

Annual Monitoring of the 2019-24 LaGuardia Institutional Effectiveness Key Performance Indicators: 2019-20

Goals	Metrics (PMP Measures in bold)	AY 2018-19 Baseline	AY 2019-20 (actuals)	4-Year Target
Goal 1. Build Student Access and Success				
1. Increase Enrollment	<ul style="list-style-type: none"> ● Total FTE credit enrollment (excluding College Now) ● Total non-credit headcount enrollment 	<ul style="list-style-type: none"> ● 13,608 (13,040 degree) credit FTEs (F18) ● 14,330 non-credit headcount (F18) 	<ul style="list-style-type: none"> ● 12,657 (12,095 degree) credit FTEs (F19) ● 15,044 non-credit headcount (F19) 	<ul style="list-style-type: none"> ● 14,160 credit FTEs (F22) ● 12,000 non-credit headcount (F22)
2. Improve Gateway Course Completion	<p><u>For first-time full-time fall freshmen:</u></p> <ul style="list-style-type: none"> ● % passed Gateway English in the first year ● % passed Gateway Math in the first year 	<ul style="list-style-type: none"> ● 68.6% Gateway English (F17) ● 47.1% Gateway Math (F17) 	<ul style="list-style-type: none"> ● 69.0% Gateway English (F18) ● 45.1% Gateway Math (F18) 	<ul style="list-style-type: none"> ● 70% Gateway English (F21)¹ ● 48% Gateway Math (F21)¹
3. Improve Transfer Outcomes	<ul style="list-style-type: none"> ● % transfer rate of all graduates ● % of first-time full-time fall freshmen who earned a degree or transferred within 6 years 	<ul style="list-style-type: none"> ● 72.7% transfer of all graduates (16-17) ● 43.3% degree or transferred in 6 years (F12>F18) 	<ul style="list-style-type: none"> ● 72.5% transfer of all graduates (17-18) ● 44.4% degree or transferred in 6 years (F13>F19) 	<ul style="list-style-type: none"> ● 76% transfer of all graduates (20-21) ● 55% degree or transfer in 6 years (F16>F22)
4. Improve Retention Outcomes	<ul style="list-style-type: none"> ● % one-semester retention ● % one-year retention 	<ul style="list-style-type: none"> ● 78.3% one-semester retention (F17>S18) ● 64.8% one-year retention (F17>F18) 	<ul style="list-style-type: none"> ● 75.8% one-semester retention (F18>S19) ● 61.8% one-year retention (F18>F19) 	<ul style="list-style-type: none"> ● 81% one-semester retention (F21>S22) ● 68% one-year retention (F21>F22)
5. Improve Graduation Outcomes	<p><u>For first-time full-time fall freshmen:</u></p> <ul style="list-style-type: none"> ● % graduated in 2 years ● % graduated in 3 years 	<ul style="list-style-type: none"> ● 11.3% graduated in 2 years (F16>F18) ● 26.9% graduated in 3 years (F15>F18) 	<ul style="list-style-type: none"> ● 16.4% graduated in 2 years (F17>F19) ● 28.5% graduated in 3 years (F16>F19) 	<ul style="list-style-type: none"> ● 17% graduate in 2 years (F18>F20) ● 30% graduate in 3 years (F19>F21)²
6. Increase Academic Momentum	<p><u>For first-time full-time fall freshmen:</u></p> <ul style="list-style-type: none"> ● % earned 20 or more credits in first year ● % earned 30 or more credits in first year 	<ul style="list-style-type: none"> ● 42.6% earned 20+ credits (F17) ● 18.8% earned 30+ credits (F17) 	<ul style="list-style-type: none"> ● 39.2% earned 20+ credits (F18) ● 15.7% earned 30+ credits (F18) 	<ul style="list-style-type: none"> ● 45% earn 20+ credits (F21)² ● 20% earn 30+ credits (F21)²
7. Develop New Revenue Streams to Support Student Success	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● \$5,121,869 voluntary support (2016-18) ● \$948,149 research awards (2016-18) ● 64.1% tax-levy budget (FY2018) 	<ul style="list-style-type: none"> ● \$5,782,551 voluntary support (2017-19) ● \$792,673 research awards (2017-19) ● 63.4% tax-levy budget (FY2019) 	<ul style="list-style-type: none"> ● \$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	<ul style="list-style-type: none"> ● Core competencies for students in the 45+ credit bucket: <ul style="list-style-type: none"> -Inquiry and problem-solving -Global learning -Integrative learning 	<ul style="list-style-type: none"> ● Core competencies: <ul style="list-style-type: none"> -Inquiry and problem-solving 5.10 -Global learning 4.17 -Integrative learning 4.32 	<ul style="list-style-type: none"> ● Core competencies: <ul style="list-style-type: none"> -Inquiry and problem solving 5.47 -Global learning 4.36 -Integrative learning 4.59 	<ul style="list-style-type: none"> ● Core competencies: <ul style="list-style-type: none"> -Inquiry & problem solving 5.4 -Global learning 4.4 -Integrative learning 4.55
9. Improve Communication Abilities Outcomes	<ul style="list-style-type: none"> ● Communication abilities for students in the 45+ credit bucket: <ul style="list-style-type: none"> -Written Communications -Oral Communications -Digital Communications 	<ul style="list-style-type: none"> ● Communication abilities: <ul style="list-style-type: none"> -Written Communications 5.62 -Oral Communications 5.21 -Digital Communications 4.62 	<ul style="list-style-type: none"> ● Communication abilities: <ul style="list-style-type: none"> -Written Communications 5.77 -Oral Communications 5.91 -Digital Communications 4.66 	<ul style="list-style-type: none"> ● Communication abilities: <ul style="list-style-type: none"> -Written Communications 5.9 -Oral Communications 5.5 -Digital Communications 4.85
10. Increase Faculty Scholarly/Creative Works	<ul style="list-style-type: none"> ● Scholarly/creative works³ 	<ul style="list-style-type: none"> ● 206 verified scholarly/creative works (S18) 	<ul style="list-style-type: none"> ● 165 verified scholarly/creative works (S19) 	<ul style="list-style-type: none"> ● 227 works (10% increase, S22)
11. Increase Pedagogical Professional Development	<ul style="list-style-type: none"> ● Faculty and staff participants in CTL workshops and seminars (participants in multiple activities are counted more than once) 	<ul style="list-style-type: none"> ● 829 Faculty and Staff 	<ul style="list-style-type: none"> ● 711 Faculty and Staff 	<ul style="list-style-type: none"> ● 900 Faculty and Staff (10% increase from 2018-19)

