

Annual Monitoring of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives: 2021-22

Goals and objectives	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						
1a. Develop enrollment strategies (off-sites, iGen and older students) and more fluid connections from ACE to credit, and credit to ACE	<ul style="list-style-type: none"> ● Total FTE enrollment of credit students (Excluding College Now) ● Total headcount enrollment of non-credit students ● Number of first-time freshmen enrolling from pre-college programs (CLIP, CUNY Start, Math Start and High School equivalency) in credit programs 	<ul style="list-style-type: none"> ● 13,608 (13,040 degree) credit FTEs (F18) ● 14,330 non-credit headcount (F18) ● 589 first-time freshmen from the ACE pre-college programs (18-19) 	<ul style="list-style-type: none"> ● 12,657 (12,095 degree) credit FTEs (F19) ● 15,044 non-credit headcount (F19) ● 691 first-time freshmen from the ACE pre-college programs (19-20) 	<ul style="list-style-type: none"> ● 11,528 (10,990 degree) credit FTEs (F20) ● 9,674 non-credit headcount (F20) ● 540 first-time freshmen from the ACE pre-college programs (20-21) 	<ul style="list-style-type: none"> ● 9,493 (9,063 degree) credit FTEs (F21) ● 8,351 non-credit headcount (F21) ● 209 first-time freshmen from the ACE pre-college programs (20-21) 	<ul style="list-style-type: none"> ● 11,000 credit FTEs (budget) (F22)² ● 10,000 non-credit headcount (F22)² ● 650 first-time freshmen from the ACE pre-college programs (22-23)
1b. Strengthen FYS and Advisement 2.0, supporting faculty and advisors with professional development and digital systems to build student success	<ul style="list-style-type: none"> ● Increased use of Connected advisement (Student Success Plan (SSP)) ● Improved return rates advisement for Tier 2 & 3 (grouping based on student momentum) ● Compare one-semester retention of FYS and non-FYS students 	<ul style="list-style-type: none"> ● 52% of enrolled students advised with SSP (F18 tiers 2-3) ● 75% retained (F18>S19, tiers 2-3) ● FYS: Fall 2017 FYS students were retained at a 9% higher rate than those not enrolled (most recent one-semester retention analysis) 	<ul style="list-style-type: none"> ● 41% of enrolled students advised with SSP (F19 tiers 2-3) ● 71% retained (F19>S20, tiers 2-3) ● FYS: Fall 2018 FYS students were retained at a 12% higher rate than those not enrolled (most recent one-semester retention analysis) 	<ul style="list-style-type: none"> ● NA (due to the pandemic advisement structures changed) ● NA (due to the pandemic advisement structures changed) ● FYS: Fall 2019 FYS students were retained at a 10% higher rate than those not enrolled (most recent one-semester retention analysis) 	<ul style="list-style-type: none"> ● NA (due to the pandemic advisement structures changed) ● NA (due to the pandemic advisement structures changed) ● FYS: Fall 2020 FYS students were retained at a 12% higher rate than those not enrolled (most recent one-semester retention analysis) 	<ul style="list-style-type: none"> ● 57% of enrolled students advised with SSP (10% increase) ● 79% retained (F22>s23, tiers 2-3) ● FYS: Fall 2022 FYS students retained at a 10% higher rate than those not enrolled
1c. Advance new models of developmental education to speed student progress to the degree	<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"> ● 68.7% 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"> ● 68.2% Gateway English (F19) ● 51.1% Gateway Math (F19) 	<ul style="list-style-type: none"> ● 61.2% Gateway English (F20) ● 52.3% Gateway Math (F20) 	<ul style="list-style-type: none"> ● 70% Gateway English (F21)¹ ● 48% Gateway Math (F21)¹
1d. Strengthen the cohesiveness of the Liberal Arts & Sciences major to build success for Liberal Arts students	<ul style="list-style-type: none"> ● Retention and graduation of first-time full-time liberal arts majors 	<ul style="list-style-type: none"> ● 60% 1-year retention (F17>F18) ● 28% 3-year graduation (F15>F18) 	<ul style="list-style-type: none"> ● 65% 1-year retention (F18>F19) ● 28% 3-year graduation (F16>F19) 	<ul style="list-style-type: none"> ● 64.1% 1-year retention (F19>F20) ● 34% 3-year graduation (F17>F20) 	<ul style="list-style-type: none"> ● 59.7% 1-year retention (F20>F21) ● 32.1% 3-year graduation (F18>F21) 	<ul style="list-style-type: none"> ● 65% 1-year retention (F21>F22) ● 35% 3-year graduation (F20>F23)
