Annual Monitoring of the 2019-24 LaGuardia Institutional Effectiveness Key Performance Indicators: 2020-21

Goals	Metrics (PMP Measures in bold)	AY 2018-19 Baseline	AY 2019-20 (actuals)	AY 2020-21 (actuals)	AY 2021-22 (actuals)	4-Year Target
Goal 1. Build Student Access and Success						
1. Increase Enrollment	● Total FTE credit enrollment (excluding College Now) ● Total non-credit headcount enrollment	● 13,608 (13,040 degree) credit FTEs (F18) ● 14,330 non-credit headcount (F18)	●12,657 (12,095 degree) credit FTEs (F19) ● 15,044 non-credit headcount (F19)	● 11,528 (10,990 degree) credit FTEs (F20) ● 9,674 non-credit headcount (F20)	● 9,493 (9,063 degree) credit FTEs (F21) ● 8,351 non-credit headcount (F21)	● 11,000 credit FTEs (Degree) (F22)[2] ● 10,000 non-credit headcount (F22)[2]
2. Improve Gateway Course Completion	For first-time full-time fall freshmen: ● **% passed Gateway English in the first year** ● **% passed Gateway Math in the first year**	● 68.7% Gateway English (F17) ● 47.7% Gateway Math (F17)	● 69.0% Gateway English (F18) ● 45.5% Gateway Math (F18)	● 68.2% Gateway English (F19) ● 51.1% Gateway Math (F19)	● 61.2% Gateway English (F20) ● 52.3% Gateway Math (F20)	● 70% Gateway English (F21)[1] ● 48% Gateway Math (F21)[1]
3. Improve Transfer Outcomes	● **% transfer rate of all graduates** ● **% of first-time full-time fall freshmen who earned a degree or transferred within 6 years**	● 72.6% transfer of all graduates (16-17) ● 43.3% degree or transferred in 6 years (F12>F18)	● 72.5% transfer of all graduates (17-18) ● 44.4% degree or transferred in 6 years (F13>F19)	● 71.0% transfer of all graduates (18-19) ● 43.4% degree or transferred in 6 years (F14>F20)	● 70.3% transfer of all graduates (19-20) ● This measure is no longer provided in the PMP	● 76% transfer of all graduates (20-21) ● 55% degree or transfer in 6 years (F16>F22)
4. Improve Retention Outcomes	● **% one-semester retention** ● **% one-year retention**	● 78.3% one-semester retention (F17>S18) ● 64.8% one-year retention (F17>F18)	● 75.8% one-semester retention (F18>S19) ● 61.8% one-year retention (F18>F19)	● 80.1% one-semester retention (F19>S20) ● 63.2% one-year retention (F19>F20)	● 73.9% one-semester retention (F20>S21) ● 59.9% one-year retention (F20>F21)	● 81% one-semester retention (F21>S22) ● 68% one-year retention (F21>F22)
5. Improve Graduation Outcomes	For first-time full-time fall freshmen: ● **% graduated in 2 years** ● **% graduated in 3 years**	● 11.6% graduated in 2 years (F16>F18) ● 26.9% graduated in 3 years (F15>F18)	● 16.4% graduated in 2 years (F17>F19) ● 28.5% graduated in 3 years (F16>F19)	● 14.5% graduated in 2 years (F18>F20) ● 32.2% graduated in 3 years (F17>F20)	● 16.3% graduated in 2 years (F19>F22) ● 29.3% graduated in 3 years (F18>F21)	● 17% graduate in 2 years (F18>F20) ● 30% graduate in 3 years (F19>F21)[2]
6. Increase Academic Momentum	For first-time full-time fall freshmen: ● **% earned 20 or more credits in first year** ● **% earned 30 or more credits in first year**	● 42.6% earned 20+ credits (F17) ● 18.8% earned 30+ credits (F17)	● 39.2% earned 20+ credits (F18) ● 15.7% earned 30+ credits (F18)	● 38.5% earned 20+ credits (F19) ● 17.3% earned 30+ credits (F19)	● 37.1% earned 20+ credits (F20) ● 16.6% earned 30+ credits (F20)	● 45% earn 20+ credits (F21)[2] ● 20% earn 30+ credits (F21)[2]