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Goal 3. Enrich the Student Experience				
12. Students Satisfaction with College Experience	CUNY SES Results: <ul style="list-style-type: none"> ● % 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: <ul style="list-style-type: none"> ● 30% overall academic experience ● 36% faculty advising ● 34% academic advisement ● 41% tutoring services 	The SES Survey will be conducted in Spring 2021	SES 2022: <ul style="list-style-type: none"> ● 35% overall academic experience ● 41% faculty advising ● 39% academic advisement ● 45% tutoring services
13. Expand Experiential Education Opportunities	<ul style="list-style-type: none"> ● Participation in experiential learning courses 	<ul style="list-style-type: none"> ● 3,587 enrolled in Experiential learning courses (F18) 	<ul style="list-style-type: none"> ● 4,028 enrolled in Experiential learning courses (F19) 	<ul style="list-style-type: none"> ● 3,765 enrolled in Experiential learning courses in F22 (5% increase)
Goal 4. Build An Inclusive Community to Achieve the College Mission				
14. Increase Proportion of Full-Time Minority Faculty and Staff	<ul style="list-style-type: none"> ● % minority full-time faculty ● % minority full-time staff ● % minority full-time ECP 	<ul style="list-style-type: none"> ● 44.4% faculty (F18) ● 75.4% staff (F18) ● 36.4% ECP (F18) 	<ul style="list-style-type: none"> ● 43.1% faculty (F19) ● 75.7% staff (F19) ● 50.0% ECP (F19) 	<ul style="list-style-type: none"> ● 50% faculty (F22) ● Maintain staff at 75% (F22) ● 55% for ECP (F22)
15. Increase Diversity of First-Time Freshmen	<ul style="list-style-type: none"> ● % of Hispanic first-time freshmen ● % of Black first-time freshmen ● % of first-time freshmen who are underrepresented minority (Black and Hispanic (URM)) 	<ul style="list-style-type: none"> ● 46.7% Hispanic (F18) ● 23.1% Black (F18) ● 72.1% of first-time freshmen are URM 	<ul style="list-style-type: none"> ● 46.5% Hispanic (F19) ● 24.9% Black (F19) ● 72.1% of first-time freshmen are URM 	<ul style="list-style-type: none"> ● 48% Hispanic (F22) ● 25% Black (F22) ● 73% URM freshmen (F22)
16. Improve Performance of Underrepresented Minority Students	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 14.1% 1-year retention gap-URM (F17>F18) ● 8.8% 1-year retention gap-men (F17>F18) 	<ul style="list-style-type: none"> ● 8.7% 1-year retention gap-URM (F18>F19) ● 4.1% 1-year retention gap-men (F18>F19) 	<ul style="list-style-type: none"> ● 8% 1-year retention gap-URM (F22>F13) ● 3% 1-year retention gap-men (F22>F13)
Goal 5. Advance Career and Workforce Development				
17. Increase Participation in Internships	<ul style="list-style-type: none"> ● % participated in paid and unpaid internships (CUNY survey) 	<ul style="list-style-type: none"> ● 7.1% participated in a paid internship ● 13.7% participated in any internship 	<ul style="list-style-type: none"> ● Survey was not conducted 	<ul style="list-style-type: none"> ● 10% participate in a paid internship ● 15% participate in any internship
18. Improve Post-Graduation Outcomes	<ul style="list-style-type: none"> ● % 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) 	<ul style="list-style-type: none"> ● 52% of the 2016-17 graduates ● 39% career planning ● 24.1% majoring in STEM (F18) 	<ul style="list-style-type: none"> ● 52% of the 2017-18 graduates ● SES survey will be conducted in Spring 2021 ● 23.9% majoring in STEM (F19) 	<ul style="list-style-type: none"> ● 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