

LaGuardia Community College 2019 – 2024 Strategic Plan

CLOSE-OUT REPORT - NOVEMBER 2024



LaGUARDIA
COMMUNITY COLLEGE

Executive Summary

In Fall 2018, President Mellow and Provost Arcario convened a Strategic Directions Summit Steering Committee, chaired by Prof. Reem Jaafar, with faculty, student and staff representatives from across the College, including the College Senate. This group organized a February 1, 2019 Strategic Directions Summit, attended by 135 students, faculty, and staff, representing a broad cross-section of the College.

The Summit began with an examination of the history of LaGuardia's Strategic Plan. Breaking into focus sessions, attendees discussed the College's previous initiatives and outcomes along with emergent challenges. Based on these discussions, each focus group developed recommendations regarding Goals and Objectives which should continue as strategic priorities, and necessary new efforts.

Following the Summit discussions, the Steering Committee recommended five Goals for the new Strategic Plan, each with a set of Objectives. On March 6, 2019, at Opening Sessions, the College-wide convocation which launches the Spring semester, Provost Arcario reviewed the Goals with the assembled College community. The proposed Goals and Objectives were posted on a College website, inviting the entire College to discuss them in a two-day online conversation, called the "Strategic Directions JAM." The JAM participant contributions led to the identification of new Objectives and the revision of several others, resulting in the 2019-2024 LaGuardia Strategic Plan (Appendix A).

2019-2024 LaGuardia Strategic Plan highlights

During the period of the LaGuardia 2019-2024, the world had experienced the outbreak of the COVID 19 pandemic which forced the closure of businesses, industries and educational institutions nationally and internationally, as well as a transition to remote work and education. LaGuardia, located in Queens, one of the most adversely impacted places in the US, has transitioned to online teaching in Spring 2020 and only returned to full in-person instruction in Fall 2022. Consequently, many institutions, including CUNY and LaGuardia, suffered sharp declines in the enrollment of new students and in the retention and graduation rates of continuing students. Moreover, it was found that high school students who studied online during the pandemic experienced learning deficits resulting from the remote learning, impacting their performance in college.

The negative impact of the COVID-19 pandemic on enrollment, retention, graduation and course level outcomes is evident in many of the Strategic Plan outcomes, where the 5-year targets were not reached and many of the outcomes declined compared to the 2018-19 baseline year. More positively, however, the trend data of the Strategic Plan KPIs show the beginning of recovery for the most impacted outcomes. Additionally, despite the challenges LaGuardia experienced in recent years, many of the targets for general education benchmarks and FYS outcomes were met, student satisfaction was maintained, and staff and administrators' diversity increased.

Student related areas of particular concern are enrollment, retention and graduation declines. Additionally, student academic performance outcomes, especially pass rates for the English Gateway courses and freshmen achieving 30 or more credits in their first matriculation year had notably declined compared to the 2018-19 baseline. For faculty and staff, the results show decreased participation in CTL-led activities, workshops and seminars.

Highlights from the Strategic Plan Monitoring Report

This section focuses on highlighting the outcomes specified in the LaGuardia 2019-2024 Strategic Plan and gauging the success of achieving the 5-year targets. The section is broken down by the goals and objectives, providing trend data from the key performance indicators (KPIs) starting with 2018-19 baseline and ending in 2023-24 which is the year the Strategic Plan closed. Additionally, the 5-year targets as they relate to the 2023-24 final outcomes, in comparison to the 2018-19 baseline are presented for each of the Strategic Plan goals.

Goal 1: Build Student Access and Success

This section focuses on the objectives for Goal 1 of the Strategic Plan (*“Build Student Access and Success”*). As can be seen in the highlighted results and discussion below, despite some achievements and the possible indication of the beginning of recovery from the devastating impact of the pandemic, most targets for this Goal were not achieved.

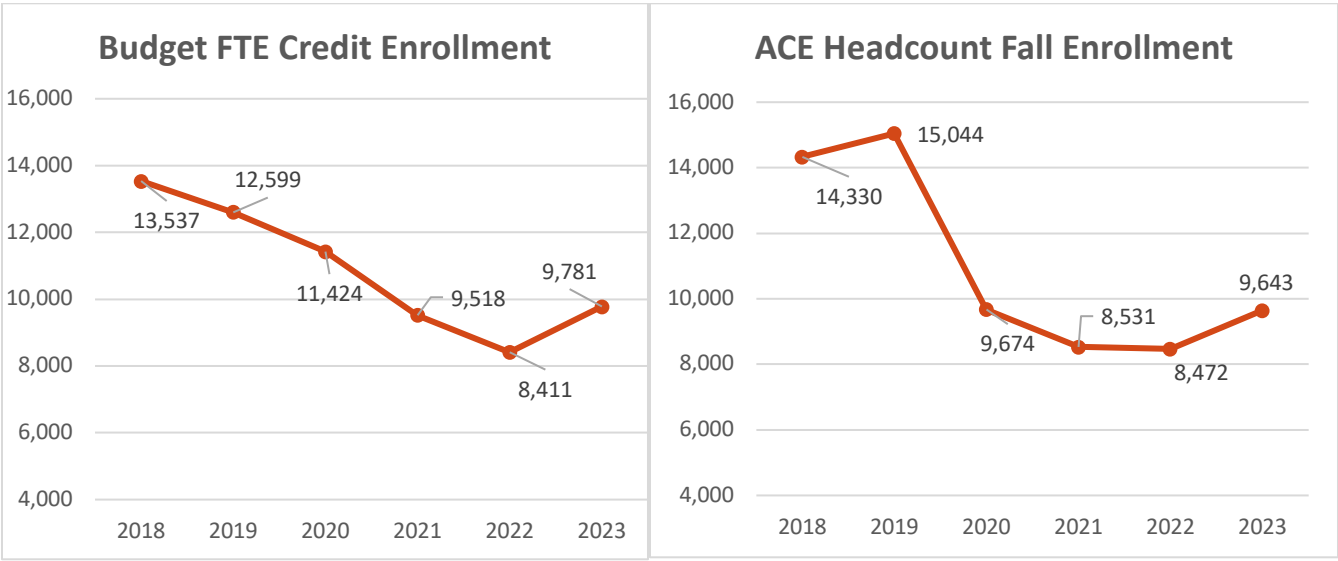
Indications of recovery

As indicated in the Executive Summary section above, when trend data are examined, evidence of a likely post-pandemic recovery is shown.

Enrollment:

As the two charts below show, while numbers of and credits taken by degree students, and Adult and Continuing Education (ACE) enrollment sharply declined as a result of the COVID 19 pandemic, enrollment started to recover in the last year (from Fall 2022 to Fall 2023):

- FTE budget enrollment (excluding College Now) - which declined by 38% between Fall 2018 and Fall 2022 - grew 16%.
- Headcount enrollment for ACE – which declined by 41% between Fall 2018 and Fall 2022 - grew 14%.



One-year retention of Fall first-time full-time freshmen

For the Fall 2021 freshmen cohort one-year retention declined by 12% compared to Fall 2017. However, one-year retention increased by 6% for the Fall 2022 cohort compared to Fall 2021.

Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
64.8%	61.8%	63.2%	59.9%	56.9%	60.2%

Achievements

FYS success

Despite the pandemic, students enrolled in First Year Seminar (FYS) courses performed better compared to those who did not enroll in FYS courses. The gap between the FYS students retained in the following semester and non-FYS students, increased from 9% in 2018-19 to 13% in 2023-24, surpassing the target of 10%

One-semester gap in return rates between NYS and non-FYS students

Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
9%	12%	10%	12%	12%	13%

Mixed results

New revenue streams to support student success

IDEDS Finance reporting provide information about the budget expenditure of higher education institutions.

- Tax-levy budget spent on student services, instruction, and departmental research increased from 64% in 2018-19 to 71% in 2023-24, surpassing the target of 65%,

Because the Strategic Plan measures are closely aligned with CUNY's PMP, the grants support which LaGuardia is very successful in obtaining, was not included in the outcome measures. Note that the PMP measure use 3-year rolling averages,

- Voluntary support (Foundation) which reached the 6 million targets in the 2020-22 period, decreased in 2021-23.
- Research awards approached the 1 million target in the 2016-18 baseline period approached. However, they steadily declined in the following year, although an improvement is showing for the most recent period of 2021-23.

3-year rolling averages for selected revenue streams

	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23
Voluntary support	\$5,121,869	\$5,782,551	\$5,581,333	\$4,836,160	\$6,353,651	\$4,932,900
Research awards	\$948,149	\$792,673	\$590,729	\$513,085	\$503,231	\$572,794

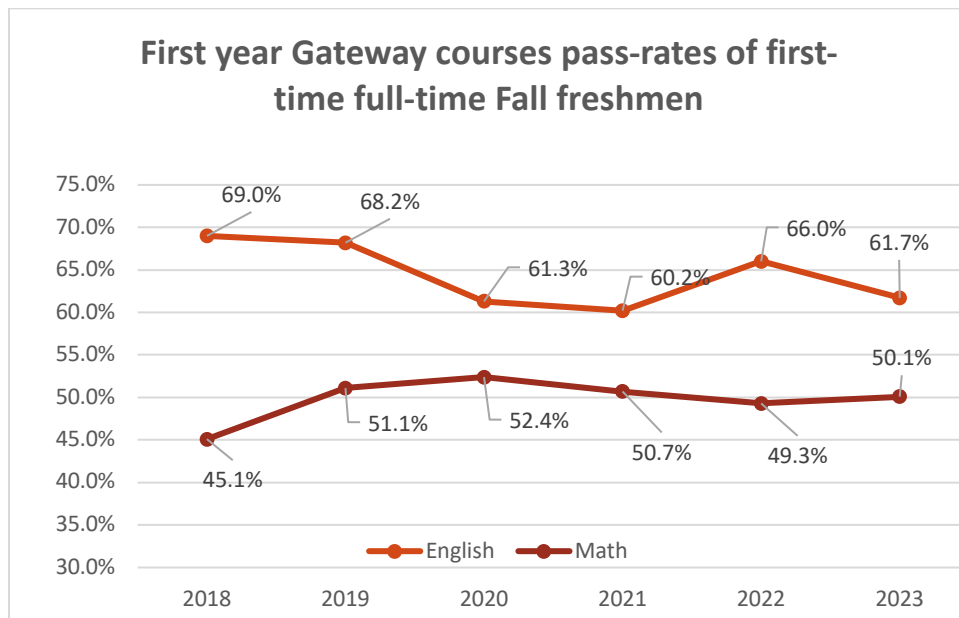
Goals and objectives	Metrics (PMP Measures in bold)	AY 2018-19 baseline	AY 2023-24 Final year	5-Year Target	Target Met?
Goal 1 Build Student Access and Success					
1a. Develop enrollment strategies (off-sites, iGen and older students) and more fluid connections from ACE to credit, and credit to ACE	<ul style="list-style-type: none"> • Total FTE enrollment of credit students (Excluding College Now) ⁴ • Total headcount enrollment of non-credit students • Number of first-time freshmen enrolling from pre-college programs (CLIP, CUNY Start, Math Start and High School equivalency) in credit programs 	<ul style="list-style-type: none"> • 13,537 (12,967 degree) credit FTEs (F18) • 14,330 non-credit headcount (F18) • 589 first-time freshmen from the ACE pre-college programs (18-19) 	<ul style="list-style-type: none"> • 9,781 (9,284 degree) credit FTEs (F23) • 9,643 non-credit headcount (F23) • 183 first-time freshmen from the ACE pre-college programs (23-24) 	<ul style="list-style-type: none"> • 11,000 credit FTEs (budget) (F23)² • 10,000 non-credit headcount (F23)² • 650 first-time freshmen from the ACE pre-college programs (23-24) 	<ul style="list-style-type: none"> • No • Approaching • No
1b. Strengthen FYS and Advisement 2.0, supporting faculty and advisors with professional development and digital systems to build student success	<ul style="list-style-type: none"> • Increased use of Connected advisement (Student Success Plan (SSP)) • Improved return rates advisement for Tier 2 & 3 (grouping based on student momentum) • Compare one-semester retention of FYS and non-FYS students 	<ul style="list-style-type: none"> • 52% of enrolled students advised with SSP (F18 tiers 2-3) • 75% retained (F18>S19, tiers 2-3) • FYS: Fall 2017 FYS students were retained at a 9% higher rate than those not enrolled (most recent one-semester retention analysis) 	<ul style="list-style-type: none"> • NA (due to the pandemic advisement structures changed) • NA (due to the pandemic advisement structures changed) • FYS: Fall 2022 FYS students were retained at a 13% higher rate than those not enrolled (most recent one-semester retention analysis) 	<ul style="list-style-type: none"> • 57% of enrolled students advised with SSP (10% increase) • 79% retained (F23>S24, tiers 2-3) • FYS: Fall 2022 FYS students retained at a 10% higher rate than those not enrolled 	<ul style="list-style-type: none"> • NA • NA • Surpassed
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"> • % associate who passed Gateway English in the first year • % associate who passed Gateway Math in the first year 	<ul style="list-style-type: none"> • 69.0% Gateway English (F18) • 45.1% Gateway Math (F18) 	<ul style="list-style-type: none"> • 61.7% Gateway English (F23) • 50.1% Gateway Math (F23) 	<ul style="list-style-type: none"> • 70% Gateway English (F23)¹ • 48% Gateway Math (F23)¹ 	<ul style="list-style-type: none"> • No • Met
1d. Strengthen the cohesiveness of the Liberal Arts & Sciences major to build success for Liberal Arts students	<ul style="list-style-type: none"> • Retention and graduation of first-time full-time liberal arts majors (definition modified in 22-23) 	<ul style="list-style-type: none"> • 61.7% 1-year retention (F17>F18) • 32.0% 3-year graduation (F15>F18) 	<ul style="list-style-type: none"> • 53.7% 1-year retention (F22>F23) • 30.1% 3-year graduation (F21>F23) 	<ul style="list-style-type: none"> • 65% 1-year retention (F22>F23) • 35% 3-year graduation (F21>F23) 	<ul style="list-style-type: none"> • No • No
1e. Develop new revenue streams to support student success and advance the College mission	<ul style="list-style-type: none"> • Total voluntary support (3-yr rolling average) • Total research grants (3-yr rolling average) • Tax-levy budget spent on student services, instruction, and departmental research 	<ul style="list-style-type: none"> • \$5,121,869 voluntary support (2016-18) • \$948,149 research awards (2016-18) • 64.1% tax-levy budget (FY2018) 	<ul style="list-style-type: none"> • \$4,932,900 voluntary support (2021-23) • \$572,794 research awards (2021-23) CUNY data • 71.1% tax-levy budget (FY2023, from IPEDS) 	<ul style="list-style-type: none"> • \$6 million voluntary support (2021-23) • \$1.1 million research awards (2021-23) • 65% tax-levy budget (FY2023) 	<ul style="list-style-type: none"> • No • No • Surpassed
1f. Build graduation and transfer success, advancing the 30-credit initiative	<p><u>First-time full-time fall freshmen:</u></p> <ul style="list-style-type: none"> • % one-semester retention • % one-year retention • % graduated in 2 years • % graduated in 3 years • % graduated in 3-years ASAP • % transfer rate of all graduates (within 2 years of graduation) • % of first-time full-time fall freshmen who earned a degree or transferred within 6 years • % earned 20 or more credits in first year • % earned 30 or more credits in first year 	<ul style="list-style-type: none"> • 78.3% one-semester retention (F17>S18) • 64.8% one-year retention (F17>F18) • 11.3% graduated in 2 years (F16>F18) • 26.9% graduated in 3 years (F15>F18) • 54.6% of 3-year graduation for ASAP (F15>F18) • 72.7% transfer of all graduates (16-17) • 43.3% degree or transferred in 6 years (F12>F18) • 39.2% earned 20+ credits (F18) • 15.7% earned 30+ credits (F18) 	<ul style="list-style-type: none"> • 75.5% one-semester retention (F22>S23) • 60.2% one-year retention (F22>F23) • 11.0% graduated in 2 years (F21>F23) • 25.3% graduated in 3 years (F20>F23) • 32.9% of 3-year graduation for ASAP (F20>F23) LAGCC data • 60.7% transfer of all graduates (21-22) LAGCC data • This measure is no longer provided in the PMP • 32.8% earned 20+ credits (F23) • 11.2% earned 30+ credits (F22) 	<ul style="list-style-type: none"> • 81% one-semester retention (F22>S23) • 68% one-year retention (F22>F23) • 17% graduate in 2 years (F21>F23) • 30% graduate in 3 years (F20>F23)² • 60% ASAP graduate in 3 years (F20>F23) • 76% transfer of all graduates (21-22) • 55% degree or transfer in 6 years (F17>F23) • 45% earn 20+ credits (F23)² • 20% earn 30+ credits (F23)² 	<ul style="list-style-type: none"> • No • No • No • No • No • No • No • No • No