7. Develop New Revenue Streams to Support Student Success	● **Total voluntary support (3-yr rolling average)** ● **Total research grants (3-yr rolling average)** ● **Tax-levy budget spent on student services, instruction, and departmental research**	● $5,121,869 voluntary support (2016-18) ● $948,149 research awards (2016-18) ● 64.1% tax-levy budget (FY2018)	● $5,782,551 voluntary support (2017-19) ● $792,673 research awards (2017-19) ● 63.4% tax-levy budget (FY2019)	● $5,581,333 voluntary support (2018-20) ● $590,729 research awards (2018-20) ● 66.6% tax-levy budget (FY2020)	● $4,836,160 voluntary support (2019-21) ● $513,085 research awards (2019-21) ● 63.9% tax-levy budget (FY2021)	● $6 million voluntary support (2020-22) ● $1.1 million research awards (2020-22) ● 65% tax-levy budget (FY2022)
Goal 2. Strengthen Learning for Students – and for Faculty, Staff, and the College						
8. Improve Core Competencies Outcomes	● Core competencies for students in the 45+ credit bucket: -Inquiry and problem-solving -Global learning -Integrative learning	● Core competencies: -Inquiry and problem-solving 5.10 -Global learning 4.17 -Integrative learning 4.32	● Core competencies: -Inquiry and problem solving 5.47 -Global learning 4.36 -Integrative learning 4.59	● Core competencies: -Inquiry and problem solving 5.49 -Global learning 4.36 -Integrative learning 4.48	● Core competencies: -Inquiry and problem solving 5.46 -Global learning 4.07 -Integrative learning 4.97	● Core competencies: -Inquiry & problem solving 5.4 -Global learning 4.4 -Integrative learning 4.55
9. Improve Communication Abilities Outcomes	● Communication abilities for students in the 45+ credit bucket: -Written Communications -Oral Communications -Digital Communications	● Communication abilities: -Written Communications 5.62 -Oral Communications 5.21 -Digital Communications 4.62	● Communication abilities: -Written Communications 5.77 -Oral Communications 5.91 -Digital Communications 4.66	● Communication abilities: -Written Communications 6.30 -Oral Communications 5.42 -Digital Communications 5.08	● Communication abilities: -Written Communications 6.22 -Oral Communications 5.04 -Digital Communications 5.47	● Communication abilities: -Written Communications 5.9 -Oral Communications 5.5 -Digital Communications 4.85
10. Increase Faculty Scholarly/Creative Works	● Scholarly/creative works[3]	● 206 verified scholarly/creative works (S18)	● 165 verified scholarly/creative works (S19)	● 184 verified scholarly/creative works (Spring 20)	● 126 verified scholarly/creative works (Spring 21)	● 227 works (10% increase, S22)
11. Increase Pedagogical Professional Development	● Faculty and staff participants in CTL workshops and seminars (participants in multiple activities are counted more than once)	● 829 Faculty and Staff	● 711 Faculty and Staff	● 665 Faculty and Staff	● 362 Faculty and Staff	● 900 Faculty and Staff (10% increase from 2018-19)
12. Develop a Plan for Online Learning	● Percentage of instructional (student) full-time equivalences (FTEs) enrolled in partially or totally online courses	● 8.0% of instructional student FTEs offered partially or totally online	● 8.5% of instructional student FTEs offered partially or totally online	● 99.8% of instructional student FTEs offered partially or totally online (Because of the COVID-19 pandemic the vast majority of courses was offered online)	● 95.1% of instructional student FTEs offered partially or totally online (Because of the COVID-19 pandemic the vast majority of courses was offered online)	● 8.2% of instructional student FTEs offered partially or totally online

