President's Cabinet Meeting
Monday, October 19, 2020
9:00 a.m. – 10:00 a.m.

Meeting Notes

Participants:

Kenneth Adams, President
Paul Arcario, Provost
Nireata Seals, Vice President of Student Affairs and Associate Provost
Shahir Erfan, Vice President of Administration and Finance/Interim Vice President of
Adult and Continuing Education
Henry Saltiel, Vice President of Information Technology
Robert Jaffe, Senior Advisor to the President
Maria Cook, Executive Counsel to the President
Patricia Sokolski, Chair, College Senate
Rochell Isaac, President, Faculty Council

I. **Welcome/CUNY Update:** President Adams invited Cabinet members to provide feedback on the Cabinet Retreat held on October 15th and 16th. President Adams indicated that he will invite Steve Titus back in June 2021 to connect with the Cabinet. Cabinet members noted the positive experience including the value and need for continued work to strengthen the team. Cabinet members noted the need for a longer meeting of the Cabinet, perhaps monthly, to address strategic issues and that involve longer discussions. Provost Arcario indicated he will act as the convener/facilitator to continue the professional development work for the Cabinet.   President Adams indicated that on the issue of Student Balances and Bursar Cancellations we still await CUNY guidance. An enrollment marketing meeting will be convened by the President to discuss enrollment-based advertising on October 23. President Adams noted that "Jump Start" was not approved by the Central Office for Fall 2020, but LaGuardia is positioning for it to be permitted in Spring 2021. President Adams indicated he is meeting with the Division of Institutional Advancement to address concerns and questions during the transition on October 21 and has asked Robert Jaffe to manage Marketing and Communications and External Affairs during the transition. The President seeks to integrate the work between the Grants Office in ACE and the Development Office in IA and will announce next steps on this in the near future. President Adams will address the ACE Division on October 27 to discuss the Division's financial challenges, the Vice President search and future opportunities. President Adams also noted the change by New York State to allow students to access SNAP food benefits. Promotion of these benefits is requested.

II. **Review 10/13/20 Cabinet Meeting Notes:** No changes noted.

III. **Student Enrollment**
   a. Weekly Enrollment Dashboard: Enrollment reports show a headcount of 14,079 and a decline of 9.2% FTEs from Fall 2019.

IV. **Campus Operations**
   a. Weekly Reopening Dashboard: an average of 150 people per day on entering the College during the previous week. A COVID case was noted of adjunct teaching at a clinical setting. No exposures were identified on campus.
   b. Review Process for Phase 2 Occupancy Requests: VP Erfan will send to the Cabinet for feedback.

V. **Review Fall 2020-21 Strategic Plan Targets and Actions:** Materials relating to the Strategic Plan were disseminated and will be addressed at next week's Cabinet meeting.

VI. **Review and Discussion of President Adam's Priority Areas for Academic Year 2020-21:** President Adams addressed his priority areas for the 2020-21 Academic Year. He noted that enrollment, strengthen fundraising, building an inclusive community, supporting economic recovery in Queens and students needing support for success during COVID are his priorities and will be addressed at his briefing on October 29th.

LaGuardia Community College
Weekly Enrollment Dashboard
  10/19/2020
Prepared by: Jeffrey Weintraub

Fall 2020 Weekly Enrollment Dashboard

	Fall 2020 snapshot	Fall 2019 snapshot	F20 - F19	% change	Budget Targets	F20 as % of Target	Average CC Snapshot F20-F19 % change
	10/19/2020	10/21/2019					
THC							
Freshmen	2,682	2,986	-304	-10.2%	3,150	85.1%	-15.0%
Transfers	1,141	1,622	-481	-29.7%	1,850	61.7%	-33.6%
Continuing	9,380	9,824	-444	-4.5%	10,958	85.6%	-4.5%
Non-degree	876	819	57	7.0%	1,100	79.6%	-35.3%
College Now	112	2,825	-2,713				
Total LAGCC	**14,079**	**15,251**	**-1,172**				
Total With CN	**14,191**	**18,076**	**-3,885**	**-21.5%**	**17,058**	**83.2%**	**-13.2%**
FTEs							
Freshmen	2,625	3,091	-466	-15.1%	3,076	85.3%	
Transfers	959	1,402	-443	-31.6%	1,585	60.5%	
Continuing	7,643	7,699	-56	-0.7%	8,878	86.1%	
Non-degree	499	519	-20	-3.9%	622	80.2%	
College Now	24	576					
Total	**11,726**	**12,711**	**-985**	**-7.7%**	**14,161**	**82.8%**	

