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Pillar: Access and Completion

To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

Goal 1: CUNY will expand online education, supporting the necessary infrastructure, training and incentives.

<table>
<thead>
<tr>
<th>Percentage of instructional (student) full-time equivalencies (FTEs) enrolled in partially or totally online courses</th>
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</thead>
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</tr>
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</tr>
<tr>
<td>----------------</td>
</tr>
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</tr>
<tr>
<td>Brooklyn</td>
</tr>
<tr>
<td>City</td>
</tr>
<tr>
<td>Hunter</td>
</tr>
<tr>
<td>John Jay</td>
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<tr>
<td>Staten Island</td>
</tr>
<tr>
<td>York</td>
</tr>
<tr>
<td>Professional Studies</td>
</tr>
<tr>
<td>Senior College Average</td>
</tr>
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</tr>
<tr>
<td>Guttman</td>
</tr>
<tr>
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</tr>
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</tr>
<tr>
<td><strong>Community College Average</strong></td>
</tr>
<tr>
<td>University Average</td>
</tr>
</tbody>
</table>

Note: The number of student FTEs in sections designated as either partially or fully online divided by the total number of FTEs in both undergraduate and graduate courses.
Pillar: Access and Completion

To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

Goal 2: CUNY will widen its doors to adult and returning students so that they can earn the degrees that will boost their careers and can change the trajectories of families.

<table>
<thead>
<tr>
<th>Percentage of undergraduate students 25 years or older</th>
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<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
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<td><strong>Community College Average</strong></td>
<td><strong>26.5</strong></td>
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<tr>
<td>University Average</td>
<td>26.5</td>
<td>26.1</td>
<td>25.8</td>
<td>25.4</td>
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</tr>
</tbody>
</table>
Pillar: Access and Completion

To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

Goal 2: CUNY will widen its doors to adult and returning students so that they can earn the degrees that will boost their careers and can change the trajectories of families.

CONTEXT: Number of undergraduate students 25 years or older

<table>
<thead>
<tr>
<th>Institution</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
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<tbody>
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<td>---</td>
<td>171</td>
<td>162</td>
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</tr>
</tbody>
</table>

*** Cells with a base of 10 or fewer are not shown.
Pillar: Access and Completion

To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

Goal 3: CUNY will increase representation of Under-represented Minority (URM) students.

<table>
<thead>
<tr>
<th>Undergraduate students: Percentage who are Black</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
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</table>

Note: URM are Black, Hispanic and Native American. Non-URM are Asian/Pacific Islander and White.
To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

Goal 3: CUNY will increase representation of Under-represented Minority (URM) students.

CONTEXT: Undergraduate students: Number who are Black

<table>
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<tr>
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<th>Fall 2019</th>
<th>Fall 2020</th>
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</table>

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Pillar: Access and Completion

To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

Goal 3: CUNY will increase representation of Under-represented Minority (URM) students.

<table>
<thead>
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<th>Undergraduate students: Percentage who are Hispanic</th>
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</table>

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Pillar: Access and Completion

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Goal 3: CUNY will increase representation of Under-represented Minority (URM) students.

CONTEXT: Undergraduate students: Number who are Hispanic

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</table>

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Pillar: Access and Completion

To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

Goal 3: CUNY will increase representation of Under-represented Minority (URM) students.

<table>
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</tr>
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Note: URM are Black, Hispanic and Native American. Non-URM are Asian/Pacific Islander and White.
**Pillar: Access and Completion**

To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

**Goal 3: CUNY will increase representation of Under-represented Minority (URM) students.**

**CONTEXT:** Undergraduate students: Number who are American Indian or Native Alaskan

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Note: URM are Black, Hispanic and Native American. Non-URM are Asian/Pacific Islander and White. 
*** Cells with a base of 10 or fewer are not shown.
Pillar: Access and Completion

To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

Goal 4: CUNY colleges will launch college momentum campaigns to raise on-time graduation rates.

### Percentage of fall full-time first-time freshmen retained in the spring

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Note: Percentage of fall full-time (12 or more credits per semester), first-time freshmen still enrolled in the college of entry in the subsequent spring term.
Pillar: Access and Completion

To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

Goal 4: CUNY colleges will launch college momentum campaigns to raise on-time graduation rates.

### Percentage of fall full-time first-time freshmen retained in the fall (1 year)

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</table>

Note: Percentage of fall full-time (12 or more credits per semester), first-time freshmen still enrolled in the college of entry one year after entry.
To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

Goal 4: CUNY colleges will launch college momentum campaigns to raise on-time graduation rates.

### Percentage of fall full-time first-time freshmen retained in the fall as full-time (1 year)

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</table>

Note: Percentage of fall full-time (12 or more credits per semester), first-time freshmen still enrolled full-time in the college of entry one year after entry.
Pillar: Access and Completion

To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

Goal 4: CUNY colleges will launch college momentum campaigns to raise on-time graduation rates.

Percentage of fall full-time first-time freshmen in baccalaureate programs who earn 30 credits or more in the first year

<table>
<thead>
<tr>
<th>Institution</th>
<th>Fall 2015</th>
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<th>Fall 2017</th>
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Note: Full-time undergraduates take 12 or more credits per semester. Consists of credits earned in the summer, fall, winter, and spring. Includes credits earned prior to matriculation. See the Technical Appendix for further information about the timing of metrics and the inclusion of pre-matriculation credits.
To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

Goal 4: CUNY colleges will launch college momentum campaigns to raise on-time graduation rates.

