

Where's the Data?

By the Joint UFS-PSC Working Group on Transfer
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The purpose of this paper is to demonstrate that the data that CUNY collected and presented to justify Pathways is at odds with the structural solution that it is implementing. We will offer a plan to collect and analyze the appropriate data that will guide us in developing a solution to the transfer problem.

PROBLEM STATEMENT

CUNY's Office of Academic Affairs (OAA) stated that the goal of the Pathways initiative is to improve transfer and address what it claims is a major problem of students accumulating excess credits. However, the data that CUNY presented to justify Pathways is at odds with the proposed structural solution – a system-wide overhaul of General Education requirements.

CUNY students do have a transfer problem resulting in excess credits. However, to develop appropriate solutions to this problem, data needs to be collected that systematically identifies the specific factors that gave rise to transfer student's excess credits.

CUNY'S SOLUTION TO THE PROBLEM

The report on which the initial Pathways resolution was based reads as though a system-wide overhaul of general education requirements was a foregone conclusion prior to collecting and thoroughly analyzing the data in a transparent way. For instance, CUNY identified course-matching in transferring from one college to another as significantly contributing to issues of

excess credit. There is some truth to this assertion, but it does not logically follow that the problems of transferability can be solved by imposing a “learning outcomes,” one-size-fits-all general education curriculum on the entire university’s course content. One might argue that this is using a single jack hammer as a solution to a problem that requires various kinds of more modest manual tools.

ALTERNATIVE SOLUTION

There should be a thorough review and analysis of all the factors that affect transfer and excess credits so that we can craft a proposal to address these issues. The CUNY administration should slow down the current Pathways process so that we can craft a proposal that addresses the root causes of transfer problems and excess credits.

GOALS OF OUR REPORT

1. Demonstrate the misfit between the Pathways solution and available data on factors affecting student transfer and accumulation of excess credits.
2. Describe the confounding of transfer and excess credit issues, two separate issues that have been illogically merged by CUNY decision makers.
3. Present a plan to collect and analyze the appropriate data that will guide us in developing a solution to transfer problems and excess credits.

MAJOR RECOMMENDATIONS:

1. Excess credit problems should be addressed by focusing on late transfers, double majors and high credit majors.
2. CUNY can only maintain General Education quality through faculty controlled, revitalized Discipline Councils with decision making power to harmonize curricula.
3. CUNY can best maintain academic rigor through enforcing its prior Board of Trustees resolutions on transfer credits.
4. CUNY must perform credible research on the causes of excess credits.
5. CUNY should adopt the best practices of other university systems that have upgraded their transfer/gen ed processes, taking the time to get it right.

BACKGROUND

The Path to Pathways: The CUNY administration released a report by Julia Wrigley in October 2010 entitled "Improving Student Transfer at CUNY." This report identified the following problems with CUNY's transfer system:

- The reliance on course-matching between sending and receiving colleges to determine transfer credit results in great uncertainty, delays, and complexity.
- Students who transfer without degrees or with AAS degrees are at a particular disadvantage because they are not even guaranteed the transfer of sixty credits.
- There can be inconsistencies in conferral of transfer credits in the major based on the judgment of individual faculty members.

- Articulation agreements are only a limited solution because there are over two hundred of them, and it is difficult to keep them up-to-date, especially in fast-changing fields.
- Transfer students are particularly likely to accumulate excess credits.

On June 27, 2011 the CUNY Board of Trustees passed a “Resolution on Creating an Efficient Transfer System” in response to this definition of the problem. Key elements of that resolution with particular relevance to CUNY students transferring from community colleges are: 1) the creation of a CUNY-wide 30-credit General Education Framework with a 12-credit “College Option” for the senior colleges; 2) the appointment of disciplinary committees to identify three to six common entry-level courses for each of the largest transfer majors; and 3) acceptance of all undergraduate credits earned at another CUNY college whether or not a specific equivalency exists. The CUNY administration has proceeded to implement this resolution setting arbitrary deadlines and circumventing elected governance bodies both CUNY-wide and on local campuses.

