



DARE TO DO MORE

**President's Cabinet Meeting
Tuesday, September 7, 2021
9:00 – 10:30 a.m. in E-500**

Meeting Notes

Participants:

Kenneth Adams, President

Paul Arcario, Provost

Shahir Erfan, Vice President of Administration and Finance

Sunil Gupta, Vice President of Adult and Continuing Education

Henry Saltiel, Vice President of Information Technology

Gail Baksh-Jarrett, Interim Associate Dean for Enrollment

Fay Butler, Interim Associate Dean for Student Success

Robert Jaffe, Senior Advisor to the President/Interim Executive Director of Marketing and Communication

Ronald Edwards, Executive Director of Human Resources / Interim Chief Diversity Officer/ Affirmative Action Officer/Title IX Coordinator/504-ADA Coordinator

Cristy Bruns, Chair, College Senate

Rochell Isaac, President, Faculty Council

Laura Bartovics, Interim Executive Director of Development

Taejong Kim, Legal Counsel/Labor Relations Manager

Wendy Nicholson, Executive Director of Diversity, Equity, and Inclusion

- I. **Campus/CUNY Updates:** VP Erfan reported on the impact of the 9/8/21 storm that caused flooding in areas of the college's buildings and the outage of a transformer that resulted in a loss of power in some areas. The Cabinet indicated its appreciation for the outstanding work done by the maintenance, facilities, IT and other teams involved in remediating damage. President Adams reported on an announcement by Executive Vice Chancellor Lemon that all CUNY colleges will be required for Spring 2022 semester to offer 70% of classes in an in-person modality, 30% in either hybrid or fully online. He noted the EVC's emphasis on identifying the most suitable classes for remote learning and the importance of engaging faculty that have shown a strong capacity to teach online. President Adams later noted that the EVC indicated that all full-time faculty will be required to teach at least one class in-person in Spring 2022. President Adams noted that offering in-person classes is essential to improving enrollment. President Adams noted the Chancellor's End of Year letter (attached) and indicated the college will receive a written response in October. President Adams indicated that he's hoping to expedite the approval process for hires through the CUNY Vacancy Review Board and will work with VP Erfan and Executive Director Edwards to address. President Adams noted that the CUNY community can now access COVID testing data. It was noted that the Cabinet supports making COVID incidence data available on the website. VP Erfan will work with Executive Director Jaffe to develop an online reporting tool. President Adams noted the CUNY Comeback program

allows for the awarding of hardship funds to eligible applicants. The CUNY Central Office is working to design and implement the application process.

II. Review 8/30/21 Cabinet Meeting Notes: Notes reviewed and no changes noted.

III. Enrollment

- a. Weekly Enrollment Update: Associate Dean Baksh-Jarrett reviewed the weekly enrollment chart (attached) She noted the intensive effort being taken to advise students facing class cancellations. President Adams expressed appreciation for the Enrollment Management team and encouraged continued efforts to reach the headcount goal of 12,000 students.

IV. Update on Class Cancellation: Provost Arcario reviewed the issues of class cancellations and indicated that the most recent cancellation impacted students and faculty in 108 classes. He discussed that many courses are running with low enrollment. He noted the concentration of cancellations in certain departments, including ELA and Humanities and the relative absence in others (English). He notes that approximately 700 students were impacted and work is underway to enroll them in other sections. Provost Arcario noted that future efforts must ensure fewer late cancellations. Associate Dean Baksh-Jarrett noted that early, intention decisions about the course schedule are needed and the college cannot offer this number of courses when enrollment has decreased. President Adams noted the PSC has indicated that the college should use federal stimulus money of avoid cancellations. President Adams indicated that this isn't feasible given the data prepared by VP Erfan (attached). Senate Chair Bruns noted that faculty are frustrated and unhappy since some agreed to teach in-person/hybrid courses and felt they answered a request from the college. They are now facing cancellation because of low enrollment. Provost Arcario indicated that one of the constraints the college faced was not being able to change the modality of courses. Faculty Council President Isaac indicated the importance of sharing information with faculty that explains the cancellation process and results. Provost Arcario addressed the issue of prioritizing adjuncts in having teaching opportunities over giving full-time faculty overload assignments. Faculty Council President supported Provost Arcario giving priority to adjuncts given the vulnerable employment and income situation they face with cancellation. Executive Director Nicholson noted the importance of looking at the decision through an equity lens and the importance of viewing adjuncts as a vital part of the college.