CONTEXT: Percentage of fall full-time first-time freshmen in baccalaureate programs who earn 20 credits or more in the first year

<table>
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<th>Fall 2019</th>
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<td>85.3</td>
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<td><strong>82.7</strong></td>
<td><strong>81.8</strong></td>
<td><strong>80.6</strong></td>
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</tbody>
</table>

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Pillar: Access and Completion

To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

Goal 4: CUNY colleges will launch college momentum campaigns to raise on-time graduation rates.

<table>
<thead>
<tr>
<th>Percentage of fall full-time first-time freshmen in baccalaureate programs who earn 30 credits or more in the fall and spring semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>Fall 2016</td>
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<tr>
<td>Baruch</td>
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<tr>
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<td>John Jay</td>
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</tr>
<tr>
<td><strong>University Average</strong></td>
</tr>
</tbody>
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To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

Goal 4: CUNY colleges will launch college momentum campaigns to raise on-time graduation rates.

CONTEXT: Percentage of fall full-time first-time freshmen in baccalaureate programs who earn 20 credits or more in the fall and spring semesters

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
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<th>Fall 2019</th>
<th>Fall 2020‡</th>
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<tr>
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<td>81.6</td>
<td>80.5</td>
<td>79.1</td>
<td>---</td>
</tr>
</tbody>
</table>

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Pillar: Access and Completion

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Goal 4: CUNY colleges will launch college momentum campaigns to raise on-time graduation rates.

<table>
<thead>
<tr>
<th>Percentage of fall full-time first-time freshmen in associate programs who earn 30 credits or more in the first year</th>
</tr>
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<tbody>
<tr>
<td></td>
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<tr>
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<td>NYCCT</td>
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<tr>
<td>Staten Island</td>
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<tr>
<td>Senior College Average</td>
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<td>BMCC</td>
</tr>
<tr>
<td>Bronx</td>
</tr>
<tr>
<td>Guttman</td>
</tr>
<tr>
<td>Hostos</td>
</tr>
<tr>
<td>Kingsborough</td>
</tr>
<tr>
<td>LaGuardia</td>
</tr>
<tr>
<td>Queensborough</td>
</tr>
<tr>
<td>Community College Average</td>
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<tr>
<td>University Average</td>
</tr>
</tbody>
</table>

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**Pillar: Access and Completion**

To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

**Goal 4: CUNY colleges will launch college momentum campaigns to raise on-time graduation rates.**

**CONTEXT:** Percentage of fall full-time first-time freshmen in associate programs who earn 20 credits or more in the first year

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
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<td>41.1</td>
<td>40.7</td>
</tr>
</tbody>
</table>

Note: Full-time undergraduates take 12 or more credits per semester. Consists of credits earned in the summer, fall, winter, and spring. Includes credits earned prior to matriculation. See the Technical Appendix for further information about the timing of metrics and the inclusion of pre-matriculation credits.
Pillar: Access and Completion

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Goal 4: CUNY colleges will launch college momentum campaigns to raise on-time graduation rates.

<table>
<thead>
<tr>
<th>Percentage of fall full-time first-time freshmen in associate programs who earn 30 credits or more in the fall and spring semesters</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020‡</th>
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</tr>
</tbody>
</table>

Note: Full-time undergraduates take 12 or more credits per semester. Consists of credits earned in the fall, winter, and spring. Includes credits earned prior to matriculation. Excludes credits taken at Guttman, Kingsborough, and LaGuardia during the spring session 2. See the Technical Appendix for further information about the timing of metrics and the inclusion of pre-matriculation credits.

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Goal 4: CUNY colleges will launch college momentum campaigns to raise on-time graduation rates.

CONTEXT: Percentage of fall full-time first-time freshmen in associate programs who earn 20 credits or more in the fall and spring semesters

<table>
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<th>Fall 2018</th>
<th>Fall 2019</th>
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Note: Full-time undergraduates take 12 or more credits per semester. Consists of credits earned in the fall, winter, and spring. Includes credits earned prior to matriculation. Excludes credits taken at Guttman, Kingsborough, and LaGuardia during the spring session 2. See the Technical Appendix for further information about the timing of metrics and the inclusion of pre-matriculation credits.

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<table>
<thead>
<tr>
<th>Institution</th>
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<th>Fall 2018</th>
<th>Fall 2019</th>
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Note: The denominator includes all full-time first-time freshmen in a cohort. The numerator includes those who 1) passed at least one Gateway English course as defined by the English Composition requirement of the Pathways Common Core at the college of entry, or 2) earned credits that have been articulated at the college of entry as satisfying the English Composition requirement of the Pathways Common Core from programs such as College Now or tests such as Advanced Placement (AP). Methods have been updated; figures have been revised since the 2019-20 PMP report. See the Technical Appendix for further information about the timing of metrics, definition of Gateway courses, and the inclusion of pre-matriculation credits.
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CONTEXT: Percentage of fall full-time first-time freshmen in baccalaureate programs who pass Gateway English in the fall and spring semesters