1e. Develop new revenue streams to support student success and advance the College mission	<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"> ● \$5,581,333 voluntary support (2018-20) ● \$590,729 research awards (2018-20) ● 66.6% tax-levy budget (FY2020) 	<ul style="list-style-type: none"> ● \$4,836,160 voluntary support (2019-21) ● \$513,085 research awards (2019-21) ● 63.9% tax-levy budget (FY2021) 	<ul style="list-style-type: none"> ● \$6 million voluntary support (2020-22) ● \$1.1 million research awards (2020-22) ● 65% tax-levy budget (FY2022)
1f. Build graduation and transfer success, advancing the 30-credit initiative	<p><u>First-time full-time fall freshmen:</u></p> <ul style="list-style-type: none"> ● % one-semester retention ● % one-year retention ● % graduated in 2 years ● % graduated in 3 years ● % graduated in 3-years ASAP ● % transfer rate of all graduates ● % of first-time full-time fall freshmen who earned a degree or transferred within 6 years ● % earned 20 or more credits in first year ● % earned 30 or more credits in first year 	<ul style="list-style-type: none"> ● 78.3% one-semester retention (F17>S18) ● 64.8% one-year retention (F17>F18) ● 11.3% graduated in 2 years (F16>F18) ● 26.9% graduated in 3 years (F15>F18) ● 54.6% of 3-year graduation for ASAP (F15>F18) ● 72.7% transfer of all graduates (16-17) ● 43.3% degree or transferred in 6 years (F12>F18) ● 42.6% earned 20+ credits (F17) ● 18.8% earned 30+ credits (F17) 	<ul style="list-style-type: none"> ● 75.8% one-semester retention (F18>S19) ● 61.8% one-year retention (F18>F19) ● 16.4% graduated in 2 years (F17>F19) ● 28.5% graduated in 3 years (F16>F19) ● 47.8% of 3-year graduation for ASAP (F16>F19) ● 72.5% transfer of all graduates (17-18) ● 44.4% degree or transferred in 6 years (F13>F19) ● 39.2% earned 20+ credits (F18) ● 15.7% earned 30+ credits (F18) 	<ul style="list-style-type: none"> ● 80.1% one-semester retention (F19>S20) ● 63.2% one-year retention (F19>F20) ● 14.5% graduated in 2 years (F18>F20) ● 32.2% graduated in 3 years (F17>F20) ● 45.6% of 3-year graduation for ASAP (F17>F20) ● 71.0% transfer of all graduates (18-19) ● 43.4% degree or transferred in 6 years (F14>F20) ● 38.5% earned 20+ credits (F19) ● 17.3% earned 30+ credits (F19) 	<ul style="list-style-type: none"> ● 73.9% one-semester retention (F20>S21) ● 59.9% one-year retention (F20>F21) ● 16.3% graduated in 2 years (F19>F21) ● 29.3% graduated in 3 years (F18>F21) ● 37.2% of 3-year graduation for ASAP (F18>F21) ● 70.3% transfer of all graduates (19-20) ● This measure is no longer provided in the PMP ● 37.1% earned 20+ credits (F20) ● 16.6% earned 30+ credits (F20) 	<ul style="list-style-type: none"> ● 81% one-semester retention (F21>S22) ● 68% one-year retention (F21>F22) ● 17% graduate in 2 years (F18>F20) ● 30% graduate in 3 years (F19>F21)² ● % 60 ASAP graduate in 3 years ● 76% transfer of all graduates (20-21) ● 55% degree or transfer in 6 years (F16>F22) ● 45% earn 20+ credits (F21)² ● 20% earn 30+ credits (F21)²

Goals and objectives	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 2. Strengthen Learning for Students - and for Faculty, Staff and the College						
2a. Help students build the knowledge, skills, and dispositions needed for 21st century success in education and careers, including deepening our shared work on our Core Competencies	<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: (2019-20) <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: (2020-21) <ul style="list-style-type: none"> -Inquiry and problem solving 5.49 -Global learning 4.36 -Integrative learning 4.48 	<ul style="list-style-type: none"> Core competencies: (2021-22) <ul style="list-style-type: none"> -Inquiry and problem solving 5.46 -Global learning 4.07 -Integrative learning 4.97 	<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