Areas of Concern

Gateway courses

The pass rates for the Gateway courses generally declined from their highest points in previous years. However, the pattern is different for the Math and English Gateway courses.

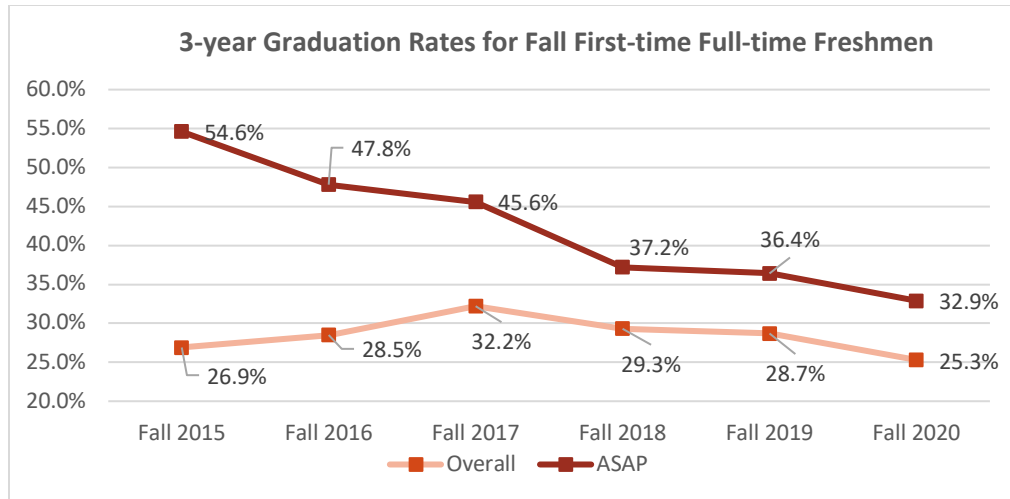
- The pass rates for English Gateway courses did not achieve the 70% target. After a decline since the start of the pandemic, they mostly increased for the Fall 2022 cohort, before declining the following year.
- The pass rates for Math Gateway courses surpassed their 48% during the pandemic, and although they dropped following the Fall 2020 high, they met the 5-year target.



Three-year graduation rates for first-time full-time freshmen

As shown below, while the negative impact of the pandemic is evident in the overall graduation rates, the decline in graduation rates for the ASAP students has already begun several years before the pandemic.

- Overall, 3-year graduation rates have steadily declined since reaching their highest rates for the Fall 2017 cohort.
- In contrast, graduation rates for ASAP freshmen - which were double the overall rates for the Fall 2015 cohort - sharply and consistently declined for subsequent cohorts, with 22 percentage points drop between the Fall 2015 and Fall 2020 cohorts.
- The decline in graduation rates for ASAP full-time freshmen is likely related to the large enrollment increases ASAP underwent since its inception – increasing from 8% in Fall 2015 to 46% in Fall 2020. The increased proportions of ASAP freshmen out of all freshmen likely reflect decreased selectivity for ASAP students as well as reduced resources.



Momentum – earning 30 or more credits in the first year

One of the targets of the CUNY Academic Momentum Campaign launched in 2017 was to increase the proportion of first-year full-time freshmen earning at least 30 credits in their first year to at least 20%.

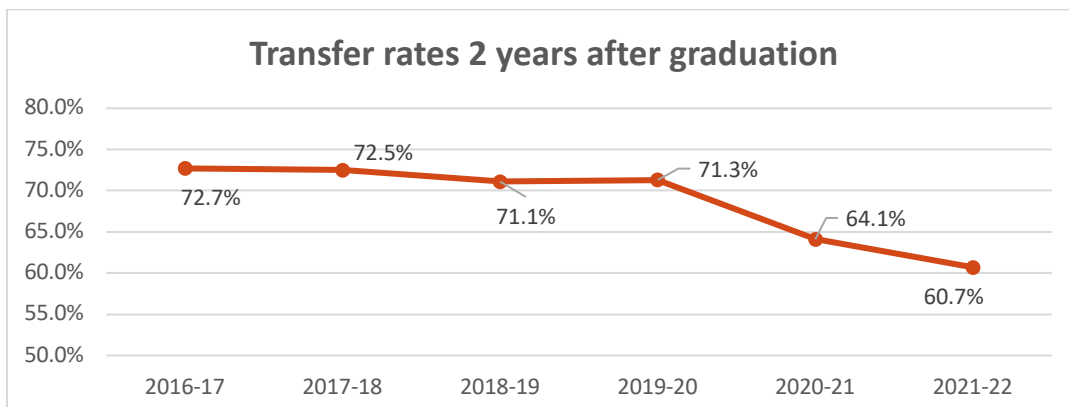
- The proportion of first-time full-time freshmen earning 30 credits or more in their first year decreased from its 18.8% high in the Fall 2017 cohort to 11.2% for the Fall 2023 cohort (-7.6 percentage points) failing to reach the 20% target. This is especially alarming since the Fall 2022 and Fall 2023 cohorts enrolled after the pandemic, and while one-year retention appears to slightly recover, students are taking fewer credits compared to the pre-pandemic years.

