0.9%	142	0.9%	159	0.9%	153	1.0%
Nassau	681	5.1%	809	5.9%	878	5.7%	812	5.3%	906	5.4%	835	5.3%
Suffolk	64	0.5%	62	0.5%	68	0.4%	55	0.4%	60	0.4%	52	0.3%
Westchester	18	0.1%	9	0.1%	9	0.1%	11	0.1%	19	0.1%	18	0.1%
Richmond	11	0.1%	11	0.1%	19	0.1%	14	0.1%	13	0.1%	15	0.1%
Other NYS	12	0.1%	17	0.1%	24	0.2%	18	0.1%	13	0.1%	10	0.1%
NJ counties	7	0.1%	4	0.0%	9	0.1%	10	0.1%	10	0.1%	3	0.0%
Missing	40	0.3%	35	0.3%	46	0.3%	45	0.3%	225	1.3%	425	2.7%
Total	13,359	100%	13,752	100%	15,507	100%	15,316	100%	16,837	100%	15,711	100%

Source: CUNY IRDB

## D. Academic Services

A new Freshman Academy Experience Survey was developed and 1,212 freshmen responded in fall 2012 with feedback on how they utilize support services, attend special events, and how they feel about college. Close to 66 percent reported that they were referred to at least one support service by their Freshman Coordinator in their first semester. Over 50 percent of those referred went to the Financial Aid Office, 22 percent went to the Writing Center, 18 percent went to the E-portfolio lab, 17 percent went to the Campus Learning Center, and 12.5 percent went to the Academic Literacy Center among others. According to the feedback given in fall 2012, 96 percent of the first semester freshmen have either a "positive" or "strongly positive" attitude towards Queensborough.

Since the implementation of the Freshman Academies, students increasingly experience more high impact practices (HI) in courses and other academic settings. Research shows that students who were exposed to multiple high impact practices in a course such as a Student Wiki Interdisciplinary Group (SWIG) do better. Course pass-rates (C or better) were higher among students who have experienced high impact practices as part of an EN 101 or an SS 510 course. Hispanic students seem to benefit especially from these practices.

One high impact practice is Service Learning. Learning outcomes in Service Learning courses are aligned with authentic activities in community-based organizations, such as Hour Children, Saratoga Family Inn, Alley Pond Environmental Center, Bayside Senior Center, and Bayside Historical Society. Students provide health awareness, financial literacy, chair massages, as well as demonstrate engineering technology to the broader college community. Seventy-two faculty implemented Service Learning activities in the 2011-2012 academic year to 38 community partners.

Our library continues to see an increase in patron visits, reference questions, and database searches and offered more library hours per week in 2012 than the year before. Programs in Continuing Education and Workforce Development continue to be strong and offerings have increased in the areas of remedial programs, vocational grant programs, and in recreational, social programs.



## Freshman Academies

The Freshman Academies were implemented in the fall of 2009. During that term, all first-time freshmen were placed as members of one of six academies, in accordance with their field of interest. The six academies were: Business, Visual and Performing Arts, Health Related Sciences, Liberal Arts, Science, Technology, Engineering, and Mathematics (STEM), and Education. For each academy an office was established with staffing and at least one Freshman Coordinator. The Freshmen Coordinators (FCs) were newly hired, entry-level advisors who quickly established a rapport with the freshmen before classes began, and assisted them throughout their first two semesters. Each academy has at least one Faculty Coordinator who serves as the principle academic liaison.

During the registration process, the FCs encouraged freshmen to enroll in courses which included high impact (HI) practices (i.e., service learning, e-portfolio, learning communities, cornerstone courses, and writing intensive courses.) The purpose of high impact activities is to enhance student engagement, motivation and the learning of course content. A goal was set for freshmen to have experienced two of these HI courses by their 30th credit.

Alongside the development of the Freshman Academies, a research protocol was created by DVP Praxis, to assess the effectiveness of the Academies. It specified that the efforts of the Freshman Coordinators and the use of high impact strategies would have beneficial outcomes such as:

- Higher course success rates
- Higher retention rates
- Higher summer course enrollment rates
- Higher credit completion rates
- Higher student and faculty engagement with the college
- Higher degree-attainment rates

Comparisons of outcomes are made between a Fall 2006 baseline/comparison cohort of all first-time, full-time freshmen and the academy cohorts. Comparisons are also made within cohorts, to determine if high impact experiences are associated with enhanced retention and course success. Separate analyses are conducted for remedial and non-remedial students, whenever possible.

A new Freshman Academy Experience Survey was administered in the academic year 2012-13 to first-time freshmen during the end of their first semester. The survey was designed to help the college to learn more about how new freshman utilize support services, attend special events such as academy sponsored events and College 101, and how they feel about the college. An important aspect of the survey is that it asks students to give reasons why they did, or did not, participate in events and utilize support services. In addition, a question was asked about their global satisfaction with Queensborough. A total of 1,212 freshman responded to the survey in fall 2012. Figures 1 & 2 and table 1 show some of the results of the survey.

**Figure 1. Responses to the Question "My Freshman Coordinator referred me to support services "when" I needed assistance."**



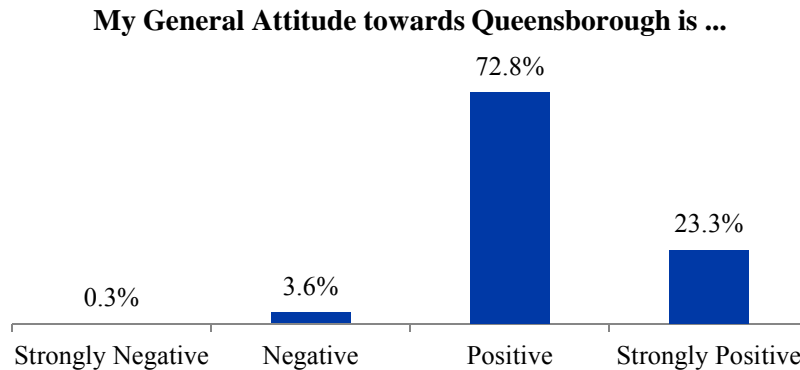
A follow-up question was asked to the 65.6% who responded "yes". The purpose of this question was to determine the frequency with which freshman utilized various support services. Table 1 shows the responses to this follow-up question.

**Table 1. Responses to the Question "Which student support office did you visit?"**

Response	Response Count	Response %
Financial Aid Office	426	53.9%
Writing Center	174	22.0%
E-Portfolio lab	143	18.1%
Campus Learning Center	134	17.0%
Campus Math Center	128	16.2%
Counseling Department	109	13.8%
Academic Literacy	99	12.5%
Career Services	65	8.2%
Services for Students w/Disabilities	13	1.6%
None	128	16.2%
I am not aware of these services	16	2.0%

A question was asked to determine the global satisfaction of the freshman at the end of their first semester at Queensborough Community College. Figure 2 illustrates the pattern of responses.

**Figure 2. Response to the Question "At present, my general attitude towards Queensborough Community College is..."**



Analyses were made to examine the associations between student success outcomes and enrollment in courses with high impact activities. Results have been generally positive, indicating that higher pass rates and higher retention rates were associated with enrollment in classes with high impact activities. The most consistent findings in course success or higher persistence at QCC have occurred wherever students have experienced multiple high impact strategies, either within one course or through multiple courses within a semester.

The efficacy of high impact (HI) strategies has been investigated for various courses, particularly courses with high enrollments, such as Psychology (SS 510) and English Composition I (EN101). Five semesters of Psychology course pass rates from fall 2009 to fall 2011 were aggregated to determine the associations between pass rates and the experience of one or more high impact strategies. Comparisons of pass rates were also made between groups of students enrolled in Psychology who experienced HI strategies within the course and those who did not have any high impact experiences in Psychology. A category of "Any HI" was constructed to account for all cases where one or more HIs were experienced within a Psychology course. Only those who completed the course were counted in this analysis and a grade of "C" or higher was considered as passing.

Table 2 shows the pass rates in Psychology (SS 510) by HI experienced. Higher pass rates were associated with enrollment in sections of Psychology which included one or more HI experiences.

**Table 2. Pass Rates in Psychology (SS 510) Aggregated Over Five-Semesters, by High Impact Activity, Multiple HI Activities and Sections Without Any HI Activities**

SS 510	No HI	WI	LC	SWIG/EP*	1HI	2HI	3HI†	Any HI
N Completed	6,485	667	320	75	538	171	91	800
SS 510 Pass Rate	58.0%	70.5%	68.1%	80.0%	66.9%	69.0%	78.0%	68.6%

\* SWIG is considered as 2 HI. All SWIG classes included E-Portfolio. WI = Writing Intensive, LC = Learning Community, EP = ePortfolio.

† This category includes some sections with four high impacts

In subsequent analyses, the pass rates of students enrolled in Psychology were broken-down according to student ethnicity. These analyses revealed that among all ethnicities with relatively large sample sizes (American Indian and Native Alaskan excluded,) those enrolled in Psychology courses with one or more HIs had higher pass rates than those who did not have any HI experiences in their Psychology course. Furthermore, as indicated in Table 3, Hispanic students seemed to have benefitted most from having one or more HI experience in their Psychology course. The “overall gain” metric shows the difference in pass rates between groups of students enrolled in Psychology sections with HI experiences (Any HI) and those without high impact experiences (No HI). Relatively high pass rates were observed in students who had experienced multiple HI activities.

**Table 3. Comparison of Pass Rates Between Students Enrolled in Sections of Psychology (SS 510) With and Without High Impact Strategies, by Ethnicity**

Ethnicity	N	No HI	Any HI	Multi HI	Overall Gain <sup>2</sup>
Asian or Pacific Islander	1,519	66%	78%	80%	12%
Black	2,050	54%	63%	65%	9%
Hispanic	1,973	50%	67%	67%	17%
White	1,702	64%	70%	80%	6%
All <sup>1</sup>	7,296	58%	69%	72%	11%

<sup>1</sup> Incl. 43 American Indian or Native Alaskan students not reported separately on this table.

<sup>2</sup> Difference between "No HI" and "Any HI"

English Composition I (EN101) is another course with high enrollments which had many sections offering HI experiences. The efficacy of high impact (HI) strategies has been investigated for various sections of EN101 in the same manner that they were examined with Psychology sections. Five semesters of English Composition I course pass rates from fall 2009 to fall 2011 were aggregated to determine the associations between pass rates and the experience of one or more high impact strategies. Only those who completed the course were counted in this analysis and a grade of "C" or higher was considered as passing. Table 4 shows the pass rates in English 101 by HI experienced. Higher pass rates were associated with enrollment in sections of EN101 which included one or more HI experiences.

**Table 4. Pass Rates in English Composition I Aggregated Over Five-Semesters, by High Impact Activity, Multiple HI Activities and Sections Without Any HI Activities**

	No HI	SL	LC	EP	SWIG*	1HI	2HI	3HI†
N Completed	8,965	185	671	529	391	570	72	407
EN101 Pass Rate	83.3%	86.5%	87.9%	90.2%	91.6%	89.1%	87.5%	90.9%

\* SWIG is considered as 2 HI. All SWIG classes included E-Portfolio. SL = Service Learning, LC = Learning Community, EP = ePortfolio.

† This category includes some sections with four high impacts

The pass rates of students enrolled in English 101 were broken-down according to student ethnicity. These analyses revealed that among all ethnicities with relatively large sample sizes (American Indian and Native Alaskan excluded,) those enrolled in English 101 sections with multiple HIs had higher pass rates than those who did not have any HI experiences in their English 101 courses. Furthermore, as indicated by the overall gain scores in Table 5, Hispanic students seemed to have benefitted the most from HI experiences. Some of the highest pass rates have been observed in sections where students experienced multiple HI

**Table 5. Comparison of Pass Rates Between Students Enrolled in Sections of English 101 With and Without High Impact Strategies, by Ethnicity**

Ethnicity	N	No HI	Any HI	Multi HI	Overall Gain <sup>2</sup>
Asian or Pacific Islander	2,629	87%	87%	91%	0%
Black	2,691	81%	82%	87%	1%
Hispanic	3,001	81%	86%	91%	5%
White	2,549	88%	90%	91%	2%
All <sup>1</sup>	10,939	84%	86%	90%	2%

<sup>1</sup> Incl. 66 American Indian or Native Alaskan students not reported separately on this table.

<sup>2</sup> Difference between "No HI" and "Any HI"

It is expected that the Freshman Academies program will result in higher student engagement with the college, higher motivation and improved course performance. All of this would be ultimately reflected in increased retention and graduation rates. As shown in Table 6, the fall 2009 academy cohort had consistently higher retention rates than the fall 2006 comparison cohort. The three-year graduation rate of the Academy cohort is 27 percent higher than the baseline cohort's rate.

