

**Annual Monitoring of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives: 2022-23**

Goals and objectives	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
<b>Goal 1 Build Student Access and Success</b>							
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"> <li>Total FTE enrollment of credit students (Excluding College Now)</li> <li>Total headcount enrollment of non-credit students</li> <li>Number of first-time freshmen enrolling from pre-college programs (CLIP, CUNY Start, Math Start and High School equivalency) in credit programs</li> </ul>	<ul style="list-style-type: none"> <li>13,608 (13,040 degree) credit FTEs (F18)</li> <li>14,330 non-credit headcount (F18)</li> <li>589 first-time freshmen from the ACE pre-college programs (18-19)</li> </ul>	<ul style="list-style-type: none"> <li>12,657 (12,095 degree) credit FTEs (F19)</li> <li>15,044 non-credit headcount (F19)</li> <li>691 first-time freshmen from the ACE pre-college programs (19-20)</li> </ul>	<ul style="list-style-type: none"> <li>11,528 (10,990 degree) credit FTEs (F20)</li> <li>9,674 non-credit headcount (F20)</li> <li>540 first-time freshmen from the ACE pre-college programs (20-21)</li> </ul>	<ul style="list-style-type: none"> <li>9,493 (9,063 degree) credit FTEs (F21)</li> <li>8,351 non-credit headcount (F21)</li> <li>209 first-time freshmen from the ACE pre-college programs (20-21)</li> </ul>	<ul style="list-style-type: none"> <li>8,413 (7,956 degree) credit FTEs (F22)</li> <li>8,472 non-credit headcount (F22)</li> <li>138 first-time freshmen from the ACE pre-college programs (22-23)</li> </ul>	<ul style="list-style-type: none"> <li>11,000 credit FTEs (budget) (F22)<sup>2</sup></li> <li>10,000 non-credit headcount (F22)<sup>2</sup></li> <li>650 first-time freshmen from the ACE pre-college programs (22-23)</li> </ul>
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"> <li>Increased use of Connected advisement (Student Success Plan (SSP))</li> <li>Improved return rates advisement for Tier 2 &amp; 3 (grouping based on student momentum)</li> <li>Compare one-semester retention of FYS and non-FYS students</li> </ul>	<ul style="list-style-type: none"> <li>52% of enrolled students advised with SSP (F18 tiers 2-3)</li> <li>75% retained (F18&gt;S19, tiers 2-3)</li> <li>FYS: Fall 2017 FYS students were retained at a 9% higher rate than those not enrolled (most recent one-semester retention analysis)</li> </ul>	<ul style="list-style-type: none"> <li>41% of enrolled students advised with SSP (F19 tiers 2-3)</li> <li>71% retained (F19&gt;S20, tiers 2-3)</li> <li>FYS: Fall 2018 FYS students were retained at a 12% higher rate than those not enrolled (most recent one-semester retention analysis)</li> </ul>	<ul style="list-style-type: none"> <li>NA (due to the pandemic advisement structures changed)</li> <li>NA (due to the pandemic advisement structures changed)</li> <li>FYS: Fall 2019 FYS students were retained at a 10% higher rate than those not enrolled (most recent one-semester retention analysis)</li> </ul>	<ul style="list-style-type: none"> <li>NA (due to the pandemic advisement structures changed)</li> <li>NA (due to the pandemic advisement structures changed)</li> <li>FYS: Fall 2020 FYS students were retained at a 12% higher rate than those not enrolled (most recent one-semester retention analysis)</li> </ul>	<ul style="list-style-type: none"> <li>NA (due to the pandemic advisement structures changed)</li> <li>NA (due to the pandemic advisement structures changed)</li> <li>FYS: Fall 2021 FYS students were retained at a 12% higher rate than those not enrolled (most recent one-semester retention analysis)</li> </ul>	<ul style="list-style-type: none"> <li>57% of enrolled students advised with SSP (10% increase)</li> <li>79% retained (F22&gt;s23, tiers 2-3)</li> <li>FYS: Fall 2022 FYS students retained at a 10% higher rate than those not enrolled</li> </ul>
