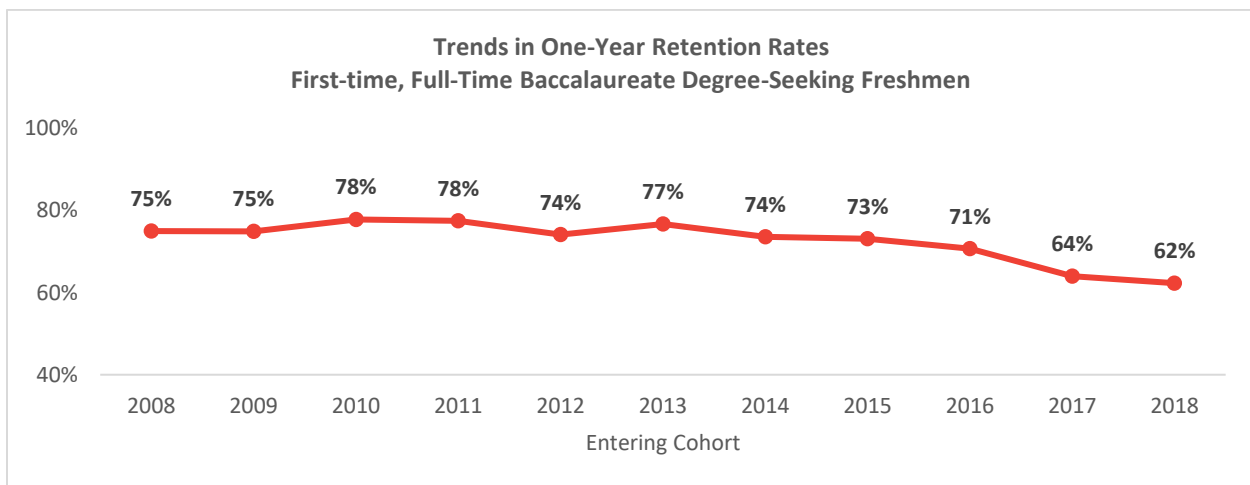### One-Year Retention Statistics Fall 2018 to Fall 2019

The purpose of this bulletin is to better understand the performance of CUNY York College's first-time, full-time freshmen population as it pertains to retention. This research is intended to assist in the assessment of the College's strategic plan, *One York*, specifically Goal 1, Students Thrive and Graduate as it provides a baseline prior to the plan's implementation. Students who left York after one year are compared with those who were retained. The analysis details results by gender, ethnicity, geographic origin, school of major, Pell status, and academic preparation (college admission average and SAT), and cumulative York GPA and credits. In addition, in an effort to determine if students from the fall 2018 cohort transferred elsewhere (beyond The City University of New York), the Office of Institutional Effectiveness and Strategic Planning (OIESP) used the National Student Clearinghouse Student Tracker service. This brief summarizes those findings as well.

Trends in One-Year Retention Rates

- The one-year retention rate for York's first-time, full-time baccalaureate degree-seeking freshmen who entered in fall 2018 is notably lower than the rates of previous cohorts.

Demographics: Comparing those who left with those who remained

- Retention rates were higher for women than men (69% vs 52%).
- Non-resident aliens were retained at the highest rate (77%) followed by Asian students (72%). Black, non-Hispanic (62%), Hispanic (58%) and white students (57%) followed in frequency.[1] Students of two or more races had the lowest retention rate (50%).

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[1] Numbers for American Indian/Native Alaskan are too small for analysis.

- Students from Queens and from other New York State (NYS) areas had the highest retention rates (both at 66%). Bronx (56%), Manhattan (57%) and Brooklyn (58%) had lower retention rates than the overall average (62%).

Demographics	Total Cohort in Fall 2018	Status in Fall 2019			
		Not Retained		Retained	
Total	1107	417	37.7%	690	62.3%
Gender					
Men	444	214	48.2%	230	51.8%
Women	663	203	30.6%	460	69.4%
Ethnicity (IPEDS)					
American Indian/Native Alaskan	11	5	45.5%	6	54.5%
Asian or Pacific Islander	238	67	28.2%	171	71.8%
Black, Non-Hispanic	398	153	38.4%	245	61.6%
Hispanic, Other	340	144	42.4%	196	57.6%
White, Non-Hispanic	58	25	43.1%	33	56.9%
Nonresident alien	30	7	23.3%	23	76.7%
Two or more races	32	16	50.0%	16	50.0%
Geographic Origin					
Missing	41	19	46.3%	22	53.7%
Bronx	82	36	43.9%	46	56.1%
Brooklyn	278	115	41.4%	163	58.6%
Manhattan	40	17	42.5%	23	57.5%
Queens	603	208	34.5%	395	65.5%
Richmond	2	1	50.0%	1	50.0%
Other NYS	61	21	34.4%	40	65.6%