**Table 6. Cohort Comparisons of Retention Rates and Three-Year Graduation Rates**

Cohort	Total N	One-Year Retention		Three-Year Graduation
		Half-Year	Rate	
Fall 2006 Baseline	2,051	82.3%	65.8%	12.8%
Fall 2009 Academy	3,226	88.0%	71.5%	16.2%

## Service Learning

Year	Number of Students Participating	Number of Faculty Teaching SL Courses
2007-2008	195	9
2008-2009	462	21
2009-2010	750	35
2010-2011	913	48
2011-2012	1,629	72

Source: Office of Academic Service Learning

### 2011-2012 Highlights:

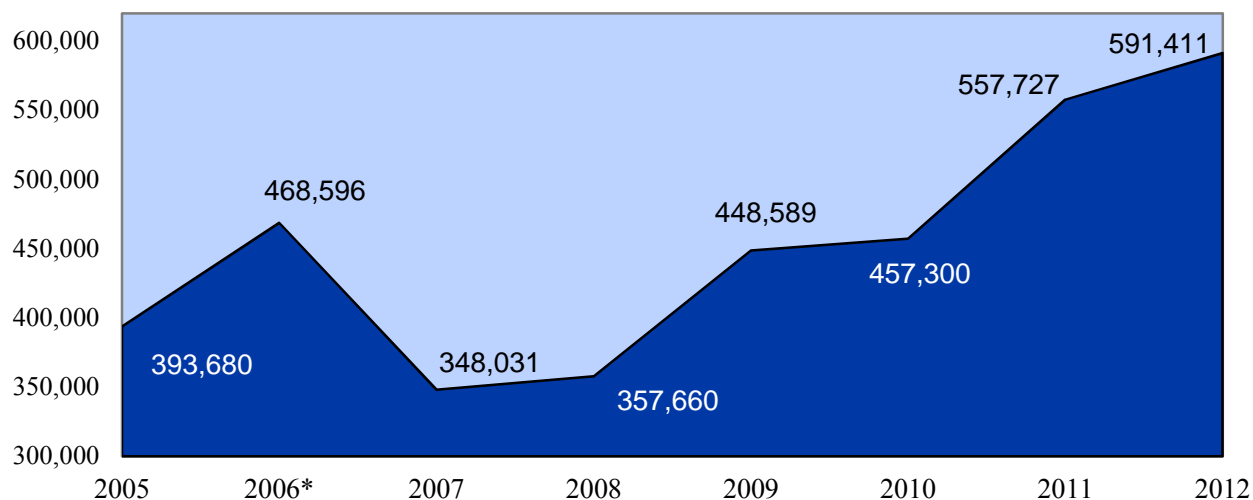
- Three Academic Literacy classes distributed materials on human trafficking and collected signatures to petition local newspapers to remove ads that involve human trafficking.
- A Speech class performed an historical skit for middle school students at the Lawrence Family Cemetery to meet the Bayside Historical Society's mission of increasing knowledge of local history.
- Health students provided information on healthy living and distributed nutritious snacks to participants of the QCC Family Day at the Farm held at the Queens County Farm Museum.
- Massage Therapy students offered chair massages as a stress reduction technique to Bayside Senior Center members, CUNY Law School students, QCC Performing Arts Center performers, Saratoga Family Inn staff and QCC Family Day at the Farm participants.
- Nursing students provided workshops on women's health issues at Hour Children, an organization which provides services to formerly incarcerated women and their children.
- An Engineering Technology class built and tested robots with middle and high school students.
- An Anthropology class presented on the economic and social benefits of fair trade chocolate at the campus Earth Day Celebration.
- A Business class redesigned a participant database for Queens Community House (a multi-benefit settlement house that serves nearly 25,000 children, youth, adults and older adults throughout Queens) to increase its data collection efficiency.
- QCC students from across disciplines participated in the Getting Young Minds Excited about College project. This initiative encourages middle and high school students to explore higher education and careers in STEM and the health fields.

## Kurt R. Schmeller Library

3/20/2013

Category	2011	2012	Change %
Circulation	66,261	61,874	-6.6%
Circulating books	14,506	11,460	-21.0%
Reserve	51,755	50,414	-2.6%
Reference questions	23,942	24,604	2.8%
Online reference		486	--
Student workstations	124	124	0.0%
Laptops loaned	15,894	19,959	25.6%
Library instruction			
# of sessions	373	325	-12.9%
# of students	7,343	6,138	-16.4%
Database searches	472,916	530,931	12.3%
Articles available via Electronic Reserve	882	906	2.7%
Electronic reserve articles viewed		9,063	--
Library hours per week	68	73	7.4%
Patron count	557,727	591,411	6.0%

### Patron Count 2005-2012



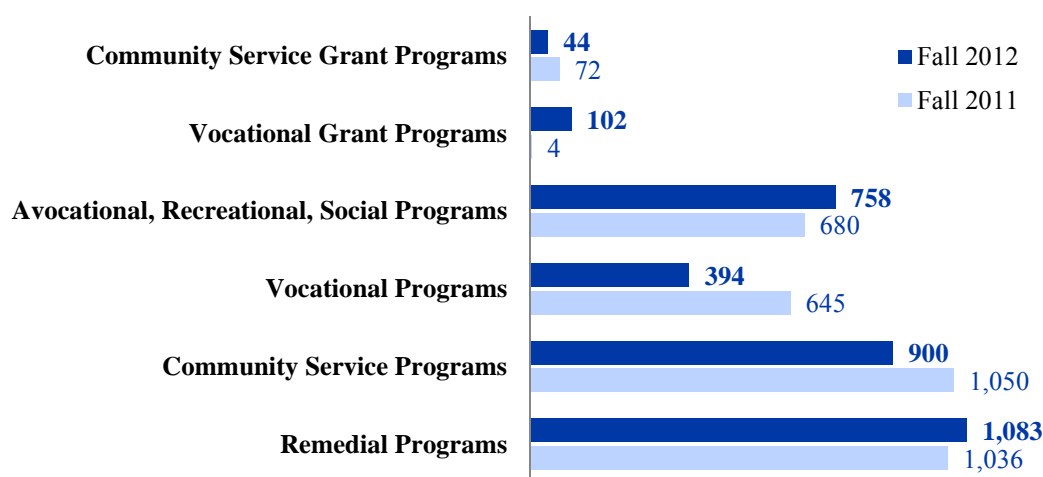
\* CUNY Libraries now offer both students and faculty the opportunity to request books from other CUNY Libraries via computer. This service was initiated in October 2006. The drop in the patron count during 2007-08 is attributed to two things: increased availability of library resources online and loss of library space, especially the temporary loss of a silent study area.

Source: Kurt R. Schmeller Library



## Continuing Education

Enrollment by Type of Programs		Fall '11		Fall '12	
Remedial Programs (including CUNYstart, CLIP)	1,036	29.7%	1,083	33.0%	
Community Service Programs	1,050	30.1%	900	27.4%	
Vocational Programs	645	18.5%	394	12.0%	
Avocational, Recreational, Social Programs	680	19.5%	758	23.1%	
<b>Grant Based Enrollment</b>					
Vocational Grant Programs	4	0.1%	102	3.1%	
Community Service Grant Programs	72	2.1%	44	1.3%	
Total	3,487		3,281		



Source: Continuing Education Dept.

At the end of 2011, the office was awarded a \$2.1M grant called CareerPATH. By the fall of 2012 the office was serving over 100 students enrolled in the grant studying to become Medical Office Assistants, Phlebotomy and EKG Technicians and Medical Billers and Coders through either a college degree or certificate track or through non-college occupational training.

The department has narrowed the focus of its vocational programming but has increased its depth in the field of allied healthcare. This area continues to provide employment opportunities at a rapid rate in NYC.

While adult enrichment programming has decreased, programs that serve our youth, specifically in the Chinese Academy, have increased by 30%.

Source: Continuing Education and Workforce Development

## **E. Grades, Academic Standing, Retention and Graduation**

The college-wide grade distribution is very stable at Queensborough. In the past five years, semester grades showed the following pattern: about 30 percent of students received As, roughly 40 percent received grades between B+ and C, and 27 to 30 percent received grades below a C.

Students do better in freshmen composition courses than in gateway mathematics courses. This might be a reflection of incoming students' stronger remedial needs in mathematics.

The average number of credits earned by first-time full-time freshmen is rising. While the fall 2006 freshmen cohort earned 14.4 non-equated credits on average in one year, the fall 2011 freshmen cohort earned 15.7 non-equated credits in the same time period. Twenty-three percent of new students take one or more courses in the summer after entry. Transfer students are more likely to take summer courses than first-time freshmen.

The one-year retention rate of the fall 2011 first-time full-time freshman cohort was 69.2 percent. An additional 1.2 percent transferred to another college within CUNY and 3.4 percent transferred to a college outside CUNY by fall 2012. Minority and gender gaps have widened for the fall 2011 cohort. While the one-year retention rate of underrepresented students (black, Hispanic, Native American) was 5.7 percentage points lower for the fall 2010 cohort, the fall 2011 cohort showed a difference of only 7.4 percentage points between underrepresented and non-underrepresented student groups. The one-year retention rate of the male students was 3 percentage points lower compared to the rate of the female students for the fall 2010 cohort. This gap has widened to 6.6 percentage points for the fall 2011 cohort.

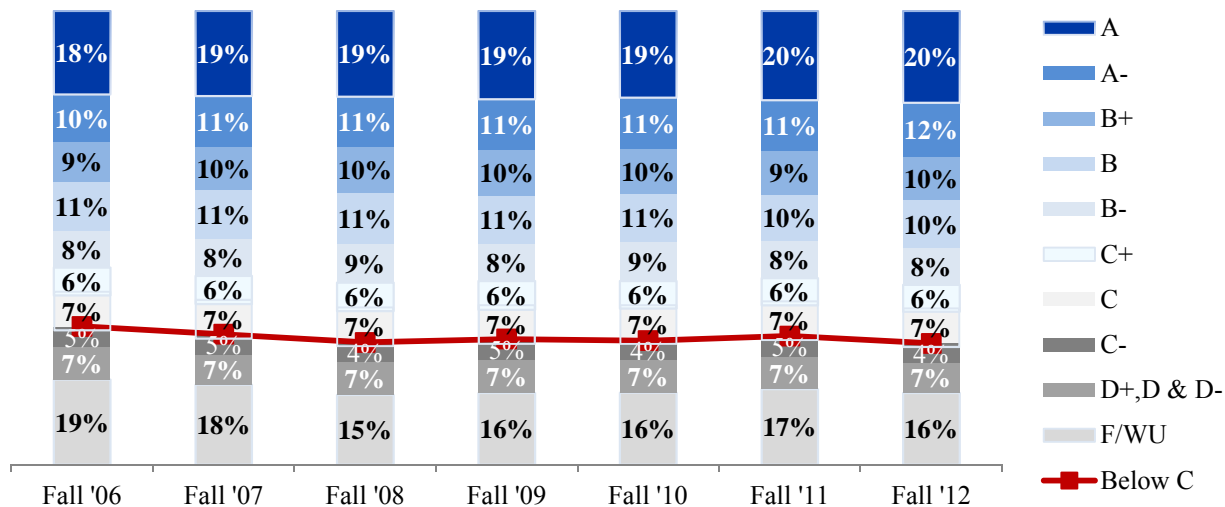
The three-year graduation rate at QCC has increased from 13.8 percent for the fall 2008 first-time full-time freshman cohort to 16.2 percent for the fall 2009 cohort. Roughly 30 percent of the fall 2009 cohort was still enrolled at QCC or another CUNY college after three years and another 8 percent had transferred to a college outside CUNY.

The six-year graduation rate for the fall 2006 first-time full-time QCC freshmen was 25.3 percent. An additional 8.7 percent graduated from another college (within or outside CUNY), which brings the overall six-year graduation rate to 34 percent for the fall 2006 first-time full-time freshmen cohort.

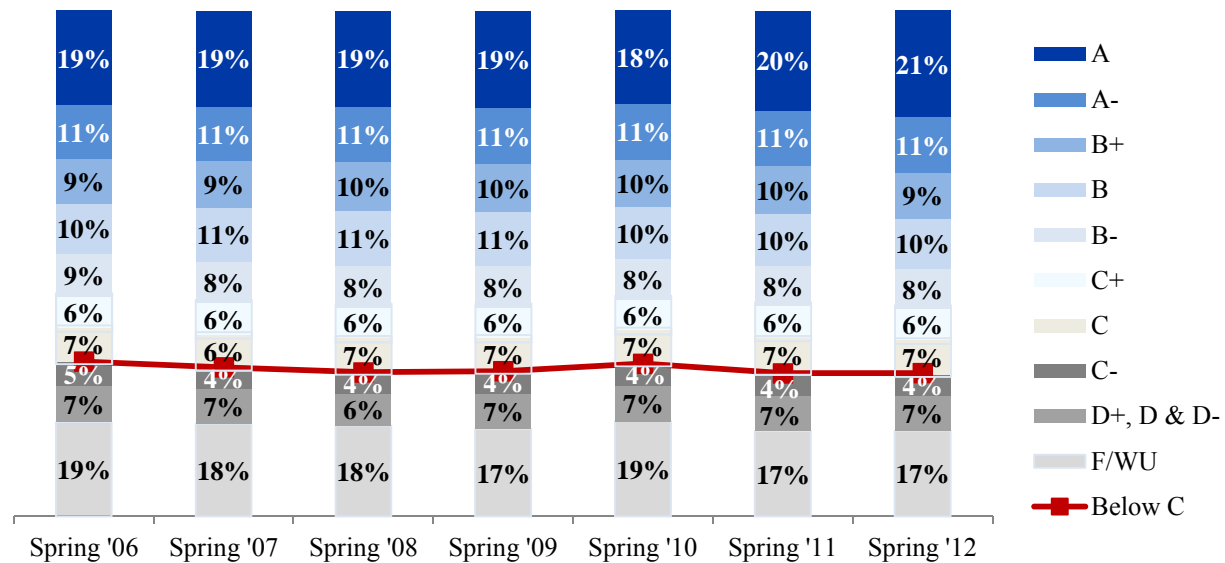
## Final Course Grade Analysis

### Fall and Spring Terms -- Excludes Equated Credit Course Grades

**Fall Semester Grades (Excl. Equated Credit Grades)**



**Spring Semester Grades (Excl. Equated Credit Grades)**



Source: CUNY IRDB, CUNYFirst

#### PMP Key Indicator: Percent of students passing with a C or better

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Freshman composition	83.3%	87.4%	87.0%	86.6%	85.1%	83.1%	82.3%
Gateway mathematics courses	55.2%	57.8%	56.3%	57.1%	60.3%	60.5%	65.4%