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"> <li>% passed Gateway English in the first year</li> <li>% passed Gateway Math in the first year</li> </ul>	<ul style="list-style-type: none"> <li>68.7% Gateway English (F17)</li> <li>47.1% Gateway Math (F17)</li> </ul>	<ul style="list-style-type: none"> <li>69.0% Gateway English (F18)</li> <li>45.1% Gateway Math (F18)</li> </ul>	<ul style="list-style-type: none"> <li>68.2% Gateway English (F19)</li> <li>51.1% Gateway Math (F19)</li> </ul>	<ul style="list-style-type: none"> <li>61.2% Gateway English (F20)</li> <li>52.3% Gateway Math (F20)</li> </ul>	<ul style="list-style-type: none"> <li>57.6% Gateway English (F21)<sup>5</sup></li> <li>48.4% Gateway Math (F21)<sup>5</sup></li> </ul>	<ul style="list-style-type: none"> <li>70% Gateway English (F21)<sup>1</sup></li> <li>48% Gateway Math (F21)<sup>1</sup></li> </ul>
1d. Strengthen the cohesiveness of the Liberal Arts & Sciences major to build success for Liberal Arts students	<ul style="list-style-type: none"> <li>Retention and graduation of first-time full-time liberal arts majors</li> </ul>	<ul style="list-style-type: none"> <li>60% 1-year retention (F17&gt;F18)</li> <li>28% 3-year graduation (F15&gt;F18)</li> </ul>	<ul style="list-style-type: none"> <li>65% 1-year retention (F18&gt;F19)</li> <li>28% 3-year graduation (F16&gt;F19)</li> </ul>	<ul style="list-style-type: none"> <li>64.1% 1-year retention (F19&gt;F20)</li> <li>34% 3-year graduation (F17&gt;F20)</li> </ul>	<ul style="list-style-type: none"> <li>59.7% 1-year retention (F20&gt;F21)</li> <li>32.1% 3-year graduation (F18&gt;F21)</li> </ul>	<ul style="list-style-type: none"> <li>58.7% 1-year retention (F21&gt;F22)</li> <li>30.9% 3-year graduation (F19&gt;F22)</li> </ul>	<ul style="list-style-type: none"> <li>65% 1-year retention (F21&gt;F22)</li> <li>35% 3-year graduation (F20&gt;F23)</li> </ul>
1e. Develop new revenue streams to support student success and advance the College mission	<ul style="list-style-type: none"> <li>Total voluntary support (3-yr rolling average)</li> <li>Total research grants (3-yr rolling average)</li> <li>Tax-levy budget spent on student services, instruction, and departmental research</li> </ul>	<ul style="list-style-type: none"> <li>\$5,121,869 voluntary support (2016-18)</li> <li>\$948,149 research awards (2016-18)</li> <li>64.1% tax-levy budget (FY2018)</li> </ul>	<ul style="list-style-type: none"> <li>\$5,782,551 voluntary support (2017-19)</li> <li>\$792,673 research awards (2017-19)</li> <li>63.4% tax-levy budget (FY2019)</li> </ul>	<ul style="list-style-type: none"> <li>\$5,581,333 voluntary support (2018-20)</li> <li>\$590,729 research awards (2018-20)</li> <li>66.6% tax-levy budget (FY2020)</li> </ul>	<ul style="list-style-type: none"> <li>\$4,836,160 voluntary support (2019-21)</li> <li>\$513,085 research awards (2019-21)</li> <li>63.9% tax-levy budget (FY2021)</li> </ul>	<ul style="list-style-type: none"> <li>\$6,037,000 voluntary support (2020-22)<sup>5</sup></li> <li>\$503,231 research awards (2020-22) CUNY data</li> <li>65.9% tax-levy budget (FY2022, from IPEDS)</li> </ul>	<ul style="list-style-type: none"> <li>\$6 million voluntary support (2020-22)</li> <li>\$1.1 million research awards (2020-22)</li> <li>65% tax-levy budget (FY2022)</li> </ul>
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"> <li>% one-semester retention</li> <li>% one-year retention</li> <li>% graduated in 2 years</li> <li>% graduated in 3 years</li> <li>% graduated in 3-years ASAP</li> <li>% transfer rate of all graduates (within 2 years of graduation)</li> <li>% of first-time full-time fall freshmen who earned a degree or transferred within 6 years</li> <li>% earned 20 or more credits in first year</li> <li>% earned 30 or more credits in first year</li> </ul>	<ul style="list-style-type: none"> <li>78.3% one-semester retention (F17&gt;S18)</li> <li>64.8% one-year retention (F17&gt;F18)</li> <li>11.3% graduated in 2 years (F16&gt;F18)</li> <li>26.9% graduated in 3 years (F15&gt;F18)</li> <li>54.6% of 3-year graduation for ASAP (F15&gt;F18)</li> <li>72.7% transfer of all graduates (16-17)</li> <li>43.3% degree or transferred in 6 years (F12&gt;F18)</li> <li>42.6% earned 20+ credits (F17)</li> <li>18.8% earned 30+ credits (F17)</li> </ul>	<ul style="list-style-type: none"> <li>75.8% one-semester retention (F18&gt;S19)</li> <li>61.8% one-year retention (F18&gt;F19)</li> <li>16.4% graduated