V. Fall 2021 Return to Campus

- a. Update on Fall 2021 Return to Campus Implementation: VP Erfan indicated that the Everbridge tool is no longer operational. The Clear4 app will be the primary tool for documenting test results. VP Erfan indicated he's worked with Associate Dean Butler to establish a way for students to pick-up laptops. Associate Dean Butler discussed the need to help students to understand the vaccine verification process. VP Erfan noted that the Bursar's Office will be offering assistance with vaccine verification. Provost Arcario noted that only six sections (all in nursing) have 100% of students verified. Information is being provided to students and faculty have received information to help inform students of vaccine verification protocols. An instructional video is available to assist students. President Adams discussed the need for signage to inform students in classrooms of mask-wearing protocols.

VI. Review of Use of Federal Monies to Support LaGuardia Students: VP Erfan discussed the chart explaining the use of federal monies (attached). Senate Chair Bruns noted that the Senate is ready through various Senate Committees, including Budget, Professional Development and the advisory group on technology, to provide input on the utilization of the monies. President Adams noted the decision by Lehman College to invest in HyFlex

classroom technology. The college is installing HyFlex technology in two classrooms. Senate Chair Bruns noted that it's important to examine the experience of students and faculty in using HyFlex. She noted the complexity of teaching to both students online and in-person and noted that many students, given the option of in-person or remote, will choose remote. VP Saltiel indicated that the option might be beneficial for those students that need to stay at home and noted that there are human factors in employing the technology that need to be considered.

LaGuardia Community College/CUNY Chancellor's Letter FY 21

June 21, 2021

Félix V. Matos Rodríguez, PhD
Chancellor
The City University of New York
205 East 42 Street
New York, NY 10017

Dear Chancellor Matos Rodríguez:

I am pleased to provide you with LaGuardia Community College's Chancellor's Letter for 2020-21. Assuming the presidency of LaGuardia ten months ago, in the middle of the pandemic, has certainly posed a few challenges, including an enrollment crisis and staggering budget deficit, but I am pleased to report that we continue to make progress toward meeting our goals and ensuring that we deliver the full promise of LaGuardia to our students – albeit a smaller number of them. This progress, along with some of our key challenges and opportunities, is described below using the framework of the LaGuardia Community College Strategic Plan. I look forward to discussing this letter with you, and addressing your questions, when we meet later this summer.

1. Build Student Access and Success

LaGuardia has shown steady improvement in the college's three-year graduation rate, which has risen from 26.9% for our Fall 2015 class to 32.2% for the class entering in Fall 2017. Notably, LaGuardia's overall graduation rate has risen despite a declining graduation rate for students in ASAP, suggesting that our strategies for student success are effective for all students, not just those in ASAP. LaGuardia's one-year retention rate for fall full-time freshmen remains stable and is consistently higher than the CUNY community college average.

These improvements are the result of a commitment to learning assessment, the success of our First Year Seminar (which we now offer across all programs), extensive use of peer tutors and mentors, increased opportunities for stipended internships and work-based learning, hard-working professional and faculty advisors, and unique technology solutions to enhance communication and support.

When it comes to enrollment, on the other hand, we have a significant challenge. Like many community colleges, LaGuardia was experiencing declining enrollment before the pandemic. Then Covid made matters much worse. Spring 21 enrollment fell to 12,000 students, a level LaGuardia has not experienced since the Spring of 2006 – 15 years ago. (Of course, this has significantly worsened our operating deficit.) Our estimates for Fall 21 enrollment are bleak since college-going high school graduates want in-person and hybrid classes while many of our faculty, concerned about workplace safety, have opted to continue to teach remotely. (Only 32% of LaGuardia's Fall 21 sections will be in-person or hybrid.) I hope that with improving post-Covid health and safety conditions, more faculty will return to in-person teaching for Spring 22.

Some of LaGuardia's enrollment challenges result from self-inflicted wounds. For example, we need to do a better job supporting prospective students throughout the recruitment-enrollment-registration process. Some colleagues bristle at the term, but I often say that we need to do better at customer

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service. We need to borrow the old Burger King mantra, "Have it your way," and respond to prospective students' questions and concerns with speed, precision, and kindness.

In addition, we need to address the "leaky pipe" that has made LaGuardia less effective in moving students from acceptance to enrollment and allows potential LaGuardians to slip through the cracks. This includes repositioning part-time staff to areas where understaffing leads to slow response times, such as in our Student Information Center, so that we can increase the percentage of first-time freshmen who enroll after being accepted. We also need to identify a campus lead that can create and coordinate partnerships with high schools and community-based organizations across Queens to build robust student recruitment pipelines.

We must develop and implement strategies to make LaGuardia more attractive to adult learners, including fully leveraging CUNY's new policies on Credit for Prior Learning and Prior Learning Assessment. Among other things, this will require re-thinking our approach to scheduling, as many older, working students seek evening and weekend classes. It will also require new, targeted marketing and outreach.