FLAWS IN CUNY’S PATHWAYS PROCESS:

The most significant problems with CUNY’s justification for Pathways are the conflation of transfer difficulties with excess credits and the assumption that all excess credits are problematic. There is no easy way to measure transfer difficulties. However, CUNY has acknowledged that its real concern is with the cost of excess credits.¹ If this is the primary concern, the decision making and reporting has been confused by the consistent merging of

¹ <http://cuny.edu/academics/initiatives/degreepathways/archive/Response.pdf>.

excess credit issues with transfer issues. Although these issues are in part overlapping, they are largely different in kind and quality.

We therefore turn our attention to the issue of excess credits, which CUNY has indicated is largely driving its present Pathways policy making. CUNY's own data indicate that there are a multitude of explanations for excess credits other than transfer and that the mean number of excess credits per student is relatively low. The working group reviewed quantitative data for B.A. and B.S. graduates in the 2008-2009 academic year and conducted three focus groups with students who had accumulated over 120 credits without having graduated. The quantitative data included in the report's appendix indicates that most CUNY transfer students do not accrue significantly more excess credits than those who entered a senior college as first-time freshmen. The notable exceptions are students who entered with AAS degrees. (See Appendix.) Moreover, the mean number of excess credits for all baccalaureate graduates in 2008-2009 was only nine. This number compares favorably to the mean number for bachelor's degree graduates from Florida's public universities in fiscal year 2004-2005, which was twenty-one.²

Finally, and perhaps most critical to this discussion, the extent to which these excess credits are the result of transfer difficulties is not addressed in the discussion of the quantitative data.

How can an initiative as sweeping as Pathways be implemented so rapidly when even this most basic data is not available to inform policy decision-making? These questions produce serious uncertainty about the fit between Pathways and the problem of transfer at CUNY.

² "Excess Hours Cost State \$62 Million Annually; University Actions May Help Address Problem," OPPAGA (August 2006), <http://www.oppaga.state.fl.us/reports/pdf/0658rpt.pdf>.

Equally important, the focus group interviews did not identify transfer difficulty as a primary cause of excess credits. To the contrary the most common reason for excess credits cited by students was the unavailability of courses when they needed to take them. Other significant factors were changing majors, needing to bring up their GPA, or needing to maintain full-time status to receive financial aid or remain on their parents' health insurance. The only structural problem cited by these students was the unavailability of courses. This is an especially significant point.

Critically, CUNY students do have a transfer problem resulting in excess credits. That problem merits attention and solution. However, to develop appropriate solutions to the problem that exists, not the problem that management imagines, data needs to be collected that systematically identifies the specific factors that give rise to *transfer students'* excess credits. To date, the available data has either not been accessed or was not analyzed with sufficient rigor. This deficiency in turn contributed to the development of a solution to a perceived problem with excess credits, not the actual problem of transfer.

The inadequacy of using aggregated data on excess credits to assess transfer difficulties is further illustrated by a case study at Queens College developed by Professor Dean Savage ("Draft Report on Queens College Students Graduating with 150 or More Credits," June, 2012) . In that report, he identified late transfer, double majors, and high credit majors as primary causes of excess credits. Using 2011-2012 data, he found that the mean number of credits upon graduation was 133 for students who transferred with 65 to 83 credits, but 130 for those who started with 0 to 64 transfer credits. That is a difference of one average course. His

research also reveals that students with double majors graduated on average with 10 credits more than students with one major (139 vs. 129). In addition, he found that students in high credit majors—those requiring more than 60 credits—generally graduated with a larger number of credits. The mean was 150 for Geology majors, 145 for those majoring in Early Childhood Education, and 144 for Computer Science majors. While this data is not generalizable to the rest of the CUNY system, it is suggestive.

It suggests that some students are accumulating excess credits because they have double majors, others because they are majoring in disciplines that require more courses. CUNY's own research indicates that changes in major may also be a significant factor. The Office of Institutional Research and Assessment found that 19.4% of all bachelor's students who entered as freshman in fall 2004 had changed majors within six years. This was true of 26.3% of associate students in the same cohort.³ Equally important, as indicated by the student focus groups, excess credits may be a consequence of inadequate sections of available required courses, TAP eligibility requirements, and students' need to find additional courses to remain in good standing as full-time students. Each of these factors would lead to excess credits, but have nothing to do with transfer presently or in the future. Consequently these factors influencing the accumulation of excess credits will not be fixed by Pathways' "structural" solution.