in 2 years (F17&gt;F19)</li> <li>28.5% graduated in 3 years (F16&gt;F19)</li> <li>47.8% of 3-year graduation for ASAP (F16&gt;F19)</li> <li>72.5% transfer of all graduates (17-18)</li> <li>44.4% degree or transferred in 6 years (F13&gt;F19)</li> <li>39.2% earned 20+ credits (F18)</li> <li>15.7% earned 30+ credits (F18)</li> </ul>	<ul style="list-style-type: none"> <li>80.1% one-semester retention (F19&gt;S20)</li> <li>63.2% one-year retention (F19&gt;F20)</li> <li>14.5% graduated in 2 years (F18&gt;F20)</li> <li>32.2% graduated in 3 years (F17&gt;F20)</li> <li>45.6% of 3-year graduation for ASAP (F17&gt;F20)</li> <li>71.0% transfer of all graduates (18-19)</li> <li>43.4% degree or transferred in 6 years (F14&gt;F20)</li> <li>38.5% earned 20+ credits (F19)</li> <li>17.3% earned 30+ credits (F19)</li> </ul>	<ul style="list-style-type: none"> <li>73.9% one-semester retention (F20&gt;S21)</li> <li>59.9% one-year retention (F20&gt;F21)</li> <li>16.3% graduated in 2 years (F19&gt;F21)</li> <li>29.3% graduated in 3 years (F18&gt;F21)</li> <li>37.2% of 3-year graduation for ASAP (F18&gt;F21)</li> <li>70.3% transfer of all graduates (19-20)</li> <li>This measure is no longer provided in the PMP</li> <li>37.1% earned 20+ credits (F20)</li> <li>16.6% earned 30+ credits (F20)</li> </ul>	<ul style="list-style-type: none"> <li>71.3% one-semester retention (F21&gt;S22)</li> <li>56.9% one-year retention (F21&gt;F22)</li> <li>13.4% graduated in 2 years (F20&gt;F22)</li> <li>28.7% graduated in 3 years (F19&gt;F22)</li> <li>38.1% of 3-year graduation for ASAP (F19&gt;F22) LAGCC data</li> <li>69.0% transfer of all graduates (20-21) LAGCC data</li> <li>This measure is no longer provided in the PMP</li> <li>33.4% earned 20+ credits (F21)<sup>5</sup></li> <li>14.7% earned 30+ credits (F21)<sup>5</sup></li> </ul>	<ul style="list-style-type: none"> <li>81% one-semester retention (F21&gt;S22)</li> <li>68% one-year retention (F21&gt;F22)</li> <li>17% graduate in 2 years (F18&gt;F20)</li> <li>30% graduate in 3 years (F19&gt;F21)<sup>2</sup></li> <li>% 60 ASAP graduate in 3 years</li> <li>76% transfer of all graduates (20-21)</li> <li>55% degree or transfer in 6 years (F16&gt;F22)</li> <li>45% earn 20+ credits (F21)<sup>2</sup></li> <li>20% earn 30+ credits (F21)<sup>2</sup></li> </ul>

Goals and objectives	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
<b>Goal 2. Strengthen Learning for Students - and for Faculty, Staff and the College</b>							
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"> <li>Core competencies for students in the 45+ credit bucket: <ul style="list-style-type: none"> <li>-Inquiry and problem-solving</li> <li>-Global learning</li> <li>-Integrative learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Core competencies: <ul style="list-style-type: none"> <li>-Inquiry and problem solving 5.10</li> <li>-Global learning 4.17</li> <li>-Integrative learning 4.32</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Core competencies: (2019-20) <ul style="list-style-type: none"> <li>-Inquiry and problem solving 5.47</li> <li>-Global learning 4.36</li> <li>-Integrative learning 4.59</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Core competencies: (2020-21) <ul style="list-style-type: none"> <li>-Inquiry and problem solving 5.49</li> <li>-Global learning 4.36</li> <li>-Integrative learning 4.48</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Core competencies: (2021-22) <ul style="list-style-type: none"> <li>-Inquiry and problem solving 5.46</li> <li>-Global learning 4.07</li> <li>-Integrative learning 4.97</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Core competencies: (2022-23) <ul style="list-style-type: none"> <li>-Inquiry and problem solving 6.16</li> <li>-Global learning 4.50</li> <li>-Integrative learning 4.42</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Core competencies: <ul style="list-style-type: none"> <li>-Inquiry &amp; problem solving 5.4</li> <li>-Global learning 4.4</li> <li>-integrative learning 4.55</li> </ul> </li> </ul>