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<th>Fall 2019</th>
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### Percentage of fall full-time first-time freshmen in baccalaureate programs who pass Gateway Math in the first year

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Note: The denominator includes all full-time first-time freshmen in a cohort. The numerator includes those who 1) passed at least one Gateway Math course as defined by the Mathematical and Quantitative Reasoning requirement of the Pathways Common Core at the college of entry, or 2) earned credits that have been articulated at the college of entry as satisfying the Mathematical and Quantitative Reasoning requirement of the Pathways Common Core from programs such as College Now or tests such as Advanced Placement (AP). Methods have been updated; figures have been revised since the 2019-20 PMP report. See the Technical Appendix for further information about the timing of metrics, definition of Gateway courses, and the inclusion of pre-matriculation credits.
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CONTEXT: Percentage of fall full-time first-time freshmen in baccalaureate programs who pass Gateway Math in the fall and spring semesters

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Percentage of fall full-time first-time freshmen in associate programs who pass Gateway English in the first year

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CONTEXT: Percentage of fall full-time first-time freshmen in associate programs who pass Gateway English in the fall and spring semesters

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</table>

Note: The denominator includes all full-time first-time freshmen in a cohort. The numerator includes those who 1) passed at least one Gateway English course as defined by the English Composition requirement of the Pathways Common Core at the college of entry, or 2) earned credits that have been articulated at the college of entry as satisfying the English Composition requirement of the Pathways Common Core from programs such as College Now or tests such as Advanced Placement (AP). Methods have been updated; figures have been revised since the 2019-20 PMP report. See the Technical Appendix for further information about the timing of metrics, definition of Gateway courses, and the inclusion of pre-matriculation credits.

‡ Fall 2020 preliminary data will be reported in the final PMP data book available in August
Pillar: Access and Completion

To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

Goal 4: CUNY colleges will launch college momentum campaigns to raise on-time graduation rates.

| Percentage of fall full-time first-time freshmen in associate programs who pass Gateway Math in the first year |
|---------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
|                                                   | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
| Medgar Evers                                      | 38.6      | 34.4      | 37.3      | 29.5      | 47.8      |
| NYCCT                                             | 37.4      | 38.9      | 41.5      | 53.1      | 51.8      |
| Staten Island                                     | 35.4      | 37.5      | 38.6      | 38.8      | 43.8      |
| **Senior College Average**                        | **36.9**  | **37.6**  | **39.6**  | **43.4**  | **48.3**  |
| BMCC                                              | 30.5      | 30.9      | 38.5      | 44.4      | 46.0      |
| Bronx                                             | 16.4      | 22.3      | 24.7      | 29.7      | 35.2      |
| Guttman                                           | 60.3      | 63.0      | 56.7      | 70.1      | 60.5      |
| Hostos                                            | 30.6      | 29.0      | 34.8      | 40.6      | 45.1      |
| Kingsborough                                      | 29.9      | 30.7      | 31.8      | 30.7      | 32.0      |
| LaGuardia                                         | 36.0      | 41.1      | 47.7      | 45.5      | 51.1      |
| Queensborough                                     | 48.5      | 51.0      | 53.1      | 50.7      | 54.3      |
| **Community College Average**                     | **33.9**  | **36.0**  | **40.5**  | **42.9**  | **45.9**  |
| University Average                                | 34.7      | 36.4      | 40.3      | 43.0      | 46.4      |

Note: The denominator includes all full-time first-time freshmen in a cohort. The numerator includes those who 1) passed at least one Gateway Math course as defined by the Mathematical and Quantitative Reasoning requirement of the Pathways Common Core at the college of entry, or 2) earned credits that have been articulated at the college of entry as satisfying the Mathematical and Quantitative Reasoning requirement of the Pathways Common Core from programs such as College Now or tests such as Advanced Placement (AP). Methods have been updated; figures have been revised since the 2019-20 PMP report. See the Technical Appendix for further information about the timing of metrics, definition of Gateway courses, and the inclusion of pre-matriculation credits.
Pillar: Access and Completion

To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

Goal 4: CUNY colleges will launch college momentum campaigns to raise on-time graduation rates.

CONTEXT: Percentage of fall full-time first-time freshmen in associate programs who pass Gateway Math in the fall and spring semesters

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Note: The denominator includes all full-time first-time freshmen in a cohort. The numerator includes those who 1) passed at least one Gateway Math course as defined by the Mathematical and Quantitative Reasoning requirement of the Pathways Common Core at the college of entry, or 2) earned credits that have been articulated at the college of entry as satisfying the Mathematical and Quantitative Reasoning requirement of the Pathways Common Core from programs such as College Now or tests such as Advanced Placement (AP). Methods have been updated; figures have been revised since the 2019-20 PMP report. See the Technical Appendix for further information about the timing of metrics, definition of Gateway courses, and the inclusion of pre-matriculation credits.

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To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

Goal 4: CUNY colleges will launch college momentum campaigns to raise on-time graduation rates.