Upon my arrival at LaGuardia, I was surprised to discover an overly siloed approach to pre-college programs and enrollment management. For example, there has long been a conflict between CLIP in ACE (Adult and Continuing Education) and ESL in our English and Language Acquisition Department. There is tension (surely not unique to LaGuardia) between academic departments and CUNY Start and Math Start. We must do more to eliminate these barriers, increase enrollment in pre-college programs, (most of which generate Form A FTE income) and ensure that students that complete the programs are well prepared for academic success. (The assessment of the effectiveness of this transition process is critical, and not hard to do.)

While the college has been successful at transitioning students from non-credit ACE programs to degree programs, there is much more to achieve in this regard. Indeed, I have always held that the secret weapon of community colleges when it comes to driving enrollment of matriculated students is the ACE division. We need more rigorous assessment of this important aspect of our student recruitment pipeline. With this in mind, our Provost and ACE Vice President are working on a plan to guide our placement of students into the pre-college programs best suited to address their remedial needs, prepare them for long-term academic success, and, whenever possible, ensure their smooth transition into degree programs.

This summer, under the leadership of our new VP, Sunil Gupta, our ACE Division is launching a new program, Career Start, in partnership with several Queens New Visions High Schools and the CUNY Central Office. The pilot will serve approximately 50 incoming freshmen. It combines career orientation workshops based on meta-majors led by LaGuardia faculty with Math Start classes. Financial incentives are offered to students who successfully complete the program. Always a plus.

A vital part of our strategy to increase student success is to provide scholarships, non-tuition financial support, emergency aid (especially for housing), and employment to students in need. Because the economic hardship created by the pandemic had has a disproportionate effect on so many of our students, forcing many to consider dropping out of college in order to work to support their families, resources from the LaGuardia Community College Foundation have never been so important.

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Back in April, my work with the foundation Board of Directors and LaGuardia donors led to the college's largest individual gift in its history -- \$5 million -- and the launch of the "LaGuardia Challenge", a campaign to raise a total of \$15 million to support our students as we emerge from Covid. The campaign is still in its quiet phase, with commitments to date totaling \$2.2 million in addition to the \$5 million challenge grant.

One of the goals of the LaGuardia Challenge is to increase funding for stipended internships. I was surprised to learn that there are relatively few paid internships available for LaGuardia students. This is unacceptable, given the critical importance of work-based learning for community college students, not to mention LaGuardia's founding 50 years ago as a coop college in which three semesters of work related to one's major was required for graduation. Here, too, efforts have been siloed and uncoordinated. We need to create a single office for information, placement and support of interns -- a student-friendly one-stop shop for work-based learning.

2. Strengthen Learning for Students—and for Faculty, Staff, and the College

From day one I have been impressed with the commitment, talent, creativity, and passion of our diverse LaGuardia faculty. Teaching during the pandemic brought their many gifts, perseverance, and dedication to the fore. Without question, eighteen months of remote instruction has been a profound experience for our community. Rising to meet the many challenges of Covid and the lockdowns yielded new faculty competencies in remote instruction, technology innovations, and lasting lessons for our college.

Important gains include the increased range and quality of online classes and support services. Some of these gains will clearly continue post-Covid. Our challenges included addressing the needs of students (as well as faculty and staff) with limited access to technology. Many faculty reported that students, particularly in introductory courses, struggled to complete course work. I heard too often from professors who were concerned (if not heart-broken) when all their students' Zoom cameras were turned off, when students would stop attending class and contact was lost, when they couldn't see faces, read body language, or feed off of students' reactions to their teaching and respond in real time to deepen their engagement in the material. Advisors reported that many students had challenges navigating multiple learning platforms. This was hard for everyone.

Fortunately, the pandemic also forced us to develop new college programs and resources. We have certainly strengthened our remote learning opportunities for students. This year we launched fully online academic programs in Business Administration and Healthcare Management. Our highly regarded Center for Teaching and Learning did an outstanding job in preparing faculty to teach remotely, providing more than 300 faculty with professional development.

This year, LaGuardia faculty continued to garner recognition for pioneering programs, including launching Collaborative Online International Learning (COIL), which unites CUNY colleges with colleges across the Middle East and North Africa to enhance global awareness, cross-cultural learning, and communication. Thanks to a recent grant of \$750,000 from the Stevens Initiative, over 60 COIL courses at LaGuardia have been paired with faculty from across the globe. I often remind people that if Queens is, "The World's Borough", then LaGuardia -- with students from more than 150 countries -- is most assuredly, "The World's Community College". The COIL initiative is an important pedagogic innovation and wonderful reminder of this special attribute of LaGuardia.