Continuing Students consist of Continuing and Readmits

LaGuardia Non-Degree Excludes College Now

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

FTEs are the sum of Session 1 and Session 2

LaGuardia Community College
Reopening - Weekly Dashboard

10/14/2020

Report for the week ending: 10/14/2020
Prepared by: Betania Acosta

Week of: Monday October 5th - Sunday October 11th | Year: 2020.

On Campus Census	Avg. Daily Count	Undupl. Total for the Week
Students	59	412
Faculty	5	38
Staff	28	195
Contracted Workers, Visitors and ACE students	60	420
Total	152	1065

Health Screening				Avg. Daily Count	Total Denied for the Week
Total Denied Entrace by Everbridge App					
			Faculty	0.14	1
			Staff	0.50	3
			Students	0.67	4
			Guests*	0.00	0
*Contracted Workers, Visitors and ACE students					
Postive Case No Campus Nexus				0	0
Positive Case Campus Nexus				0	0
			Total	1.31	8

Week of: Monday October 5th - Sunday October 11th | Year: 2020.

Supplies Available (ADMINISTRATION)	Start of Weekly Inventory (10-5)	Current Inventory (10-11 (Note 1)	Phase 1- Avg. Weekly Burn Rate* (Approx.)
Cleaning Dissinfectant Liquid:			
(A276C)Performex RTU	600	600	0
(A305C) Handy-Klenz	216	214	2
(A309C) Champion Citrus Scent	35	35	0
(A242A) Lysol	44	40	4
(A272C) Avistat -D (8oz Bottles)	1,521	1,513	8
Disinfectant Wipes:			
Oxivir Wipes [bucket 80ct- large wipes]	4	4	0
(A278C)Monk [80ct- small wipes]	71	66	5
(A306C)Vapor Fresh [large bags -1200ct]	3	3	0
Hand Sanitizer:			
(A298C)Hand Sanitizer [bottles]	39	39	0
(A297C) Hand Sanitizer [gallons]	6	6	0
(A208AB) (Hand Sanitizer [refills]	230	230	0
(A210A) Handwashing Soap [bottles]	1,305	1,304	1

Week of: Monday October 5th - Sunday October 11th | Year: 2020.

Essential Supplies Available (ADMINISTRATION)	Start of Weekly Inventory	Current Inventory (Note 1)	Phase 1- Avg. Weekly Burn Rate* (Approx.)
PPE:			
(A237C) Coveralls [XXXL]	150	150	0
Coveralls [XXL]	0	0	0
(A235c)Coveralls [XL]	190	190	0
(A304C)Coveralls [L]	50	50	0
(A303C)Face masks - Resiprators N95 [count]	230	230	0
(A230C)Face masks - surgical [count]	11,836	11,774	62
(A302C)Face masks -KN95 [count]	201	201	0
(A301C)Face-Shields - Resusable [count]	296	296	0
(A293C) Gloves [Nitrile - Small]	3,200	3,200	0
(A291C) Gloves [Nitrile - Medium]	1,859	1,739	120
(A289C) Gloves [Nitrile - Large]	2,338	2,236	102
(A281C) Gloves [Nitrile - X-Large]	90	40	50
(A292C) Gloves [Vinyl] - Small	280	280	0
(A290C) Gloves [Vinyl] - Medium	80	80	0
(A288C) Gloves [Vinyl] - Large	50	30	20
(A227ABC)Gloves [Vinyl] - X-Large	42,300	42,200	100
(A226ABC) Gloves [Latex] Small	24,700	24,700	0
(A225ABC) Gloves [Latex] Medium	11,400	11,400	0
(A287C) Gloves [Latex] Large	100	90	10
(A286C) Gloves [Latex] X-Large	1,766	1,636	130
(A294C) Safety glasses	5	5	0