Goals	Metrics (PMP Measures in bold)	AY 2018-19 Baseline	AY 2019-20 (actuals)	AY 2020-21 (actuals)	AY 2021-22 (actuals)	4-Year Target
Goal 3. Enrich the Student Experience						
13. Students Satisfaction with College Experience	CUNY SES Results: ● % very satisfied with overall academic experience ● % very satisfied with faculty advisement ● % very satisfied with academic advisement (non-faculty) ● % very satisfied with tutoring services	SES 2018: ● 30% overall academic experience ● 36% faculty advising ● 34% academic advisement ● 41% tutoring services	Due to the pandemic, the SES Survey was not conducted	The SES Survey will be conducted in Spring 2022	CUNY SES 2022 ● 32% overall academic experience (I am satisfied - strongly agree) ● 41% faculty advisement ● 44% academic advisement ● 48% Tutoring Services	SES 2022: ● 35% overall academic experience ● 41% faculty advising ● 39% academic advisement ● 45% tutoring services
14. Expand Experiential Education Opportunities	● Participation in experiential learning courses	● 3,587 enrolled in Experiential learning courses (F18)	● 4,028 enrolled in Experiential learning courses (F19)	● 3,923 enrolled in Experiential learning courses (F20)	● 3500 enrolled in Experiential learning courses (F21)	● 3,765 enrolled in Experiential learning courses in F22 (5% increase)
Goal 4. Build An Inclusive Community to Achieve the College Mission						
15. Increase Proportion of Full-Time Minority Faculty and Staff	● **% minority full-time faculty** ● % minority full-time staff ● % minority full-time ECP	● 44.4% faculty (F18) ● 75.4% staff (F18) ● 36.4% ECP (F18)	● 43.4% faculty (F19) ● 75.7% staff (F19) ● 50.0% ECP (F19)	● 43.9% faculty (F20) ● 75.4% staff (F20) ● 44.4% ECP (F20)	● 44.8% faculty (F21) ● 75.7% staff (F21) ● 60.0% ECP (F21)	● 50% faculty (F22) ● Maintain staff at 75% (F22) ● 55% for ECP (F22)
16. Increase Diversity of First-Time Freshmen	● % of Hispanic first-time freshmen ● % of Black first-time freshmen ● % of first-time freshmen who are underrepresented minority (Black and Hispanic (URM))	● 46.7% Hispanic (F18) ● 23.1% Black (F18) ● 72.1% of first-time freshmen are URM	● 46.5% Hispanic (F19) ● 24.9% Black (F19) ● 72.1% of first-time freshmen are URM	● 57.2% Hispanic (F20) ● 22.7% Black (F20) ● 81.1% of first-time freshmen are URM	● 56.4% Hispanic (F21) ● 21.0% Black (F21) ● 78.4% of first-time freshmen are URM	● 48% Hispanic (F22) ● 25% Black (F22) ● 73% URM freshmen (F22)
17. Improve Performance of Underrepresented Minority Students	● **1-year retention gap for first-time full-time URM compared to non-URM** ● **1-year retention gap for first-time full-time men compared to women**	● 14.1% 1-year retention gap-URM (F17>F18) ● 8.8% 1-year retention gap-men (F17>F18)	● 8.7% 1-year retention gap-URM (F18>F19) ● 4.1% 1-year retention gap-men (F18>F19)	● 10.5% 1-year retention gap-URM (F19>F20) ● 7.5% 1-year retention gap-men (F19>F20)	● 14.9% 1-year retention gap-URM (F20>F21) ● 2.7% 1-year retention gap-men (F20>F21)	● 8% 1-year retention gap-URM (F22>F13) ● 3% 1-year retention gap-men (F22>F13)
Goal 5. Advance Career and Workforce Development						
18. Increase Participation in Internships	● **% participated in paid and unpaid internships (CUNY survey)**	● 7.1% participated in a paid internship ● 13.7% participated in any internship	● 7.1% participated in a paid internship (2019 data)	● 7.1% participated in a paid internship (2019 data)	● 7.9% participated in a paid internship (2022 data)	● 10% participate in a paid internship ● 15% participate in any internship
19. Improve Post-Graduation Outcomes	● % graduates indicated they were "very well" or "well" prepared for their jobs (CUNY survey) ● % very satisfied with services from Career Planning and Placement (CUNY SES) ● **% of students majoring in science, technology, engineering or mathematics (STEM)**	● 52% of the 2017-18 graduates ● 39% career planning ● 24.1% majoring in STEM (F18)	● 52% of the 2018-19 graduates ● Due to the pandemic, the SES Survey was not conducted ● 23.9% majoring in STEM (F19)	● 51% of the 2019-20 graduates ● SES survey will be conducted in Spring 2022 ● 23.5% majoring in STEM (F20)	● 60% of the 2020-21 graduates ● 55% very satisfied with Career Planning & Placement ● 26.5% majoring in STEM (F21)	● 57% of the 2020-21 graduates ● 44% career planning ● 25% majoring in STEM (F22)

[1] Momentum targets; due to change in the process that assigns students to remediation, historical data might not be reliable predictors for future performance

[2] LaGuardia revised targets

[3] Including articles and books, speeches, papers and workshops, performances and visual arts