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<th>Transfer rate of associate (AA/AS) graduates to any baccalaureate program</th>
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<td>74.1</td>
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<td>73.7</td>
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</tbody>
</table>

Note: Transfers are those who enrolled in a CUNY or non-CUNY baccalaureate program within two years of attaining an associate degree. Transfers outside of CUNY are limited to enrollment in four-year institutions, but may include a small number of students pursuing a second associate degree at a comprehensive institution. National Clearinghouse data on transfers outside of CUNY have been updated; figures have been revised since the 2019-20 PMP report.
To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

**Goal 4:** CUNY colleges will launch college momentum campaigns to raise on-time graduation rates.

### Student experiences taking courses at campuses other than their home college

<table>
<thead>
<tr>
<th>Institution</th>
<th>Use of ePermit</th>
<th>Barriers to course-taking using ePermit</th>
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<tr>
<td>University Average</td>
<td><strong>6.6</strong></td>
<td><strong>36.0</strong></td>
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</table>

Note: Students were asked if they ever took a course at a CUNY campus other than their home college using the ePermit system. Students who reported both (1) wanting to take a course at another CUNY college, and (2) not having taken a course at another CUNY college using ePermit, were then asked about ePermit barriers. The question offered multiple choices, allowing for more than one response. See the Technical Appendix for more details on survey administration.

Source: Office of Institutional Research and Assessment (OIRA) – 2018 Student Experience Survey (SES). No surveys were conducted in spring 2021 due to COVID-19.

* Calculated on a base of fewer than 25.
To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

Goal 5: CUNY is uniquely positioned to bridge opportunity gaps and increase students' potential for college attendance, graduation, and careers.

### Gap in the one-year retention rates of underrepresented minority and non-underrepresented minority first-time freshmen enrolled in baccalaureate programs (full-time entrants)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
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(Table continued on next page...)

June 1, 2021
University Performance Management Process
Preliminary 2020-21 Data Book

Pillar: Access and Completion

To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

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Gap in the one-year retention rates of underrepresented minority and non-underrepresented minority first-time freshmen enrolled in baccalaureate programs (full-time entrants)

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<th>Fall 2018</th>
<th>Fall 2019</th>
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Note: URM are Black, Hispanic and Native American. Non-URM are Asian/Pacific Islander and White.
* Calculated on a base of fewer than 25.
**Pillar: Access and Completion**

*To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.*

**Goal 5:** CUNY is uniquely positioned to bridge opportunity gaps and increase students' potential for college attendance, graduation, and careers.

**Gap in the one-year retention rate of underrepresented minority and non-underrepresented minority first-time freshmen enrolled in associate programs (full-time entrants)**

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*(Table continued on next page...)*
To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

**Goal 5: CUNY is uniquely positioned to bridge opportunity gaps and increase students' potential for college attendance, graduation, and careers.**

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(Table continued on next page...)
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Gap in the one-year retention rate of underrepresented minority and non-underrepresented minority first-time freshmen enrolled in associate programs (full-time entrants)

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(Table continued on next page...)

* indicates missing data for 2015
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To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

Goal 5: CUNY is uniquely positioned to bridge opportunity gaps and increase students’ potential for college attendance, graduation, and careers.

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* Calculated on a base of fewer than 25.
To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

Goal 5: CUNY is uniquely positioned to bridge opportunity gaps and increase students' potential for college attendance, graduation, and careers.

Gap in the one-year retention rates of men and women first-time freshmen enrolled in associate programs (full-time entrants)

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(Table continued on next page...)
Pillar: Access and Completion

To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

Goal 5: CUNY is uniquely positioned to bridge opportunity gaps and increase students’ potential for college attendance, graduation, and careers.

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(Table continued on next page...)
Pillar: Access and Completion

To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

Goal 5: CUNY is uniquely positioned to bridge opportunity gaps and increase students’ potential for college attendance, graduation, and careers.

Gap in the one-year retention rates of men and women first-time freshmen enrolled in associate programs (full-time entrants)

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<th>Fall 2016</th>
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<th>Fall 2018</th>
<th>Fall 2019</th>
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Pillar: Access and Completion

To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

Goal 6: CUNY will double its three-year graduation rate for associate degrees and raise by ten points the six-year graduation rate for baccalaureate programs.

### Two-year graduation rate of associate full-time first-time freshmen (completed at college of entry)

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Note: Students are counted as graduates if they earned the degree pursued or higher within two years from the college of entry. Graduation rates reflect all degrees conferred through August 31 of the last year of the tracking period.
Pillar: Access and Completion

To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

Goal 6: CUNY will double its three-year graduation rate for associate degrees and raise by ten points the six-year graduation rate for baccalaureate programs.

Three-year graduation rate of associate full-time first-time freshmen (completed at college of entry)

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Pillar: Access and Completion

To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

Goal 6: CUNY will double its three-year graduation rate for associate degrees and raise by ten points the six-year graduation rate for baccalaureate programs.

CONTEXT: Four-year graduation rate of associate full-time first-time freshmen (completed at college of entry)

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<td>25.5</td>
<td>27.8</td>
<td>29.3</td>
</tr>
</tbody>
</table>

Note: Students are counted as graduates if they earned the degree pursued or higher within four years from the college of entry. Graduation rates reflect all degrees conferred through August 31 of the last year of the tracking period.
Pillar: Access and Completion

To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

Goal 6: CUNY will double its three-year graduation rate for associate degrees and raise by ten points the six-year graduation rate for baccalaureate programs.