Momentum: First year earning 20+ & 30+ credits for first-time full-time Fall freshmen

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
20+ credits	42.6%	39.2%	38.5%	37.1%	34.0%	34.0%	32.8%
30+ credits	18.8%	15.7%	17.3%	16.7%	14.5%	12.2%	11.2%

Transfer rates after graduation

Transfer two years after graduation declined by 8 percentage points in the past five years. However, the drop was gradual between the 2016-17 and 2020-21 graduating cohorts and more marked for the 2020-21 and 2021-22 graduating cohorts (-10.6 percentage points for 2021-22 compared to 2019-20).



Goal 2: Strengthen Learning for Students - and for Faculty, Staff and the College

This section focuses on the objectives for Goal 2 of the Strategic Plan (“*Strengthen Learning for Students - and for Faculty, Staff and the College*”). As can be seen in the highlighted results and discussion below, the outcomes for this goal are mixed with some successes and a few areas of concern.

Learning Success

Strengthening student core competencies and communication abilities

LaGuardia’s MSCHE review evaluators gave LaGuardia a commendation for our work on learning assessment with ePortfolio. Following the MSCHE guidelines (5.5) with regard to the “periodic assessment” of institutional assessment processes, LaGuardia’s assessment leaders suspended Gen Ed artifact depositing in AY 2023-24 to update the rubrics for all three learning competencies and our three Communication Abilities. A key factor in this decision were assessment results from previous years demonstrating that we had achieved our 5-year Strategic Plan targets in all six areas (although Integrative Learning dipped in AY 2022-23, as illustrated below).

In AY 2023-24, the college’s assessment team tested the rubrics in a sampling of a few academic programs undergoing Periodic Program Review; the samples included early, middle, and late-stage student work, with only ten learning artifacts taken from students in the final stage of their LaGuardia degree. As a result of these adjustments the scores from the previous year were not comparable to the 2023-24 scores, and the targets were paused. Consequently, targets are compared to 2022-23.

Core competencies

The results for our three Learning Core Competencies showed important improvements:

- Inquiry and Problem Solving was consistently high across the four years, surpassing the 5.4 target.
- Global Learning results fluctuated but met the 4.4 target in AY 2022-23.
- Integrative Learning surpassed the target in AY 2021-22 but dipped the following year, and did not meet the 4.55 target (-0.13).

Core Competencies	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Inquiry and problem solving	5.10	5.47	5.49	5.46	6.16	NA
Global learning	4.17	4.36	4.36	4.07	4.50	NA
Integrative learning	4.32	4.59	4.48	4.97	4.42	NA

Communication abilities

The results for the *Communication Abilities* were also strong:

- The scores for *Written Communication* and *Digital Communication* surpassed the targets in the second year of our strategic plan; however, while still above the target, these scores have since decreased.
- The scores for *Oral Communication* met the target in AY 2023.

Communication Abilities	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Written Communications	5.62	5.77	6.30	6.22	6.10	N/A
Oral Communications	5.21	5.91	5.42	5.04	5.51	N/A
Digital Communications	4.62	4.66	5.08	5.47	5.09	N/A

Areas of Concern

Participation in teaching and learning

- The number of faculty and staff participating in CTL workshops and seminars greatly decreased from 829 in 2018-19 to 362 in 2021-22. However, while participation increased to 467 in 2023-24, it declined by 44% compared to the baseline and failed to reach the 900 participants target. Some of the decline is expected because the number of faculty and staff dropped by 28% since Fall 2018. However, the number of full-time employees only dropped by 12% (faculty 3% and staff 18%), the since most participants are likely full-time, results cannot be solely attributed to the reduced number of employees.
- While, the proportion of participants in CTL survey who indicated application of learning increased from 82.5% in 2018-19 to 87.5%, meeting the 87%, it was 100% in 2021-22 and 2022-23.

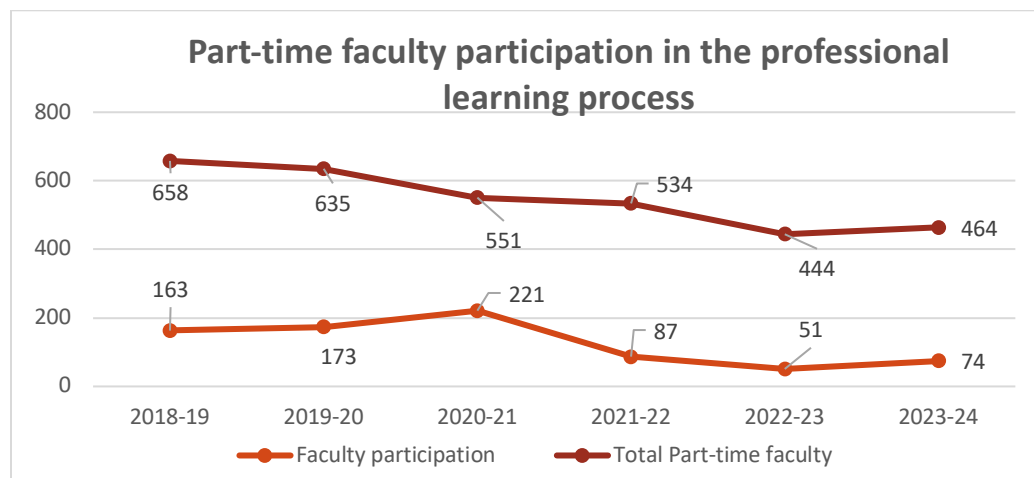
CTL workshops and seminars

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Faculty and staff participation	829	711	665	362	375	467
Application of learning increased	82.5%	98.8%	98.5%	100.0%	100.0%	87.5%

Engaging part-time faculty in the professional learning process

The rate of part-time faculty participation in the professional learning process led by CTL dropped considerably since 2020-21. While as the table below shows the overall number of part-time faculty dropped as well, the proportion of part-time faculty participating out of the total part-time faculty dropped at steeper rates.

- The proportion of part-time participation in the professional learning teaching process which increased from 25% in 2018-19 to 40% in 2020-21, dropped to 16% in 2023-24. While the decline is likely a result of faculty stepping back from additional activities after the challenges of the pandemic years, 24 percentage points decline from the from 2020-21 high is still worrying.