Of course that leads many of us to believe that the Pathways' agenda is not largely about transfer, but rather reducing costs system-wide. Prior to the Great Recession and before

³ http://cuny.edu/academics/initiatives/degreepathways/archive/change_major.pdf

proponents of austerity were demanding modification to the mission of higher education, the Southern Regional Education Board (SREB; 2007) advised institutions that, "spiraling expenditures on health care, transportation and other high-priority areas" were competing with higher education for investment (p. 1). The SREB warned that in order for colleges and universities to be efficient, they should

encourage each student to complete his or her degree without taking an excess of courses beyond those required for that degree. As the number of excess credit hours earned by each undergraduate student decreases, each student requires a smaller subsidy from the state and demonstrates a tangible "return" on the state's investment in the form of a college degree..." (p. 1).

The SREB offered examples of state policies that discourage extra credits but none of these policies enforce a revised general education curriculum.⁴ The SREB did not offer a methodology for understanding how "excess" credits ensue.

In a similar fashion, CUNY's Wrigley report identified excess credit as a problem, not because it is delaying graduation, but because it cost the university an estimated \$72.5 million for the 2008-2009 graduating cohort. This exercise in assessing excess credit costs however is misleading. CUNY reached this figure by totaling the number of credits in excess of each student's graduation requirement and converting the excess to annual FTEs. This reflects the cost to CUNY of excess credits, which is only partially offset by tuition. Using the same data, Terry Martell, Distinguished Professor of Finance and presently Chair of the University Faculty Senate, estimated that the real cost is not \$72.5 million as the University claims but rather a

⁴ Instead, these policies, none of which addressed transfer credits, financially penalize students for accumulating excessive credits or penalize students who retake classes multiple times.

much more modest \$4.1 million if limited to the impact on tuition dollars for students transferring within CUNY.⁵

Data that Must be Collected and Analyzed Before Implementing Pathways: Therefore a first question that must be asked in a next stage of policy making regarding transfer is: What kind of data needs to be collected to develop appropriate policies? It is to those questions that we now turn.

- To what extent is a lack of course equivalency delaying or impeding graduation?
- At what level do excess credits become a cause for concern? What role do other factors play, such as late transfer, heavy course requirements for specific majors, double majors, or changes of major? As Dean Savage's research suggests, the collective impact of these other factors could be substantial.
- How central are the life-stage of students and changing family responsibilities to accruing excess credits? Our students are not bloodless or devoid of the life-events of non-students. When students take a brief leave, disciplinary requirements may change and/or students may re-evaluate their life goals and this may result in some excess credit accumulations.

⁵ Martell reached this conclusion by focusing only on excess credits accumulated by intra-CUNY transfer students and excluding first time freshmen, transfers from community colleges outside CUNY, and internal transfers within comprehensive colleges. He then deducted the cost of 3.5 credits per student, half of the roughly 7 excess credits that he assumes students accumulate unrelated to transfer. Finally, Martell limited the calculation of extra cost to part-time students because full-time students are not charged for extra credits. See <http://cuny.edu/academics/initiatives/degreepathways/archive/TFMDiscussion.pdf>.

- The experience of transfer students needs to be compared to that of first-time freshmen in each senior college to determine whether there are differences in excess credit accumulation, graduation rates, or time to graduation.
- Transfer credits on individual student transcripts need to be compared to the type of credit awarded according to TIPPS, CUNY's on-line information system on course equivalencies, in order to determine the extent to which courses are not transferring at all, are transferring as electives, or are fulfilling general education and major requirements at each senior college.
- Student transcripts need to be evaluated to determine the extent to which there is a mismatch between the number of credits a course was worth at the sending college and the number of credits awarded at the receiving college. This information would enable us to understand whether Pathways' three-credit requirement for general education courses would, in fact, increase the number of transferrable credits.
- Finally, the solutions that other university systems throughout the country have developed to address the transfer problem should be evaluated in devising a solution for CUNY.