2b. Develop and refine digital learning environments and online offerings that build student engagement, learning and success	<ul style="list-style-type: none"> <li>Number of faculty participating in CTL or SPS training programs in teaching online/distance learning</li> <li><b>% of Instructional FTEs offered partially or totally online</b></li> </ul>	<ul style="list-style-type: none"> <li>20 faculty participated in CTL or SPS training programs (2% of all faculty)</li> <li>8.0 of instructional student FTEs offered partially or totally online</li> </ul>	<ul style="list-style-type: none"> <li>203 faculty participated in CTL or SPS training programs (20% of all faculty)</li> <li>8.5% of instructional student FTEs offered partially or totally online</li> </ul>	<ul style="list-style-type: none"> <li>300 faculty participated in CTL or SPS training programs (32% of all faculty)</li> <li>99.8% - Because of the COVID-19 pandemic the vast majority of courses was offered online</li> </ul>	<ul style="list-style-type: none"> <li>89 faculty participated in CTL or SPS training programs (11% of all faculty)</li> <li>95.1% - Because of the COVID-19 pandemic the vast majority of courses was offered online</li> </ul>	<ul style="list-style-type: none"> <li>13 faculty participated SPS (no CTL) training programs (2% of all faculty)</li> <li>26.5% (from CUNY Insights)</li> </ul>	<ul style="list-style-type: none"> <li>15% of faculty teaching in a given year</li> <li>8.2% of instructional student FTEs offered partially or totally online</li> </ul>
2c. Advance courses that build students' written, oral and digital communication abilities	<ul style="list-style-type: none"> <li>Communication abilities for students in the 45+ credit bucket: <ul style="list-style-type: none"> <li>-Written Communications</li> <li>-Oral Communications</li> <li>-Digital Communications</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Communication abilities: <ul style="list-style-type: none"> <li>-Written Communications 5.62</li> <li>-Oral Communications 5.21</li> <li>-Digital Communications 4.62</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Communication abilities: (19-20) <ul style="list-style-type: none"> <li>-Written Communications 5.77</li> <li>-Oral Communications 5.91</li> <li>-Digital Communications 4.66</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Communication abilities: (20-21) <ul style="list-style-type: none"> <li>-Written Communications 6.30</li> <li>-Oral Communications 5.42</li> <li>-Digital Communications 5.08</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Communication abilities: (21-22) <ul style="list-style-type: none"> <li>-Written Communications 6.22</li> <li>-Oral Communications 5.04</li> <li>-Digital Communications 5.47</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Communication abilities: (22-23) <ul style="list-style-type: none"> <li>-Written Communications 6.10</li> <li>-Oral Communications 5.51</li> <li>-Digital Communications 5.09</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Communication abilities: <ul style="list-style-type: none"> <li>-Written Communications 5.9</li> <li>-Oral Communications 5.5</li> <li>-Digital Communications 4.85</li> </ul> </li> </ul>
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"> <li>Faculty and staff participants in CTL workshops and seminars (participants in multiple activities are counted more than once)</li> <li>Center for Teaching and Learning (CTL) participant surveys indicating application of learning - Post seminar survey results of faculty</li> <li>Faculty scholarly/creative works, including only formal publications: articles, books, performances and visual arts</li> </ul>	<ul style="list-style-type: none"> <li>829 Faculty and Staff</li> <li>82.5% of CTL Participants surveyed indicated application of learning</li> <li>206 verified scholarly/creative works (Spring 18)</li> </ul>	<ul style="list-style-type: none"> <li>711 Faculty and Staff</li> <li>98.8% of CTL Participants surveyed indicated application of learning</li> <li>165 verified scholarly/creative works (Spring 19)</li> </ul>	<ul style="list-style-type: none"> <li>665 Faculty and Staff</li> <li>98.5% of CTL Participants surveyed indicated application of learning</li> <li>184 verified