<table>
<thead>
<tr>
<th></th>
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<th>Fall 2014</th>
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<th>Fall 2016</th>
<th>Fall 2017</th>
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<td>---</td>
<td>---</td>
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</tr>
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</tr>
<tr>
<td>LaGuardia</td>
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<td>2.7</td>
<td>4.9</td>
<td>0.9#</td>
<td>2.1</td>
</tr>
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<td>-0.1#</td>
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</tr>
</tbody>
</table>

Note: Predicted rates are based on student characteristics such as Pell status, high school GPA, and special program participation (e.g., SEEK, CD, and ASAP). Actual rates that are significantly higher than predicted rates indicate that a college is graduating more students than expected, given the socio-economic characteristics and academic preparation of the students it serves. "#" indicates that the actual rate is not significantly different from the predicted rate (estimated at the 5% confidence level). Starting in 2019, the predicted rates were modified to account for ASAP participation. In previous years, ASAP participation was not included in the student characteristics used to estimate a predicted graduation rate. Comprehensive colleges are excluded from this performance adjusted analysis because students at comprehensive colleges are more likely to transfer into baccalaureate programs without first earning an associate degree than students in community colleges.
Pillar: Access and Completion

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Goal 6: CUNY will double its three-year graduation rate for associate degrees and raise by ten points the six-year graduation rate for baccalaureate programs.

<table>
<thead>
<tr>
<th>Four-year graduation rate of students who transferred from an associate degree program to a CUNY baccalaureate program (tracked from semester of transfer)</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
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<td>60.0</td>
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<td>49.8</td>
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<td>55.3</td>
</tr>
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<td>48.5</td>
<td>49.4</td>
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<td>50.9</td>
</tr>
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<td>51.5</td>
</tr>
<tr>
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<td>64.2</td>
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<tr>
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<td>54.5</td>
<td>54.5</td>
<td>57.9</td>
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<tr>
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<td>39.4</td>
<td>39.1</td>
</tr>
<tr>
<td>NYCCT</td>
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<td>40.2</td>
<td>41.8</td>
<td>36.2</td>
<td>37.5</td>
</tr>
<tr>
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<td>48.3</td>
<td>48.1</td>
<td>49.5</td>
<td>46.4</td>
</tr>
<tr>
<td>Staten Island</td>
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<td>48.7</td>
<td>56.8</td>
<td>41.3</td>
<td>43.2</td>
</tr>
<tr>
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<td><strong>52.0</strong></td>
<td><strong>52.0</strong></td>
<td><strong>53.3</strong></td>
</tr>
</tbody>
</table>

Note: Transfers were enrolled in a CUNY associate degree program and within three years enrolled in a CUNY baccalaureate program with or without an associate degree. Students who transferred from an associate to a baccalaureate program at a comprehensive college are included. Graduation rates are the percentage of students who earned a baccalaureate degree at the CUNY college of transfer within four years of entry. Data have been updated; figures have been revised since 2019-20 PMP report. See the Technical Appendix for details.
University Performance Management Process
Preliminary 2020-21 Data Book

Pillar: Access and Completion

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| Percentage of degree-seeking associate first-time freshmen who earn a degree (associate or baccalaureate) or transfer to a CUNY baccalaureate program or to a non-CUNY four year college within six years |
|---------------------------------|----------------|----------------|----------------|----------------|----------------|
| Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 |
| Medgar Evers | 44.5 | 46.6 | 49.1 | 47.8 | 48.2 |
| NYCCT | 52.9 | 55.0 | 52.6 | 54.8 | 54.8 |
| Staten Island | 66.5 | 61.1 | 63.0 | 63.5 | 61.3 |
| Senior College Average | 55.5 | 55.2 | 55.4 | 56.5 | 55.7 |
| BMCC | 42.5 | 44.3 | 46.0 | 48.4 | 44.0 |
| Bronx | 37.3 | 34.6 | 37.6 | 39.2 | 36.3 |
| Guttman | --- | --- | 66.4 | 57.9 | 61.2 |
| Hostos | 38.4 | 37.5 | 43.4 | 46.0 | 40.1 |
| Kingsborough | 47.5 | 49.0 | 50.9 | 52.1 | 53.8 |
| LaGuardia | 41.8 | 39.7 | 43.3 | 44.4 | 43.4 |
| Queensborough | 47.2 | 46.0 | 50.5 | 50.2 | 48.0 |
| Community College Average | 43.3 | 43.1 | 46.5 | 47.7 | 45.3 |
| University Average | 46.2 | 45.9 | 48.5 | 49.9 | 47.7 |

Note: Transfers are those who enrolled in a CUNY or non-CUNY baccalaureate program within six years of enrolling as a first-time freshmen in an associate degree program. Transfers outside of CUNY are limited to enrollment in four year institutions, but may include a small number of students pursuing a second associate degree at a comprehensive institution. National Clearinghouse data on transfers outside of CUNY have been updated; figures have been revised since the 2019-20 PMP report.
Pillar: Access and Completion

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Four-year graduation rate of full-time first-time freshmen in baccalaureate programs (completed at college of entry)

