Selected Five Year Trends at QCC

Report Brief from the Office of Institutional Research and Assessment

- Enrollment
- Remedial Needs
- Retention
- Graduation
In the last five years, QCC has seen an 18 percent increase of headcount enrollment from 13,752 students in fall 2008 to 16,291 students in fall 2013. 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.
Five Year Enrollment Trends by Academies

The degree enrollment by Academies has been relatively stable over the past five years. The Liberal Arts Academy accounts for 50 percent of all degree enrollment. The VAPA Academy has been stable at 6 percent. The Health Related Academy and the STEM Academy have seen an increase of three percentage points each and the Business Academy has seen a decline of 6 percentage points in the last five years.

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.*

* See IPEDS Feedback Data Report 2013

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

Seventy-five percent of incoming freshmen needed some form of remediation in Reading, Writing, or Math in fall 2013. This number is up by five percentage points from fall 2009. Fewer students, however, need remediation in all three areas. Only 10 percent needed triple remediation in fall 2013 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 127 students in fall 13. The CUNY Language Immersion Program CLIP also enrolls remedial students not counted here. With the introduction of the new Writing placement test CATW in fall 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. Since fall 2011 the trend is stable with 68 percent of incoming freshmen needing remedial Math, 25 percent needing remedial Writing, and just over 20 percent needing remedial Reading.
*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.
QCC is seeing an upward trend in retention and graduation rates of first time full time freshmen in the last five years, with the exception of the fall 2011 freshmen cohort's one year retention rate, our first CUNY first fall cohort. Our one year retention rate peaked at 72.1 percent for the fall 2010 cohort and after a decline to 69.2 percent has since gained close to two percentage points. The latest rates for three year, four year, and six year graduation rates have all been the highest in the past five years.
Graduation rates are calculated as the number of students who earned the degree pursued within the years measured (within three, four, or six years) over the total number of students in the incoming cohort. The percentages do not include degrees earned outside QCC. Additional details on cohort sizes, retention rates etc. can be found in the Factbook on pages 37 to 40.