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The challenges of the pandemic in no way diminished our faculty's quest for academic excellence. Leaders of our Environmental Sciences program convened the first-ever CUNY Conference on Climate Change Education, engaging K-12 and college educators in the pedagogy of climate change. Thanks to Dr. Ana María Hernández, and with the support of the National Endowment for the Humanities, we held a national symposium examining Latin American/Latinx Studies at CUNY and beyond. It is fair to say that LaGuardia faculty, known for their innovation in the classroom, continue to contribute to their disciplines, our college community, and the university.

LaGuardia's culture of learning, assessment, planning, and resource allocation is being closely examined as part of our Middle States accreditation process. This spring, with an extraordinary group of students, faculty, and staff serving on the various Standards Committees, we released our draft self-study report and then hosted a series of Town Hall meetings and online discussions with broad community participation. The self-study process and draft findings have revealed areas of strength as well as places where the college needs improvement.

The self-study design document has been shared with other colleges as a best practice of how to design a self-study. Our engagement process with campus stakeholders has been vigorous. Importantly, the draft self-study does not reveal any deep divisions within the college, nor serious gaps in how we perform assessment. It is generally supportive of the college's processes for planning and resource allocation. Nonetheless, there is always room for improvement, and our self-study does not shy away from documenting weaknesses and recommending ways to improve.

As I want to ensure that all divisions of the college are fully engaged in our Middle States accreditation process, I recently hosted a cabinet retreat focused on our draft self-study. I invited Nancy Ritze, Dean of Institutional Research and Analysis at Bronx Community College, to share her perspective on our draft and assess our progress in the overall process. (Dean Ritze led BCC's last self-study process, which culminated in a highly favorable MSCHE review.) Dr. Ritze was positive in her assessment of our work to date, and shared many helpful, practical suggestions on how to ensure a successful visit by our team of MSCHE evaluators next spring.

Thanks to your support, LaGuardia is a leading participant in the CUNY collaboration with Bain for the improvement of AAS Degree programs. I have long been concerned about employment outcomes for CUNY students that complete AAS programs – does the CUNY promise of a good job at the end of a “Career Program” ring true? Bain makes it clear that the answer is, generally, no. Thus, there is much work to do to enhance or convert (to AS degrees) many of LaGuardia's AAS programs. If we are committed to ensuring that our students have strong economic mobility prospects in the recovering NYC economy, we must dig in and strengthen these important degree offerings that are unique to community colleges. (Ditto for our academic certificate programs.)

To better prepare our students for career success after LaGuardia (or after they earn their Baccalaureate degrees), LaGuardia needs to increase and enhance the services of our Center for Career & Professional Development. This means more career awareness workshops early on, during the enrollment process, better coordination and promotion of internships, more opportunities for the development of NACE competencies, and robust partnerships with a growing number of employers.

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I am hopeful that LaGuardia will continue to work with the NYC Jobs CEO Council. To date, we have launched a micro-credential program in Data Analytics and are developing an apprenticeship program with Mastercard. The Council's ability to introduce LaGuardia to new employer partners is vital to our continued efforts to improve job and career prospects for our students. We look forward to on-going engagement with the Council. Thank you for this important resource.

3. Enrich the Student Experience

While there is much to celebrate in LaGuardia's work to improve student retention and the college's increasing graduation rate, long-standing issues require attention to ensure successful outcomes for a greater number of LaGuardia students. Our enrollment crisis demands a thorough scrubbing of the college's student recruitment and enrollment management systems and a fresh start when it comes to strategies for student recruitment and best-in-class customer service.

Another concern that cannot be overlooked: prolonged low staff morale in the Division of Student Affairs. A breakthrough report, the first-ever "LaGuardia Community College Employment Engagement Survey", released in April 2021, revealed distressingly low morale. LaGuardia staff responsible for supporting students and ensuring their success right through graduation will be hard-pressed to perform at their best if their employer is not providing them with a workplace that is inclusive, supportive, responsive, and positive – in other words, a great place to work.

To address these concerns, I recently began a reorganization of the Division of Student Affairs. I split the Division into two areas -- Enrollment Management and Student Success – and made changes in leadership. The reorganization is already showing promising signs, including clearer strategies on enrollment, better and more transparent use of data to drive decisions on advising, and an engaged planning process, involving a cross-section of staff, to recommend how best to organize the two sub-divisions long-term. Based on the recommendations of the two planning committees, we will have new structures in place by the fall, when we will commence searches to identify leaders for each area.