Goals and objectives	Metrics (PMP Measures in bold)	AY 2018-19 baseline	AY 2023-24 Final year	5-Year Target	Target Met?
Goal 2. Strengthen Learning for Students - and for Faculty, Staff and the College					
2a. Help students build the knowledge, skills, and dispositions needed for 21st century success in education and careers, including deepening our shared work on our Core Competencies	<ul style="list-style-type: none"> Core competencies for students in the 45+ credit bucket: <ul style="list-style-type: none"> -Inquiry and problem-solving -Global learning -Integrative learning 	<ul style="list-style-type: none"> Core competencies: <ul style="list-style-type: none"> -Inquiry and problem solving 5.10 -Global learning 4.17 -Integrative learning 4.32 	<ul style="list-style-type: none"> N/A: Assessment leaders piloted new rubrics with a small sample. 5-year targets were met or surpassed in AY 22-23, with the exception of integrative learning (-0.13) 	<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 	Two targets were met or surpassed in 2022-23 <ul style="list-style-type: none"> • NA • NA • NA
2b. Develop and refine digital learning environments and online offerings that build student engagement, learning and success	<ul style="list-style-type: none"> Number of faculty participating in CTL or SPS training programs in teaching online/distance learning % of Instructional FTEs offered partially or totally online - Fall data 	<ul style="list-style-type: none"> 20 faculty participated in CTL or SPS training programs (2% of all faculty) 8.0 of instructional student FTEs offered partially or totally online 	<ul style="list-style-type: none"> 4 faculty participated SPS (no CTL) training programs (0.5% of all faculty) 32.6% (from CUNY Insights) 	<ul style="list-style-type: none"> 15% of faculty teaching in a given year 8.2% of instructional student FTEs offered partially or totally online 	<ul style="list-style-type: none"> • No • Surpassed
2c. Advance courses that build students' written, oral and digital communication abilities	<ul style="list-style-type: none"> Communication abilities for students in the 45+ credit bucket: <ul style="list-style-type: none"> -Written Communications -Oral Communications -Digital Communications 	<ul style="list-style-type: none"> Communication abilities: <ul style="list-style-type: none"> -Written Communications 5.62 -Oral Communications 5.21 -Digital Communications 4.62 	<ul style="list-style-type: none"> N/A: New rubrics were piloted with a small sample. All 5-year targets were met or surpassed in AY 22-23. 	<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 	All targets were met or surpassed in 2022-23 <ul style="list-style-type: none"> • NA • NA • NA
2d. Support innovation, assessment and cross-divisional faculty and staff development to build professional learning and advance student learning and success	<ul style="list-style-type: none"> Faculty and staff participants in CTL workshops and seminars (participants in multiple activities are counted more than once) Center for Teaching and Learning (CTL) participant surveys indicating application of learning - Post seminar survey results of faculty Faculty scholarly/creative works, including only formal publications: articles, books, performances and visual arts 	<ul style="list-style-type: none"> 829 Faculty and Staff 82.5% of CTL Participants surveyed indicated application of learning 206 verified scholarly/creative works (Spring 18) 	<ul style="list-style-type: none"> 567 Faculty and Staff 87.5% of CTL Participants surveyed indicated application of learning The information is no longer collected by CUNY 	<ul style="list-style-type: none"> 900 Faculty and Staff (10% increase from 2018-19) 86.6% of CTL Participant surveyed indicate application of learning 227 works (10% increase, Spring 23) 	<ul style="list-style-type: none"> • No • Met • NA
2e. Engage part-time faculty in the professional learning process	<ul style="list-style-type: none"> Part-time faculty participation in professional learning activities led by the CTL (individuals who participate in multiple activities are counted more than once) 	<ul style="list-style-type: none"> 163 Adjunct Participants in 2018/19 CTL Activities 	<ul style="list-style-type: none"> 74 Adjunct Participants in 2023/24 CTL Activities 	300 part-time faculty	<ul style="list-style-type: none"> • No

Goal 3: Enrich the Student Experience

This section focuses on the objectives for Goal 3 of the Strategic Plan (“*Enrich the Student Experience*”). Unfortunately, some of the outcomes for this Goal were problematic. Two of the four objectives rely on the results from the CUNY Student Experience Survey (SES) which is conducted only every other year and takes months until results are released. Additionally, the measure for “*Improve support services for night and weekend students*” provides information about the proportion of students who take classes in the evening or weekend, but not about the support they receive.

Some Improvements

Satisfaction with the academic experience (SES results)

CUNY’s Student Satisfaction Survey (SES) is usually administered CUNY-wide every other year. However, because of the pandemic, CUNY skipped the SES and administered a survey about the impact of the pandemic on students’ experiences, including *Attitudes on Preferred Teaching Modality*, *College Choice* and *Services* instead.

- Respondents' satisfaction with their *overall academic experience*, *faculty advisement*, *academic advisement* and *tutoring services* improve in Spring 2024 compared to the baseline year of Spring 2018. Although only two out of the four KPIs reached their 5-year targets.
- Only *faculty advisement* ratings consistently improved throughout the years. After increasing by 2% in Spring 2022, ratings for *overall academic experience* remained at 32% in Spring 2024. Additionally, ratings for *academic advisement* and *tutoring services* dropped in Spring 2024 following increased satisfaction in Spring 2022 compared to 2018.

Very satisfied/strongly agree	Spring 2018	Spring 2022	Spring 2024
Overall academic experience	30%	32%	32%
Faculty advisement	36%	41%	47%
Academic advisement	34%	44%	40%
Tutoring Services	41%	48%	44%

The survey is administered every other year, but not in Spring 2020

Satisfaction with the classroom facilities (SES results)

- Respondents' satisfaction with their classroom condition, cleanliness, and space improved in Spring 2024 compared to the Spring 2018 baseline results, and met or surpassed the targets.
- However, compared to the Spring 2022 results, satisfaction with facilities declined.

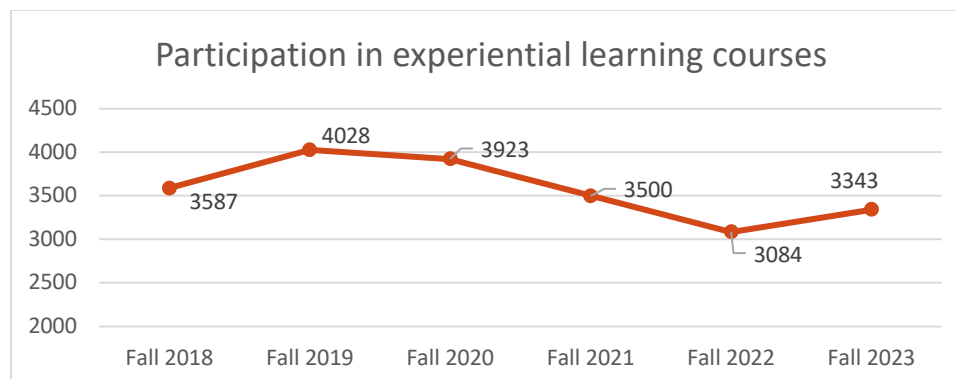
Strongly agree	Spring 2018	Spring 2022	Spring 2024
Classrooms are clean and well maintained	35%	49%	44%
Classrooms space is sufficient	35%	45%	41%

The survey is administered every other year, but not in Spring 2020

Mixed Findings

Participation in experiential learning courses

As shown in the chart below, compared to the Fall 2018 baseline, participation in experiential learning courses increased in the following two fall semesters, but dropped considerably in Fall 2021 and Fall 2022. Encouragingly, the Fall 2023 participation rate started improving. The results are not surprising since they coincide with the drop in enrollment as a result of the pandemic.



Participation in evening or weekend courses

The measure used is the proportion of students participating in at least one evening or weekend. While this outcome is not a direct measure of support for the evening and weekend students, it can provide an indirect indication since more support likely results in increased participation. Results show that course participation in the evening and weekends hovers between 42% to 46% (50% was in Fall 2020 when all courses were online).

Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
42%	47%	50%	44%	46%	46%

Goals and objectives	Metrics (PMP Measures in bold)	AY 2018-19 baseline	AY 2023-24 Final year	5-Year Target	Target Met?
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	<u>CUNY SES</u> <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 	<u>CUNY SES 2018</u> <ul style="list-style-type: none"> • 30% overall academic experience • 36% faculty advisement • 34% academic advisement • 41% Tutoring Services 	<u>CUNY SES 2024</u> <ul style="list-style-type: none"> • 32% overall academic experience • 47% faculty advisement • 40% academic advisement • 44% Tutoring Services 	<u>SES 2024:</u> <ul style="list-style-type: none"> • 35% overall academic experience • 41% faculty advisement • 39% academic advisement • 45% Tutoring Services 	<ul style="list-style-type: none"> • No • Surpassed • Met • Approaching
3b. Expand co-curricular programming and internal experiential education opportunities (e.g., undergraduate research; peer programs; project-based learning) to build learning and community	<ul style="list-style-type: none"> • Participation in experiential learning and internship courses • The number of faculty proposals submitted for co-curricular funding 	<ul style="list-style-type: none"> • 3,587 enrolled in Experiential learning courses (F18) • 24 proposals in 2018-19 	<ul style="list-style-type: none"> • 3,343 enrolled in Experiential learning courses (F23) • 36 proposals in 2023-24 	<ul style="list-style-type: none"> • 3,765 enrolled in Experiential learning courses in F23 (5% increase) • No targets set 	<ul style="list-style-type: none"> • No • NA
3c. Create flexible, state-of-the-art facilities, adapt to change and improve the student experience	<ul style="list-style-type: none"> • CUNY SES satisfaction with classroom facilities (2018 baseline) 	<ul style="list-style-type: none"> • SES 2018- 35% strongly agree that the classrooms are clean and well maintained • SES 2018- 35% strongly agree that the classrooms space is sufficient 	<ul style="list-style-type: none"> • SES 2024- 44% strongly agree that the classrooms are clean and well maintained • SES 2024- 41% strongly agree that the classrooms space is sufficient 	<ul style="list-style-type: none"> • SES 2024- 40% strongly agree that the classrooms are clean and well maintained • SES 2024- 40% strongly agree that the classrooms space is sufficient 	<ul style="list-style-type: none"> • Surpassed • Met
3d. Improve support services for night and weekend students	<ul style="list-style-type: none"> • % of credit students participating in at least one evening or weekend courses 	<ul style="list-style-type: none"> • 42% of all credit students (F18) 	<ul style="list-style-type: none"> • 46% of all credit students (F23) 	<ul style="list-style-type: none"> • 55% of all credit students (F23) 	<ul style="list-style-type: none"> • No

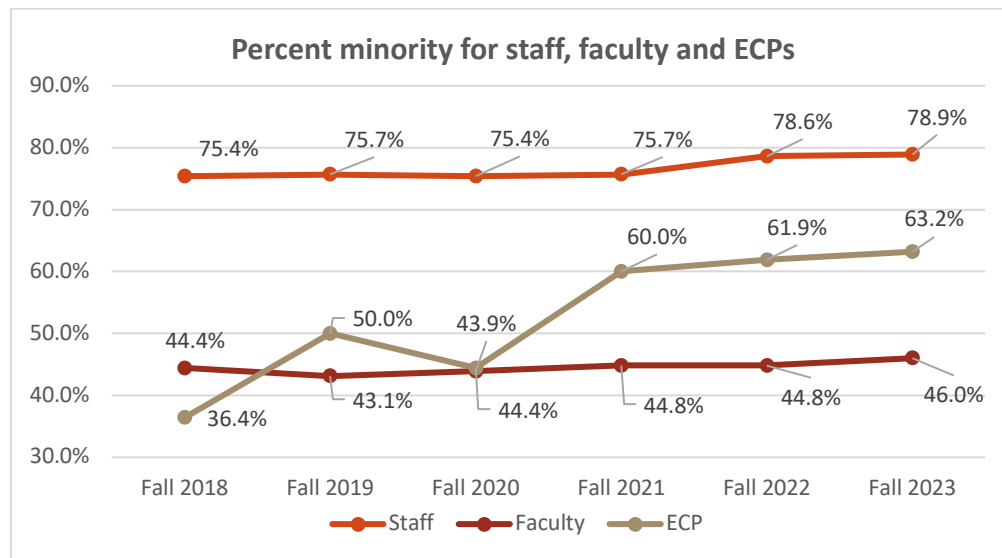
Goal 4: Build Inclusive Community to Achieve the College Mission

This section focuses on the objectives for Goal 4 of the Strategic Plan (“*Build Inclusive Community to Achieve the College Mission*”). The results are mixed - showing increased diversity for senior leadership (ECPs) and increased faculty participation in diversity-focused seminars and activities, but also a widening gap in first-year retention rates between men and women, and between underrepresented minority (URM - Blacks, Hispanics and Native Americans) and non-URM (White and Asian) full-time freshmen.

Achievements

Diversity of staff, faculty and senior

- Staff diversity was maintained at around three-fourth minority, as specified in the target.
- The proportion of minority full-time faculty did not reach the 50% target, although it increased from 44% to 46%.
- The proportion of senior leadership members (ECPs) who are minority increased from 36% to 63% exceeding the 55% target.



Participation in CTL-led diversity-focused seminars and activities

Participation in CTL-led diversity seminars and activities increased from 42 in Fall 2018 to 90 in Fall 2023, far exceeding the 50 participants target. The dip seen in Fall 2021 appears to be related to the pandemic and bounced back the following year.

Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
42	67	66	46	68	90

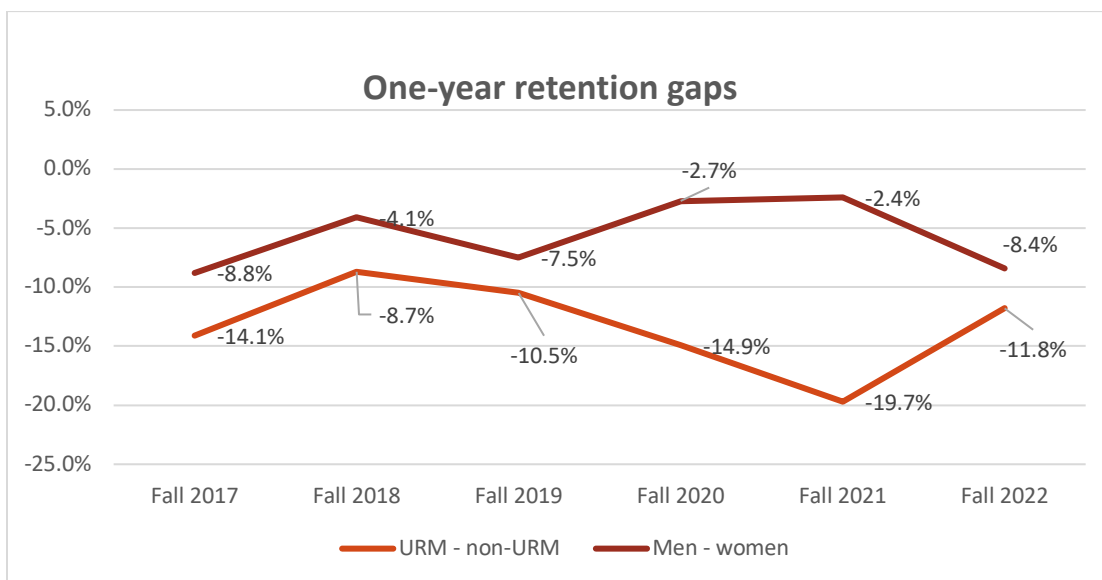
Areas of Concern

One-year retention gaps for first-time full-time Fall cohorts

Narrowing the gap in one-year retention between women and men, and between URM and non-URM students are both CUNY-wide and LaGuardia goals.