2b. Develop and refine digital learning environments and online offerings that build student engagement, learning and success	<ul style="list-style-type: none"> Number of faculty participating in CTL or SPS training programs in teaching online/distance learning % of students FTEs offered partially or totally online 	<ul style="list-style-type: none"> 20 faculty participated in CTL or SPS training programs (2% of all faculty) 8.0 of instructional student FTEs offered partially or totally online 	<ul style="list-style-type: none"> 203 faculty participated in CTL or SPS training programs (20% of all faculty) 8.5% of instructional student FTEs offered partially or totally online 	<ul style="list-style-type: none"> 300 faculty participated in CTL or SPS training programs (32% of all faculty) 99.8% - Because of the COVID-19 pandemic the vast majority of courses was offered online 	<ul style="list-style-type: none"> 89 faculty participated in CTL or SPS training programs (11% of all faculty) 95.1% - Because of the COVID-19 pandemic the vast majority of courses was offered online 	<ul style="list-style-type: none"> 15% of faculty teaching in a given year 8.2% of instructional student FTEs offered partially or totally online
2c. Advance courses that build students' written, oral and digital communication abilities	<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: (19-20) <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: (20-21) <ul style="list-style-type: none"> -Written Communications 6.30 -Oral Communications 5.42 -Digital Communications 5.08 	<ul style="list-style-type: none"> Communication abilities: (21-22) <ul style="list-style-type: none"> -Written Communications 6.22 -Oral Communications 5.04 -Digital Communications 5.47 	<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
2d. Support innovation, assessment and cross-divisional faculty and staff development to build professional learning and advance student learning and success	<ul style="list-style-type: none"> Faculty and staff participants in CTL workshops and seminars (participants in multiple activities are counted more than once) Center for Teaching and Learning (CTL) participant surveys indicating application of learning - Post seminar survey results of faculty Faculty scholarly/creative works, including only formal publications: articles, books, performances and visual arts 	<ul style="list-style-type: none"> 829 Faculty and Staff 82.5% of CTL Participants surveyed indicated application of learning 206 verified scholarly/creative works (Spring 18) 	<ul style="list-style-type: none"> 711 Faculty and Staff 98.8% of CTL Participants surveyed indicated application of learning 165 verified scholarly/creative works (Spring 19) 	<ul style="list-style-type: none"> 665 Faculty and Staff 98.5% of CTL Participants surveyed indicated application of learning 184 verified scholarly/creative works (Spring 20) 	<ul style="list-style-type: none"> 362 Faculty and Staff 100% of CTL Participants surveyed indicated application of learning 126 verified scholarly/creative works (Spring 21) 	<ul style="list-style-type: none"> 900 Faculty and Staff (10% increase from 2018-19) 86.6% of CTL Participant surveyed indicate application of learning 227 works (10% increase, Spring 22)
2e. Engage part-time faculty in the professional learning process	<ul style="list-style-type: none"> Part-time faculty participation in professional learning activities led by the CTL (individuals who participate in multiple activities are counted more than once) 	<ul style="list-style-type: none"> 163 Adjunct Participants in 2018/19 CTL Activities 	<ul style="list-style-type: none"> 173 Adjunct Participants in 2019/20 CTL Activities 	<ul style="list-style-type: none"> 221 Adjunct Participants in 2020/21 CTL Activities 	<ul style="list-style-type: none"> 87 Adjunct Participants in 2021/22 CTL Activities 	<ul style="list-style-type: none"> 300 part-time faculty
Goal 3. Enrich the Student Experience						