Source: PMP 2012, CUNY IRDB

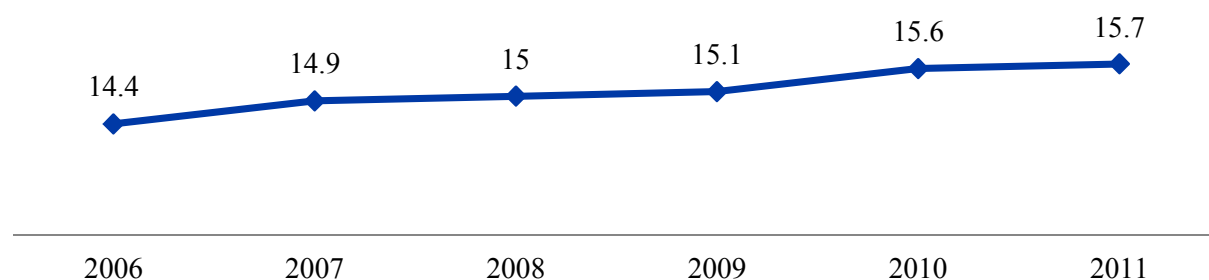
## Freshmen and Transfers Taking One or More Courses in the Summer After Entry<sup>1</sup>

Fall Cohorts	New Student Type	N	Took Summer Courses	% Took Summer Courses
2006	First-Time Freshmen	2,000	326	16.3%
	Advanced Transfers	696	151	21.7%
2007	First-Time Freshmen	2,200	500	22.7%
	Advanced Transfers	660	171	25.9%
2008	First-Time Freshmen	2,340	491	21.0%
	Advanced Transfers	643	160	24.9%
2009	First-Time Freshmen	3,181	762	24.0%
	Advanced Transfers	827	228	27.6%
2010	First-Time Freshmen	2,731	581	21.3%
	Advanced Transfers	484	127	26.2%
2011	First-Time Freshmen	3,313	744	22.5%
	Advanced Transfers	834	223	26.7%

<sup>1</sup> Based on a fall cohort of first-time freshmen and transfers still enrolled in the college of entry the following spring. Colleges are credited for students taking one or more summer courses at any CUNY college.

## Average Number of Credits Earned by First-Time Full-Time Freshmen in the First 12 Months<sup>2</sup>

By Fall Cohorts



<sup>2</sup> Based on a fall cohort of full-time first-time freshmen who were enrolled in the same college in the following spring. Beginning with 2005, credits earned include those earned in the winter term as well as fall, spring and summer. Credits reflect credits toward the degree (not equated credits).

Source: CUNY IRDB PMP Query

## One-Year Retention Rates

### First-time Full-time Freshmen

Fall Cohort	Total	Enrolled QCC	Enrolled at Other CUNY Colleges	Transferred Outside CUNY <sup>1</sup>	Not Enrolled <sup>2</sup>
2006	2,051	65.8%	2.5%	5.0%	26.8%
2007	2,188	69.5%	2.7%	2.9%	25.0%
2008	2,383	70.6%	2.8%	3.3%	23.3%
2009	3,226	71.4%	1.5%	3.7%	23.5%
2010	2,912	72.1%	1.8%	2.6%	23.5%
2011 <sup>3</sup>	3,326	69.2%	1.2%	3.4%	26.2%

## Three-Year Retention and Graduation Rates\*

### First-time Full-time Freshmen

Fall Cohort	Total	Earned Degree at QCC	Earned Degree Outside QCC	Still Enrolled QCC	Still Enrolled Other CUNY	Transferred Outside CUNY <sup>4</sup>	Not Enrolled <sup>5</sup>
2001	1,731	13.8%	1.4%	20.7%	9.7%	8.0%	46.0%
2002	1,742	14.4%	1.4%	20.2%	9.2%	7.7%	47.0%
2003	1,818	15.0%	1.4%	20.9%	8.2%	7.4%	46.9%
2004	1,808	12.8%	1.3%	21.5%	9.8%	7.1%	47.2%
2005	1,910	13.0%	2.5%	22.7%	9.7%	8.1%	43.8%
2006	2,051	12.8%	0.9%	21.4%	10.4%	8.1%	46.4%
2007	2,188	15.8%	1.2%	21.6%	9.9%	8.3%	43.1%
2008	2,383	13.8%	1.6%	23.3%	10.0%	8.0%	43.1%
2009	3,226	16.2%	0.5%	21.5%	8.6%	8.1%	45.0%

<sup>1</sup> Students who have not returned to CUNY by the second fall and have transferred to a community or senior college within the second academic year (by the second fall or third spring term). Source: National Student Clearinghouse

<sup>2</sup> Students who have not returned to CUNY by the second fall and have not been reported to the National Student Clearinghouse as enrolled in a college.

<sup>3</sup> The Fall 2011 Freshman cohort was the first CUNYfirst fall cohort.

\* A fraction of the population is in non-degree CUNY courses. Percentage not reported.

<sup>4</sup> Students who have not returned to CUNY by the fourth fall and have transferred to a community or senior college within the fourth academic year (by the fourth fall or fifth spring term). Source: National Student Clearinghouse

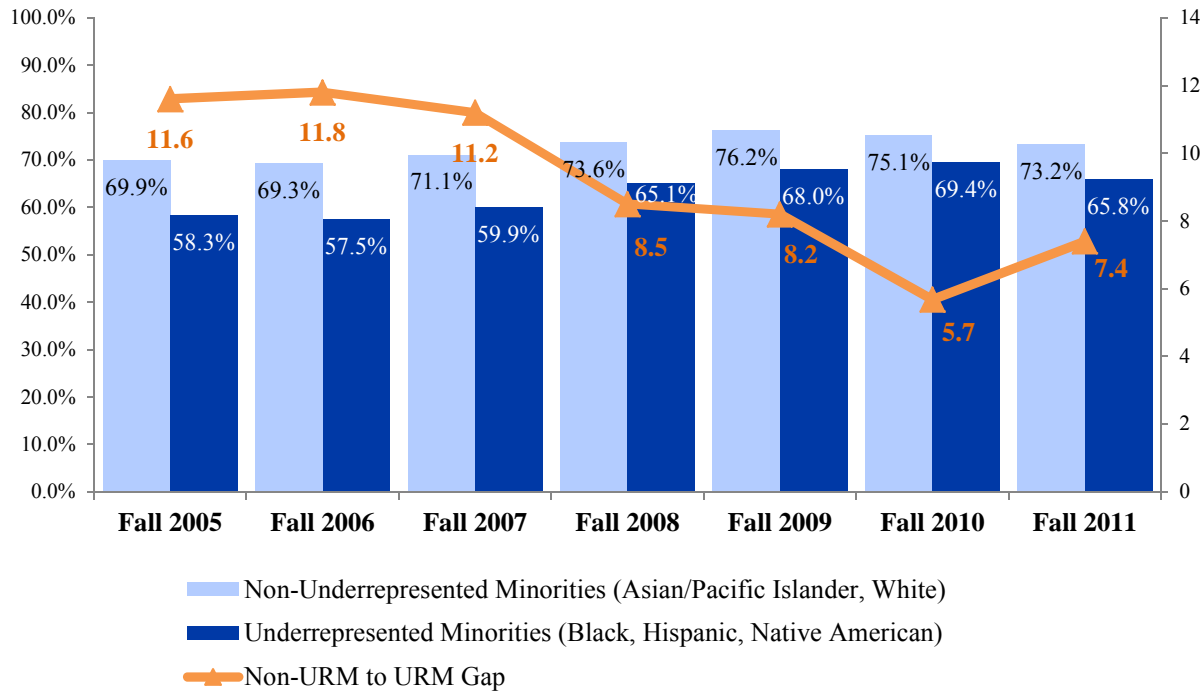
<sup>5</sup> Students who have not returned to CUNY by the fifth fall and have not been reported to the National Student Clearinghouse as enrolled in a college.

Source: CUNY IRDB and The National Student Clearinghouse

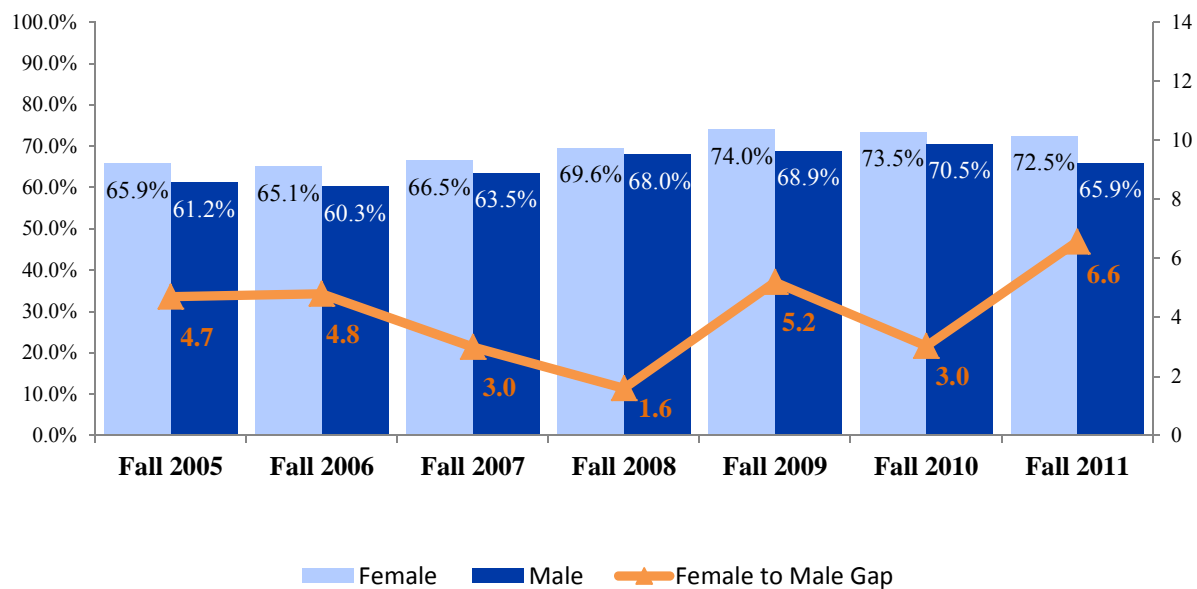
## Retention Gaps

One-year retention rate of first-time full-time freshmen enrolled in associate programs (incl. Prelude to Success)

### Majority to Minority Retention Gap



### Female to Male Retention Gap



Source: PMP & CUNY IRDB

## Four-Year Retention and Graduation Rates\*

### First-time Full-time Freshmen

Fall Cohort	Total	Earned Degree at QCC	Earned Degree Outside QCC	Still Enrolled QCC	Still Enrolled Other CUNY	Transferred Outside CUNY <sup>1</sup>	Not Enrolled <sup>2</sup>
2001	1,731	20.3%	2.3%	10.5%	8.4%	7.7%	50.1%
2002	1,742	21.4%	2.0%	9.8%	8.2%	8.1%	50.2%
2003	1,818	20.8%	1.9%	10.0%	7.6%	8.1%	51.2%
2004	1,808	20.0%	1.8%	9.7%	8.6%	7.9%	51.7%
2005	1,910	18.4%	3.4%	13.2%	9.9%	8.3%	46.5%
2006	2,051	19.0%	2.0%	10.5%	8.8%	9.3%	50.4%
2007	2,188	22.6%	2.0%	11.8%	9.7%	7.5%	46.2%
2008	2,383	20.7%	2.7%	11.5%	8.5%	8.9%	47.8%

<sup>1</sup>Students who have not returned to CUNY by the fifth fall and have transferred to a community or senior college within the fifth academic year (by the fifth fall or sixth spring term). Source: National Student Clearinghouse

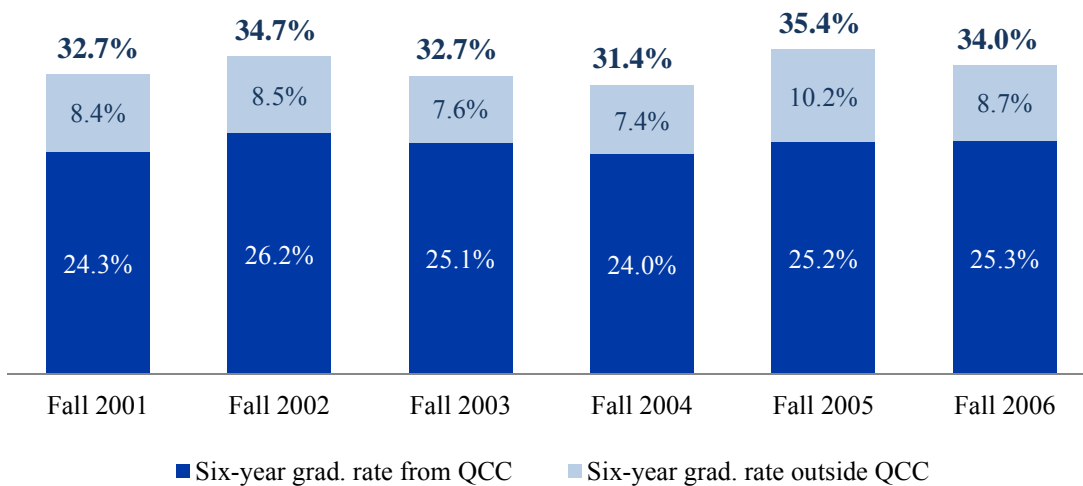
<sup>2</sup>Students who have not returned to CUNY by the fifth fall and have not been reported to the National Student Clearinghouse as enrolled in a college.

\* A fraction of the population is in non-degree CUNY courses. Percentage not reported.