4. Build an Inclusive Community to Achieve the College Mission

When I started at LaGuardia, it was clear that the campus had a robust group of organizations working to address issues of diversity, equity and inclusion (DEI). Yet there was a hunger for greater leadership by the administration to support this important work. There was also a need to develop longer-range plans and secure resources to advance equity and inclusion in all aspects of the LaGuardia experience. I was fortunate to inherit an important and helpful group established by my predecessor, interim president Paul Arcario -- the President's Advisory Council on Diversity, Equity, and Inclusion. I have met frequently with the leadership of the PAC-DEI during my first ten months at the college and they have been immensely helpful in guiding me as I get to know different constituencies across the college that seek a more inclusive, respectful, positive environment for all.

In response to their concerns, I created a new position, LaGuardia's first Director of Diversity, Equity, and Inclusion. This new member of my administration will report to me, serve in my cabinet, and, in collaboration with our Human Resources Department, be responsible for practical solutions to these long-standing issues, such as training and professional development and increased cooperation among constituencies to address bias and discrimination together. A search for this position is under way. I hope to have the new Director in place this summer.

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An area of concern that will be an important focus for the new Director of DEI, and a key theme in our enrollment work, is to reverse the steady decline of African American students attending LaGuardia. This issue has been the subject of intensive discussion with the PAC-DEI. It will require a hard look at why this has occurred, and a college-wide effort to reverse this dynamic.

Central to building an inclusive community is building a culture of transparency, candor, dialogue, and engagement with our governance bodies, labor representatives, and other stakeholders. I have tried to reverse a perception that the LaGuardia administration governs from on high, tucked away in its own silo. For example, I have regular meetings (zooms, of course) with governance leaders, labor representatives, and the SGA. I have used every tool possible to increase transparency and communication -- Town Halls, podcasts, YouTube speeches, interviews on our college radio station, my President's Monthly Newsletter, new weekly *Return to Campus* updates, email announcements, and more to keep our campus community informed and promote dialog. Given the stress and trauma caused by Covid I am not worried about *over*-communicating.

Of course, differences are to be expected, but it when it comes to building strong, trusting relationships with governance, labor representatives, the SGA, faculty, and key campus leaders I believe I am making progress. Much of this success I owe to the input and support provided by Academic Search, particularly Dr. Shirley Pippins, and the President's Transition Action Team, which she helped launch. The PTAT has been invaluable in providing unfiltered feedback and offering sound advice on how best to strengthen these critical relationships. Thank you again for this very helpful resource.

An area that demands transparency, along with meaningful input and dialog, is the college budget. As on other campuses, at LaGuardia there is a misperception about how much funding we have available to address campus needs and the discretion we have to allocate revenue, specifically the federal pandemic relief. With revenue targets based on prior enrollment levels that are greater than where we are today, reduced NYC funding, and an expense budget devoted almost entirely to personnel obligations, LaGuardia has a significant structural deficit. I anticipate we will confront constraints in spending, frustrations from impacted parties, and a need to show that our decisions are being made strategically and compassionately. Constant, clear, and thoughtful communication will continue to be the order of the day.

5. Advance Career and Workforce Development

After seeing LaGuardia's Adult and Continuing Education (ACE) enrollment plummet because of the pandemic, I am pleased to report that we have turned the corner and are rebuilding our pre-college and workforce training programs. We have approximately 1,500 students registered for Spring and Summer programs, which is 1,000 more students than in the same period last year. Enrollment gains are in part thanks to improved marketing, especially through social media and search ads, and the implementation (with the Central Office's help) of a student information platform that provides better tracking, pricing, registration, and enrollment management.

Critical to our ability to serve the Queens communities hardest hit by Covid has been our new ACE Scholarship Fund. At my urging back in December, the Board of Directors of the LaGuardia Foundation agreed to create a new \$500,000 scholarship fund for low-income Queens residents seeking ESL, pre-college and noncredit workforce training programs. Matriculated students of the college are also

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eligible for ACE scholarships, which enables them to pursue industry certifications linked to their degrees and increase their competitiveness in the job market. To date we have awarded ACE Scholarships to 260 students.

In February, I recruited Sunil Gupta, the long serving Dean of Adult and Continuing Education and Workforce Development at BMCC, to join LaGuardia as our VP of Adult and Continuing Education. VP Gupta is busy expanding the scope of our ACE programs so that we can help more Queens residents whose lives were up-ended by Covid get the education and training they need to get back into the NYC workforce, perhaps in a new field and with family-sustaining wages.