3a. Advance communication and interaction, linking students with faculty and administrators and focusing on students as active agents of their own education	<p><u>CUNY SES</u></p> <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 	<p><u>CUNY SES 2018</u></p> <ul style="list-style-type: none"> 30% overall academic experience 36% faculty advisement 34% academic advisement 41% Tutoring Services 	<p>CUNY SES was postponed to spring 2021</p>	<p>CUNY SES was postponed to spring 2022</p>	<p><u>CUNY SES 2022</u></p> <p><u>(I am satisfied - strongly agree)</u></p> <ul style="list-style-type: none"> 32% overall academic experience 41% faculty advisement 44% academic advisement 48% Tutoring Services 	<p><u>SES 2022:</u></p> <ul style="list-style-type: none"> 35% overall academic experience 41% faculty advisement 39% academic advisement 45% Tutoring Services
3b. Expand co-curricular programming and internal experiential education opportunities (e.g., undergraduate research; peer programs; project-based learning) to build learning and community	<ul style="list-style-type: none"> Participation in experiential learning and internship courses The number of faculty proposals submitted for co-curricular funding 	<ul style="list-style-type: none"> 3,587 enrolled in Experiential learning courses (F18) 24 proposals in 2018-19 	<ul style="list-style-type: none"> 4,028 enrolled in Experiential learning courses (F19) 60 proposals in 2019-20 	<ul style="list-style-type: none"> 3,923 enrolled in Experiential learning courses (F20) 20 (due to the pandemic funding was not allocated, alternative finding used) 	<ul style="list-style-type: none"> 3500 enrolled in Experiential learning courses (F21) 11 (due to the pandemic funding was not allocated, alternative finding used) 	<ul style="list-style-type: none"> 3,765 enrolled in Experiential learning courses in F22 (5% increase) The co-curricular funding for faculty proposals might discontinue due to COVID -19
3c. Create flexible, state-of-the-art facilities, adapt to change and improve the student experience	<ul style="list-style-type: none"> CUNY SES satisfaction with classroom facilities (2018 baseline) 	<ul style="list-style-type: none"> SES 2018- 35% strongly agree that the classrooms are clean and well maintained SES 2018- 35% strongly agree that the classrooms space is sufficient 	<p>CUNY SES was postponed to spring 2021</p>	<p>CUNY SES was postponed to spring 2022</p>	<ul style="list-style-type: none"> SES 2022- 49% strongly agree that the classrooms are clean and well maintained SES 2022- 45% strongly agree that the classrooms space is sufficient 	<ul style="list-style-type: none"> SES 2022- 40% strongly agree that the classrooms are clean and well maintained SES 2022- 40% strongly agree that the classrooms space is sufficient
3d. Improve support services for night and weekend students	<ul style="list-style-type: none"> % of credit students participating in at least one evening or weekend courses 	<ul style="list-style-type: none"> 42% of all credit students (F18) 	<ul style="list-style-type: none"> 47% of all credit students (F19) 	<ul style="list-style-type: none"> 50% of all credit students (F20) 	<ul style="list-style-type: none"> 46% of all credit students (F21) 	<ul style="list-style-type: none"> 55% of all credit students (F22)

Goals and objectives	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 4. Build Inclusive Community to Achieve the College Mission						
4a. Examine what diversity means in our unique context, and how to best support underrepresented faculty, staff and students	<ul style="list-style-type: none"> ● 1-year retention gap for first-time full-time URM ● 1-year retention gap for first-time full-time men ● Minority full-time faculty ● % minority full-time staff ● % minority ECP ● % of Hispanic first-time freshmen ● % of Black first-time freshmen ● % of first-time freshmen who are underrepresented minority (Black and Hispanic (URM))underrepresented minority (URM) ● % of contracts with MWBE and SDVOB 	<ul style="list-style-type: none"> ● 14.1% 1-year retention gap for URM compared to non-URB (F17>F18) ● 8.8% 1-year retention gap for men compared to women (F17>F18) ● 44.4% minority of the full-time faculty (F18) ● 75.4% minority of full-time staff (F18) ● 36.4% minority ECP (F18) ● 46.7% Hispanic (F18) ● 23.1% Black (F18) ● 72.1% of first-time freshmen are URM ● 22% MWBE contacts; 0.4% SDVOB contracts 	<ul style="list-style-type: none"> ● 8.7% 1-year retention gap for URM compared to non-URB (F18>F19) ● 4.1% 1-year retention gap for men compared to women (F18>F19) ● 