Academic Preparation

- The college admission average was slightly higher for those who remained at York (83) compared to those who left (79).
- The mean SAT was similar for both groups: 962 for those who left and 959 for those who remained.
- When SAT is compared using a breakdown of less than 1000 and 1000 and greater, there is little difference between the two groups. Using shorter ranges, we see that those with less than 800 were retained at lower rates (56%), as were those with scores ranging from 1100-1199 (58%).[2]

	Total Cohort in Fall 2018	Status in Fall 2019			
		Not Retained		Retained	
Total	1107	417	37.7%	690	62.3%
College Admission Average (CAA)		**79**		**83**	
Under 80	453	230	50.8%	223	49.2%
80-84.99	270	88	32.6%	182	67.4%
85-89.99	207	54	26.1%	153	73.9%
90-94.99	92	11	12.0%	81	88.0%
95-100	13	2	15.4%	11	84.6%
No CAA	72	32	44.4%	40	55.6%
Mean New SAT Total (EBRW+M)		**962**		**959**	
SAT (1000 as cut-off)					
Less than 1000	568	207	36.4%	361	63.6%

[2] The N is too small for students in the 1300-1400 range for meaningful analysis.

	Total Cohort in Fall 2018	Status in Fall 2019			
		Not Retained		Retained	
1000 or greater	309	118	38.2%	191	61.8%
SAT (shorter ranges)					
200-799	45	20	44.4%	25	55.6%
800-899	197	72	36.5%	125	63.5%
900-999	326	115	35.3%	211	64.7%
1000-1099	212	77	36.3%	135	63.7%
1100-1199	74	31	41.9%	43	58.1%
1200-1299	18	7	38.9%	11	61.1%
1300-1400	5	3	60.0%	2	40.0%
Missing	230	92	40.0%	138	60.0%

Academic Characteristics

- Students in Health Sciences and Professional Programs had lower rates of retention (48%), while results for the other schools and undeclared students were similar.
- The mean cumulative credits earned were 14 for those who left and 28 for those that remained.
- The mean cumulative York GPA for those who left (1.45) was much lower than for those who remained (2.62).
- As expected, students with GPAs in the lower ranges left at higher rates (less than 1.5) than those who remained. However, 90 students left the College with a GPA of 2.5 or better; this represents 22 percent of the students who left.
- Students who pass Gateway English and Math are more likely to be retained than students who fail (F, WU) or did not receive a grade (i.e., INC, W, or WN). (Gateway performance will be discussed in greater detail at the end of this brief.)

	Total Cohort in Fall 2018	Status in Fall 2019			
		Not Retained		Retained	
Total	1107	417	37.7%	690	62.3%
School of Major					
Arts and Sciences	261	95	36.4%	166	63.6%
Business and Information Systems	121	43	35.5%	78	64.5%
Health Sciences and Professional Programs	23	12	52.2%	11	47.8%
Undeclared	702	267	38.0%	435	62.0%
Mean Cumulative Credits		14		28	
Mean Cumulative GPA		1.45		2.62	
0.0 - .99	165	157	95.2%	8	4.8%
1.0 - 1.49	79	61	77.2%	18	22.8%
1.5 - 1.99	150	54	36.0%	96	64.0%
2.0 - 2.49	219	42	19.2%	177	80.8%
2.5 - 2.99	227	44	19.4%	183	80.6%
3.0 - 3.49	164	31	18.9%	133	81.1%
3.5 - 4.00	88	15	17.0%	73	83.0%
No GPA	15	13	86.7%	2	13.3%
Pass/Fail for English Gateway in Fall 2018 (ENG 125, 126)					
Pass (A to D)	802	218	27.2%	584	72.8%
Fail (F, WU)	162	128	79.0%	34	21.0%
Not Applicable (INC, W, WN)	27	22	81.5%	5	18.5%
Did not take English Gateway in Fall 2018	116	49	42.2%	67	57.8%