For example, we recently received a grant from NYS to support training for jobs in offshore wind energy generation. The Robin Hood Foundation awarded LaGuardia a planning grant to explore how we can help New Yorkers with college credit but no degree return to college, address their outstanding balances, receive credit for prior learning, and earn a credential that helps them secure a living-wage job in the post-Covid NYC economy. Officials of the US Department of Health and Human Services are currently reviewing our proposal for a new LaGuardia training program for mental health peers. I look forward to keeping you informed as we seek to launch these and other exciting new workforce development initiatives.

Conclusion

I am honored to lead LaGuardia Community College, as we celebrate our 50th Anniversary, and as we join forces with our sister CUNY institutions to lead New York City out of the darkness of the Covid-19 pandemic. LaGuardia is a special place, rich in talent, innovation, diversity, and passion for learning. My colleagues and I are fully committed to leveraging all of LaGuardia's assets in service to the mission of CUNY, the Borough of Queens, and the City of New York. It is exciting to think of all that we can and will do in the coming year to support our students, their families, and their communities.

Thank you, Felo, for your leadership of CUNY, and for your personal support, especially during this first year of my presidency. Please know that I am here for you, and that my LaGuardia colleagues and I are anxious to support you and your Central Office team in any way you need. We are most certainly all in this together, and brighter days are just around the corner.

With all my best wishes.

Ken

Kenneth Adams
President

LaGuardia Community College
 Weekly Enrollment Dashboard
 9/3/2021
 Prepared by: Jeffrey Weintraub

Fall 2021 Weekly Enrollment Dashboard

							Average CC Snapshot
	Fall 2021 snapshot	Fall 2020 snapshot	Fa21- Fa20	% change	Budget Targets	Fa21 as % of Target (CN excluded)	Fa21-Fa20 % change
	9/3/2021	9/3/2020					
THC							
Freshmen	1,942	2,272	-330	-14.5%	3,150	61.7%	-21.6%
Transfers	860	781	79	10.1%	1,850	46.5%	-8.2%
Continuing	7,881	8,898	-1,017	-11.4%	10,958	71.9%	-15.6%
<i>**Re-Admit(Included in Continuing)</i>	443	454	-11	-2.4%			
Non-degree	792	827	-35	-4.2%	1,100	72.0%	20.4%
College Now	1	9	-8				
*Total LAGCC	11,475	12,778	-1,303	-10.2%	17,058	67.3%	
Total CUNY w/CN	11,476	12,787	-1,311	-10.3%			-12.1%
FTEs							
Freshmen	2,012	2,369	-357	-15.1%	3,076	65.4%	
Transfers	717	670	47	7.0%	1,585	45.2%	
Continuing	5,991	7,178	-1,187	-16.5%	8,876	67.5%	
<i>**Re-Admit(Included in Continuing)</i>	322	362	-40	-11.0%			
Non-degree	404	431	-27	-6.3%	622	65.0%	
College Now	0	3	-3				
Total	9,124	10,651	-1,524	-14.3%	14,160	64.4%	

*College Now is not included in the totals

**Re-Admits are shown separately for comparison purposes. Re-Admits are included in the Continuing Student count for CUNY comparison

Continuing Students consist of Continuing and Readmits

THC is the unduplicated count of Session 1 and Session 2 students

FTEs are the sum of Session 1 and Session 2. % change excludes CN

Non-degree CUNY comparison (cell H18) includes both Non-degree and College Now

CUNY Data:

Term: Fall 2021 Current Term Run Date: 9/2/2021 Prior Term Run Date: 9/3/2020

**LaGuardia Community College Institutional and MSI Portions
Federal Stimulus Funds Plan (\$000)**

	Awarded \$	FY2020	FY2021	FY2022
CARES/CRRSAA/ARPA	\$ 54,562.77	\$ 1,294.58	\$ 22,023.03	\$ 31,245.17

Stimulus Plan Category - CARES

Emergency Student Grants	\$ 232.25	\$ -	\$ 232.25	\$ -
Health & Wellness Services	\$ 277.78	\$ 37.96	\$ 91.52	\$ 148.31
Refunds	\$ 612.50	\$ 524.66	\$ 87.84	\$ -
Safety & Operations	\$ 180.70	\$ 11.65	\$ 169.05	\$ -
IT Investment for Distance Learning,/ Laptop/Chromebook	\$ 1,415.79	\$ 603.11	\$ 812.69	\$ -
Faculty Training	\$ 269.73	\$ 117.20	\$ 152.53	\$ -
FY21 Revenue Loss - MSI portion	\$ 736.22	\$ -	\$ 736.22	\$ -
Other- FY21 Fall & Spring Revenue Loss	\$ 3,591.94	\$ -	\$ 3,591.94	\$ -