43.1% minority of the full-time faculty (F19) ● 75.7% minority of full-time staff (F19) ● 50.0% minority ECP (F19) ● 46.5% Hispanic (F19) ● 24.9% Black (F19) ● 72.1% of first-time freshmen are URM ● 21% MWBE contacts; 34% SDVOB contracts 	<ul style="list-style-type: none"> ● 10.5% 1-year retention gap for URM compared to non-URB (F19>F20) ● 7.5% 1-year retention gap for men compared to women (F19>F20) ● 43.9% minority of the full-time faculty (F20) ● 75.4% minority of full-time staff (F20) ● 44.4% minority ECP (F20) ● 57.2% Hispanic (F20) ● 22.7% Black (F20) ● 81.1% of first-time freshmen are URM ● 79% MWBE contacts; 3% SDVOB contracts 	<ul style="list-style-type: none"> ● 14.9% 1-year retention gap for URM compared to non-URB (F20>F21) ● 2.7% 1-year retention gap for men compared to women (F20>F21) ● 44.8% minority of the full-time faculty (F21) ● 75.7% minority of full-time staff (F21) ● 60.0% minority ECP (F21) ● 56.4% Hispanic (F21) ● 21.0% Black (F21) ● 78.4% of first-time freshmen are URM ● 77% MWBE contacts; 0.1% SDVOB contracts 	<ul style="list-style-type: none"> ● 8% 1-year retention gap-URM (F22>F23) ● 3% 1-year retention gap-gender (F22>F23) ● 50% minority full-time faculty (F22) ● Maintain minority full-time staff at 75% (F22) ● 55% minority full-time ECP (F22) ● 48% Hispanic (F22) ● 25% Black (F22) ● 73% URM freshmen (F22) ● 30% MWBE contacts; 6% SDVOB contracts⁴
4b. Develop strategies that use our diversity - including language diversity - as a resource for learning	● Number of participants in CTL led diversity focused seminars and activities	● 42 faculty in diversity-focused seminars	● 67 faculty in diversity-focused seminars	● 66 faculty in diversity-focused seminars	● 46 faculty in diversity-focused seminars	● 50 faculty in diversity-focused seminars
4c. Develop an intersectional approach (ways in which race, gender, sexuality, ability, language, etc. overlap and intersect) in order to strengthen understanding and connections across all campus groups	<ul style="list-style-type: none"> ● Number of intersectional clubs ● Number of participants (unduplicated) in the Support Circles 	<ul style="list-style-type: none"> ● 8 intersectional clubs in Spring 2019 ● Baseline for number of participants in the Support Circles will be established in 2019-20 	<ul style="list-style-type: none"> ● 8 intersectional clubs in Fall 2019 (only 1 in Spring 2020, due to COVID-19) ● 93 students participated in the Support Circles in Spring 2020 	<ul style="list-style-type: none"> ● 6 intersectional clubs in Fall 2020 ● 210 students participated in the Support Circles in Spring 2021 	<ul style="list-style-type: none"> ● 5 intersectional clubs in Fall 2021 ● 74 students participated in the Support Circles in 21-22 	<ul style="list-style-type: none"> ● Maintain the number of intersectional clubs at 8 ● Increase participation of Support Circles by 10% each year
4d. Deepen our relationships with community groups, building enrollment, community-based student support, and opportunities for civic engagement	● Total number of community groups engaged	● Baseline will be as of 2019-20	● 59 community groups engaged in 2019-20	● 56 community groups engaged in 2020-21	● 14 community groups engaged in 2021-22	● 65 community groups engaged (10% increase)
Goal 5. Advance Career and Workforce Development						
5a. Make greater use of ACE labor market & employer data in credit programming	<ul style="list-style-type: none"> ● Career Coach profiles (combined credit and non-credit) ● The number of articulation agreements 	<ul style="list-style-type: none"> ● 300 credit and non-credit Career coach profiles in FY2018 ● 4 articulation agreements 	<ul style="list-style-type: none"> ● 1,269 credit and non-credit Career coach profiles in FY2019 ● 4 articulation agreements 	<ul style="list-style-type: none"> ● 3,716 credit and non-credit Career coach profiles in FY2020 ● 5 articulation agreements 	<ul style="list-style-type: none"> ● 2,471 credit and non-credit Career coach profiles in FY2021 ● 13 articulation agreements 	<ul style="list-style-type: none"> ● 3000 credit and non-credit Career Coach profiles ● 14 articulation agreements between non-credit and credit in 2022-2023.