- Women's one-year retention rates is consistently higher than men's, although the gap between the genders for the full-time freshmen cohorts fluctuated between 9% and 2%. While the 3% target was achieved for the Fall 2020 and Fall 2021 cohorts, the gap widened for the Fall 2022 cohort.

- One-year retention gap between URM and non-URM full-time freshmen fluctuated between 9% and 20% for the most recent six cohorts. While the gap was the largest for the Fall 2021 cohorts (19.7%), it was reduced by 8 percentage points for the Fall 2022 cohort, though it did not reach the 8% target.



Intersectional approach to supporting students

Unfortunately, the data we have for measuring intersectional approach to supporting students is very limited. Below are the two available outcome measures which were used. As can be seen in the table, the number of intersectional clubs did not increase compared to the baseline data, while participation in the Support Circle fluctuated over the years.

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Number of intersectional clubs	8	8	6	5	5	6
Participants in the Support Circle	NA	93	210	74	126	72

Deepen our relationships with community groups

The total number of community groups engaged with the College fluctuated over the years, with a drop in the 2021-22 as a result of the pandemic, followed by a notable increase, approaching the baseline.

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
NA	59	56	14	52	56

Goals and objectives	Metrics (PMP Measures in bold)	AY 2018-19 baseline	AY 2023-24 Final year	5-Year Target	Target Met?
Goal 4. Build Inclusive Community to Achieve the College Mission					
4a. Examine what diversity means in our unique context, and how to best support underrepresented faculty, staff and students	<ul style="list-style-type: none"> ● 1-year retention gap for first-time full-time URM ● 1-year retention gap for first-time full-time men ● Minority full-time faculty ● % minority full-time staff ● % minority ECP ● % of Hispanic first-time freshmen ● % of Black first-time freshmen ● % of first-time freshmen who are underrepresented minority (Black and Hispanic (URM))underrepresented minority (URM) ● % of contracts with MWBE and SDVOB 	<ul style="list-style-type: none"> ● 14.1% 1-year retention gap for URM compared to non-URB (F17>F18) ● 8.8% 1-year retention gap for men compared to women (F17>F18) ● 44.4% minority of the full-time faculty (F18) ● 75.4% minority of full-time staff (F18) ● 36.4% minority ECP (F18) ● 46.7% Hispanic (F18) ● 23.1% Black (F18) ● 72.1% of first-time freshmen are URM ● 22% MWBE contacts; 0.4% SDVOB contracts 	<ul style="list-style-type: none"> ● 11.8% 1-year retention gap for URM compared to non-URB (F22>F23) LAGCC data ● 8.4% 1-year retention gap for men compared to women (F22>F23) LAGCC data ● 46.0% minority of the full-time faculty (F23) ● 78.9% minority of full-time staff (F23) ● 63.2% minority ECP (F23) ● 55.8% Hispanic (F23) ● 18.9% Black (F23) ● 75.6% of first-time freshmen are URM ● No longer available 	<ul style="list-style-type: none"> ● 8% 1-year retention gap-URM (F22>F23) ● 3% 1-year retention gap-gender (F22>F23) ● 50% minority full-time faculty (F23) ● Maintain minority full-time staff at 75% (F23) ● 55% minority ECP (F23) ● 48% Hispanic (F23) ● 25% Black (F23) ● 73% URM freshmen (F23) ● 30% MWBE contacts; 6% SDVOB contracts (CUNY targets) 	<ul style="list-style-type: none"> ● No ● No ● No ● Met ● Surpassed ● Surpassed ● No ● Met ● NA
4b. Develop strategies that use our diversity - including language diversity - as a resource for learning	<ul style="list-style-type: none"> ● Number of participants in CTLed diversity focused seminars and activities 	<ul style="list-style-type: none"> ● 42 faculty in diversity-focused seminars 	<ul style="list-style-type: none"> ● 90 faculty in diversity-focused seminars 	<ul style="list-style-type: none"> ● 50 faculty in diversity-focused seminars 	<ul style="list-style-type: none"> ● Surpassed
4c. Develop an intersectional approach (ways in which race, gender, sexuality, ability, language, etc. overlap and intersect) in order to strengthen understanding and connections across all campus groups	<ul style="list-style-type: none"> ● Number of intersectional clubs ● Number of participants (unduplicated) in the Support Circles 	<ul style="list-style-type: none"> ● 8 intersectional clubs in Spring 2019 ● Baseline as of 2019-20 - 93 students participated in the Support Circles in 22-23 	<ul style="list-style-type: none"> ● 6 intersectional clubs in Fall 2023 ● 72 students participated in the Support Circles in 23-24 	<ul style="list-style-type: none"> ● Maintain the number of intersectional clubs at 8 ● Increase participation pf Support Circles by 10% each year 	<ul style="list-style-type: none"> ● No ● No
4d. Deepen our relationships with community groups, building enrollment, community-based student support, and opportunities for civic engagement	<ul style="list-style-type: none"> ● Total number of community groups engaged 	<ul style="list-style-type: none"> ● Baseline as of 2019-20 - 59 community groups engaged in 2019-20 	<ul style="list-style-type: none"> ● 56 community groups engaged in 2023-24 	<ul style="list-style-type: none"> ● 65 community groups engaged (10% increase) 	<ul style="list-style-type: none"> ● No

Goal 5: Advance Career and Workforce Development

This section focuses on the objectives for Goal 5 of the Strategic Plan (“*Advance Career and Workforce Development*”). The results are mixed - showing increased satisfaction with job preparation, increased STEM related enrollment for ACE students and stable STEM enrollment of about a quarter of the majors for degree students. However, student participation in career readiness programming declined considerably compared to the baseline.

Preparation for employment.

Satisfaction of graduates with being prepared for their jobs

The proportion of graduates indicating that they were "very well" or "well" prepared for their jobs increased from 52% for the 2017-18 graduating cohort to 62% for the 2022-23 graduating cohort, exceeding the 57% target.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Graduating cohorts	52%	52%	51%	60%	60%	62%

Satisfaction with services from Career Planning and Placement

- When asked about their satisfaction with the services from Career Planning and Placement (Center for Career and Professional Development at LaGuardia), 47% indicated that they are very satisfied, meeting the 44% target.
- However, while satisfaction improved compared to the Spring 2018 baseline, it declined compared to the Spring 2022 responses.

	Spring 2018	Spring 2022	Spring 2024
Very satisfied with services from Career Planning and Placement	39%	55%	47%

The survey is administered every other year, but not in Spring 2020

Participation in paid and unpaid internships (SES results)

Students were asked if they participated in paid or unpaid internships while enrolling in CUNY.