Stimulus Plan Category - CRRSAA & ARPA

FY21 Commitments - Revenue Loss	\$ 9,821.28	\$ -	\$ 9,821.28	\$ -
FY21 Revenue Loss	\$ 5,328.39	\$ -	\$ 5,328.39	\$ -
CUNY Comeback / Student Support and Retention	\$ 10,744.00	\$ -	\$ -	\$ 10,744.00
Reopening	\$ 1,208.00	\$ -	\$ 763.61	\$ 444.40
FY22 Revenue Loss	\$ 18,932.50	\$ -	\$ -	\$ 18,932.50
Online Program Development	\$ 621.60	\$ -	\$ 158.84	\$ 462.76
Faculty Professional Development	\$ 312.30	\$ -	\$ 29.56	\$ 282.74
Health & Wellness Services	\$ 277.78	\$ -	\$ -	\$ 277.78
Other - Indirect cost	\$ -	\$ -	\$ 47.31	\$ (47.31)

HEERF I, II, III Fundings

	CARES	CRRSAA	ARPA	Totals
Student Financial Aid Grants	\$ 6,458,616	\$ 6,458,616	\$ 24,401,627	\$ 37,318,859
Institutional Portion	\$ 6,458,616	\$ 21,278,721	\$ 24,391,139	\$ 52,128,476
MSI	\$ 858,301	\$ 1,575,992		\$ 2,434,293
Total Institutional & MSI	\$ 7,316,917	\$ 22,854,713	\$ 24,391,139	\$ 54,562,769
TOTAL HEERFs	\$ 13,775,533	\$ 29,313,329	\$ 48,792,766	\$ 91,881,628