If despite its inadequacies CUNY decides to retain excess credits as a measure, it is critical that we first determine, as other public universities have done, an acceptable threshold for excess credits and focus on the specific experiences of students who exceed that threshold by collecting and analyzing relevant data. We would expect no less from any other public institution. As a university that prides itself on our commitment to evidence and research, how can we demand less from ourselves? As mentioned previously, the mean number of excess

credits CUNY-wide for 2008-2009 graduates was nine. Critically the mean number of excess credits varies considerably from one campus to another, ranging from five at John Jay to sixteen at Medgar Evers. (See appendix.) This tendency raises the question as to whether Pathways' one-size-fits-all approach is necessary or appropriate.

Next Steps: To determine an acceptable threshold, it would be necessary to examine what the norms are in other states' public universities. For instance, in Texas, students are permitted to take 30 credits *beyond* their degree requirements without penalty. Alternatively, Georgia encourages students to complete their degrees by fixing tuition for degree candidates at twelve semesters for four-year institutions and at nine semesters for two-year institutions. In Virginia, Wisconsin, Florida and several other states, the threshold is 125% of the credit hours required for the degree. In none of these colleges is general education curriculum design the modus operandi for reducing "excess" credits.

Once an acceptable threshold is identified, how many students exceed this threshold? For those students, we must, as suggested earlier, identify the factors that contribute to the accumulation of these excess credits – rejection or partial acceptance of transfer credit, late transfer, high course requirements for specific majors, double majors, or changes of major. These are the questions that must be answered if policy making on transfer and excess credits is to be informed by relevant data and not impression or predisposition.

The implementation of Pathways must be slowed to allow necessary data analysis and sound policy making to occur. Anything less is a hollow, cynical exercise that will ultimately hurt both the students and faculty at CUNY. More to the point, there is a potential disaster on the other

side of implementation if, as we suspect, the solution does not fit the problem. For instance, the three-credit requirement for courses in the general education curriculum will prevent students from having enough classroom time to develop strong writing skills and to learn-by-doing in science labs. This is a looming disaster for all students within the university as they are exposed to continuing delay, a cheapened education and the frustration of paying more and more for less and less. It is therefore important to reiterate that the university has a responsibility to collect the appropriate data, analyze it, and involve faculty governance in the development of a solution. Anything less is a betrayal of the basic ethos of a public university as a research institution—a setting committed to providing high quality, accessible education to students in collaboration with faculty.

In sum, perhaps the most central question is: How, as a university, can we defend policy being developed and implemented with woefully inadequate data to guide our decisions? This breaches the most basic principle of higher education—data driven decision-making. The conflation of transfer difficulties and excess credits, the failure to account for the role of double majors, changes in major and high credit majors, the exclusion of elected faculty governance from the process, and the implications of instituting such an extreme overhaul of the curriculum in the absence of sufficient data warrants an immediate moratorium on the implementation of Pathways.

Appendix

Table 2
The Cost of Excess Credits Earned by CUNY's Baccalaureate Graduates: 2008-09 Graduates*