scholarly/creative works (Spring 20)</li> </ul>	<ul style="list-style-type: none"> <li>362 Faculty and Staff</li> <li>100% of CTL Participants surveyed indicated application of learning</li> <li>126 verified scholarly/creative works (Spring 21)</li> </ul>	<ul style="list-style-type: none"> <li>375 Faculty and Staff</li> <li>100% of CTL Participants surveyed indicated application of learning</li> <li>The information is no longer collected by CUNY</li> </ul>	<ul style="list-style-type: none"> <li>900 Faculty and Staff (10% increase from 2018-19)</li> <li>86.6% of CTL Participant surveyed indicate application of learning</li> <li>227 works (10% increase, Spring 22)</li> </ul>
2e. Engage part-time faculty in the professional learning process	<ul style="list-style-type: none"> <li>Part-time faculty participation in professional learning activities led by the CTL (individuals who participate in multiple activities are counted more than once)</li> </ul>	<ul style="list-style-type: none"> <li>163 Adjunct Participants in 2018/19 CTL Activities</li> </ul>	<ul style="list-style-type: none"> <li>173 Adjunct Participants in 2019/20 CTL Activities</li> </ul>	<ul style="list-style-type: none"> <li>221 Adjunct Participants in 2020/21 CTL Activities</li> </ul>	<ul style="list-style-type: none"> <li>87 Adjunct Participants in 2021/22 CTL Activities</li> </ul>	<ul style="list-style-type: none"> <li>51 Adjunct Participants in 2022/23 CTL Activities</li> </ul>	300 part-time faculty

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<b>Goal 3. Enrich the Student Experience</b>							
3a. Advance communication and interaction, linking students with faculty and administrators and focusing on students as active agents of their own education	<u>CUNY SES</u> <ul style="list-style-type: none"> <li>● % very satisfied with overall academic experience</li> <li>● % very satisfied with faculty advisement</li> <li>● % very satisfied with academic advisement (non-faculty)</li> <li>● % very satisfied with Tutoring Services</li> </ul>	<u>CUNY SES 2018</u> <ul style="list-style-type: none"> <li>● 30% overall academic experience</li> <li>● 36% faculty advisement</li> <li>● 34% academic advisement</li> <li>● 41% Tutoring Services</li> </ul>	CUNY SES was postponed to spring 2021	CUNY SES was postponed to spring 2022	<u>CUNY SES 2022</u> <ul style="list-style-type: none"> <li>● 32% overall academic experience (<u>I am satisfied - strongly agree</u>)</li> <li>● 41% faculty advisement</li> <li>● 44% academic advisement</li> <li>● 48% Tutoring Services</li> </ul>	The survey is conducted every other year - next administration in 2024	<u>SES 2022:</u> <ul style="list-style-type: none"> <li>● 35% overall academic experience</li> <li>● 41% faculty advisement</li> <li>● 39% academic advisement</li> <li>● 45% Tutoring Services</li> </ul>
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"> <li>● Participation in experiential learning and internship courses</li> <li>● The number of faculty proposals submitted for co-curricular funding</li> </ul>	<ul style="list-style-type: none"> <li>● 3,587 enrolled in Experiential learning courses (F18)</li> <li>● 24 proposals in 2018-19</li> </ul>	<ul style="list-style-type: none"> <li>● 4,028 enrolled in Experiential learning courses (F19)</li> <li>● 60 proposals in 2019-20</li> </ul>	<ul style="list-style-type: none"> <li>● 3,923 enrolled in Experiential learning courses (F20)</li> <li>● 20 (due to the pandemic funding was not allocated, alternative finding used)</li> </ul>	<ul style="list-style-type: none"> <li>● 3500 enrolled in Experiential learning courses (F21)</li> <li>● 11 (due to the pandemic funding was not allocated, alternative finding used)</li> </ul>	<ul style="list-style-type: none"> <li>● 3084 enrolled in Experiential learning courses (F22)</li> <li>● 17 proposals in 2022-23</li> </ul>	<ul style="list-style-type: none"> <li>● 3,765 enrolled in Experiential learning courses in F22 (5% increase)</li> <li>● The co-curricular funding for faculty proposals might discontinue due to COVID-19</li> </ul>