CRRSAA and ARPA Plan Plan

CUNY
Comeback

Institution	CRRSM Institutional Allocations	CRRSM MSI Grants	Total CRRSAA MSI Grants	ARPA Institutional Aid	Total Stimulus	FY2021 Commitments	Student Support and Retention	Reopening	FY2022 Revenue Loss	FY2022 Mental Health Services	Online Program Development	Faculty Profession Development	Other FY2022 & FY2023 Eligible Uses
Baruch College	\$ 20,215,350	\$ 102,536	\$ 20,317,886	\$ 25,061,431	45,379,317	\$ -	\$ 5,833,000	\$ 1,477,000	\$ 598,900	\$ 277,778	\$ 601,300	\$ 198,500	\$ 36,392,839
Brooklyn College	\$ 22,392,540	\$ 111,860	\$ 22,504,400	\$ 27,409,137	49,913,537	\$ -	\$ 5,114,000	\$ 1,519,000	\$ 2,720,100	\$ 277,778	\$ 534,900	\$ 227,100	\$ 39,520,659
City College	\$ 19,401,665	\$ 1,802,527	\$ 21,204,192	\$ 23,795,543	44,999,735	\$ 3,433,219	\$ 8,469,000	\$ 1,505,000	\$ 3,974,000	\$ 277,778	\$ 461,700	\$ 181,400	\$ 26,697,638
Hunter College	\$ 24,053,647	\$ 2,269,756	\$ 26,323,403	\$ 29,511,049	55,834,452	\$ -	\$ 7,345,000	\$ 1,924,000	\$ -	\$ 277,778	\$ 710,400	\$ 230,500	\$ 45,346,774
John Jay College	\$ 19,975,839	\$ 1,835,308	\$ 21,811,147	\$ 24,020,329	45,831,476	\$ 2,037,207	\$ 8,947,000	\$ 1,224,000	\$ 1,161,500	\$ 277,778	\$ 478,100	\$ 23,800	\$ 31,682,091
Lehman College	\$ 19,220,371	\$ 1,626,011	\$ 20,846,382	\$ 22,656,968	43,503,350	\$ -	\$ 6,406,000	\$ 1,116,000	\$ 1,389,500	\$ 277,778	\$ 412,800	\$ 105,800	\$ 33,795,472
Medgar Evers College	\$ 10,060,945	\$ 732,913	\$ 10,793,858	\$ 11,972,212	22,766,070	\$ 3,638,725	\$ 4,578,000	\$ 426,000	\$ 4,718,200	\$ 277,778	\$ 156,500	\$ 75,100	\$ 8,895,767
NYC College of Technology	\$ 22,755,402	\$ 1,739,532	\$ 24,494,934	\$ 26,946,216	51,441,150	\$ 9,140,603	\$ 10,419,000	\$ 1,127,000	\$ 8,337,700	\$ 277,778	\$ 433,400	\$ 358,100	\$ 21,347,569
Queens College	\$ 21,122,780	\$ 1,988,151	\$ 23,110,931	\$ 25,963,078	49,074,009	\$ -	\$ 12,647,000	\$ 1,620,000	\$ 1,624,000	\$ 277,778	\$ 586,800	\$ 512,900	\$ 31,805,531
College of Staten Island	\$ 16,267,968	\$ 1,501,576	\$ 17,769,544	\$ 19,806,771	37,576,315	\$ 8,069,856	\$ 3,518,000	\$ 1,062,000	\$ 1,500,500	\$ 277,778	\$ 406,400	\$ 163,700	\$ 22,578,081
York College	\$ 10,404,642	\$ 1,708,720	\$ 12,113,362	\$ 12,246,905	24,360,267	\$ 6,034,218	\$ 3,202,000	\$ 609,000	\$ 3,796,800	\$ 277,778	\$ 217,800	\$ 130,800	\$ 10,091,871
Graduate Center	\$ 779,052	\$ 165,890	\$ 944,942	\$ 1,358,463	2,303,405	\$ 944,942	\$ 208,000	\$ 402,000	\$ 411,500	\$ -	\$ -	\$ 42,500	\$ 294,463
CUNY School of Law	\$ 154,398		\$ 154,398	\$ 208,725	363,123	\$ -	\$ 37,000	\$ 99,000	\$ -	\$ -	\$ -	\$ 26,700	\$ 200,423
Newmark School of Journalism	\$ 51,296	\$ 10,922	\$ 62,218	\$ 42,380	104,598	\$ 62,219	\$ 18,000	\$ 25,000	\$ -	\$ -	\$ -	\$ -	
School of Professional Studies	\$ 337,099	\$ 71,782	\$ 408,881	\$ 278,501	687,382	\$ 259,268	\$ 379,000	\$ 49,000	\$ -	\$ -	\$ -	\$ -	
School of Public Health	\$ 240,142	\$ 51,137	\$ 291,279	\$ 198,398	489,677	\$ -	\$ 311,000	\$ 59,000	\$ -	\$ -	\$ -	\$ -	\$ 119,677
School of Labor	\$ 82,302	\$ 17,526	\$ 99,828	\$ 67,996	167,824	\$ -	\$ 118,000	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ 29,824
BMCC	\$ 42,008,078	\$ 3,087,966	\$ 45,096,044	\$ 48,165,903	93,261,947	\$ 7,651,726	\$ 14,442,000	\$ 1,534,000	\$ 29,585,200	\$ 277,778	\$ 894,100	\$ 182,000	\$ 38,695,143
Bronx CC	\$ 16,826,494	\$ 1,127,892	\$ 17,954,386	\$ 18,932,122	36,886,508	\$ 3,483,903	\$ 6,035,000	\$ 709,000	\$ 14,788,100	\$ 277,778	\$ 312,100	\$ 303,700	\$ 10,976,927
Guttman CC	\$ 1,617,602		\$ 1,617,602	\$ 1,951,256	3,568,858	\$ -	\$ 416,000	\$ 92,000	\$ 2,234,600	\$ 277,778	\$ 50,900	\$ 86,500	\$ 411,080
Hostos CC	\$ 12,403,978	\$ 833,650	\$ 13,237,628	\$ 14,007,954	27,245,582	\$ 7,299,440	\$ 2,998,000	\$ 459,000	\$ 10,223,500	\$ 277,778	\$ 213,600	\$ 491,400	\$ 5,282,864
Kingsborough CC	\$ 17,079,481		\$ 17,079,481	\$ 19,428,389	36,507,870	\$ 11,437,076	\$ 4,945,000	\$ 904,000	\$ 15,369,900	\$ 277,778	\$ 458,300	\$ 267,700	\$ 2,848,116
LaGuardia CC	\$ 21,278,721	\$ 1,575,992	\$ 22,854,713	\$ 24,391,139	47,245,852	\$ 9,821,281	\$ 10,744,000	\$ 1,208,000	\$ 18,932,500	\$ 277,778	\$ 621,600	\$ 312,300	\$ 5,328,393
Queensborough CC	\$ 18,041,043	\$ 1,345,359	\$ 19,386,402	\$ 20,832,916	40,219,318	\$ 2,532,626	\$ 7,871,000	\$ 831,000	\$ 14,673,600	\$ 277,778	\$ 449,300	\$ 79,500	\$ 13,504,514
CUNY Total	\$ 336,770,835	\$ 23,707,006	\$ 360,477,841	\$ 399,253,781	759,731,622	75,846,309	\$ 125,000,000	\$ 20,000,000	\$ 136,040,100	\$ 5,000,000	\$ 8,000,000	\$ 4,000,000	\$ 385,845,720