Essential Supplies Available (HEALTH SCIENCES)	Start of Weekly HS Inventory (Note 2)	Current Inventory	Phase 1- Avg. Weekly Burn Rate* (Approx.)
Face masks - surgical [count]	522	498	24
Face-Shields - Resusable [count]	69	68	1
Safety glasses	0	0	0

*Actual Weekly Burn Rate used until trend is averaged over the long term. Actual Inventory management accounts for long term estimated burn rate, procurement lead time, semester demand surge, etc.
Note 1: Includes inventory added during this week.
Note 2: Health Science inventory is accounted for in the Administration inventory.

Number of Classroom/Labs Utilized for On-Campus Sessions (Fall 1):

Building	Number of Rooms	Cumulative Normal Seating Capacity	Cumulative Social Distancing Seating Capacity
E and M Building	**20**	**630**	**186**
C Buildling	**10**	**405**	**94**
B Building	**-**	**Closed Ph 1**	**Closed Ph 1**

LaGuardia Community College 2019-2024 Strategic Plan: Goals, Objectives, and Measures

Goals and objectives	Measures	AY 2018-19 baseline	AY 2019-20	AY 2022-23 targets
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	● Total FTE enrollment of credit students (Excluding College Now) ● Total headcount enrollment of non-credit students ● Number of students enrolling from pre-college programs (CLIP, CUNY Start, Math Start and High School equivalency) in credit programs ● Other ACE to credit enrollment (baseline in 2019-20)	● 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) ● The new ACE computer system will allow for tracking in 2019-20	●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) ● The new ACE system implementation is in progress and full implementation is expected in 2020-21	● 14,160 credit FTEs ● 14,400 non-credit headcount ● 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	● 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	● 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)	● 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)	● 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	● PMP A4. % of first-time full-time associate degree freshmen who pass Gateway English in the 1st year ● PMP A4. % of first-time full-time associate degree freshmen who pass Gateway Math in the 1st year	● 68.6% of first-time full-time freshmen passed Gateway English in the first year (F17) ● 47.1% of first-time full-time freshmen passed Gateway Math in the first year (F17)	● 69.0% of first-time full-time freshmen passed Gateway English in the first year (F18) ● 45.1% of first-time full-time freshmen passed Gateway Math in the first year (F18)	● 85% Gateway English (F21)[1] ● 60% Gateway Math (F21)[1]
1d. Strengthen the cohesiveness of the Liberal Arts & Sciences major to build success for Liberal Arts students	● Retention and graduation of first-time full-time liberal arts majors	● 60% 1-year retention (F17>F18) ● 28% 3-year graduation (F15>F18)	● 65% 1-year retention (F18>F19) ● 28% 3-year graduation (F16>F19)	● 65% 1-year retention (F21>F22) ● 35% 3-year graduation (F20>F23)