3c. Create flexible, state-of-the-art facilities, adapt to change and improve the student experience	<ul style="list-style-type: none"> <li>● CUNY SES satisfaction with classroom facilities (2018 baseline)</li> </ul>	<ul style="list-style-type: none"> <li>● SES 2018- 35% strongly agree that the classrooms are clean and well maintained</li> <li>● SES 2018- 35% strongly agree that the classrooms space is sufficient</li> </ul>	CUNY SES was postponed to spring 2021	CUNY SES was postponed to spring 2022	<ul style="list-style-type: none"> <li>● SES 2022- 49% strongly agree that the classrooms are clean and well maintained</li> <li>● SES 2022- 45% strongly agree that the classrooms space is sufficient</li> </ul>	The survey is conducted every other year - next administration in 2024	<ul style="list-style-type: none"> <li>● SES 2022- 40% strongly agree that the classrooms are clean and well maintained</li> <li>● SES 2022- 40% strongly agree that the classrooms space is sufficient</li> </ul>
3d. Improve support services for night and weekend students	<ul style="list-style-type: none"> <li>● % of credit students participating in at least one evening or weekend courses</li> </ul>	<ul style="list-style-type: none"> <li>● 42% of all credit students (F18)</li> </ul>	<ul style="list-style-type: none"> <li>● 47% of all credit students (F19)</li> </ul>	<ul style="list-style-type: none"> <li>● 50% of all credit students (F20)</li> </ul>	<ul style="list-style-type: none"> <li>● 44% of all credit students (F21)</li> </ul>	<ul style="list-style-type: none"> <li>● 46% of all credit students (F22)</li> </ul>	<ul style="list-style-type: none"> <li>● 55% of all credit students (F22)</li> </ul>

Goals and objectives	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
<b>Goal 4. Build Inclusive Community to Achieve the College Mission</b>							
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"> <li>● <b>1-year retention gap for first-time full-time URM</b></li> <li>● <b>1-year retention gap for first-time full-time men</b></li> <li>● <b>Minority full-time faculty</b></li> <li>● % minority full-time staff</li> <li>● % minority ECP</li> <li>● % of Hispanic first-time freshmen</li> <li>● % of Black first-time freshmen</li> <li>● % of first-time freshmen who are underrepresented minority (Black and Hispanic (URM))underrepresented minority (URM)</li> <li>● % of contracts with MWBE and SDVOB</li> </ul>	<ul style="list-style-type: none"> <li>● 14.1% 1-year retention gap for URM compared to non-URB (F17&gt;F18)</li> <li>● 8.8% 1-year retention gap for men compared to women (F17&gt;F18)</li> <li>● 44.4% minority of the full-time faculty (F18)</li> <li>● 75.4% minority of full-time staff (F18)</li> <li>● 36.4% minority ECP (F18)</li> <li>● 46.7% Hispanic (F18)</li> <li>● 23.1% Black (F18)</li> <li>● 72.1% of first-time freshmen are URM</li> <li>● 22% MWBE contacts; 0.4% SDVOB contracts</li> </ul>	<ul style="list-style-type: none"> <li>● 8.7% 1-year retention gap for URM compared to non-URB (F18&gt;F19)</li> <li>● 4.1% 1-year retention gap for men compared to women (F18&gt;F19)</li> <li>● 43.1% minority of the full-time faculty (F19)</li> <li>● 75.7% minority of full-time staff (F19)</li> <li>● 50.0% minority ECP (F19)</li> <li>● 46.5% Hispanic (F19)</li> <li>● 24.9% Black (F19)</li> <li>● 72.1% of first-time freshmen are URM</li> <li>● 21% MWBE contacts; 34% SDVOB contracts</li> </ul>	<ul style="list-style-type: none"> <li>● 10.5% 1-year retention gap for URM compared to non-URB (F19&gt;F20)</li> <li>● 7.5% 1-year retention gap for men compared to women (F19&gt;F20)</li> <li>● 43.9% minority of the full-time faculty (F20)</li> <li>● 75.4% minority of full-time staff (F20)</li> <li>● 44.4% minority ECP (F20)</li> <li>● 57.2% Hispanic (F20)</li> <li>● 22.7% Black (F20)</li> <li>● 81.1% of first-time freshmen are URM</li> <li>● 79% MWBE contacts; 3% SDVOB contracts</li> </ul>	<ul style="list-style-type: none"> <li>● 14.9% 1-year retention gap for URM compared to non-URB (F20&gt;F21)</li> <li>● 2.7% 1-year retention gap for men compared to women (F20&gt;F21)</li> <li>● 44.8% minority of the full-time faculty (F21)</li> <li>● 75.7% minority of full-time staff (F21)</li> <li>● 60.0% minority ECP (F21)</li> <li>● 56.4% Hispanic (F21)</li> <li>● 21.0% Black (F21)</li> <li>● 78.4% of first-time freshmen are URM</li> <li>● 77% MWBE contacts; 0.1% SDVOB contracts</li> </ul>	<ul style="list-style-type: none"> <li>● 19.7% 1-year retention gap for URM compared to non-URB (F21&gt;F22) LAGCC data</li> <li>● 2.4% 1-year retention gap for men compared to women (F21&gt;F22) LAGCCC data</li> <li>● 44.8% minority of the full-time faculty (F22)</li> <li>● 78.6% minority of full-time staff (F22)</li> <li>● 61.9% minority ECP (F22)</li> <li>● 57.6% Hispanic (F22)</li> <li>● 19.6% Black (F22)</li> <li>● 78.1% of first-time freshmen are URM</li> <li>● about 70% MWBE contacts; 0.1% SDVOB contracts</li> </ul>	<ul style="list-style-type: none"> <li>● 8% 1-year retention gap-URM (F22&gt;F23)</li> <li>● 3% 1-year retention gap-gender (F22&gt;F23)</li> <li>● 50% minority full-time faculty (F22)</li> <li>● Maintain minority full-time staff at 75% (F22)</li> <li>● 55% minority full-time ECP (F22)</li> <li>● 48% Hispanic (F22)</li> <li>● 25% Black (F22)</li> <li>● 73% URM freshmen (F22)</li> <li>● 30% MWBE contacts; 6% SDVOB contracts<sup>4</sup></li> </ul>
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	● 68 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"> <li>● Number of intersectional clubs</li> <li>● Number of participants (unduplicated) in the Support Circles</li> </ul>	<ul style="list-style-type: none"> <li>● 8 intersectional clubs in Spring 2019</li> <li>● Baseline for number of participants in the Support Circles will be established in 2019-20</li> </ul>	<ul style="list-style-type: none"> <li>● 8 intersectional clubs in Fall 2019 (only 1 in Spring 2020, due to COVID-19)</li> <li>● 93 students participated in the Support Circles in Spring 2020</li> </ul>	<ul style="list-style-type: none"> <li>● 6 intersectional clubs in Fall 2020</li> <li>● 210 students participated in the Support Circles in Spring 2021</li> </ul>	<ul style="list-style-type: none"> <li>● 5 intersectional clubs in Fall 2021</li> <li>● 74 students participated in the Support Circles in 21-22</li> </ul>	<ul style="list-style-type: none"> <li>● 5 intersectional clubs in Fall 2022</li> <li>● 126 students participated in the Support Circles in 22-23</li> </ul>	<ul style="list-style-type: none"> <li>● Maintain the number of intersectional clubs at 8</li> <li>● Increase participation of Support Circles by 10% each year</li> </ul>
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	● 52 community groups engaged in 2022-23	● 65 community groups engaged (10% increase)

Goals and objectives	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
<b>Goal 5. Advance Career and Workforce Development</b>							
5a. Make greater use of ACE labor market & employer data in credit programming	<ul style="list-style-type: none"> <li>● Career Coach profiles (combined credit and non-credit)</li> <li>● The number of articulation agreements</li> </ul>	<ul style="list-style-type: none"> <li>● 300 credit and non-credit Career coach profiles in FY2018</li> <li>● 4 articulation agreements</li> </ul>	<ul style="list-style-type: none"> <li>● 1,269 credit and non-credit Career coach profiles in FY2019</li> <li>● 4 articulation agreements</li> </ul>	<ul style="list-style-type: none"> <li>● 3,716 credit and non-credit Career coach profiles in FY2020</li> <li>● 5 articulation agreements</li> </ul>	<ul style="list-style-type: none"> <li>● 2,868 credit and non-credit Career coach profiles in FY2021</li> <li>● 13 articulation agreements</li> </ul>	<ul style="list-style-type: none"> <li>● 3,748 credit and non-credit Career coach profiles in FY2022</li> <li>● 11 articulation agreements</li> </ul>	<ul style="list-style-type: none"> <li>● 3000 credit and non-credit Career Coach profiles</li> <li>● 14 articulation agreements between non-credit and credit in 2022-2023.</li> </ul>