## Six-Year Graduation Rates

### First-time Full-time Freshmen

		Highest Degree Earned									
Fall Cohort	Total	Certificate		Associate's			Bachelor's or Higher			Six Year graduation rate	
		QCC	CUNY or Other	QCC	CUNY	Outside CUNY	QCC Associate Receptients	CUNY	Outside CUNY	QCC	Overall
2001	1,731	8	3	293	19	17	127	59	40	24.3%	32.7%
2002	1,742	8	2	323	14	17	133	67	41	26.2%	34.7%
2003	1,818	7	8	300	18	22	154	45	41	25.1%	32.7%
2004	1,808	6	3	298	16	12	134	56	43	24.0%	31.4%
2005	1,910	7	6	336	25	31	144	77	50	25.2%	35.4%
2006	2,051	6	4	361	26	25	155	77	43	25.3%	34.0%



Source: CUNY IRDB, The National Student Clearinghouse



## Probation and Dismissal Statistics

### Spring 2009 to Spring 2012

Spring	2009 <sup>1</sup>		2010 <sup>1</sup>		2011 <sup>2</sup>		2012 <sup>2</sup>	
Total Students*	14,023		15,101		15,282		16,050	
	N	%	N	%	N	%	N	%
Academic Alert	790	6%	1,079	7%	787	5%	873	5%
Academic Probation	1,435	10%	1,479	10%	1,178	8%	1,423	9%
Continued Probation	278	2%	248	2%	183	1%	280	2%
CCS Probation	121	1%	-	-	293	2%	160	1%
Dismissal	450	3%	637	4%	340	2%	525	3%

### Fall 2009 to Fall 2012

Fall	2009 <sup>1</sup>		2010 <sup>2</sup>		2011 <sup>2</sup>		2012 <sup>2</sup>	
Total Students*	15,696		15,503		16,946		15,843	
	N	%	N	%	N	%	N	%
Academic Alert	1,255	8%	1,409	9%	1,385	8%	950	6%
Academic Probation	1,358	9%	1,762	11%	1,196	7%	1,174	7%
Continued Probation	274	2%	320	2%	242	1%	180	1%
CCS Probation	69	0%	25	0%	200	1%	217	1%
Dismissal	579	4%	408	3%	307	2%	345	2%

<sup>1</sup> Based on the SIMS database

<sup>2</sup> Based on the CUNYfirst database

\*Total students -- head count before X grades

Source: Registrar Office

## F. Degrees Awarded and Transfer-Out

Queensborough Community College has granted 1,737 associate's degrees and 14 certificates in the academic year 2011-2012 (summer 2011, fall 2011, spring 2012 graduations combined). The programs with the largest numbers of graduates were the Liberal Arts & Sciences program (LA1), the Business Administration program (BT1), the Nursing Science program (NS2), the math and science focused Liberal Arts & Sciences program (LS1) and the Criminal Justice program (CJ1). These programs together granted a total of 1,236 associate's degrees in the academic year 2011-2012. The Criminal Justice program (CJ1) in particular quadrupled the number of degrees awarded from last year. To date, Queensborough Community College has awarded 56,892 degrees and certificates.

Close to sixty-eight percent of 2011-2012 transfer degree graduates (872 graduates) transferred to a senior college (CUNY or outside CUNY) within one year. An additional 190 graduates from career programs transferred (42.2 percent of career program graduates). Transfer rates were calculated by counting a graduate transferred if he or she had registered in a senior college (CUNY or outside CUNY) in any or all semester(s) of the academic year following the graduation year (for the 2011-2012 graduates that were the academic terms summer 2012, fall 2012, and spring 2013 -- summer only registrations not counted). Forty percent of all 2011-12 graduates who transferred to a senior school went to Queens College, 16 percent went to a school outside CUNY, nine percent went to Baruch College, and eight percent each went to Hunter College or York College.

A National Student Clearinghouse search revealed that many QCC students transfer to other schools before earning a degree. Not surprising, most students who transfer without a degree come from the largest programs such as the Liberal Arts and Sciences programs (LA1 and LS1), the Business Administration program (BT1), the Health Sciences program (HS1), and the Criminal Justice program (CJ1). Some of the smaller programs however have proportionally larger percentages of students leaving for another school. For example about 10 percent of the Engineering Science program (PE1) students transfer to senior colleges before earning an associate's degree at QCC (about half of those transfer to a school outside CUNY). Another program that loses relatively many of its students to senior colleges is the Dual Joint Liberal Arts & Sciences and Education program (LE1) which sees about 8 percent of its students leave to a senior school without a degree (mostly to Queens College).

## Degrees Awarded by Program

### Graduation Years' 2005-2006 to 2011-2012

QCC Code	Program	Degree	'05/'06	'06/'07	'07/'08	'08/'09	'09/'10	'10/'11	'11/'12
<b>TRANSFER DEGREE</b>									
AM1	Gallery & Museum Studies	A.S.						3	3
BT1	Business Administration	A.S.	214	171	243	240	261	343	297
BY1	Biotechnology Dual	A.S.							5
CJ1	Criminal Justice	A.S.					7	24	83
EH1	Environmental Health	A.S.							1
FA1	Visual and Performing Arts	A.S.	40	40	30	30	33	45	52
HS1	Health Sciences	A.S.	32	23	20	18	22	34	39
LA1	Liberal Arts & Sciences	A.A.	345	338	389	335	506	604	644
LE1	Dual/Joint Lib. Arts & Sci. & Ed.	A.A./B.A.	42	32	49	40	38	66	58
LS1	Liberal Arts & Sciences	A.S.	65	57	68	70	60	56	90
PE1	Engineering Science	A.S.	10	10	5	12	7	9	15
WE1	Liberal Arts & Sciences - weekend	A.A.	1	1	1	0	0	1	0
<b>Sub total</b>			<b>749</b>	<b>672</b>	<b>805</b>	<b>745</b>	<b>934</b>	<b>1,185</b>	<b>1,287</b>
<b>CAREER DEGREE</b>									
BA2	Business Accounting	A.A.S.	41	36	48	38	56	83	44
BL2	Management - Real Estate	A.A.S.	18	9	4	7	7	4	3
BM2	Business Management	A.A.S.	48	31	23	37	30	38	31
BS2	Office Administration & Technology	A.A.S.	15	28	20	15	21	9	21
CT2	Computer Engineering Tech.	A.A.S.	17	19	17	18	20	26	33
DA2	Digital Art/Design	A.A.S.	20	19	24	27	38	43	34
DD2	Comp. Architectural & Indust. Design	A.A.S.	10	6	9	8	16	15	8
DP2	Computer Information Systems	A.A.S.	70	33	38	36	23	42	29
EM2	New Media Tech.	A.A.S.	10	8	4	6	8	8	13
ET2	Electronic Engineering Tech.	A.A.S.	11	20	17	20	31	23	18
MA2	Medical Office Assistant	A.A.S.	0	0	0	0	1	11	14
ME2	Music Production	A.A.S.	24	25	15	17	25	18	29
ML2	Medical Laboratory Technology	A.A.S.	0	1	0	0	0	1	0
MT2	Mechanical Engineering Tech	A.A.S.	4	4	7	8	4	8	11
NS2	Nursing Science	A.A.S.	116	142	139	137	132	136	122
PL2	Laser and Fiber Optics Engineering Tech.	A.A.S.	2	2	2	4	1	1	1
TC2	Telecommunications Tech.	A.A.S.	1	7	5	0	2	6	6
TM2	Massage Therapy	A.A.S.	20	20	22	12	21	19	17
TX2	Telecommunications Tech - Verizon	A.A.S.	18	17	21	19	19	25	16
<b>Sub total</b>			<b>445</b>	<b>427</b>	<b>415</b>	<b>409</b>	<b>455</b>	<b>516</b>	<b>450</b>
<b>CERTIFICATE</b>									
AP3	Photography	Cert.	3	5	2	0	3	1	0
BC3	School Secretary	Cert.	3	9	2	1	4	6	6
BD3	Computer Information Systems	Cert.	1	2	3	1	1	1	0
BH3	Health Care Office	Cert.	1	6	6	3	1	4	3
BW3	Microsoft Office	Cert.	2	0	0	1	3	3	1
CM3	Computerized Manufacturing Tech.	Cert.	4	2	0	1	0	0	0
DC3	Day Care Asst.	Cert.	2	7	5	2	2	1	1
EN3	New Media Tech.	Cert.	1	2	1	0	0	0	0
MO3	Medical Office Assistant	Cert.	13	6	19	12	11	5	3
<b>Sub total</b>			<b>30</b>	<b>39</b>	<b>38</b>	<b>21</b>	<b>25</b>	<b>21</b>	<b>14</b>
<b>Total</b>			<b>1,224</b>	<b>1,138</b>	<b>1,258</b>	<b>1,175</b>	<b>1,414</b>	<b>1,722</b>	<b>1,751</b>

<sup>1</sup> Graduation year include summer, fall, and spring graduations. E.g. 05/06 includes summer 2005, fall 2005, and spring 2006 graduations.

Source: CUNY IRDB

## Degrees Awarded Trend Analysis

### 2006-2007, 2010-2011, & 2011-2012

QCC Code	Programs	Degree	06/07	11/12	Growth %	10/11	11/12	Growth %
<b>TRANSFER DEGREE</b>								
AM1	Gallery & Museum Studies	A.S.	--	3	New	3	3	0.0%
BT1	Business Administration	A.S.	171	297	73.7%	343	297	-13.4%
BY1	Biotechnology Dual	A.S.	--	5	New	--	5	New
CJ1	Criminal Justice	A.S.	--	83	New	24	83	245.8%
EH1	Environmental Health	A.S.	--	1	--	--	1	--
FA1	Visual and Performing Arts	A.S.	40	52	30.0%	45	52	15.6%
HS1	Health Sciences	A.S.	23	39	69.6%	34	39	14.7%
LA1	Liberal Arts & Sciences	A.A.	338	644	90.5%	604	644	6.6%
LE1	Dual/Joint Lib. Arts & Sci. & Ed.	A.A./B.A.	32	58	81.3%	66	58	-12.1%
LS1	Liberal Arts & Sciences	A.S.	57	90	57.9%	56	90	60.7%
PE1	Engineering Science	A.S.	10	15	50.0%	9	15	66.7%
WE1	Liberal Arts & Sciences - weekend	A.A.	1	0	--	1	0	--
<b>Sub total</b>			<b>672</b>	<b>1,287</b>	<b>91.5%</b>	<b>1,185</b>	<b>1,287</b>	<b>8.6%</b>
<b>CAREER DEGREE</b>								
BA2	Business Accounting	A.A.S.	36	44	22.2%	83	44	-47.0%
BL2	Management - Real Estate	A.A.S.	9	3	--	4	3	--
BM2	Business Management	A.A.S.	31	31	0.0%	38	31	-18.4%
BS2	Office Administration & Technology	A.A.S.	28	21	-25.0%	9	21	133.3%
CT2	Computer Engineering Tech.	A.A.S.	19	33	73.7%	26	33	26.9%
DA2	Digital Art/Design	A.A.S.	19	34	78.9%	43	34	-20.9%
DD2	Comp. Architectural & Indust. Design	A.A.S.	6	8	33.3%	15	8	-46.7%
DP2	Computer Information Systems	A.A.S.	33	29	-12.1%	42	29	-31.0%
EM2	New Media Tech.	A.A.S.	8	13	62.5%	8	13	62.5%
ET2	Electronic Engineering Tech.	A.A.S.	20	18	-10.0%	23	18	-21.7%
MA2	Medical Assistant	A.A.S.	New	14	--	11	14	27.3%
ME2	Music Production	A.A.S.	25	29	16.0%	18	29	61.1%
ML2	Medical Laboratory Technology*	A.A.S.	1	0	--	1	0	--
MT2	Mechanical Engineering Tech	A.A.S.	4	11	175.0%	8	11	37.5%
NS2	Nursing Science	A.A.S.	142	122	-14.1%	136	122	-10.3%
PL2	Laser and Fiber Optics Eng. Tech.	A.A.S.	2	1	--	1	1	--
TC2	Telecommunications Tech.	A.A.S.	7	6	-14.3%	6	6	0.0%
TM2	Massage Therapy	A.A.S.	20	17	-15.0%	19	17	-10.5%
TX2	Telecommunications Tech - Verizon	A.A.S.	17	16	-5.9%	25	16	-36.0%
<b>Sub total</b>			<b>427</b>	<b>450</b>	<b>5.4%</b>	<b>516</b>	<b>450</b>	<b>-12.8%</b>
<b>CERTIFICATE</b>								
AP3	Photography	Cert.	5	0	--	1	0	--
BC3	School Secretary	Cert.	9	6	--	6	6	--
BD3	Computer Information Systems	Cert.	2	0	--	1	0	--
BH3	Health Care Office	Cert.	6	3	--	4	3	--
BW3	Word Processing (Microsoft Office)	Cert.	0	1	--	3	1	--
CM3	Computerized Manufacturing Tech.*	Cert.	2	0	--	0	0	--
DC3	Day Care Asst.*	Cert.	7	1	--	1	1	--
EN3	New Media Tech.	Cert.	2	0	--	0	0	--
MO3	Medical Office Assistant	Cert.	6	3	--	5	3	--
<b>Sub total</b>			<b>39</b>	<b>14</b>	<b>-64.1%</b>	<b>21</b>	<b>14</b>	<b>-33.3%</b>
<b>Total</b>			<b>1,138</b>	<b>1,751</b>	<b>53.9%</b>	<b>1,722</b>	<b>1,751</b>	<b>1.7%</b>