College	Student Type	Baccalaureate Total Credits Earned Upon			Conversion of		Expenditures	Excess Cost
		Graduates*	Graduation	Excess Credits	Credits to	FTEs	Per FTE**	
		N	Total	Mean	Total	Mean	FTE	\$
Baruch	First-time Freshmen	1,137	145,892	128	6,108	5	203.6	\$2,424,474
	Transfers from CUNY CC with AA/AS Degree	244	32,024	131	1,952	8	65.1	\$ 774,680
	Transfers from CUNY CC with AAS Degree	122	17,644	145	2,584	21	86.1	\$1,025,762
	Transfers from CUNY CC with Degree (type unknown)	26	3,620	139	400	15	13.3	\$ 158,787
	Transfers from CUNY CC without Degree	264	35,537	135	2,981	11	99.4	\$1,183,358
	Transfers from CUNY Sr College	249	33,934	136	3,278	13	109.3	\$1,301,058
	Transfers from Other CC with Degree	59	7,925	134	665	11	22.2	\$ 263,784
	Transfers from Other CC without Degree	101	13,547	134	1,123	11	37.4	\$ 445,595
	Other/Transfers from Outside CUNY	267	36,273	136	3,441	13	114.7	\$1,365,962
	Internal Transfers	0	0	---	0	---	0.0	\$ 0
	Transfers from Unknown Sources	128	18,496	145	2,720	21	90.7	\$1,079,749
	Students of Unknown Origin	113	14,573	129	729	6	24.3	\$ 289,389
	Total	2,710	359,463	133	25,979	10	866.0	\$ 11,909
Brooklyn	First-time Freshmen	711	90,198	127	4,238	6	141.3	\$1,914,079
	Transfers from CUNY CC with AA/AS Degree	137	17,937	131	1,417	10	47.2	\$ 639,833
	Transfers from CUNY CC with AAS Degree	72	9,406	131	702	10	23.4	\$ 316,868
	Transfers from CUNY CC with Degree (type unknown)	25	3,320	133	312	12	10.4	\$ 140,705
	Transfers from CUNY CC without Degree	354	45,780	129	3,012	9	100.4	\$1,360,295
	Transfers from CUNY Sr College	153	19,750	129	1,198	8	39.9	\$ 541,137
	Transfers from Other CC with Degree	16	2,017	126	65	4	2.2	\$ 29,361
	Transfers from Other CC without Degree	60	7,840	131	600	10	20.0	\$ 270,794
	Other/Transfers from Outside CUNY	316	41,130	130	3,026	10	100.9	\$1,366,618
	Internal Transfers	0	0	---	0	---	0.0	\$ 0
	Transfers from Unknown Sources	169	23,151	137	2,815	17	93.8	\$1,271,536
	Students of Unknown Origin	186	24,153	130	1,689	9	56.3	\$ 762,921
	Total	2,199	284,679	129	19,071	9	635.7	\$ 13,551
								\$8,614,145

Appendix

College	Student Type	Baccalaureate	Total Credits Earned Upon		Excess Credits		Conversion of	Expenditures	Excess Cost
		Graduates'	Graduation				Credits to FTEs	Per FTE**	
		N	Total	Mean	Total	Mean	FTE	\$	\$
City	First-time Freshmen	498	68,370	137	4,506	9	150.2		\$2,586,908
	Transfers from CUNY CC with AA/AS Degree	73	9,443	129	566	8	18.9		\$ 324,691
	Transfers from CUNY CC with AAS Degree	28	4,056	145	658	23	21.9		\$ 377,515
	Transfers from CUNY CC with Degree (type unknown)	13	1,743	134	160	12	5.3		\$ 91,580
	Transfers from CUNY CC without Degree	208	27,226	131	1,780	9	59.3		\$1,021,730
	Transfers from CUNY Sr College	110	14,860	135	1,316	12	43.9		\$ 755,603
	Transfers from Other CC with Degree	20	2,693	135	240	12	8.0		\$ 137,513
	Transfers from Other CC without Degree	77	10,102	131	708	9	23.6		\$ 406,223
	Other Transfers from Outside CUNY	199	26,721	134	2,197	11	73.2		\$1,261,157
	Internal Transfers	0	0	--	0	--	0.0		\$ 0
	Transfers from Unknown Sources	66	9,068	137	873	13	29.1		\$ 500,960
	Students of Unknown Origin	120	16,702	139	1,875	16	62.5		\$1,076,275
	Total	1,412	190,979	135	14,874	11	495.8	\$ 17,225	\$8,540,155
Hunter	First-time Freshmen	1,074	137,490	128	8,610	8	287.0		\$3,733,940
	Transfers from CUNY CC with AA/AS Degree	119	15,285	128	1,005	8	33.5		\$ 435,652
	Transfers from CUNY CC with AAS Degree	50	6,686	134	686	14	22.9		\$ 297,301
	Transfers from CUNY CC with Degree (type unknown)	16	2,116	132	196	12	6.5		\$ 85,005
	Transfers from CUNY CC without Degree	227	29,374	129	2,134	9	71.1		\$ 925,472
	Transfers from CUNY Sr College	189	24,919	132	2,239	12	74.6		\$ 971,098
	Transfers from Other CC with Degree	51	6,687	131	567	11	18.9		\$ 245,691
	Transfers from Other CC without Degree	128	16,725	131	1,365	11	45.5		\$ 592,174
	Other Transfers from Outside CUNY	487	65,464	134	7,024	14	234.1		\$3,046,439
	Internal Transfers	0	0	--	0	--	0.0		\$ 0
	Transfers from Unknown Sources	57	7,668	135	828	15	27.6		\$ 359,147
	Students of Unknown Origin	185	24,781	134	2,581	14	86.0		\$1,119,336
	Total	2,583	337,194	131	27,234	11	907.8	\$ 13,011	\$11,811,256