5b. Strengthen and diversify STEM education, engaging experiential learning and interdisciplinary perspectives	<ul style="list-style-type: none"> ● ACE STEM Enrollment ● % of students majoring in science, technology, engineering or mathematics (STEM) 	<ul style="list-style-type: none"> ● ACE STEM enrollment: 1616 in 2018-19 ● 24.1% majoring in STEM 	<ul style="list-style-type: none"> ● ACE STEM enrollment: 1,050 in 2019-20 ● 23.9% majoring in STEM 	<ul style="list-style-type: none"> ● ACE STEM enrollment: 931 in 2020-21 ● 23.5% majoring in STEM 	<ul style="list-style-type: none"> ● ACE STEM enrollment: 1,174 2021-22 ● 26.5% majoring in STEM 	<ul style="list-style-type: none"> ● ACE STEM enrollment: 1700 in 2022-23 ● 25% majoring in STEM
5c. Strengthen career readiness programming, helping students understand, prepare for and find success in meaningful and rewarding careers	<ul style="list-style-type: none"> ● Number of students using Career Connect ● % graduates indicated they were "very well" or "well" prepared for their jobs (CUNY survey) ● % very satisfied with services from Career Planning and Placement 	<ul style="list-style-type: none"> ● In Fall 2018 2,055 unique users in Career Connect ● 52% of the 2017-18 graduates indicated they were "very well" or "well" prepared for their jobs ● 39% very satisfied with Career Planning & Placement 	<ul style="list-style-type: none"> ● In Fall 2019 2,074 unique users in Career Connect ● 52% of the 2018-19 graduates indicated they were "very well" or "well" prepared for their jobs ● Because of the COVID-19 pandemic the survey was not administered in Spring 2020 	<ul style="list-style-type: none"> ● In Fall 2020 4,524 unique users in Career Connect ● 51% of the 2019-20 graduates indicated they were "very well" or "well" prepared for their jobs ● CUNY SES was postponed to spring 2022 	<ul style="list-style-type: none"> ● In Fall 2021 2,641 unique users in Career Connect ● 60% of the 2020-21 graduates indicated they were "very well" or "well" prepared for their jobs ● 55% very satisfied with Career Planning & Placement 	<ul style="list-style-type: none"> ● In Fall 2022 4200 unique users in Career Connect ● 57% of the 2020-21 graduates indicated job preparedness ● 44% very satisfied with career planning
5d. Work with employers and community organizations to expand external experiential learning (internships, apprenticeships & service learning), engaging ACE and credit students	● % 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"> ● The CUNY survey was not conducted because of COVID-19 	<ul style="list-style-type: none"> ● The CUNY survey was not conducted because of COVID-19 	<ul style="list-style-type: none"> ● 7.9% participated in a paid internship ● 9.7% participated in any internship 	<ul style="list-style-type: none"> ● 10% participated in a paid internship ● 15% participated in a any internship

Unless specified otherwise, all PMP measures are for the Fall

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

⁴ CUNY targets