\*Discontinued

Source: CUNY IRDB

# Historical Graduation Statistics

June 1962 to Aug. 2012

Degrees Awarded

## TRANSFER PROGRAMS

Gallery & Museum Studies	AM1	6
Business Administration	BT1	5,943
Biotechnology Dual	BY1	5
Criminal Justice	CJ1	114
Environmental Health	EH1	124
Visual & Performing Arts	FA1	856
Health Sciences	HS1	352
Liberal Arts	LA1	14,593
Liberal Arts - Business	LB1	103 (No longer offered)
Dual/Joint AA/BA	LE1	863
Liberal Arts & Science	LS1	2,404
Engineering Science	PE1	582
Liberal Arts & Sciences - weekend	WE1	4
<b>Sub-total:</b>		<b>25,949</b>

## CAREER PROGRAMS

Business Accounting	BA2	2,323
Business Mgmt. - Entrepreneurship	BE2	14 (No longer offered)
Business Management - Real Estate & Insur.	BL2	417
Business Management - Marketing	BM2	4,030
Business Mgmt. - Transportation	BN2	259 (No longer offered)
Office Administration & Tech.	BS2	2,758
Computer Engineering Tech.	CT2	1,685
Digital Art & Design	DA2	227
Computerized Architectural and Industrial Design	DD2	928
Computer Information Systems	DP2	3,204
New Media Technology	EM2	74
Electrical Engineering Tech.	ET2	2,494
Medical Assistant	MA2	26
Music Production	ME2	311
Medical Laboratory Tech.	ML2	950 (No longer offered)
Mechanical Engineering Tech.	MT2	861
Nursing	NS2	6,948
Laser & Fiber Optics Engineering Tech.	PL2	212
Nuclear Physics & Health Tech.	PN2	22 (No longer offered)
Telecommunications Tech.	TC2	47
Massage Therapy	TM2	142
Telecommunications: Verizon	TX2	355
<b>Sub-total:</b>		<b>28,287</b>

## CERTIFICATE PROGRAMS

Photography	AP3	123
School Secretary	BC3	54
Computer Information Systems	BD3	472
Health Care Office Administration	BH3	29
Microsoft Office Applications	BW3	1,375
Computerized Manufacturing Tech.	CM3	32 (No longer offered)
Day Care Assistant	DC3	24 (No longer offered)
New Media Technology	EN3	5
Medical Office Assistant	MO3	542
<b>Sub-total:</b>		<b>2,656</b>

**Grand Total:** **56,892**

Source: CUNY IRDB

## 2011-2012 QCC Graduates Transfer Destinations<sup>1</sup>

### By Program

Program	Baruch	Brooklyn	City	Hunter	John Jay	Lehman	Medgar Evers	NYC Tech	Queens	York	Professional Studies	Outside CUNY	Total Transfers
<b>Transfer Degree</b>													
AM1 Gallery & Museum Studies		1											1
BT1 Business Administration	81	5	2		2	4			94	5	1	17	211
BY1 Biotechnology									3	1			4
CJ1 Criminal Justice			1		53				2	1		5	62
EH Environmental Health													0
FA1 Visual and Performing Arts		2	5	5				3	12	1		7	35
HS1 Health Sciences			1	2		1	1		4	11	1	6	27
LA1 Liberal Arts & Sciences	9	13	10	47	17	1	4	14	188	42		60	405
LE1 Dual/Joint Lib. Arts & Sci. & Ed.				1		1			39	1	1	5	48
LS1 Liberal Arts & Sciences	2		5	12	1		1	1	27	7		13	69
PE1 Engineering Science			4						1			5	10
<b>SUBTOTAL</b>	92	21	28	67	73	7	6	18	370	69	3	118	872
<b>Career Degree</b>													
BA2 Business Accounting	1				1				21	1		1	25
BL2 Management -- Real Estate									1				1
BM2 Business Management									3	3		2	8
BS2 Office Administration & Technology	1				1	1	1		2	1		1	8
CT2 Computer Engineering Tech.								11	4			5	20
DA2 Digital Art/Design	2								13			4	19
DD2 Comp. Architectural & Indust. Design								1	1			1	3
DP2 Computer Information Systems	3	1			1			6	8				19
EM2 New Media Tech.				1			1		2			3	7
ET2 Electronic Engineering Tech.			1					2				5	8
ME2 Music Production	1	1	1			1		2	2			1	9
MT2 Mechanical Engineering Tech.								1	1			3	5
NS2 Nursing Science				12		3		1		15		23	54
PL2 Laser and Fiber Optics Eng. Tech.													0
TC2 Telecommunications Tech.								2					2
TM2 Massage Therapy									1				1
TX2 Telecommunications Tech. - Verizon												1	1
<b>SUBTOTAL</b>	8	2	2	13	3	5	2	26	59	20	0	50	190
<b>TOTAL TRANSFERS</b>	100	23	30	80	76	12	8	44	429	89	3	168	1,062
<b>Percent of Total Transfers</b>	<b>9%</b>	<b>2%</b>	<b>3%</b>	<b>8%</b>	<b>7%</b>	<b>1%</b>	<b>1%</b>	<b>4%</b>	<b>40%</b>	<b>8%</b>	<b>0%</b>	<b>16%</b>	<b>100%</b>

<sup>1</sup> Graduates were counted as transferred if they were registered in any senior or comprehensive colleges (including the School of Professional Studies) in any or all semesters of the academic year following the graduation year. Outside CUNY data obtained through the National Student Clearinghouse.

Source: CUNY IRDB, The National Student Clearinghouse

## Transfer Out with Degree<sup>1</sup> to CUNY Senior/Comprehensive Colleges

### 2007-2012 QCC Graduates by QCC Programs

QCC Graduation Year:		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
Program		Total Graduates	Number of Transfers	Total Graduates	Number of Transfers	Total Graduates	Number of Transfers	Total Graduates	Number of Transfers	Total Graduates	Number of Transfers
<b>Transfer Degree</b>											
AM1	Gallery & Museum Studies	--	--	--	--	--	--	3	2	3	1
BT1	Business Administration	243	169	240	167	261	192	343	224	297	194
BY1	Biotechnology	--	--	--	--	--	--	--	--	5	4
CJ1	Criminal Justice	--	--	--	--	7	5	24	18	83	57
EH1	Environmental Health	--	--	--	--	--	--	--	--	1	0
FA1	Visual and Performing Arts	30	17	30	12	33	17	45	19	52	28
HS1	Health Sciences	20	10	18	12	22	11	34	19	39	21
LA1	Liberal Arts & Sciences	389	233	335	211	506	303	604	322	644	345
LE1	Dual/Joint LA&Sc & Ed	49	42	40	31	38	34	66	58	58	43
LS1	Liberal Arts & Sciences	68	33	70	34	60	41	56	34	90	56
PE1	Engineering Science	5	1	12	9	7	6	9	6	15	5
WE1	Lib. Arts & Sc. - weekend	1	1	--	--	--	--	1	1	--	--
<b>Total</b>		<b>805</b>	<b>506</b>	<b>745</b>	<b>476</b>	<b>934</b>	<b>609</b>	<b>1,185</b>	<b>703</b>	<b>1,287</b>	<b>754</b>
<b>Career Degree</b>											
BA2	Business Accounting	48	35	38	24	56	46	83	55	44	24
BL2	Management - Real Estate	4	1	7	5	7	0	4	2	3	1
BM2	Business Management	23	5	37	14	30	11	38	16	31	6
BS2	Office Adm. & Tech.	20	5	15	3	21	3	9	0	21	7
CT2	Computer EngineeringTech.	17	4	18	3	20	8	26	11	33	15
DA2	Digital Art/Design	24	11	27	16	38	19	43	18	34	15
DD2	Comp. Architect. & Indust. Design	9	4	8	0	16	1	15	2	8	2
DP2	Computer Information Systems	38	17	36	19	23	7	42	17	29	19
EM2	New Media Tech.	4	2	6	2	8	3	8	4	13	4
ET2	Electronic Engineering Tech.	17	3	20	5	31	9	23	6	18	3
MA2	Medical Assistant	--	--	--	--	1	0	11	1	14	0
ME2	Music Production	15	6	17	4	25	12	18	7	29	8
ML2	Medical Laboratory Technology	--	--	--	--	--	--	1	0	--	--
MT2	Mechanical Engineering Tech	7	1	8	1	4	0	8	3	11	2
NS2	Nursing Science	139	11	137	13	132	21	136	25	122	31
PL2	Laser and Fiber Optics Eng. Tech.	2	0	4	1	1	1	1	0	1	0
TC2	Telecommunications Tech.	5	1	--	--	2	1	6	2	6	2
TM2	Massage Therapy	22	3	12	3	21	0	19	0	17	1
TX2	Telecommunications Tech - Verizon	21	0	19	0	19	0	25	0	16	0
<b>Total</b>		<b>415</b>	<b>109</b>	<b>409</b>	<b>113</b>	<b>455</b>	<b>142</b>	<b>516</b>	<b>169</b>	<b>450</b>	<b>140</b>

<sup>1</sup> Graduates were counted as transferred if they were registered in any of the CUNY senior colleges (including the Graduate Center, the Law School, the School of Professional Studies, and the School of Journalism) in any or all semesters of the academic year following the graduation year.

Source: CUNY IRDB

## Transfer Out with Degree<sup>1</sup> to Non-CUNY Senior/Comprehensive Colleges

### 2007-2012 QCC Graduates by QCC Program

QCC Graduation Year:		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
Program		Total Graduates	Number of Transfers	Total Graduates	Number of Transfers	Total Graduates	Number of Transfers	Total Graduates	Number of Transfers	Total Graduates	Number of Transfers
<b>Transfer Degree</b>											
AM1	Gallery & Museum Studies	--	--	--	--	--	--	3	--	3	--
BT1	Business Administration	243	9	240	15	261	12	343	22	297	17
BY1	Biotechnology	--	--	--	--	--	--	--	--	5	--
CJ1	Criminal Justice	--	--	--	--	7	1	24	1	83	5
EH1	Environmental Health	--	--	--	--	--	--	--	--	1	--
FA1	Visual and Performing Arts	30	1	30	3	33	5	45	5	52	7
HS1	Health Sciences	20	7	18	2	22	6	34	3	39	6
LA1	Liberal Arts & Sciences	389	31	335	37	506	49	604	70	644	60
LE1	Dual/Joint LA&Sc & Ed	49	2	40	2	38	1	66	2	58	5
LS1	Liberal Arts & Sciences	68	12	70	16	60	6	56	6	90	13
PE1	Engineering Science	5	3	12	1	7	--	9	2	15	5
WE1	Lib. Arts & Sc. - weekend	1	--	--	--	--	--	1	--	--	--
<b>Total</b>		<b>805</b>	<b>65</b>	<b>745</b>	<b>76</b>	<b>934</b>	<b>80</b>	<b>1,185</b>	<b>111</b>	<b>1,287</b>	<b>118</b>
<b>Career Degree</b>											
BA2	Business Accounting	48	--	38	--	56	--	83	2	44	1
BL2	Management - Real Estate	4	--	7	--	7	1	4	--	3	--
BM2	Business Management	23	1	37	3	30	4	38	6	31	2
BS2	Office Adm. & Tech.	20	--	15	1	21	1	9	2	21	1
CT2	Computer EngineeringTech.	17	1	18	2	20	3	26	9	33	5
DA2	Digital Art/Design	24	2	27	1	38	2	43	4	34	4
DD2	Comp. Architect. & Indust. Design	9	1	8	--	16	5	15	6	8	1
DP2	Computer Information Systems	38	1	36	1	23	6	42	5	29	--
EM2	New Media Tech.	4	1	6	--	8	2	8	1	13	3
ET2	Electronic Engineering Tech.	17	4	20	4	31	11	23	6	18	5
MA2	Medical Assistant	--	--	--	--	1	--	11	1	14	--
ME2	Music Production	15	--	17	--	25	2	18	--	29	1
ML2	Medical Laboratory Technology	--	--	--	--	--	--	1	0	--	--
MT2	Mechanical Engineering Tech	7	3	8	4	4	--	8	2	11	3
NS2	Nursing Science	139	9	137	6	132	13	136	26	122	23
PL2	Laser and Fiber Optics Eng. Tech.	2	--	4	--	1	--	1	1	1	--
TC2	Telecommunications Tech.	5	1	--	--	2	--	6	1	6	--
TM2	Massage Therapy	22	--	12	--	21	--	19	1	17	--
TX2	Telecommunications Tech - Verizon	21	1	19	--	19	--	25	2	16	1
<b>Total</b>		<b>415</b>	<b>25</b>	<b>409</b>	<b>22</b>	<b>455</b>	<b>50</b>	<b>516</b>	<b>75</b>	<b>450</b>	<b>50</b>

<sup>1</sup> Graduates were counted as transferred if they were recorded by the National Student Clearinghouse to be registered in a four year college as categorized by IPEDS in any or all semesters of the academic year following the graduation year. Source: CUNY IRDB, The National Student Clearinghouse