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College	Student Type	Baccalaureate	Total Credits Earned Upon		Excess Credits		Conversion of	Expenditures	Excess Cost
		Graduates*	Graduation				Credits to FTEs	Per FTE**	
		N	Total	Mean	Total	Mean	FTE	\$	\$
<i>John Jay</i>	First-time Freshmen	396	48,759	123	1,239	3	41.3		\$ 455,562
	Transfers from CUNY CC with AA/AS Degree	70	8,669	124	269	4	9.0		\$ 98,947
	Transfers from CUNY CC with AAS Degree	28	3,799	136	439	16	14.6		\$ 161,479
	Transfers from CUNY CC with Degree (type unknown)	3	362	121	2	1	0.1		\$ 736
	Transfers from CUNY CC without Degree	110	13,822	126	622	6	20.7		\$ 228,608
	Transfers from CUNY Sr College	120	15,388	128	988	8	32.9		\$ 363,419
	Transfers from Other CC with Degree	60	7,592	127	392	7	13.1		\$ 144,007
	Transfers from Other CC without Degree	93	11,840	127	680	7	22.7		\$ 250,127
	Other Transfers from Outside CUNY	191	24,484	128	1,564	8	52.1		\$ 575,291
	Internal Transfers	549	67,323	123	1,443	3	48.1		\$ 530,784
	Transfers from Unknown Sources	41	5,299	129	379	9	12.6		\$ 139,409
	Students of Unknown Origin	140	17,394	124	594	4	19.8		\$ 218,493
	Total	1,801	224,730	125	8,610	5	287.0	\$ 11,035	\$3,166,861
<i>Lehman</i>	First-time Freshmen	323	41,318	128	2,558	8	85.3		\$1,164,004
	Transfers from CUNY CC with AA/AS Degree	136	17,048	125	728	5	24.3		\$ 331,110
	Transfers from CUNY CC with AAS Degree	59	7,537	128	457	8	15.2		\$ 207,996
	Transfers from CUNY CC with Degree (type unknown)	7	919	131	79	11	2.6		\$ 35,956
	Transfers from CUNY CC without Degree	255	32,676	128	2,076	8	69.2		\$ 944,629
	Transfers from CUNY Sr College	103	13,747	133	1,387	13	46.2		\$ 631,270
	Transfers from Other CC with Degree	39	4,933	126	253	6	8.4		\$ 114,921
	Transfers from Other CC without Degree	67	8,607	128	567	8	18.9		\$ 257,833
	Other Transfers from Outside CUNY	284	38,382	135	4,302	15	143.4		\$1,957,756
	Internal Transfers	0	0	—	0	—	0.0		\$ 0
	Transfers from Unknown Sources	45	5,925	132	525	12	17.5		\$ 238,717
	Students of Unknown Origin	140	18,235	130	1,435	10	47.8		\$ 653,116
	Total	1,458	189,324	130	14,364	10	478.8	\$ 13,654	\$6,537,308

