

CUNY CHANGES LIVES

But too many CUNY students don't have the support they need to graduate.



Photo Credit: Dave Sanders

500,000 CUNY Students

244,000 Matriculated Undergraduates

77% are people of color	60% have family incomes < \$30K
36% are immigrants	34% enroll part-time
57% receive state TAP grants	45% are first-generation students
Average age is 24 yrs	2% receive Excelsior Scholarships
Senior College Grad. Rates: 26% in 4 years; 55% in 6 years	Community College Grad. Rates: 6% in 2 years; 18% in 3 years

60% of NYC high school graduates attend CUNY

**FULFILL THE
PROMISE OF CUNY:
Invest in Student
Success**



Professional Staff Congress
Spring 2018

CUNY leads the nation in moving students out of poverty and into the middle class.

CUNY colleges lead the top 10 rankings of public four-year and community colleges in an exhaustive national study of U.S. colleges with the greatest success in moving low-income students into the middle class.¹

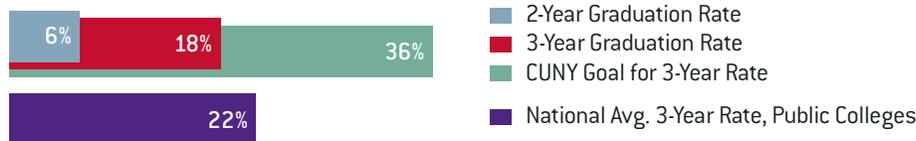
Four-Year Public Colleges		Two-Year Public Colleges	
Rank	Institution	Rank	Institution
1	Baruch College	1	Glendale Community College
2	City College of New York	2	Laredo Community College
3	California State U. at Los Angeles	3	Borough of Manhattan Community College
4	John Jay College of Criminal Justice	4	Texas State Technical College Harlingen
5	Stony Brook U.	5	La Guardia Community College
6	New York City College of Technology	6	Bronx Community College
7	Brooklyn College	7	Southwest Texas Junior College
8	U. of Texas-Pan American	8	Queensborough Community College
9	Hunter College	9	Kingsborough Community College
10	Queens College	10	Imperial Valley College

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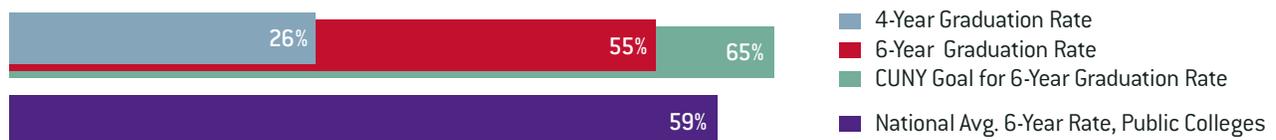
One of the primary reasons many CUNY students take extra years to graduate or never attain degrees is that CUNY colleges lack the resources essential for student success. Yet Tuition Assistance Program (TAP) grants expire after eight semesters, and the Excelsior Scholarship requires that students stay on pace to graduate within two or four years. Public investment that improves student retention and increases the rate of on-time graduation will mean economic mobility and fulfilling lives for more low-income New Yorkers—and that's good for all of New York.