## Transfer Out with Degree<sup>1</sup> to CUNY or Non-CUNY Senior/Comprehensive Colleges

### 2007-2012 QCC Graduates by QCC Program

QCC Graduation Year:		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
Program		Number of Transfer	% of Graduates	Number of Transfer	% of Graduates	Number of Transfer	% of Graduates	Number of Transfer	% of Graduates	Number of Transfer	% of Graduates
<b>Transfer Degree</b>											
AM1	Gallery & Museum Studies	--	--	--	--	--	--	2	66.7%	1	33.3%
BT1	Business Administration	178	73.3%	182	75.8%	204	78.2%	246	71.7%	211	71.0%
BY1	Biotechnology	--	--	--	--	--	--	--	--	4	80.0%
CJ1	Criminal Justice	--	--	--	--	6	85.7%	19	79.2%	62	74.7%
EH1	Environmental Health	--	--	--	--	--	--	--	--	--	--
FA1	Visual and Performing Arts	18	60.0%	15	50.0%	22	66.7%	24	53.3%	35	67.3%
HS1	Health Sciences	17	85.0%	14	77.8%	17	77.3%	22	64.7%	27	69.2%
LA1	Liberal Arts & Sciences	264	67.9%	248	74.0%	352	69.6%	392	64.9%	405	62.9%
LE1	Dual/Joint LA&Sc & Ed	44	89.8%	33	82.5%	35	92.1%	60	90.9%	48	82.8%
LS1	Liberal Arts & Sciences	45	66.2%	50	71.4%	47	78.3%	40	71.4%	69	76.7%
PE1	Engineering Science	4	80.0%	10	83.3%	6	85.7%	8	88.9%	10	66.7%
WE1	Lib. Arts & Sc. - weekend	1	100.0%	--	--	--	--	1	100.0%	--	--
<b>Total</b>		<b>571</b>	<b>70.9%</b>	<b>552</b>	<b>74.1%</b>	<b>689</b>	<b>73.8%</b>	<b>814</b>	<b>68.7%</b>	<b>872</b>	<b>67.8%</b>
<b>Career Degree</b>											
BA2	Business Accounting	35	72.9%	24	63.2%	46	82.1%	57	68.7%	25	56.8%
BL2	Management - Real Estate	1	25.0%	5	71.4%	1	14.3%	2	50.0%	1	33.3%
BM2	Business Management	6	26.1%	17	45.9%	15	50.0%	22	57.9%	8	25.8%
BS2	Office Adm. & Tech.	5	25.0%	4	26.7%	4	19.0%	2	22.2%	8	38.1%
CT2	Computer EngineeringTech.	5	29.4%	5	27.8%	11	55.0%	20	76.9%	20	60.6%
DA2	Digital Art/Design	13	54.2%	17	63.0%	21	55.3%	22	51.2%	19	55.9%
DD2	Comp. Architect. & Indust. Design	5	55.6%	0	0.0%	6	37.5%	8	53.3%	3	37.5%
DP2	Computer Information Systems	18	47.4%	20	55.6%	13	56.5%	22	52.4%	19	65.5%
EM2	New Media Tech.	3	75.0%	2	33.3%	5	62.5%	5	62.5%	7	53.8%
ET2	Electronic Engineering Tech.	7	41.2%	9	45.0%	20	64.5%	12	52.2%	8	44.4%
MA2	Medical Assistant	--	--	--	--	--	--	2	18.2%	--	--
ME2	Music Production	6	40.0%	4	23.5%	14	56.0%	7	38.9%	9	31.0%
ML2	Medical Laboratory Technology	--	--	--	--	--	--	--	--	--	--
MT2	Mechanical Engineering Tech	4	57.1%	5	62.5%	0	0.0%	5	62.5%	5	45.5%
NS2	Nursing Science	20	14.4%	19	13.9%	34	25.8%	51	37.5%	54	44.3%
PL2	Laser and Fiber Optics Eng.Tech.	0	0.0%	1	25.0%	1	100.0%	1	100.0%	0	0.0%
TC2	Telecommunications Tech.	2	40.0%	0		1	50.0%	3	50.0%	2	33.3%
TM2	Massage Therapy	3	13.6%	3	25.0%	0	0.0%	1	5.3%	1	5.9%
TX2	Telecommunications Tech - Verizon	1	4.8%	0	0.0%	0	0.0%	2	8.0%	1	6.3%
<b>Total</b>		<b>134</b>	<b>32.3%</b>	<b>135</b>	<b>33.0%</b>	<b>192</b>	<b>42.2%</b>	<b>244</b>	<b>47.3%</b>	<b>190</b>	<b>42.2%</b>

<sup>1</sup> Graduates were counted as transferred if they were recorded by CUNY or the National Student Clearinghouse to be registered in a four year college as categorized by IPEDS in any or all semesters of the academic year following the graduation year. Source: CUNY IRDB, The National Student Clearinghouse

**Transfer Out without a Degree<sup>1</sup> to CUNY Colleges the Year After Last Enrolled at QCC**  
**By First QCC Major**

Enrolled at QCC in:		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
Program		CC	Senior	CC	Senior	CC	Senior	CC	Senior	CC	Senior
<b>Transfer Degree</b>											
AM1	Gallery & Museum Studies	--	--	--	--	1	2	--	1	--	--
BT1	Business Administration	22	97	20	108	17	101	13	97	7	80
BY1	Biotechnology	--	--	--	--	--	--	1	--	--	--
CJ1	Criminal Justice	--	--	2	3	8	8	15	22	8	26
EH1	Environmental Health	--	--	--	1	2	1	1	1	--	1
FA1	Visual and Performing Arts	2	9	3	20	5	12	5	19	4	20
HS1	Health Sciences	7	23	16	27	14	25	16	39	8	47
LA1	Liberal Arts & Sciences	122	299	97	279	57	195	50	168	35	181
LE1	Dual/Joint LA&Sc & Ed	5	38	3	39	6	37	3	50	3	37
LS1	Liberal Arts & Sciences	13	31	5	47	7	49	13	60	12	68
PE1	Engineering Science	2	7	1	6	2	12	1	15	2	13
SF1	Science for Forensics	--	--	--	--	--	3	1	--	1	3
WE1	Lib. Arts & Sc. - weekend	--	--	--	1	--	1	--	--	--	2
<b>Total</b>		<b>173</b>	<b>504</b>	<b>147</b>	<b>531</b>	<b>119</b>	<b>446</b>	<b>119</b>	<b>472</b>	<b>80</b>	<b>478</b>
<b>Career Degree</b>											
BA2	Business Accounting	8	14	4	24	7	22	1	28	2	27
BL2	Management - Real Estate	--	--	--	2	--	3	1	--	--	1
BM2	Business Management	5	8	4	4	2	7	1	4	1	7
BS2	Office Adm. & Tech.	--	--	3	1	--	2	--	3	1	--
CT2	Computer EngineeringTech.	3	7	1	7	4	1	1	7	2	3
DA2	Digital Art/Design	3	8	3	6	1	3	2	7	--	7
DD2	Comp. Architect. & Indust. Design	3	1	--	3	--	4	--	1	1	3
DP2	Computer Information Systems	2	10	2	5	2	10	1	8	--	4
EM2	New Media Tech.	2	2	--	4	--	2	2	3	--	1
ET2	Electronic Engineering Tech.	--	2	4	2	1	3	3	2	--	--
MA2	Medical Assistant	--	--	--	--	--	--	--	--	--	--
ME2	Music Production	6	3	--	4	--	8	2	1	4	2
MT2	Mechanical Engineering Tech	--	--	--	--	1	2	1	2	2	4
NS2	Nursing Science incl. Pre Nursing	34	23	23	20	9	23	7	18	3	11
PL2	Laser and Fiber Optics Eng. Tech.	--	--	--	--	--	--	--	--	--	--
TC2	Telecommunications Tech.	--	--	--	1	--	2	--	--	--	--
TM2	Massage Therapy	2	--	4	--	2	1	--	--	--	--
TX2	Telecommunications Tech - Verizon	--	--	--	1	--	--	--	--	--	--
<b>Total</b>		<b>68</b>	<b>78</b>	<b>48</b>	<b>84</b>	<b>29</b>	<b>93</b>	<b>22</b>	<b>84</b>	<b>16</b>	<b>70</b>

<sup>1</sup> Students were counted as transferred if they were registered in a CUNY college in any or all semesters of the academic year following the last QCC year.

Source: CUNY IRDB

**Transfer Out without a Degree<sup>1</sup> to Non-CUNY Colleges the Year After Last Enrolled at QCC**  
**By First QCC Major**

Enrolled at QCC in:		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
Program		CC	Senior	CC	Senior	CC	Senior	CC	Senior	CC	Senior
<b>Transfer Degree</b>											
AM1	Gallery & Museum Studies	--	--	--	--	--	--	--	--	--	1
BT1	Business Administration	25	41	28	40	24	41	16	35	15	22
BY1	Biotechnology	--	--	--	--	--	--	--	--	--	1
CJ1	Criminal Justice	--	--	2	2	13	8	14	20	16	14
EH1	Environmental Health	--	1	--	--	--	1	--	--	--	2
FA1	Visual and Performing Arts	3	6	6	13	11	11	6	12	3	13
HS1	Health Sciences	11	19	18	32	22	62	13	54	21	48
LA1	Liberal Arts & Sciences	94	143	101	152	119	172	87	138	80	160
LE1	Dual/Joint LA&Sc & Ed	7	11	5	14	8	18	5	17	8	7
LS1	Liberal Arts & Sciences	16	35	14	36	17	49	13	40	19	35
PE1	Engineering Science	3	1	--	8	2	10	2	9	4	13
SF1	Science for Forensics	--	--	--	--	2	2	1	3	--	2
WE1	Lib. Arts & Sc. - weekend	--	--	1	3	--	--	--	--	--	--
<b>Total</b>		<b>159</b>	<b>257</b>	<b>175</b>	<b>300</b>	<b>218</b>	<b>374</b>	<b>157</b>	<b>328</b>	<b>166</b>	<b>318</b>
<b>Career Degree</b>											
BA2	Business Accounting	3	6	5	2	2	3	3	6	2	3
BL2	Management - Real Estate	1	--					--	--		1
BM2	Business Management	1	2		5	1	4	1	3	2	2
BS2	Office Adm. & Tech.	1	2	1	1	1		--	1		
CT2	Computer EngineeringTech.	3	4	2	4	4	2	6	2	7	3
DA2	Digital Art/Design	1	4		1	6	4	1	8	2	4
DD2	Comp. Architect. & Indust. Design	2	6	1	6	1		2	1	3	3
DP2	Computer Information Systems	4	5	2	2	2	1	2	1	2	1
EM2	New Media Tech.		1			1	1	--	--		
ET2	Electronic Engineering Tech.	2	5	2	4	4	3	4	4	2	6
MA2	Medical Assistant					2		1	2	1	
ME2	Music Production	3	3	4	3	5	5	2	3	1	2
MT2	Mechanical Engineering Tech		4	1	3	3	1	--	--		3
NS2	Nursing Science incl. Pre Nursing	26	32	15	22	16	21	9	16	5	15
PL2	Laser and Fiber Optics Eng. Tech.	--	--		1	--	--	--	1	--	--
TC2	Telecommunications Tech.	--	--		1	1		--	--	--	1
TM2	Massage Therapy	--	6		1	1	1	3	2	2	--
TX2	Telecommunications Tech - Verizon	1	--		1	--	--	--	--	--	--
<b>Total</b>		<b>48</b>	<b>80</b>	<b>33</b>	<b>57</b>	<b>50</b>	<b>46</b>	<b>34</b>	<b>50</b>	<b>29</b>	<b>44</b>

<sup>1</sup> Students were counted as transferred if they were recorded by the National Student Clearinghouse to be registered in a college in any or all semesters of the academic year following the last QCC year.  
Source: CUNY IRDB and National Student Clearinghouse

**Transfers Out without a Degree<sup>1</sup> to CUNY or Non-CUNY Colleges the Year After Last Enrolled at QCC**  
**By First QCC Major**

Enrolled at QCC in:		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
Program		CC	Senior	CC	Senior	CC	Senior	CC	Senior	CC	Senior
<b>Transfer Degree</b>											
AM1	Gallery & Museum Studies	--	--	--	--	1	2	--	1	--	1
BT1	Business Administration	47	138	48	148	41	142	29	132	22	102
BY1	Biotechnology	--	--	--	--	--	--	1	--	--	1
CJ1	Criminal Justice	--	--	4	5	21	16	29	42	24	40
EH1	Environmental Health	--	1	--	1	2	2	1	1	--	3
FA1	Visual and Performing Arts	5	15	9	33	16	23	11	31	7	33
HS1	Health Sciences	18	42	34	59	36	87	29	93	29	95
LA1	Liberal Arts & Sciences	216	442	198	431	176	367	137	306	115	341
LE1	Dual/Joint LA&Sc & Ed	12	49	8	53	14	55	8	67	11	44
LS1	Liberal Arts & Sciences	29	66	19	83	24	98	26	100	31	103
PE1	Engineering Science	5	8	1	14	4	22	3	24	6	26
SF1	Science for Forensics	--	--	--	--	2	5	2	3	1	5
WE1	Lib. Arts & Sc. - weekend	--	--	1	4	--	1	--	--	--	2
<b>Total</b>		<b>332</b>	<b>761</b>	<b>322</b>	<b>831</b>	<b>337</b>	<b>820</b>	<b>276</b>	<b>800</b>	<b>246</b>	<b>796</b>
<b>Career Degree</b>											
BA2	Business Accounting	11	20	9	26	9	25	4	34	4	30
BL2	Management - Real Estate	1	--	--	2	--	3	1	--	--	2
BM2	Business Management	6	10	4	9	3	11	2	7	3	9
BS2	Office Adm. & Tech.	1	2	4	2	1	2	--	4	1	--
CT2	Computer EngineeringTech.	6	11	3	11	8	3	7	9	9	6
DA2	Digital Art/Design	4	12	3	7	7	7	3	15	2	11
DD2	Comp. Architect. & Indust. Design	5	7	1	9	1	4	2	2	4	6
DP2	Computer Information Systems	6	15	4	7	4	11	3	9	2	5
EM2	New Media Tech.	2	3	--	4	1	3	2	3	--	1
ET2	Electronic Engineering Tech.	2	7	6	6	5	6	7	6	2	6
MA2	Medical Assistant	--	--	--	--	2	--	1	2	1	--
ME2	Music Production	9	6	4	7	5	13	4	4	5	4
MT2	Mechanical Engineering Tech	--	4	1	3	4	3	1	2	2	7
NS2	Nursing Science incl. Pre Nursing	60	55	38	42	25	44	16	34	8	26
PL2	Laser and Fiber Optics Eng. Tech.	--	--	--	1	--	--	--	1	--	--
TC2	Telecommunications Tech.	--	--	--	2	1	2	--	--	--	1
TM2	Massage Therapy	2	6	4	1	3	2	3	2	2	--
TX2	Telecommunications Tech - Verizon	1	--	--	2	--	--	--	--	--	--
<b>Total</b>		<b>116</b>	<b>158</b>	<b>81</b>	<b>141</b>	<b>79</b>	<b>139</b>	<b>56</b>	<b>134</b>	<b>45</b>	<b>114</b>

<sup>1</sup> Students were counted as transferred if they were registered in a CUNY college or were recorded by the National Student Clearinghouse to be registered in a college outside CUNY in any or all semesters of the academic year following the last QCC year.