5b. Strengthen and diversify STEM education, engaging experiential learning and interdisciplinary perspectives	<ul style="list-style-type: none"> <li>● ACE STEM Enrollment</li> <li>● <b>% of students majoring in science, technology, engineering or mathematics (STEM)</b></li> </ul>	<ul style="list-style-type: none"> <li>● ACE STEM enrollment: 1616 in 2018-19</li> <li>● 24.1% majoring in STEM</li> </ul>	<ul style="list-style-type: none"> <li>● ACE STEM enrollment: 1,050 in 2019-20</li> <li>● 23.9% majoring in STEM</li> </ul>	<ul style="list-style-type: none"> <li>● ACE STEM enrollment: 931 in 2020-21</li> <li>● 23.5% majoring in STEM</li> </ul>	<ul style="list-style-type: none"> <li>● ACE STEM enrollment: 1,174 2021-22</li> <li>● 26.5% majoring in STEM</li> </ul>	<ul style="list-style-type: none"> <li>● ACE STEM enrollment: 1,200 2022-23</li> <li>● 22.2 % majoring in STEM (LAGCC data)</li> </ul>	<ul style="list-style-type: none"> <li>● ACE STEM enrollment: 1700 in 2022-23</li> <li>● 25% majoring in STEM</li> </ul>
5c. Strengthen career readiness programming, helping students understand, prepare for and find success in meaningful and rewarding careers	<ul style="list-style-type: none"> <li>● Number of students using Career Connect</li> <li>● % graduates indicated they were "very well" or "well" prepared for their jobs (CUNY survey)</li> <li>● % very satisfied with services from Career Planning and Placement</li> </ul>	<ul style="list-style-type: none"> <li>● In Fall 2018 2,055 unique users in Career Connect</li> <li>● 52% of the 2017-18 graduates indicated they were "very well" or "well" prepared for their jobs</li> <li>● 39% very satisfied with Career Planning &amp; Placement</li> </ul>	<ul style="list-style-type: none"> <li>● In Fall 2019 2,074 unique users in Career Connect</li> <li>● 52% of the 2018-19 graduates indicated they were "very well" or "well" prepared for their jobs</li> <li>● Because of the COVID-19 pandemic the survey was not administered in Spring 2020</li> </ul>	<ul style="list-style-type: none"> <li>● In Fall 2020 4,524 unique users in Career Connect</li> <li>● 51% of the 2019-20 graduates indicated they were "very well" or "well" prepared for their jobs</li> <li>● CUNY SES was postponed to spring 2022</li> </ul>	<ul style="list-style-type: none"> <li>● In Fall 2021 2,641 unique users in Career Connect</li> <li>● 60% of the 2020-21 graduates indicated they were "very well" or "well" prepared for their jobs</li> <li>● 55% very satisfied with Career Planning &amp; Placement</li> </ul>	<ul style="list-style-type: none"> <li>● In Fall 2022 1,169 unique users in Career Connect</li> <li>● 60% of the 2021-22 graduates indicated they were "very well" or "well" prepared for their jobs</li> <li>● The survey is conducted every other year - next administration in 2024</li> </ul>	<ul style="list-style-type: none"> <li>● In Fall 2022 4200 unique users in Career Connect</li> <li>● 57% of the 2020-21 graduates indicated job preparedness</li> <li>● 44% very satisfied with career planning</li> </ul>
5d. Work with employers and community organizations to expand external experiential learning (internships, apprenticeships & service learning), engaging ACE and credit students	<ul style="list-style-type: none"> <li>● <b>% participated in paid and unpaid internships (CUNY survey)</b></li> </ul>	<ul style="list-style-type: none"> <li>● 7.1% participated in a paid internship</li> <li>● 13.7% participated in any internship</li> </ul>	<ul style="list-style-type: none"> <li>● The CUNY survey was not conducted because of COVID-19</li> </ul>	<ul style="list-style-type: none"> <li>● The CUNY survey was not conducted because of COVID-19</li> </ul>	<ul style="list-style-type: none"> <li>● 7.9% participated in a paid internship</li> <li>● 9.7% participated in any internship</li> </ul>	<ul style="list-style-type: none"> <li>● The survey is conducted every other year - next administration in 2024</li> </ul>	<ul style="list-style-type: none"> <li>● 10% participated in a paid internship</li> <li>● 15% participated in a any internship</li> </ul>

Unless specified otherwise, all PMP measures are for the Fall

<sup>1</sup> Momentum targets; due to change in the process that assigns students to remediation, historical data might not be reliable predictors for future performance

<sup>2</sup> LaGuardia revised targets

<sup>3</sup> Including articles and books, speeches, papers and workshops, performances and visual arts

<sup>4</sup> CUNY targets