

Annual Monitoring of the 2019-24 LaGuardia Institutional Effectiveness Key Performance Indicators: 2022-23

Goals	Metrics (PMP Measures in bold)	AY 2018-19 Baseline	AY 2019-20 (actuals)	AY 2020-21 (actuals)	AY 2021-22 (actuals)	AY 2022-23 (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"> 11,528 (10,990 degree) credit FTEs (F20) 9,674 non-credit headcount (F20) 	<ul style="list-style-type: none"> 9,493 (9,063 degree) credit FTEs (F21) 8,351 non-credit headcount (F21) 	<ul style="list-style-type: none"> 8,413 (7,956 degree) credit FTEs (F22) 8,472 non-credit headcount (F22) 	<ul style="list-style-type: none"> 11,000 credit FTEs (Degree) (F22)² 10,000 non-credit headcount (F22)²
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"> 68.7% Gateway English (F17) 47.7% Gateway Math (F17) 	<ul style="list-style-type: none"> 69.0% Gateway English (F18) 45.5% 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"> 57.6% Gateway English (F21)⁴ 48.4% Gateway Math (F21)⁴ 	<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"> 72.6% 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"> 71.0% transfer of all graduates (18-19) 43.4% degree or transferred in 6 years (F14>F20) 	<ul style="list-style-type: none"> 70.3% transfer of all graduates (19-20) This measure is no longer provided in the PMP 	<ul style="list-style-type: none"> 60.0% transfer of all graduates (20-21) This measure is no longer provided in the PMP 	<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"> 80.1% one-semester retention (F19>S20) 63.2% one-year retention (F19>F20) 	<ul style="list-style-type: none"> 73.9% one-semester retention (F20>S21) 59.9% one-year retention (F20>F21) 	<ul style="list-style-type: none"> 71.3% one-semester retention (F21>S22) 56.9% one-year retention (F21>F22) 	<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"> 11.6% 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"> 14.5% graduated in 2 years (F18>F20) 32.2% graduated in 3 years (F17>F20) 	<ul style="list-style-type: none"> 16.3% graduated in 2 years (F19>F21) 29.3% graduated in 3 years (F18>F21) 	<ul style="list-style-type: none"> 13.4% graduated in 2 years (F20>F22) 28.7% graduated in 3 years (F19>F22) 	<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"> 38.5% earned 20+ credits (F19) 17.3% earned 30+ credits (F19) 	<ul style="list-style-type: none"> 37.1% earned 20+ credits (F20) 16.6% earned 30+ credits (F20) 	<ul style="list-style-type: none"> 33.4% earned 20+ credits (F21)⁴ 14.7% earned 30+ credits (F21)⁴ 	<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"> \$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"> \$6,037,000 voluntary support (2020-22)⁴ \$503,231 research awards (2020-22) 65.9% tax-levy budget (FY2022 from IPEDS) 	<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 and problem solving 5.49 -Global learning 4.36 -Integrative learning 4.48 	<ul style="list-style-type: none"> Core competencies: <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: (2022-23) <ul style="list-style-type: none"> -Inquiry and problem solving 6.16 -Global learning 4.50 -Integrative learning 4.42 	<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 6.30 -Oral Communications 5.42 -Digital Communications 5.08 	<ul style="list-style-type: none"> Communication abilities: <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: (22-23) <ul style="list-style-type: none"> -Written Communications 6.10 -Oral Communications 5.51 -Digital Communications 5.09 	<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"> 184 verified scholarly/creative works (Spring 20) 	<ul style="list-style-type: none"> 126 verified scholarly/creative works (Spring 21) 	<ul style="list-style-type: none"> The information is no longer collected by CUNY 	<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"> 665 Faculty and Staff 	<ul style="list-style-type: none"> 362 Faculty and Staff 	<ul style="list-style-type: none"> 375 Faculty and Staff 	<ul style="list-style-type: none"> 900 Faculty and Staff (10% increase from 2018-19)
12. Develop a Plan for Online Learning	<ul style="list-style-type: none"> Percentage of instructional (student) full-time equivalences (FTEs) enrolled in partially or totally online courses 	<ul style="list-style-type: none"> 8.0% of instructional student FTEs offered partially or totally online 	<ul style="list-style-type: none"> 8.5% of instructional student FTEs offered partially or totally online 	<ul style="list-style-type: none"> 99.8% of instructional student FTEs offered partially or totally online (Because of the COVID-19 pandemic the vast majority of courses was offered online) 	<ul style="list-style-type: none"> 95.1% of instructional student FTEs offered partially or totally online (Because of the COVID-19 pandemic the vast majority of courses was offered online) 	<ul style="list-style-type: none"> 26.5% of instructional student FTEs offered partially or totally online (from the CUNY Insights dashboard) 	<ul style="list-style-type: none"> 8.2% of instructional student FTEs offered partially or totally online