Source: CUNY IRDB, The National Student Clearinghouse

## **G. Faculty & Staff**

Queensborough Community College increased the number of full-time faculty to 384 in fall 2012, the largest number of full-time faculty in the past seven years. The number of higher education officers (HEO) has also increased in the past seven years from 92 in fall 2006 to 140 in fall 2012.

For the first time, females are equally represented among full-time faculty with the rank of professor in fall 2012 (33 out of 67 professors were female in fall 2012). Sixty-three percent of HEOs were female in fall 2012.

The full-time equivalent (FTE) students to one full-time faculty ratio has gone down in fall 2012 to 29.6 FTE students per faculty due to an increase in faculty hiring and a slight decline in student FTEs.

## Full-Time Faculty

### By Rank

Fall Term	Professor		Associate Professor		Assistant Professor		Instructor		Lecturer		Total #
	#	%	#	%	#	%	#	%	#	%	
2006	74	26%	55	19%	116	40%	18	6%	25	9%	288
2007	76	25%	62	21%	119	40%	13	4%	31	10%	301
2008	77	25%	61	20%	117	38%	13	4%	36	12%	304
2009	76	23%	84	26%	100	31%	17	5%	50	15%	327
2010	77	22%	95	27%	109	31%	19	5%	57	16%	357
2011	66	19%	103	30%	109	32%	23	7%	45	13%	346
2012	67	17%	97	25%	123	32%	14	4%	83	22%	384

### By Gender

Fall Term	Professor		Associate Professor		Assistant Professor		Instructor		Lecturer		% Female	Total M/F
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
2006	45	29	29	26	51	65	9	9	14	11	48.6%	288
2007	46	30	32	30	49	69	8	5	14	18	50.5%	301
2008	44	33	32	29	48	69	8	5	15	21	51.6%	304
2009	46	30	43	41	39	61	8	9	20	30	52.3%	327
2010	46	31	46	49	46	63	10	9	23	34	52.1%	357
2011	37	29	46	57	45	64	12	11	18	27	54.3%	346
2012	34	33	46	51	57	66	6	8	37	46	53.1%	384

Includes: Leaves, Subs.

## FTE Students per Full-Time Faculty

Fall Semester	2006	2007	2008	2009	2010	2011	2012
Full-Time Faculty	288	301	304	327	357	346	384
FTE students	8,241	8,644	8,991	10,804	11,007	11,760	11,385
FTE students to one full-time faculty	28.6	28.7	29.6	33.0	30.8	34.0	29.6

Source: CUNY IRDB and Human Resources and Labor Relations Office

## Higher Education Officer (HEO) Series

### By Gender

Fall Semester	Female		Male		Total M/F
	#	%	#	%	
2006	62	67%	30	33%	92
2007	60	63%	35	37%	95
2008	64	62%	39	38%	103
2009	78	64%	44	36%	122
2010	85	64%	48	36%	133
2011	84	65%	46	35%	130
2012	88	63%	52	37%	140

## Other Instructional Staff (Full-Time)<sup>1</sup>

### By Gender

Fall Semester	Female		Male		Total M/F
	#	%	#	%	
2006	7	19%	30	81%	37
2007	9	24%	29	76%	38
2008	10	26%	29	74%	39
2009	10	27%	27	73%	37
2010	11	26%	31	74%	42
2011	9	23%	31	78%	40
2012	10	22%	35	78%	45

<sup>1</sup> Includes College Laboratory Technician Titles and Clinical Professors.

Source: Human Resources and Labor Relations Office

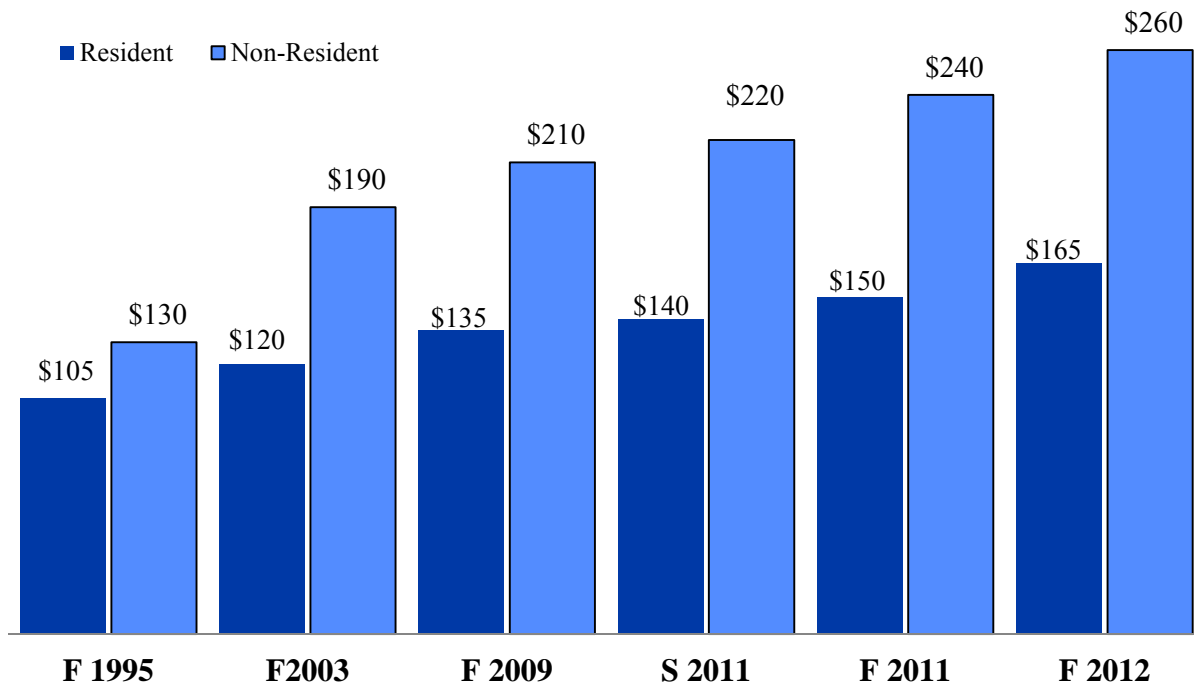
## **H. Tuition, Financial Aid, Budget, Grant Awards**

With the CUNY-wide policy of a rational tuition increase, the full-time undergraduate tuition for the academic year 2012-2013 is \$3,900. The tuition per degree credit is \$165 for residents and \$260 for non-residents. Non-degree students pay \$220 in state and \$345 out-of-state per credit.

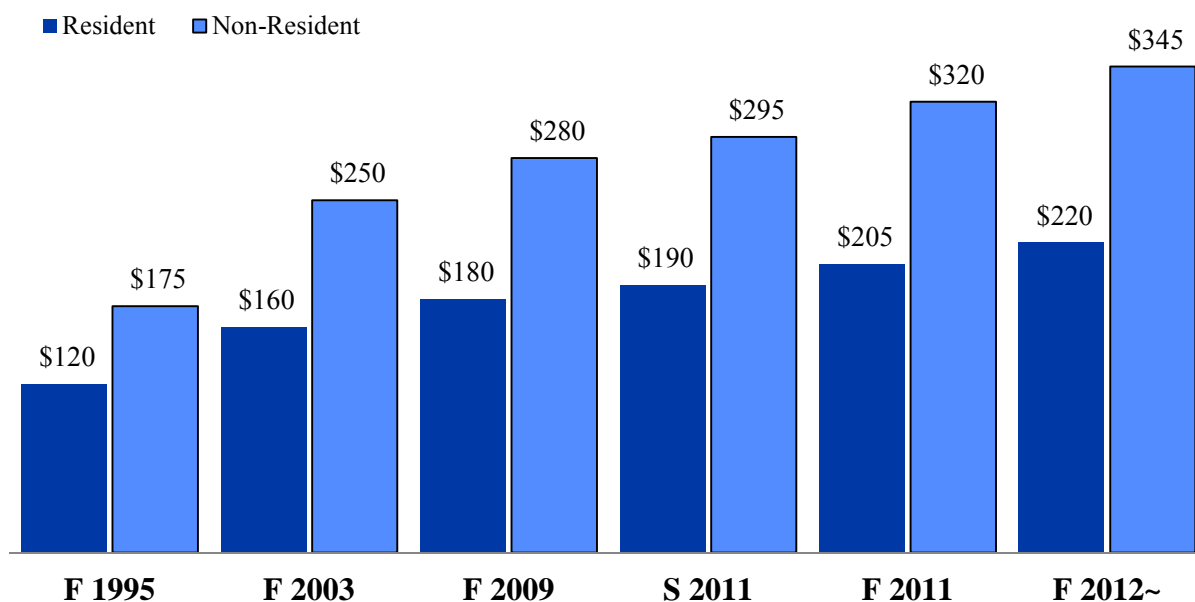
Sixty-eight percent of first-time full-time freshmen received some form of financial grant aid (loans excluded) - federal, state, local, or institutional - in 2011-2012. Sixty-two percent of first-time full-time freshmen and 49 percent of all undergraduate students received Pell grants in the same time period.



## Tuition Rates for Part-Time Degree Students Per Credit Fall 1995 to Spring 2013



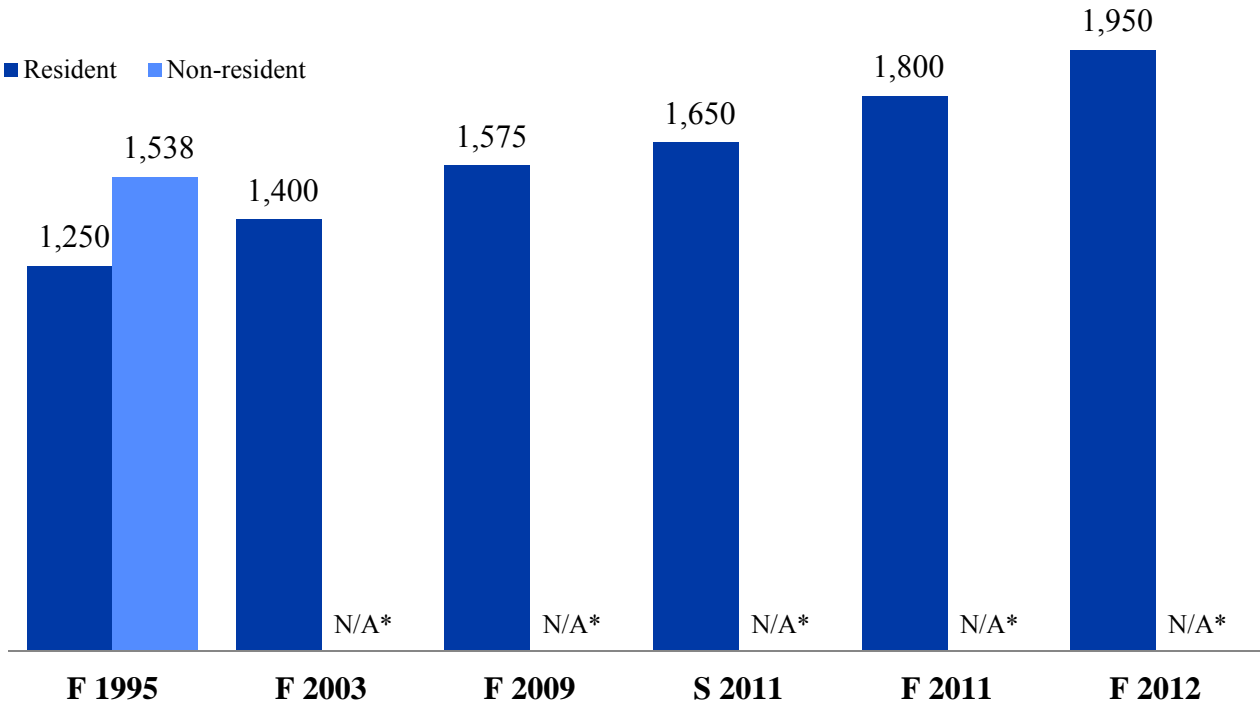
## Tuition Rates for Part-Time Non-Degree Students Per Credit Fall 1995 to Spring 2013



Source: Office of Finance and Administration

# Tuition Rates for Full-Time Students

Fall 1995 to Spring 2013



Source: Office of Finance and Administration

\* Non-Residents now pay per credit only

## Financial Aid

### First-Time Full-Time Freshmen

Academic Year	08/09		09/10		10/11		11/12	
Any federal, state, local, or institutional grant aid								
	#	%	#	%	#	%	#	%
Students	1,650	67%	2,265	70%	2,021	69%	2,276	68%
Average Amount	\$4,318.00		\$5,363.00		\$5,332.00		\$5,684.00	
Total Amount	\$7,123,932.00		\$12,146,551.00		\$10,775,438.00		\$12,935,767.00	
Pell grant								
	#	%	#	%	#	%	#	%
Students	1,315	53%	1,895	59%	1,756	60%	2,077	62%
Average Amount	\$3,588.00		\$4,457.00		\$4,518.00		\$4,514.00	
Total Amount	\$4,717,963.00		\$8,446,098.00		\$7,933,607.00		\$9,375,819.00	