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College	Student Type	Baccalaureate	Total Credits Earned Upon		Excess Credits		Conversion of	Expenditures	Excess Cost
		Graduates*	Graduation				Credits to	Per FTE**	
		N	Total	Mean	Total	Mean	FTEs	\$	\$
<i>Medgar Evers</i>	First-time Freshmen	11	1,481	135	161	15	5.4		\$ 79,716
	Transfers from CUNY CC with AA/AS Degree	1	125	125	5	5	0.2		\$ 2,476
	Transfers from CUNY CC with AAS Degree	2	284	142	44	22	1.5		\$ 21,786
	Transfers from CUNY CC with Degree (type unknown)	3	441	147	81	27	2.7		\$ 40,106
	Transfers from CUNY CC without Degree	24	3,228	135	348	15	11.6		\$ 172,306
	Transfers from CUNY Sr College	15	1,890	126	90	6	3.0		\$ 44,562
	Transfers from Other CC with Degree	0	0	---	0	---	0.0		\$ 0
	Transfers from Other CC without Degree	9	1,172	130	92	10	3.1		\$ 45,552
	Other Transfers from Outside CUNY	19	2,600	137	320	17	10.7		\$ 158,443
	Internal Transfers	210	28,551	136	3,351	16	111.7		\$1,659,192
	Transfers from Unknown Sources	8	1,085	136	125	16	4.2		\$ 61,892
	Students of Unknown Origin	16	2,280	142	360	22	12.0		\$ 178,000
	Total	318	43,137	136	4,977	16	165.9	\$ 14,854	\$2,464,031
<i>NYCCT</i>	First-time Freshmen	75	9,664	129	664	9	22.1		\$ 245,149
	Transfers from CUNY CC with AA/AS Degree	5	642	128	42	8	1.4		\$ 15,506
	Transfers from CUNY CC with AAS Degree	47	6,110	130	470	10	15.7		\$ 173,524
	Transfers from CUNY CC with Degree (type unknown)	8	1,081	135	121	15	4.0		\$ 44,673
	Transfers from CUNY CC without Degree	68	8,831	130	671	10	22.4		\$ 247,733
	Transfers from CUNY Sr College	31	4,100	132	380	12	12.7		\$ 140,296
	Transfers from Other CC with Degree	4	506	127	26	7	0.9		\$ 9,599
	Transfers from Other CC without Degree	9	1,114	124	34	4	1.1		\$ 12,553
	Other Transfers from Outside CUNY	32	4,103	128	263	8	8.8		\$ 97,100
	Internal Transfers	349	45,736	131	3,856	11	128.5		\$1,423,451
	Transfers from Unknown Sources	4	544	136	64	16	2.1		\$ 23,629
	Students of Unknown Origin	15	2,077	138	277	18	9.2		\$ 102,268
	Total	647	84,508	131	6,868	11	228.9	\$ 11,076	\$2,535,481

Appendix

College	Student Type	Baccalaureate Graduates N	Total Credits Earned Upon Graduation		Excess Credits		Conversion of Credits to FTEs	Expenditures Per FTE**	Excess Cost
			Total	Mean	Total	Mean	FTE	\$	\$
Queens	First-time Freshmen	870	110,891	127	6,491	7	216.4		\$2,606,786
	Transfers from CUNY CC with AA/AS Degree	40	5,246	131	446	11	14.9		\$ 178,913
	Transfers from CUNY CC with AAS Degree	21	2,760	131	240	11	8.0		\$ 96,183
	Transfers from CUNY CC with Degree (type unknown)	7	970	139	130	19	4.3		\$ 52,208
	Transfers from CUNY CC without Degree	523	67,614	129	4,854	9	161.8		\$1,949,166
	Transfers from CUNY Sr College	183	23,826	130	1,866	10	62.2		\$ 749,386
	Transfers from Other CC with Degree	30	4,139	138	539	18	18.0		\$ 216,462
	Transfers from Other CC without Degree	273	35,495	130	2,735	10	91.2		\$1,098,175
	Other Transfers from Outside CUNY	525	69,046	132	6,046	12	201.5		\$2,428,074
	Internal Transfers	0	0	---	0	---	0.0		\$ 0
	Transfers from Unknown Sources	56	7,329	131	609	11	20.3		\$ 244,574
	Students of Unknown Origin	117	15,333	131	1,293	11	43.1		\$ 519,068
	Total	2,645	342,647	130	25,247	10	841.6	\$ 12,048	\$10,138,994
SUNY Staten Island	First-time Freshmen	141	18,847	134	1,867	13	62.2		\$ 748,667
	Transfers from CUNY CC with AA/AS Degree	4	513	128	33	8	1.1		\$ 13,233
	Transfers from CUNY CC with AAS Degree	3	417	139	57	19	1.9		\$ 22,857
	Transfers from CUNY CC with Degree (type unknown)					---	0.0		\$ 0
	Transfers from CUNY CC without Degree	6	924	154	187	31	6.2		\$ 74,787
	Transfers from CUNY Sr College	14	1,949	139	269	19	9.0		\$ 107,869
	Transfers from Other CC with Degree	0	0	---	0	---	0.0		\$ 0
	Transfers from Other CC without Degree	0	0	---	0	---	0.0		\$ 0
	Other Transfers from Outside CUNY	26	3,768	145	644	25	21.5		\$ 258,244
	Internal Transfers	866	114,298	132	10,080	12	336.0		\$4,042,080
	Transfers from Unknown Sources	2	265	133	25	13	0.8		\$ 10,025
	Students of Unknown Origin	22	3,104	141	447	20	14.9		\$ 179,247
	Total	1,084	144,085	133	13,609	13	453.6	\$ 12,030	\$5,457,009