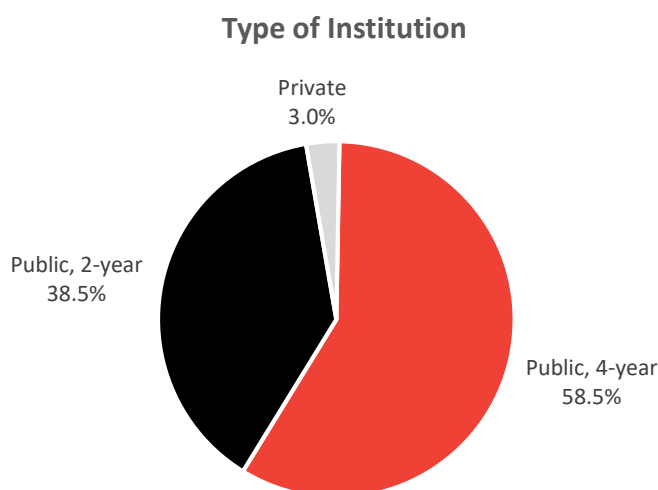| Pass/Fail for Math Gateway in Fall 2018 (MATH 111, 115, 120, 121, 150, 190)		**Not Retained**		**Retained**	
Pass (A to D)	387	108	27.9%	279	72.1%
Fail (F, WU)	120	72	60.0%	48	40.0%
Not Applicable (INC, W, WN)	36	19	52.8%	17	47.2%
Did not take Math Gateway in Fall 2018	564	218	38.7%	346	61.3%

Finances

- Pell grants are provided by the federal government to low income students and are often used as a proxy for socioeconomic status. Pell recipients (65%) were retained at a higher rate than those without (56%).

	Total Cohort	**Status in Fall 2019**			
Pell	**in Fall 2018**	**Not Retained**		**Retained**	
Total	1107	417	37.7%	690	62.3%
No	303	133	43.9%	170	56.1%
Yes	804	284	35.3%	520	64.7%

Transferred Elsewhere: Results from the National Student Clearinghouse Student Tracker

Of the students from the fall 2018 cohort who did not return (N=417), 32 percent (N=135) were found at another institution (including CUNY), while 68 percent (N=282) were not found elsewhere. Within this section, we discuss those who were found.

Of those found, almost all were found at another public institution. The majority (58.5%) were at another public, 4-year school, followed by public, 2-year (38.5%). A very small percentage (3%) went to a private institution (2-year or 4-year school). More importantly, nearly 80 percent (106/135) of students transferred to another CUNY college.

Type of Institution

Private
3.0%

Public, 2-year
38.5%

Public, 4-year
58.5%

Of those found at a public institution, 106 (80.9%) were at another CUNY and 25 (19.1%) went outside of CUNY (mostly in the State University of New York (SUNY) system).

- For those remaining in CUNY, students transferred to Queens College, Brooklyn College, Borough of Manhattan Community College, and LaGuardia Community College most often.

CUNY College in Fall 2019	Still Enrolled for Degree Pursued at Other CUNY College	Enrolled for Lower Degree at Other CUNY College
Baruch	6	0
Borough of Manhattan Community College	0	12
Bronx CC	0	2
Brooklyn	13	0
City	5	0
Hunter	6	0
John Jay	6	0
Kingsborough CC	0	10
LaGuardia CC	0	12
Lehman	4	0
Medgar Evers	1	2
NYC College of Technology	3	1
Queens	15	0
Queensborough CC	0	7
Staten Island	1	0
Total	60	46

- Nassau Community College yielded the most transfers to a non-CUNY public institution, followed by SUNY Stony Brook. Seven students (including the three who went to Stony Brook) went to SUNY University Centers.

Public (Non-CUNY) in Fall 2019	4-Year	2-Year
Alfred State College	1	0
College of The Sequoias	0	1
Nassau Community College	0	5
North Dakota State University	1	0
Pennsylvania State University	1	0
Schenectady County Community College	0	1
SUNY Erie Community College	0	1
SUNY Farmingdale	1	0
SUNY Fashion Institute of Technology	1	0
SUNY College Geneseo	1	0
SUNY New Paltz	1	0
SUNY College Old Westbury	1	0
SUNY Onondaga Community College	0	1
SUNY Oswego	1	0
SUNY Stony Brook University	3	0
SUNY University at Albany	1	0
SUNY University at Binghamton	1	0
SUNY University at Buffalo	2	0
Total	16	9

In order to compare those who went elsewhere by type of institution chosen (CUNY v non-CUNY and 2-year v 4-year), additional analyses were conducted on academic preparation and academic characteristics while at York.