### All Undergraduate Students

Academic Year	08/09		09/10		10/11		11/12	
Any federal, state, local, or institutional grant aid								
	#	%	#	%	#	%	#	%
Students	6,053	44%	7,482	48%	7,951	52%	8,740	52%
Average Amount	\$3,733.00		\$4,653.00		\$4,677.00		\$4,834.00	
Total Amount	\$22,596,213.00		\$34,812,035.00		\$37,185,583.00		\$42,253,207.00	
Pell grant								
	#	%	#	%	#	%	#	%
Students	4,996	36%	6,545	42%	7,247	47%	8,168	49%
Average Amount	\$3,173.00		\$3,931.00		\$3,984.00		\$3,938.00	
Total Amount	\$15,850,537.00		\$25,728,625.00		\$28,874,533.00		\$32,163,982.00	

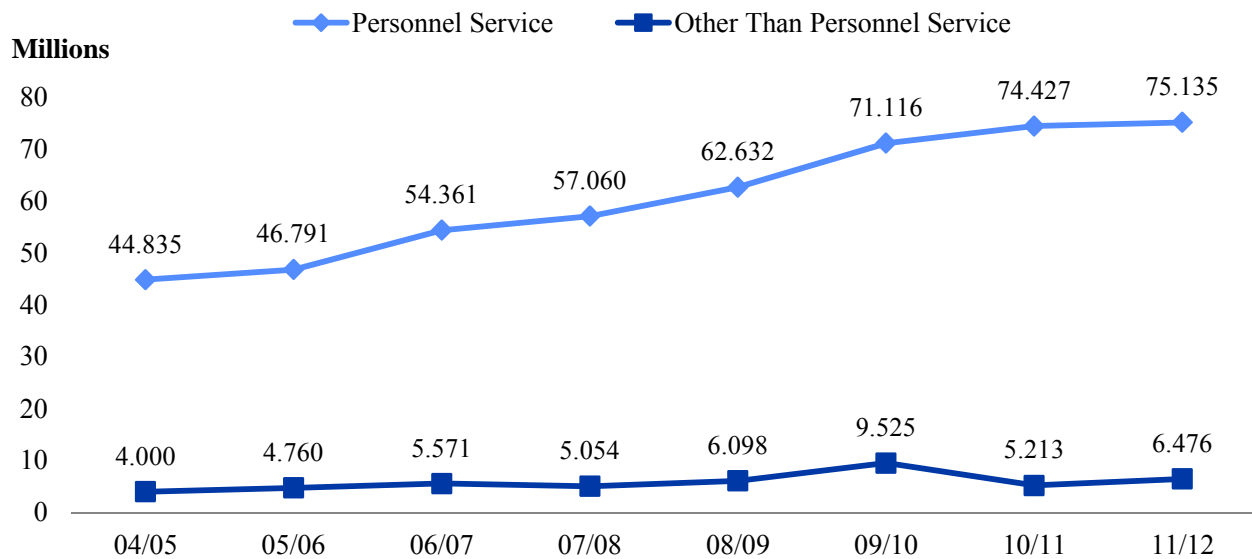
Source: IPEDS

## Controllable Operating Allocation 2004-2012

Thousands

Year	Personnel Service	Other than Personnel Service
2004-2005	\$44,835.00	\$4,000.00
2005-2006	\$46,791.00	\$4,760.00
2006-2007	\$54,361.00	\$5,571.00
2007-2008	\$57,060.00	\$5,054.00
2008-2009	\$62,632.00	\$6,098.00
2009-2010	\$71,116.00	\$9,525.00
2010-2011	\$74,427.00	\$5,212.80
2011-2012	\$75,135.00	\$6,476.30

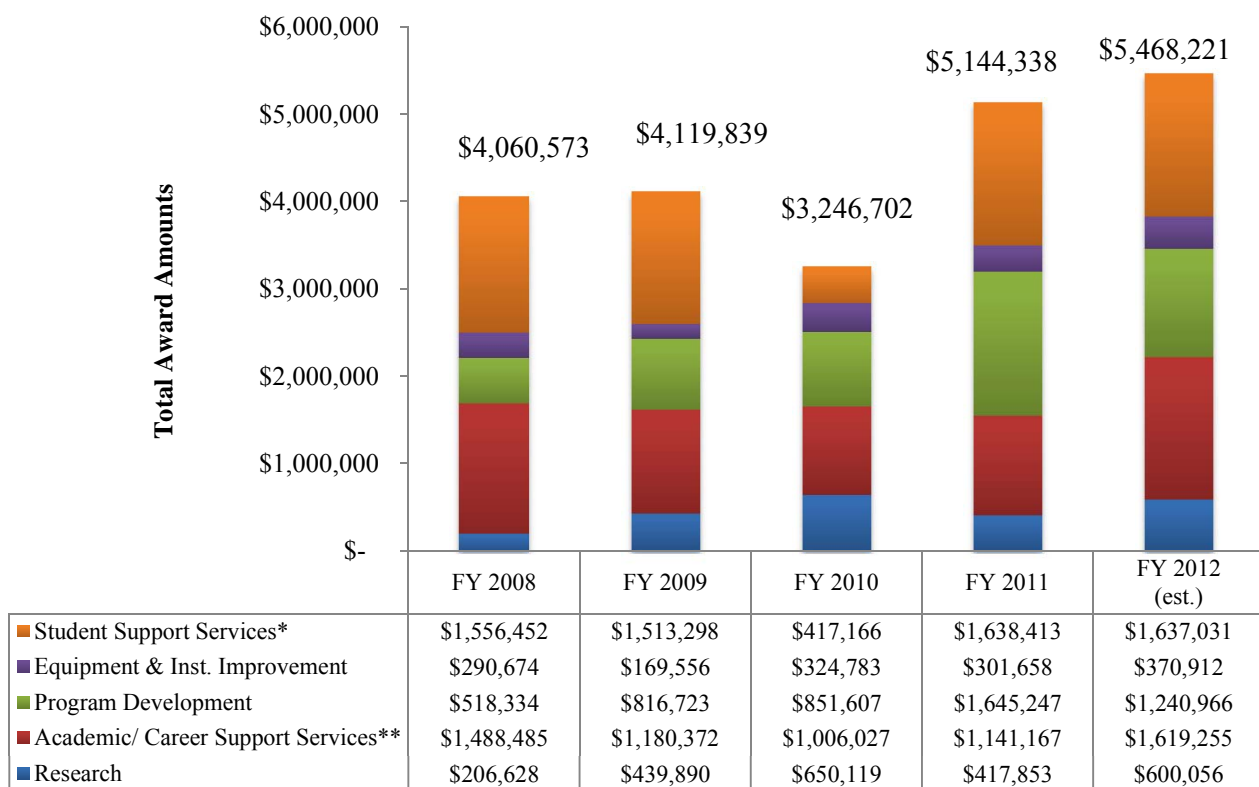
Personnel Service amount includes collective bargaining costs



Source: Budget &amp; Finance Services

## Sponsored Programs

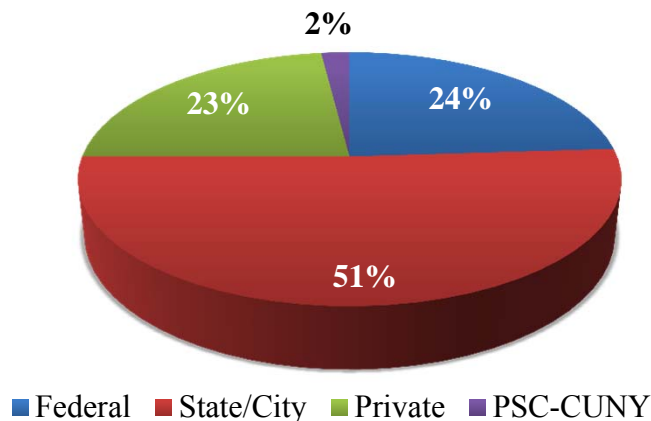
### QCC Grant Awards FY 2008 - 2012



\*Services such as counseling and advisement (ex: NYSED Liberty Partnerships Program Project PRIZE)

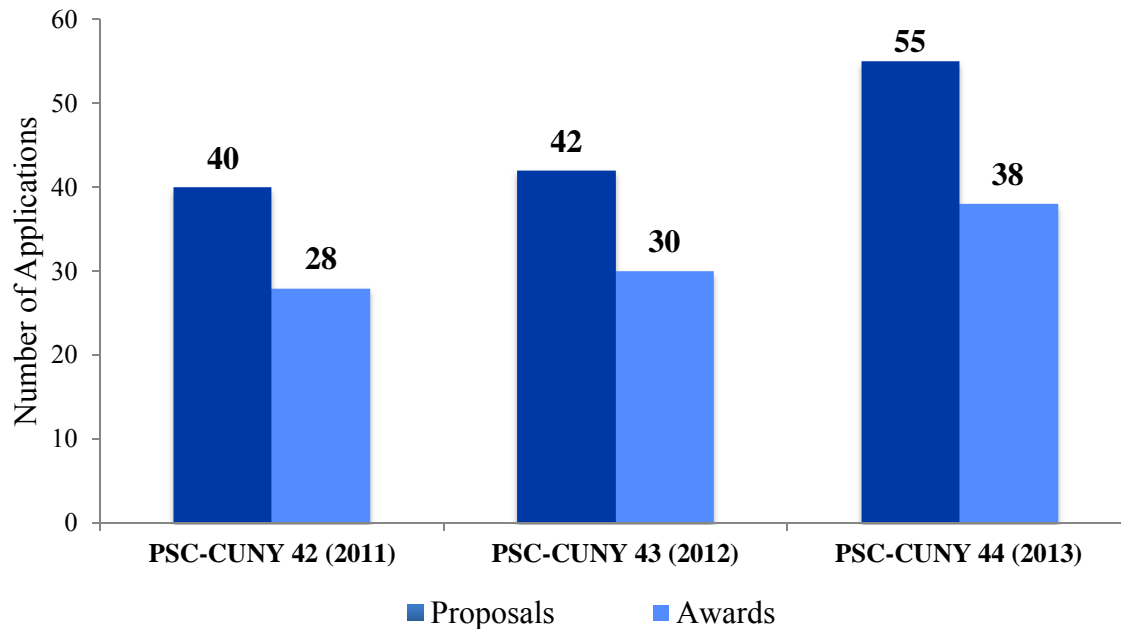
\*\*Services such as student academic support, tutoring, and mentorships (ex: NSF STEM Talent Expansion Program)

### QCC FY 2012 Awards by Sponsor Type



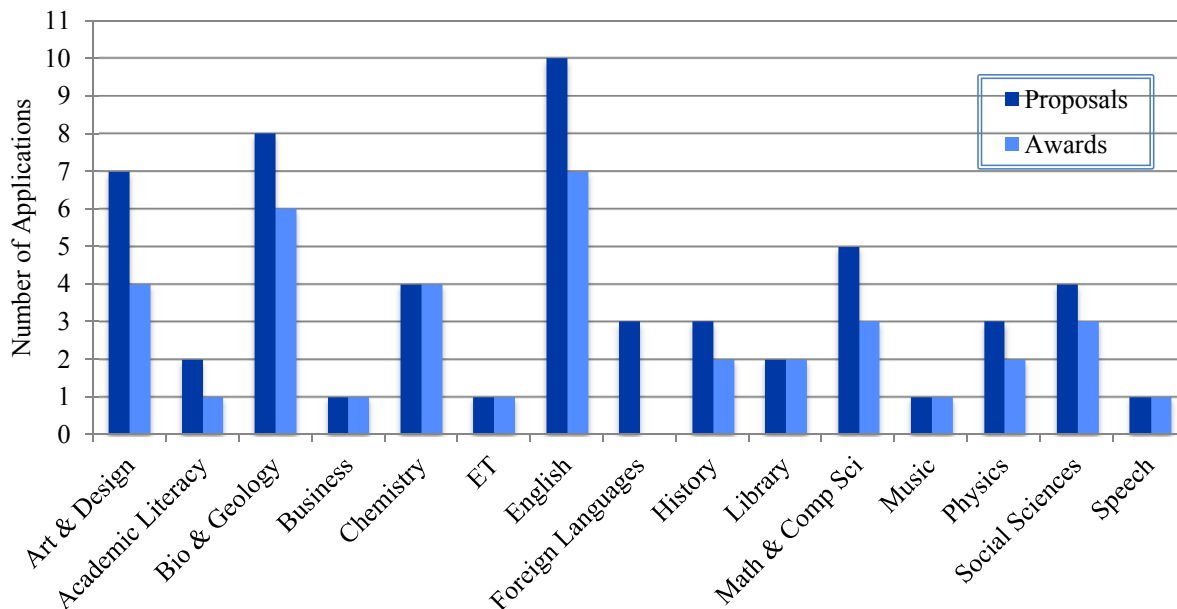
Source: Office of Sponsored Programs

## PSC-CUNY\* Faculty Research Awards by Program Year



\* The Professional Staff Congress-City University of New York (PSC-CUNY) Research Award Program was established as a major vehicle for the University's encouragement and support of faculty research and leverage external funding.

## PSC-CUNY Round 44 by Department *July 1, 2013 - June 30, 2014*



Source: Office of Sponsored Programs