Goals and objectives	Measures	AY 2018-19 baseline	AY 2019-20	AY 2022-23 targets
1e. Develop new revenue streams to support student success and advance the College mission	● PMP E2. Dollar amount of total voluntary support (3-year weighted rolling average) ● PMP D1. Dollar amount of research grants (3-year weighted rolling average) ● PMP E1. Tax-levy budget spent on student services, instruction, and departmental research	● $5,121,869 total voluntary support (2016-18) ● $948,149 total research awards (2016-18) ● 64.1% tax-levy budget spent on student services, instruction, and departmental research (FY2018)	● $5,782,551 total voluntary support (2017-19) ● $792,673 total research awards (2017-19) ● 63.4% tax-levy budget spent on student services, instruction, and departmental research (FY2019)	● $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	PMP first-time full-time fall freshmen: ● PMP A4. One-semester retention ● PMP A4. One-year retention ● PMP A6. 2-year graduation (on-time) ● PMP A6. 3-year graduation (150%) ● PMP A6. 3-year graduation ASAP ● PMP A6. Earned a degree or transferred within 6 years ● PMP A4. Earned 20+ academic credits in first year ● PMP A4. Earned 30+ academic credits in first year ● PMP A4. Transfer rates for all graduates	First-time full-time fall freshmen: ● 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) ● 43.3% earned a degree or transferred within 6 years (F12>F18) ● 42.6% earned 20+ credits (17) ● 18.8% earned 30+ credits (F17) ● 72.7% transfer of all graduates (16-17)	First-time full-time fall freshmen: ● 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) ● 44.4% earned a degree or transferred within 6 years (F13>F19) ● 39.2% earned 20+ credits (18) ● 15.7% earned 30+ credits (F18) ● 72.5% transfer of all graduates (17-18)	● 81% one-semester retention (F21>S22) ● 68% one-year retention (F21>F22) ● 17% graduate in 2 years (F18>F20) ● 40.5% graduate in 3 years (F19>F21)[2] ● % 60 ASAP graduate in 3 years ● 55% earn a degree or transferred in 6 years (F16>F22) ● 67% earn 20+ credits (F21)[2] ● 36% earn 30+ credits (F21)[2] ● 76% transfer of all graduates (20-21)

Goals and objectives	Measures	AY 2018-19 baseline	AY 2019-20	AY 2022-23 targets
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	Focus on core competencies ● Improved benchmark reading scores for students in the 45+ credit bucket	● Core competencies (2018-19): -Inquiry and problem solving 5.10 -Global learning 4.17 -Integrative learning 4.32	● Core competencies: (2019-20) -Inquiry and problem solving 5.47 -Global learning 4.36 -Integrative learning 4.59	● Core competencies: -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	● Number of faculty participating in CTL or SPS training programs in teaching online/distance learning ● PMP A1. % of students FTEs offered partially or totally online	● 20 faculty participated in CTL or SPS training programs (2% of faculty) ● 8.0 of instructional student FTEs offered partially or totally online	● 203 faculty participated in CTL or SPS training programs (20% of faculty) ● 8.5% of instructional student FTEs offered partially or totally online	● 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	Focus on written, oral and digital abilities ● Benchmark results in the 45+ credit bucket	● Communication abilities (18-19): -Written Communications 5.62 -Oral Communications 5.21 -Digital Communications 4.62	● Communication abilities: (19-20) -Written Communications 5.77 -Oral Communications 5.91 -Digital Communications 4.66	● Communication abilities: -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	● 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	● 82.5% of CTL Participants surveyed indicated application of learning ● 206 verified scholarly/creative works (Spring 18)	● 98.8% of CTL Participants surveyed indicated application of learning ● 165 verified scholarly/creative works (Spring 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	● Part-time faculty participation in professional learning activities led by the CTL (individuals who participate in multiple activities are counted more than once)	● 163 Adjunct Participants in 2018/19 CTL Activities	● 173 Adjunct Participants in 2019/20 CTL Activities	300 part-time faculty

Goals and objectives	Measures	AY 2018-19 baseline	AY 2019-20	AY 2022-23 targets
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	CUNY SES ● % very satisfied with overall academic experience ● % very satisfied with faculty advisement ● % very satisfied with academic advisement (non-faculty) ● % very satisfied with Tutoring Services	CUNY SES 2018 ● 30% overall academic experience ● 36% faculty advisement ● 34% academic advisement ● 41% Tutoring Services	CUNY SES was postponed to spring 2021	SES 2022: ● 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	● The number of faculty proposals submitted for co-curricular funding ● Participation in experiential learning and internship courses	● 24 proposals in 2018-19 ● 446 enrolled Experiential learning courses (F18)	● 60 proposals in 2019-20 ● 419 enrolled Experiential learning courses (F19)	● The co-curricular funding for faculty proposals might discontinue due to COVID -19 ● 900 enrolled Experiential learning courses (F22)
3c. Create flexible, state-of-the-art facilities, adapt to change and improve the student experience	● CUNY SES satisfaction with classroom facilities (2018 baseline)	● SES 2018- 35% strongly agree that the classrooms are clean and well maintained ● SES 2018- 35% strongly agree that the classrooms space is sufficient	CUNY SES was postponed to spring 2021	● 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	● A plan will be developed based on survey results, and measures established to assess success	● 2019-20 baseline after measures are established	● Not available yet (the survey was not conducted due to COVID-19	To be determined based on survey results