- Comparing those who remained in CUNY with those who transferred outside of CUNY, there was no difference in college admission average (both were 80), but SAT was higher for those who went outside CUNY (1025 v 965). Those who remained in CUNY had slightly higher York cumulative credits (21 v 17) and GPA (2.26 v 2.07).

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- An analysis by type of institution (2-year v 4-year) revealed that students who went to 4-year institutions had better overall academic profiles than peers who transferred to 2-year schools.

	CUNY	Non-CUNY	2-Year	4-Year
College Admission Average	80	80	77	82
Mean SAT	965	1025	944	1001
Mean York cumulative credits	21	17	12	25
Mean York cumulative GPA	2.26	2.07	1.29	2.82

Additional Analysis on Gateway Courses

Although not in the scope of the original research, the initial review of Gateway course performance (discussed above) suggests additional analyses might be worthwhile. The table that follows details Gateway course performance by academic preparation for the fall 2018 first-time, full-time cohort (i.e., all students in the cohort, regardless of students' one-year retention outcomes).

- Students who passed Gateway English had a slightly higher college admission average but slightly lower mean SAT than peers who failed the course or who had "not applicable" (i.e., INC, W, or WN).
- The majority of first-time, full-time freshmen did not take a Gateway Math course in their first semester. Those who passed the Gateway course had the highest college admission average (83) and SAT (978) than peers who failed or did not earn a grade (i.e., not applicable).

Fall 2018 Cohort Performance in Gateway Courses: An Analysis of Academic Preparation			
Pass/Fail for English Gateway in Fall 2018 (ENG 125, 126)	N	College Admission Average (CAA)	SAT Total
Total Cohort	1107	81	960
Pass (A to D)	802	82	962
Fail (F, WU)	162	77	970
Not Applicable (INC, W, WN)	27	77	997
Did not take English Gateway in Fall 2018	116	81	924
Pass/Fail for Math Gateway in Fall 2018 (MATH 111, 115, 120, 121, 150, 190)			
Total Cohort	1107	81	950
Pass (A to D)	387	83	978
Fail (F, WU)	120	80	953
Not Applicable (INC, W, WN)	36	78	960
Did not take Math Gateway in Fall 2018	564	81	950

Summary

York's most recent one-year retention rate is at its lowest point in recent years and reflects a two percentage point decline from the previous year. Men are less likely to be retained, as are white students and those of two or more races. Majors in the School of Health Programs and Professional Studies have a lower retention rate than peers in the other schools, and undeclared students retain at rates similar to those in Arts and Sciences and Business. Students who pass Gateway English and Math are more likely to be retained than students who fail (F, WU) or do not receive a grade. The

college admission average is slightly lower for those who left, and there is no real difference in SAT. Ninety students with cumulative GPAs of 2.5 or higher left (representing 22 percent of all who left). Using the services of the National Student Clearinghouse, we learned that 68 percent of students who left York were not found elsewhere – these students are potential readmits. Of those who were found at another institution (N=135), the majority were found at another 4-year public institution (eight out of ten were at another CUNY). Students who went to a 4-year institution had better overall academic profiles than peers who transferred to 2-year schools. The average SAT was higher for those who transferred outside of CUNY than those who remained in CUNY (1025 v 965). Those who remained in CUNY had slightly higher York cumulative credits than those who left CUNY entirely (21 v 17) and GPA (2.26 v 2.07).

Next Steps and Future Assessment Initiatives

- Discuss the findings of this at a Cabinet's meeting and facilitate discussion with the Enrollment Management team.
- Given that a large proportion of students who leave do so with a respectable GPA of 2.5, the College should consider monitoring the advisement activity of these students. For example, if a student with a GPA of 2.5 or better does not get advised by a specific pre-determined date, then outreach occurs; ideally, this will encourage persistence but if not, it provides an opportunity to learn why they are leaving.
- The College should consider outreach initiatives to the students who left York and were not found elsewhere as they represent the majority of those who left (N=282).
- The majority of first-time, full-time freshmen who started in fall 2018 did not take a Math Gateway course; this should be investigated further.
- This is the second analysis of one-year retention (an analysis of the 2017 cohort was produced in the summer of 2019). Continue to produce this report annually and distribute results widely. After three such reports have been produced, compare trends over time.
- Conduct an analysis of second year attrition using the 2017 cohort to compare students who left after one year with those who left after two.

Office of
Institutional Effectiveness
and Strategic Planning