Completion is one of the key areas where teams of central and campus leaders are working to advance CUNY’s goals.
Graduation rates are rising, and we are committed to more.

Completion Rate Trends and Goals

- **6-year Baccalaureate rate for full-time freshmen**
  - 2011 baseline for 10 point increase
  - 2013 baseline for doubling

- **3-year Associates rate for full-time freshmen**
ASAP has scaled up rapidly so that nearly a third of associate freshmen are now served.

Percentage of Full-Time First-Time Freshmen in ASAP
Fall 2011 to Fall 2017

- **Fall 2011**: 34.5%
- **Fall 2012**: 29.5%
- **Fall 2013**: 16.1%
- **Fall 2014**:
- **Fall 2015**:
- **Fall 2016**:
- **Fall 2017 (Preliminary)**: 34.5%
ASAP expansion will be a major driver of associate graduation rate increases. ASAP participants graduate at a rate of around 50%.

Fall 2014 3-Year System Graduation Rates (Preliminary) Overall and ASAP

- Community College Total: 22.5% (All), 50.6% (ASAP)
- Comprehensive College Total: 8.3% (All), 37.0% (ASAP)
- Total: 19.2% (All), 48.9% (ASAP)
The ACE pilot at John Jay has shown great promise in increasing credit completion.

(1) Comparison group is made up of students who met the ACE eligibility criteria. Matched using one-to-one Greedy propensity score matching with a 0.2 caliper. The overall treatment group sample loss is 0.4%, a loss of 1 student.

(2) On-track to 4-year graduation is defined as still enrolled at the college with at least 15 cumulative credits per semester and at least a 2.00 GPA.
The momentum campaign sets ambitious goals for making rapid progress in each activity strand.

<table>
<thead>
<tr>
<th>Gateway Course Completion in First Year</th>
<th>Associate Goals for</th>
<th>Bachelor’s Goals</th>
</tr>
</thead>
</table>
| At least 60% of freshmen will successfully complete a gateway math course  
*Baseline rate is 36%.* | At least 75% of freshmen will successfully complete a gateway math course  
*Baseline rate is 69%.* |
| At least 85% of freshmen will successfully complete a freshman composition course  
*Baseline rate is 64%.* | At least 90% of freshmen will complete a freshman composition course  
*Baseline rate is 82%.* |
| Credits Earned in First Year | At least 25% of freshmen will successfully complete 30 credits  
*Baseline rate is 10%.* | At least 60% of freshmen will successfully complete 30 credits  
*Baseline rate is 49%.* |
| Degree Maps | By fall 2019, all undergraduate majors will be fully mapped for first-time freshmen and publicly available for students, advisers, and faculty. |
Remediation reform includes several strategies that raise student success.

Traditional remedial courses carry no college credit and a high percentage of students drop out before entering credit course work.

**We are now implementing new proven approaches:**

1. **More accurate initial course placement and course exit processes**

2. **Curriculum redesign**
   - Pre-matriculation CUNY START, Math Start and University Skills Immersion reduce remedial need
   - Combining extra support with regular credit courses (co-requisite courses) has doubled or tripled success in other States
   - Alternatives to college algebra, like Statistics and Quantitative Reasoning for non-STEM majors

**Recent results:**

- Associate freshmen assigned to remediation in 2017 fell to 61%, down from 78%.
- Added 2000 students to Math Start in 2017
- Co-requisite Statistics at LaGuardia, Hostos and BMCC led to 8 point increase in 3-year graduation rate in one study.
Accelerating credit accumulation and speeding time to graduation benefits students.

CUNY students who take 15 vs. 12 credits in their first semester...

- Earn slightly higher GPAs in first term
- Have a higher probability of re-enrolling in the next term
- Have a higher probability of graduating in any time frame

Graduating “on-time” (2 or 4 years) brings financial benefits

- TAP runs out in 4 years
- Excelsior requires 30 credits a year
- Additional years of school defer earnings available to degree-holders
On average, students who take more courses do better. That appears to be true of students at all levels of academic preparation.

AVERAGE FIRST-TERM GPA OF BACHELOR'S FRESHMEN TAKING 12 VS. 15 CREDITS, BY HIGH SCHOOL GPA

<table>
<thead>
<tr>
<th>High School GPA</th>
<th>12 Credits</th>
<th>15 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>75-79</td>
<td>2.34</td>
<td>2.60</td>
</tr>
<tr>
<td>80-84</td>
<td>2.56</td>
<td>2.84</td>
</tr>
<tr>
<td>85-89</td>
<td>2.88</td>
<td>3.15</td>
</tr>
<tr>
<td>90+</td>
<td>3.27</td>
<td>3.51</td>
</tr>
</tbody>
</table>
On average, students who take more courses do better. That appears to be true of students at all levels of academic preparation.

### Average First-Term GPA of Associate Freshmen Taking 12 vs. 15 Credits Hours, by High School GPA: Fall 2014 Freshmen

<table>
<thead>
<tr>
<th>High School GPA</th>
<th>12 Credits</th>
<th>15 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>70-74</td>
<td>2.0</td>
<td>2.1</td>
</tr>
<tr>
<td>75-79</td>
<td>2.3</td>
<td>2.4</td>
</tr>
<tr>
<td>80-84</td>
<td>2.6</td>
<td>2.6</td>
</tr>
<tr>
<td>85-89</td>
<td>2.8</td>
<td>2.9</td>
</tr>
<tr>
<td>90+</td>
<td>3.2</td>
<td>3.2</td>
</tr>
</tbody>
</table>
Momentum is especially important for black and Hispanics students. Not only do they graduate at lower rates than white and Asian students, but black and Hispanic graduates are less likely to be “on time” than white and Asian graduates.

**BACHELOR’S GRADUATION RATES, BY RACE AND PERIOD:**
FALL 2010 FRESHMAN COHORT

- **Asian:** 61.1%
- **Black:** 45.0%
- **Hispanic:** 48.6%
- **White:** 59.1%

**ASSOCIATE GRADUATION RATES, BY RACE AND PERIOD:**
FALL 2012 FRESHMAN COHORT

- **Asian:** 22.0%
- **Black:** 13.9%
- **Hispanic:** 18.0%
- **White:** 19.3%