Goals and objectives	Measures	AY 2018-19 baseline	AY 2019-20	AY 2022-23 targets
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	● PMP A5. 1-year retention gap for first-time full-time URM ● PMP A5. 1-year retention gap for first-time full-time men ● PMP D2. % minority full-time faculty ● % minority full-time staff ● % minority ECP ● % of first-time freshmen who are underrepresented minority (URM) ● % of contracts with MWBE and SDVOB	● 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) ● 70.4 % of first-time freshmen are underrepresented minority ● 22% MWBE contacts; 0.4% SDVOB contracts	● 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) ● 72.1 % of first-time freshmen are underrepresented minority ● 21% MWBE contacts; 34% SDVOB contracts	● 10% 1-year retention gap-URM (F22>F23) ● 3% 1-year retention gap-gender (F22>F23) ● 50% minority full-time faculty ● Maintain minority full-time staff at 75% ● 46% minority full-time ECP ● Maintain URM first-time freshmen at 72% ● 30% MWBE contacts; 6% SDVOB contracts[4]
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	● 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	● Number of intersectional ● Number of participants (unduplicated) in the Support Circles	● 8 intersectional clubs in Spring 2019 ● Baseline for number of participants in the Support Circles will be established in 2019-20	● 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	● Maintain the number of intersectional clubs at 8 ● Increase participation pf 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 ● Number of new community groups engaged	● Baseline will be as of 2019-20	● 59 community groups engaged in 2019-20	To be determined based on baseline results

Goals and objectives	Measures	AY 2018-19 baseline	AY 2019-20	AY 2022-23 targets
Goal 5. Advance Career and Workforce Development				
5a. Make greater use of ACE labor market & employer data in credit programming	● Career Coach profiles (combined credit and non-credit) ● The number of articulation agreements created in healthcare	● 300 credit and non-credit Career coach profiles in FY2018 ● 4 articulation agreements	● 1269 credit and non-credit Career coach profiles in FY2019 ● 4 articulation agreements	● 3000 credit and non-credit Career Coach profiles in FY2018 ● 14 articulation agreements between non-credit and credit in 2022-2023.
5b. Strengthen and diversify STEM education, engaging experiential learning and interdisciplinary perspectives	● ACE STEM Enrollment ● PMP C1. % majoring in STEM majors	● ACE STEM enrollment: 1616 in 2018-19 ● PMP-24.1% majoring in STEM	● ACE STEM enrollment: 1050 in 2019-20 ● PMP-23.9% majoring in STEM	● ACE STEM enrollment: 1700 in 2022-23 ● PMP-25% majoring in STEM
5c. Strengthen career readiness programming, helping students understand, prepare for and find success in meaningful and rewarding careers	● 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	● In Fall 2018 2,055 unique users in Career Connect ● 52% of the 2016-17 graduates indicated they were "very well" or "well" prepared for their jobs ● 39% very satisfied with Career Planning & Placement	● In Fall 2019 2,074 unique users in Career Connect ● 52% of the 2017-18 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	● 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	● PMP C2 - % of paid internship participation (based on 2019 CUNY-wide career readiness survey)	● 7.1% participated in a paid internship ● 13.7% participated in any internship	● The CUNY survey was not conducted because of COVID-19	● 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] College specific targets as assigned by CUNY

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

[4] CUNY targets