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Goal 3. Enrich the Student Experience							
13. 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 	Due to the pandemic, the SES Survey was not conducted	The SES Survey will be conducted in Spring 2022	CUNY SES 2022 <ul style="list-style-type: none"> ● 32% overall academic experience (<i>I am satisfied - strongly agree</i>) ● 41% faculty advisement ● 44% academic advisement ● 48% Tutoring Services 	CUNY SES The survey is conducted every other year - next administration in 2024	SES 2022: <ul style="list-style-type: none"> ● 35% overall academic experience ● 41% faculty advising ● 39% academic advisement ● 45% tutoring services
14. 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"> ● 3,923 enrolled in Experiential learning courses (F20) 	<ul style="list-style-type: none"> ● 3500 enrolled in Experiential learning courses (F21) 	<ul style="list-style-type: none"> ● 3084 enrolled in Experiential learning courses (F22) 	<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							
15. 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"> ● 43.4% faculty (F19) ● 75.7% staff (F19) ● 50.0% ECP (F19) 	<ul style="list-style-type: none"> ● 43.9% faculty (F20) ● 75.4% staff (F20) ● 44.4% ECP (F20) 	<ul style="list-style-type: none"> ● 44.8% faculty (F21) ● 75.7% staff (F21) ● 60.0% ECP (F21) 	<ul style="list-style-type: none"> ● 44.8% faculty (F22) ● 78.6% staff (F22) ● 61.9% ECP (F22) 	<ul style="list-style-type: none"> ● 50% faculty (F22) ● Maintain staff at 75% (F22) ● 55% for ECP (F22)
16. 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"> ● 57.2% Hispanic (F20) ● 22.7% Black (F20) ● 81.1% of first-time freshmen are URM 	<ul style="list-style-type: none"> ● 56.4% Hispanic (F21) ● 21.0% Black (F21) ● 78.4% of first-time freshmen are URM 	<ul style="list-style-type: none"> ● 57.6% Hispanic (F22) ● 19.6% Black (F22) ● 78.1% of first-time freshmen are URM 	<ul style="list-style-type: none"> ● 48% Hispanic (F22) ● 25% Black (F22) ● 73% URM freshmen (F22)
17. 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"> ● 10.5% 1-year retention gap-URM (F19>F20) ● 7.5% 1-year retention gap-men (F19>F20) 	<ul style="list-style-type: none"> ● 14.9% 1-year retention gap-URM (F20>F21) ● 2.7% 1-year retention gap-men (F20>F21) 	<ul style="list-style-type: none"> ● 19.7% 1-year retention gap-URM (F21>F22) - LAGCC data ● 2.4% 1-year retention gap-men (F21>F22) LAGCC data 	<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							
18. 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"> ● 7.1% participated in a paid internship (2019 data) 	<ul style="list-style-type: none"> ● 7.1% participated in a paid internship (2019 data) 	<ul style="list-style-type: none"> ● 7.9% participated in a paid internship (2022 data) 	The survey is conducted every other year - next administration in 2024	<ul style="list-style-type: none"> ● 10% participate in a paid internship ● 15% participate in any internship
19. 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 2017-18 graduates ● 39% career planning ● 24.1% majoring in STEM (F18) 	<ul style="list-style-type: none"> ● 52% of the 2018-19 graduates ● Due to the pandemic, the SES Survey was not conducted ● 23.9% majoring in STEM (F19) 	<ul style="list-style-type: none"> ● 51% of the 2019-20 graduates ● SES survey will be conducted in Spring 2022 ● 23.5% majoring in STEM (F20) 	<ul style="list-style-type: none"> ● 60% of the 2020-21 graduates ● 55% very satisfied with Career Planning & Placement ● 26.5% majoring in STEM (F21) 	<ul style="list-style-type: none"> ● 60% of the 2021-22 graduates ● The survey is conducted every other year - next administration in 2024 ● 22.2% majoring in STEM (F22) LAGCC data 	<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