- The number of respondents indicating that they participated in paid internships steadily increased, although it did not reach the 10% target.
- The proportions of students who participated in any internships decreased compared to the Spring 2018 baseline and failed to reach the 15% target.

	Spring 2018	Spring 2022	Spring 2024
Paid internships	7.1%	7.9%	9.1%
All internships (paid & unpaid)	13.7%	9.7%	12.3%

The survey is administered every other year, but not in Spring 2020

Mixed Findings

Strengthening STEM Education

- The percentage of students enrolling in STEM majors fluctuated over the years, hovering around the 25% target, although in 2023-24 it was 23.5%.

- Enrollment in ACE STEM - which dropped compared to the baseline numbers until Fall 2022 - considerably increased in Fall 2023, reaching the 1,700 enrollment target.

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
% STEM majors	24.1%	23.9%	23.5%	26.5%	22.2%	23.5%
ACE STEM Enrollment	1,616	1,050	931	1,174	1,200	1,784

Articulation agreements between credit and non-credit programs

Although they did not reach the target of 14 articulation agreements, the number of articulation agreements between credit and non-credit programs increased from 4 in 2018-19 to 11 in 2023-24 (dropping from 13 in 2021-22).

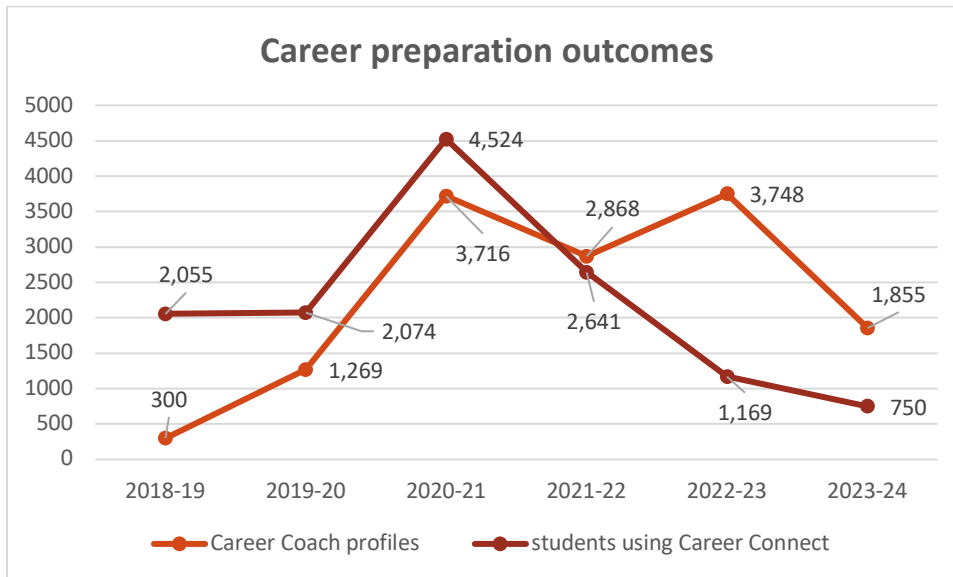
2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
4	4	5	13	11	11

Goals and objectives	Metrics (PMP Measures in bold)	AY 2018-19 baseline	AY 2023-24 Final year	5-Year Target	Target Met?
Goal 5. Advance Career and Workforce Development					
5a. Make greater use of ACE labor market & employer data in credit programming	<ul style="list-style-type: none"> Career Coach profiles (combined credit and non-credit) The number of articulation agreements 	<ul style="list-style-type: none"> 300 credit and non-credit Career coach profiles in FY2018 4 articulation agreements 	<ul style="list-style-type: none"> 1,855 credit and non-credit Career coach profiles in FY2023 11 articulation agreements 	<ul style="list-style-type: none"> 3000 credit and non-credit Career Coach profiles 14 articulation agreements between non-credit and credit 	<ul style="list-style-type: none"> No No
5b. Strengthen and diversify STEM education, engaging experiential learning and interdisciplinary perspectives	<ul style="list-style-type: none"> ACE STEM Enrollment % of students majoring in science, technology, engineering or mathematics (STEM) 	<ul style="list-style-type: none"> ACE STEM enrollment: 1616 in 2018-19 24.1% majoring in STEM 	<ul style="list-style-type: none"> ACE STEM enrollment: 1,784 2023-24 23.5% majoring in STEM (LAGCC data) 	<ul style="list-style-type: none"> ACE STEM enrollment: 1700 in 2023-24 25% majoring in STEM 	<ul style="list-style-type: none"> Met No
5c. Strengthen career readiness programming, helping students understand, prepare for and find success in meaningful and rewarding careers	<ul style="list-style-type: none"> Number of students using Career Connect % graduates indicated they were "very well" or "well" prepared for their jobs (CUNY survey) % very satisfied with services from Career Planning and Placement 	<ul style="list-style-type: none"> In Fall 2018 2,055 unique users in Career Connect 52% of the 2017-18 graduates indicated they were "very well" or "well" prepared for their jobs 39% very satisfied with Career Planning & Placement 	<ul style="list-style-type: none"> In Fall 2023 750 unique users in Career Connect 62% of the 2022-23 graduates indicated they were "very well" or "well" prepared for their jobs 47% very satisfied with Career Planning & Placement (2024 SES) 	<ul style="list-style-type: none"> In Fall 2023 4200 unique users in Career Connect 57% of the 2022-23 graduates indicated job preparedness 44% very satisfied with career planning 	<ul style="list-style-type: none"> No Surpassed Surpassed
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"> % participated in paid and unpaid internships (CUNY SES survey) 	<u>SES Results (Spring 2018)</u> <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"> 9.1% participated in a paid internship 12.3% participated in any internship 	<u>SES Results</u> <ul style="list-style-type: none"> 10% participated in a paid internship 15% participated in a any internship 	<ul style="list-style-type: none"> No No

Areas of Concern

Use of labor market & employer data in credit and *Strengthen Career Readiness* programming

- The combined number of Career Coach profiles by credit and non-credit students dropped to 1,855 in 2023-24, following their 2020-21 high of 4,524, which exceeded the 3,000 5-year target.
- Similarly, the number of students using Career Connect dropped to 750 in 2023-24 subsequent to their 2020-21 high of 3,716 (below the 4,200 target).



Next steps

At the conclusion of the 2019-2024 LaGuardia Strategic Plan, the College started developing a new Strategic Plan to be finalized by the end of the Fall 2024 semester. The main areas of concern that were raised by many of the outcomes of the 2019-2024 LaGuardia Strategic Plan, focus on the decline in student academic outcomes as reflected by the Gateway courses pass rates and the drop in the number of credits completed, equity gaps in retention, and graduation, and overall enrollment drop.

Many of the issues mentioned above are also articulated in the CUNY's Lifting NY Strategic Plan, and the recommendations from the June 2022 Middle States self-study. LaGuardia's new Strategic Plan would incorporate the conclusions from the 2019-2024 LaGuardia Strategic Plan as well as the College's Mission and vision, CUNY's strategic priorities and initiatives, and the Middle States recommendations.

Possible Appendices

- The Original Strategic Plan
- The 5-year progress monitoring report