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baruch</td>
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<td>45.4</td>
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<td>50.8</td>
</tr>
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<td>28.6</td>
<td>30.7</td>
<td>32.2</td>
</tr>
<tr>
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<td>22.9</td>
<td>24.6</td>
<td>24.6</td>
<td>26.8</td>
</tr>
<tr>
<td>Hunter</td>
<td>27.6</td>
<td>25.5</td>
<td>27.3</td>
<td>30.7</td>
<td>32.8</td>
</tr>
<tr>
<td>John Jay</td>
<td>25.6</td>
<td>30.0</td>
<td>32.7</td>
<td>37.7</td>
<td>36.8</td>
</tr>
<tr>
<td>Lehman</td>
<td>23.6</td>
<td>24.2</td>
<td>28.2</td>
<td>27.9</td>
<td>26.8</td>
</tr>
<tr>
<td>Medgar Evers</td>
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<td>18.7</td>
<td>9.5</td>
</tr>
<tr>
<td>NYCCT</td>
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<td>6.0</td>
<td>5.8</td>
<td>10.4</td>
<td>9.1</td>
</tr>
<tr>
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<td>29.9</td>
<td>27.4</td>
<td>25.7</td>
<td>27.9</td>
<td>29.7</td>
</tr>
<tr>
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<td>25.8</td>
<td>30.5</td>
</tr>
<tr>
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<td>8.7</td>
<td>7.5</td>
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<td>11.5</td>
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<td>University Average</td>
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<td>25.7</td>
<td>26.8</td>
<td>29.4</td>
<td>30.7</td>
</tr>
</tbody>
</table>

Note: Students are counted as graduates if they earned the degree pursued or higher within four years at the college of entry. Graduation rates reflect all degrees conferred through August 31 of the last year of the tracking period. Students who earn more than one degree within the tracking period are counted only once. Students majoring in Architecture at City College or the Public Accounting and Business Management program at Brooklyn College in any of the four years (as long as they began at City College or Brooklyn College) have been excluded.
Pillar: Access and Completion

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### Six-year graduation rate of full-time first-time freshmen in baccalaureate programs (completed at college of entry)

<table>
<thead>
<tr>
<th></th>
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<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
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<tr>
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<td>59.7</td>
</tr>
<tr>
<td>Hunter</td>
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<td>51.9</td>
<td>56.2</td>
<td>57.2</td>
<td>55.9</td>
</tr>
<tr>
<td>John Jay</td>
<td>43.8</td>
<td>47.4</td>
<td>46.4</td>
<td>51.5</td>
<td>50.6</td>
</tr>
<tr>
<td>Lehman</td>
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<td>45.6</td>
<td>49.0</td>
<td>52.9</td>
<td>53.2</td>
</tr>
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<td>29.3</td>
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<tr>
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<td>56.8</td>
<td>56.3</td>
<td>53.4</td>
</tr>
<tr>
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<td>47.7</td>
<td>48.5</td>
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<td>50.8</td>
<td>51.9</td>
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<td>52.7</td>
</tr>
</tbody>
</table>

Note: Students are counted as graduates if they earned the degree pursued or higher within six years from the college of entry. Graduation rates reflect all degrees conferred through August 31 of the last year of the tracking period.
Pillar: Access and Completion

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Goal 6: CUNY will double its three-year graduation rate for associate degrees and raise by ten points the six-year graduation rate for baccalaureate programs.

CONTEXT: Eight-year graduation rate of full-time first-time freshmen in baccalaureate programs (completed at college of entry)

<table>
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<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
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<tr>
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<td>60.2</td>
</tr>
<tr>
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<td>57.2</td>
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<td>John Jay</td>
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<td>44.7</td>
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<td>55.7</td>
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</tbody>
</table>

Note: Students are counted as graduates if they earned the degree pursued or higher within eight years from the college of entry. Graduation rates reflect all degrees conferred through August 31 of the last year of the tracking period.
Pillar: Access and Completion

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<table>
<thead>
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<th>College</th>
<th>Fall 2010</th>
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<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
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<td>-2.6</td>
<td>0.1#</td>
<td>0.3#</td>
<td>2.1#</td>
</tr>
<tr>
<td>Hunter</td>
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<td>-3.6</td>
<td>-0.4#</td>
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<td>-1.3#</td>
</tr>
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<td>John Jay</td>
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<td>6.8</td>
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<td>7.4</td>
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</tr>
<tr>
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<td>1.9#</td>
<td>4.7</td>
<td>3.6</td>
<td>0.9#</td>
</tr>
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<td>0.7#</td>
<td>1.5#</td>
<td>-4.1</td>
<td>-2.0#</td>
</tr>
<tr>
<td>York</td>
<td>-5.6</td>
<td>-5.9</td>
<td>-5.6</td>
<td>-1.0#</td>
<td>-6.8</td>
</tr>
</tbody>
</table>

Note: Predicted rates are based on student characteristics such as Pell status, high school GPA, and special program participation (e.g., SEEK, CD, and ASAP). Actual rates that are significantly higher than predicted rates indicate that a college is graduating more students than expected, given the socio-economic characteristics and academic preparation of the students it serves. "#" indicates that the actual rate is not significantly different from the predicted rate (estimated at the 5% confidence level).
Pillar: Access and Completion

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<table>
<thead>
<tr>
<th>Accelerated Study in Associate Programs (ASAP)</th>
<th>Fall 2013</th>
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Note: These graduation rates include students who joined ASAP as first-time freshmen at the college in the fall and graduated from the college of entry within three years. These rates are different from the official ASAP graduation rates which use the ASAP cohort (the semester the student joined ASAP) as the basis of analysis, include students who joined as continuing/transfer students with up to 15 credits as well as first-time freshmen, and include students who graduated with an associate degree from other CUNY institutions as well as college of entry. ASAP also admits students in the spring.