Appendix

College	Student Type	Baccalaureate Graduates*	Total Credits Earned Upon Graduation		Excess Credits		Conversion of Credits to FTEs	Expenditures Per FTE**	Excess Cost
			N	Total	Mean	Total	Mean	FTE	\$
York	First-time Freshmen	223	28,532	128	1,772	8	59.1		\$ 807,450
	Transfers from CUNY CC with AA/AS Degree	52	6,524	125	284	5	9.5		\$ 129,219
	Transfers from CUNY CC with AAS Degree	31	3,881	125	161	5	5.4		\$ 73,384
	Transfers from CUNY CC with Degree (type unknown)	7	937	134	97	14	3.2		\$ 44,213
	Transfers from CUNY CC without Degree	107	13,761	129	921	9	30.7		\$ 419,792
	Transfers from CUNY Sr College	80	10,220	128	620	8	20.7		\$ 282,596
	Transfers from Other CC with Degree	9	1,187	132	107	12	3.6		\$ 48,543
	Transfers from Other CC without Degree	17	2,153	127	113	7	3.8		\$ 51,505
	Other Transfers from Outside CUNY	135	17,505	130	1,305	10	43.5		\$ 594,819
	Internal Transfers	0	0	---	0	---	0.0		\$ 0
	Transfers from Unknown Sources	34	4,464	131	384	11	12.8		\$ 175,027
	Students of Unknown Origin	82	10,613	129	773	9	25.8		\$ 352,333
	Total	777	99,776	128	6,536	8	217.9	\$ 13,674	\$2,978,881
Baccalaureate Total	First-time Freshmen	5,459	701,439	128	38,211	7	1,273.7		16,766,733
	Transfers from CUNY CC with AA/AS Degree	881	113,453	129	6,744	8	224.8		2,944,260
	Transfers from CUNY CC with AAS Degree	463	62,578	135	6,496	14	216.5		2,774,654
	Transfers from CUNY CC with Degree (type unknown)	115	15,508	135	1,577	14	52.6		693,967
	Transfers from CUNY CC without Degree	2,146	278,770	130	19,583	9	652.8		8,527,875
	Transfers from CUNY Sr College	1,247	164,583	132	13,631	11	454.4		5,888,294
	Transfers from Other CC with Degree	288	37,676	131	2,851	10	95.0		1,209,881
	Transfers from Other CC without Degree	834	108,593	130	8,015	10	267.2		3,430,531
	Other Transfers from Outside CUNY	2,481	329,475	133	30,131	12	1,004.4		13,109,903
	Internal Transfers	1,974	255,908	130	18,730	9	624.3		7,655,506
	Transfers from Unknown Sources	610	83,293	137	9,346	15	311.5		4,104,666
	Students of Unknown Origin	1,136	149,243	131	12,051	11	401.7		5,450,448
	Total	17,634	2,300,517	130	167,364	9	5,578.8		\$72,556,719

*Excludes graduates from combined Baccalaureate/Master's programs.

**The University average (excluding the Graduate School, School of Journalism, and School of Professional Studies) for Total expenditures per FTE is \$12,925.