CUNY Graduation Rates Full-time, First-time Freshmen²

Associate's Degree Graduation Rates



Bachelor's Degree Graduation Rates

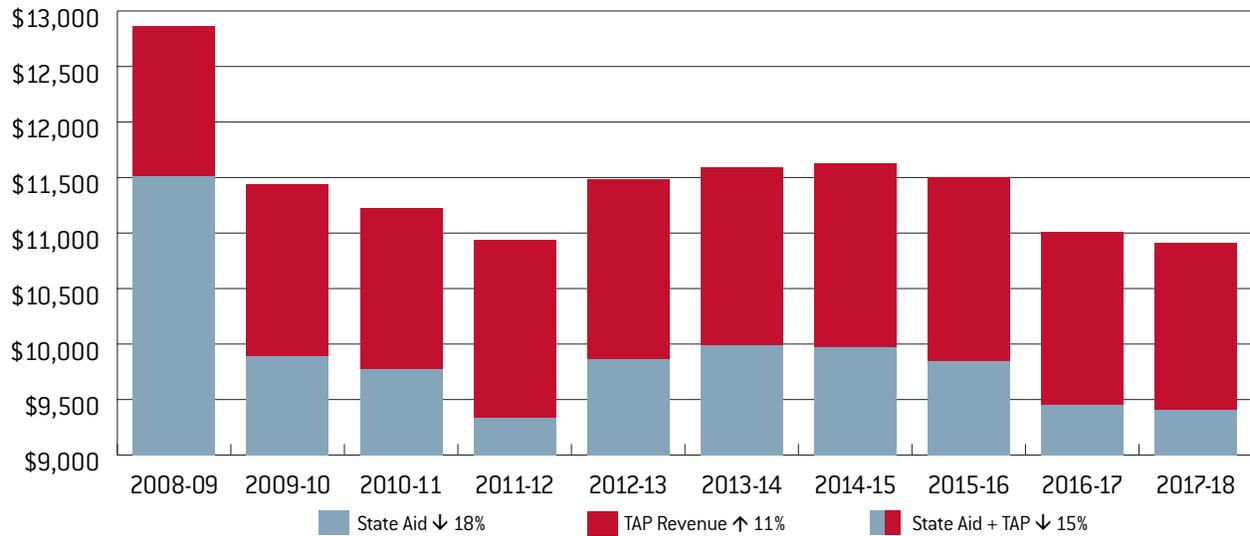


¹ "Colleges With the Highest Student Mobility Rates, 2014", *Chronicle of Higher Education*, October 15, 2017. Uses data from "Mobility Report Cards: The Role of Colleges in Intergenerational Mobility," Raj Chetty, Stanford University, 2017.

² System Retention and Graduation Rates of Full-time First-time Freshmen in Associates and Baccalaureate Programs by Year of Entry: Total University, CUNY Office of Institutional Research and Assessment, May 9, 2017.

New York has invested strongly in access to college, but has failed to invest adequately in student success.

CUNY Senior College State Aid and TAP Revenue
2008-09 Through 2017-18 (Per-FTE, Inflation Adjusted)



Since 2008 New York State has reduced inflation-adjusted per-student funding for CUNY senior colleges by 18%, leaving the University with fewer resources to spend on quality and completion.

In order to fulfill the promise of CUNY, New York must invest in full-time faculty, adjuncts and advisers.

CUNY is Short 4,000 Full-time Faculty

In 1975, CUNY had 11,500 full-time faculty and 250,000 students. Now it has 7,500 full-time faculty and 274,000 students. Strong relationships with faculty are key to student success, but CUNY's faculty shortage means oversized classes, less attention in the classroom and lost opportunities for mentorship.³ It also leads to fewer course offerings; 22% of CUNY students report not being able to register for a course needed for graduation. Increased state funding for new full-time faculty lines must be a priority.

\$7,000 per Course for Adjuncts

Low pay and poor working conditions leave adjuncts—who do most of the teaching at CUNY—hard pressed to mentor students outside class or support extracurricular activities. CUNY adjuncts earn about \$3,500 per course. Many adjuncts subsist solely on their teaching salary, earning as little as \$25,000 per year for a full teaching load.

New York sends the wrong message about the value of college education when it relies on adjunct faculty paid a shamefully low-wage to do the majority of CUNY teaching.

More Advisers are Urgently Needed

With adequate support and advisement, CUNY students can navigate degree requirements and the transition from high school to college; they can succeed despite financial or academic challenges, family or work obligations. Students in the Accelerated Studies in Associate Programs (ASAP) initiative, for example, have a three-year graduation rate of 53%, as compared to 24% for a comparison group of CUNY community college students. ASAP's student-to-adviser ratios of between 60:1 and 80:1 are key to that success. For the rest of CUNY, student-to-adviser ratios range from 600:1 to 1,500:1.⁴ CUNY students deserve more advisers and counselors to help them to graduate on time. They need funding from Albany in order to succeed.

³ "Faculty Matter: Selected Research on Connections between Faculty-Student Interaction and Student Success and Selected Research on Connections between Non-Tenure-Track Faculty and Student Learning." The Delphi Project on the Changing Faculty and Student Success.

⁴ Doubling Graduation Rates: Three-Year Effects of CUNY's Accelerated Study in Associate Programs (ASAP) for Developmental Education Students, Table 3.1, MDRC, February 2015. See also *Degrees of Difficulty*, Pg. 8, Center for an Urban Future, December 2017.



CUNY’s 7,500 full-time faculty teach and mentor both undergraduate and graduate students, engage in cutting-edge research and bring the benefit of their research into the classroom.



Our students are incredibly—and, I daresay, atypically—passionate, resourceful, driven, and, above all, diverse. Most of them step onto our campuses without the advantages and privileges that students at other colleges bring to bear on their education. Because of these disadvantages, our students need as much time as we can possibly give them.”

Dr. Amy Hughes, Associate Professor
Brooklyn College



More than half of CUNY’s courses are taught by some 13,000 adjunct faculty. Adjuncts are paid a fraction of the rate of full-time faculty, and many live on poverty wages.



Our students need us, and we need to be there for them! But too many CUNY adjuncts spend our days running from campus to campus just to get by. Fair pay of \$7,000 per course would allow us to spend our time teaching and mentoring students, helping students make their dreams come true.”

Dr. Ángel Martínez, Adjunct Assistant Professor
Bronx Community College



CUNY’s 6,000 professional staff, including Higher Education Officers, College Laboratory Technicians and others, support CUNY’s academic mission and provide advisement, counseling and other direct services to students.



CUNY students desperately need more funding for support services, including tutoring, counseling and financial aid record management. The lack of adequate state investment in CUNY erodes the quality of our students’ education, undermines the student services that keep them enrolled and on track to graduate, and reduces their opportunities for mentorship and career development.”

Cindy Bink, Director of Counseling Services
New York City College of Technology