Source: Accelerated Study in Associate Programs (ASAP)
To keep pace with the rapid changes of a knowledge-based economy, CUNY will ensure that more New Yorkers are able to attend college and earn degrees.

**Goal 6:** CUNY will double its three-year graduation rate for associate degrees and raise by ten points the six-year graduation rate for baccalaureate programs.

**CONTEXT:** Accelerated Study in Associate Programs (ASAP) Enrollment

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Note: ASAP enrollment is provided each semester by ASAP partner colleges and is verified in CUNYfirst. Students are considered officially enrolled in ASAP if they are enrolled in the program and in classes at the college as of the census date each semester. ASAP accepts students as first-time freshmen or as continuing/transfer students with up to 15 credits. Credits earned while in high school prior to matriculation do not count toward this credit limit. Total enrollment for the academic year represents the unique number of students served by ASAP each year. It is calculated as the sum of the total fall enrollment plus the number of students who newly joined ASAP in the spring. Students can remain enrolled in ASAP for up to three years at all partner colleges. At the College of Staten Island and Medgar Evers College, students may be eligible to remain in ASAP for a fourth year to complete their bachelor’s degree if they meet the criteria for this fourth year as set by each college.

Source: Accelerated Study in Associate Programs (ASAP)
Pillar: College Readiness

One of the best predictors of college success is entering prepared for college-level studies. CUNY will work with its partners to help ensure that a larger number of entering students are prepared, starting with early education and assisting them up to and through high school.

Goal 1: CUNY will strengthen its partnership with the city’s schools to ensure more high school graduates are college ready, and, for those who are not, CUNY will improve the effectiveness of its remediation programs.

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Note: College Now enrollment includes enrollment in college credit courses, zero-credit courses, College Now, and College Focus (non-college catalog) courses and workshops. Enrollments with missing, WD, and WN grades are excluded. College Now data have been updated; figures have been revised since the 2019-20 PMP report.

Source: Office of Research, Evaluation & Program Support (REPS) – College Now database
Pillar: College Readiness

One of the best predictors of college success is entering prepared for college-level studies. CUNY will work with its partners to help ensure that a larger number of entering students are prepared, starting with early education and assisting them up to and through high school.

Goal 1: CUNY will strengthen its partnership with the city’s schools to ensure more high school graduates are college ready, and, for those who are not, CUNY will improve the effectiveness of its remediation programs.

CONTEXT: Percentage of first-time freshmen previously enrolled in College Now or the Early College Initiative (ECI)

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<tr>
<th>Institution</th>
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<th>Fall 2018</th>
<th>Fall 2019</th>
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Note: Includes first-time freshmen who previously participated in the College Now or ECI programs and entered CUNY within six months of graduating high school. The denominator consists of the incoming cohort of first-time freshmen. The numerator consists of first-time freshmen who previously participated in the College Now or ECI programs and entered CUNY within six months of graduating high school. Students who have participated in both programs are not double-counted.

Source: Office of Research, Evaluation & Program Support (REPS) – College Now and ECI program database; Institutional Research Database (IRDB)

*** Cells with a base of 10 or fewer are not shown.
Pillar: College Readiness

One of the best predictors of college success is entering prepared for college-level studies. CUNY will work with its partners to help ensure that a larger number of entering students are prepared, starting with early education and assisting them up to and through high school.

Goal 1: CUNY will strengthen its partnership with the city’s schools to ensure more high school graduates are college ready, and, for those who are not, CUNY will improve the effectiveness of its remediation programs.

CONTEXT: Percentage of advanced transfer students previously enrolled in College Now or the Early College Initiative (ECI)

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<th>Fall 2019</th>
<th>Fall 2020</th>
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</table>

Note: Includes advanced-standing transfers who previously participated in the College Now or ECI programs and entered CUNY within six months of graduating high school. The denominator consists of the entering cohort of advanced transfer students. The numerator consists of advanced-standing transfers who previously participated in the College Now or ECI programs and entered CUNY within six months of graduating high school. Students who have participated in both programs are not double-counted.

Source: Office of Research, Evaluation & Program Support (REPS) – College Now and ECI program database; Institutional Research Database (IRDB)
Pillar: College Readiness

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Goal 1: CUNY will strengthen its partnership with the city’s schools to ensure more high school graduates are college ready, and, for those who are not, CUNY will improve the effectiveness of its remediation programs.

CONTEXT: Percentage of first-time freshmen who enroll with six or more college credits

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<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
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<td><strong>18.7</strong></td>
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</table>

Note: A student is counted as entering with 6 or more credits if the difference between the total credits accumulated at the end of the first fall term and the credits passed in that term is 6 or more, or the difference between the total credits accumulated at the end of the first spring term and the total credits passed in the first fall, winter and spring term is 6 or more.

