Selected Six Year Trends at QCC

This report highlights the trends in enrollment at Queensborough overall, by the Queensborough Academies, by full-time status, and by credits earned. It visualizes changes in remedial needs of incoming students and recent gains in three and four year graduation rates of our students.
In the last six years, QCC has seen an 18 percent increase of headcount enrollment from 13,752 students in fall 2008 to 16,182 students in fall 2014. Enrollment peaked in fall 2011 with 16,837 undergraduate students enrolled either full or part time at QCC. The full time equivalency enrollment (FTE) rose by 26 percent during this time.
Six Year Enrollment Trends by Academies

The degree enrollment by Academies has been relatively stable over the past six years. In Fall 2014, the Liberal Arts Academy accounts for 51 percent of all degree enrollment. The Health Related Academy accounts for 11 percent and the STEM Academy for 15 percent of all degree enrollment. The Business Academy has seen a decline of 6 percentage points between fall 2008 and fall 2011 and has been stable at 17 percent of all degree enrollment ever since. The VAPA Academy has remained stable at 6 percent of all degree enrollment.

Academic programs are grouped into the Academies according to Fall 13 conventions. The pre-clinical Nursing students are counted in the Liberal Arts Academy. The following programs are excluded from the tables: Environmental Health A.S., Comp. Architecture Design and Drafting Certificate, Computerized Manufacturing Technology Certificate, and the Day Care Assistant Certificate.
The percent of full time students at QCC varied in the last five years between 53 percent in Spring 2009 and 61 percent in fall 2010. According to IPEDS data, the median percent of full time students in comparable community colleges is 53 percent for fall 2013.*

* See IPEDS Feedback Data Report 2014

In any given fall term in the past six years, roughly 30 percent of all Associate Degree students at QCC (Transfer and Career programs combined) have reached thirty credits. Fall 2014 had 33 percent, the highest percentage in the past six fall terms. Many Associate students are delayed by remediation or drop out before reaching Sophomore status.
Remedial Needs at QCC

Seventy-eight percent of incoming freshmen needed some form of remediation in Reading, Writing, or Math in fall 2014. This number is up by eight percentage points from fall 2009. Fewer students, however, need remediation in all three areas. (Twelve percent in fall 2014 compared to 16 percent in fall 2009.) A small number of students with triple (or double) remedial needs are now served through CUNYStart, a program for non-matriculated students that started in fall 2011 and enrolled 148 students in fall 2014¹. The CUNY Language Immersion Program CLIP also enrolls remedial students not counted here. With the introduction of the new Writing placement test CATW in spring 2011 we saw a significant decline in remedial writing needs. Changes in the Math placement test and test exemption rules resulted in an increase in remedial Math need. Thus, fall 2011 constitutes a major change in the remedial composition of incoming freshmen. Most need remediation only in one subject area, primarily in Math. The trend had been fairly stable since fall 2011 (68 remedial Math, 25 percent remedial Writing, and just over 20 percent remedial Reading) and has seen a slight increase in fall 2014 when 70 percent of incoming freshmen needed remedial Math, 27 percent needed remedial Writing, and 23 percent needed remedial Reading.

¹Data source: CUNY Office of Research, Evaluation & Program Support
*Based on initial test results prior to any summer interventions preceding first fall.

Reading, Writing, and Math. Speech not counted. Students with unknown testing status, CUNYstart students and CLIP students excluded from count.
The one year retention rate of first-time full-time freshmen was slightly down for the fall 2013 cohort. However, graduation rates continue trending upward. The four year graduation rate of the fall 2010 cohort has been the highest in the past six years (26.2 percent earned a degree at QCC and an additional 2.2 percent outside QCC.) Graduation rates are generally higher since the start of the Freshman Academies in Fall 2009.
Graduation rates are calculated as the number of students who earned a certificate or associate degree within the years measured (within three, four, or six years) over the total number of students in the incoming cohort. The percentages of degrees earned outside QCC include students who earned a certificate, associate degree, or a bachelor within the years measured. Additional details on cohort sizes, retention rates etc. can be found in the Factbook on pages 32 to 35.