*** Cells with a base of 10 or fewer are not shown.
Pillar: College Readiness

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<table>
<thead>
<tr>
<th></th>
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<th>Fall 2019</th>
<th>Fall 2020</th>
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<tr>
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<td>13.3</td>
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<td>13.6</td>
<td>12.7</td>
<td>16.7</td>
<td>15.4</td>
</tr>
</tbody>
</table>

Note: Each admission is counted a single time at each college. Enrolled first-time freshmen not found in the application data have been excluded. Race/ethnicity and gender are reported as provided by the applicant. Beginning in the fall 2019 term, admission data are reported from the CUNYfirst admissions system. See the Technical Appendix for details.
Pillar: College Readiness

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Goal 1: CUNY will strengthen its partnership with the city’s schools to ensure more high school graduates are college ready, and, for those who are not, CUNY will improve the effectiveness of its remediation programs.

<table>
<thead>
<tr>
<th>Percentage of first-time freshmen in associate programs with initial math remedial need who exited remediation in math via the University Skills Immersion Program (USIP)</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medgar Evers</td>
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<td>3.8</td>
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<td>NYCCT</td>
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<td>8.5</td>
<td>8.1</td>
<td>6.1</td>
<td>4.4</td>
</tr>
<tr>
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<td>30.5</td>
<td>31.3</td>
<td>30.9</td>
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<td><strong>Senior College Average</strong></td>
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<td><strong>16.7</strong></td>
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<td>5.5</td>
<td>11.0</td>
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<td>7.2</td>
</tr>
<tr>
<td>Hostos</td>
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<td>4.0</td>
<td>3.8</td>
<td>5.9</td>
<td>11.1</td>
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<td>8.2</td>
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</tbody>
</table>

Note: Percent of fall first-time freshmen in associate programs with known initial remedial need in math who earned a passing grade in an exit-level math immersion offering during the summer immediately preceding their fall matriculation. Exit-level sections were identified by program directors. USIP reporting methods have been updated; figures have been revised since the 2019-20 PMP report. Source: Office of Academic Affairs (OAA)/Office of Undergraduate Studies – College USIP programs
Pillar: College Readiness

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CONTEXT: Percentage of first-time freshmen in associate programs with initial remedial math need who participated in an exit-level math USIP program

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
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<td>14.3</td>
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<td>17.0</td>
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Note: Percent of first-time freshmen in associate programs with known initial remedial math need in math who participated in an exit-level math immersion offering during the summer immediately preceding their fall matriculation. The freshman cohort is defined by the college of fall matriculation. Exit-level sections were identified by program directors.

Source: Office of Academic Affairs (OAA)/Office of Undergraduate Studies – College USIP programs
Pillar: College Readiness

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CONTEXT: Percentage of first-time freshmen USIP participants who exited remediation (or met proficiency) in math

<table>
<thead>
<tr>
<th></th>
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<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
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</table>

Note: Percent of first-time freshmen USIP participants in associate programs with known initial remedial need in math who participated in an exit-level math immersion offering and earned a passing grade during the summer immediately preceding their fall matriculation. Exit-level sections were identified by program directors.

Source: Office of Academic Affairs (OAA)/Office of Undergraduate Studies – College USIP programs

* Calculated on a base of fewer than 25.
Pillar: College Readiness

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<table>
<thead>
<tr>
<th>Percentage of first-time freshmen in associate programs with initial reading remedial need who exited remediation in reading via the University Skills Immersion Program (USIP)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Medgar Evers</td>
</tr>
<tr>
<td>NYCCT</td>
</tr>
<tr>
<td>Staten Island</td>
</tr>
<tr>
<td><strong>Senior College Average</strong></td>
</tr>
<tr>
<td>BMCC</td>
</tr>
<tr>
<td>Bronx</td>
</tr>
<tr>
<td>Hostos</td>
</tr>
<tr>
<td>Kingsborough</td>
</tr>
<tr>
<td>LaGuardia</td>
</tr>
<tr>
<td>Queensborough</td>
</tr>
<tr>
<td><strong>Community College Average</strong></td>
</tr>
<tr>
<td><strong>University Average</strong></td>
</tr>
</tbody>
</table>

Note: Percent of fall first-time freshmen in associate programs with known initial remedial need in reading who earned a passing grade in an exit-level reading immersion offering during the summer immediately preceding their fall matriculation. Exit-level sections were identified by program directors. English as a Second Language (ESL) courses were not included. USIP reporting methods have been updated; figures have been revised since the 2019-20 PMP report.

Source: Office of Academic Affairs (OAA)/Office of Undergraduate Studies – College USIP programs
Pillar: College Readiness

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CONTEXT: Percentage of first-time freshmen in associate programs with initial remedial reading need who participated in an exit-level reading USIP program

<table>
<thead>
<tr>
<th>Institution</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medgar Evers</td>
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<td>26.9</td>
<td>23.7</td>
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</tr>
<tr>
<td>NYCCT</td>
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<td>22.4</td>
<td>25.5</td>
<td>5.5</td>
<td>0.0</td>
</tr>
<tr>
<td>Staten Island</td>
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<td>24.4</td>
<td>16.0</td>
<td>22.8</td>
<td>12.7</td>
</tr>
<tr>
<td><strong>Senior College Average</strong></td>
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<td><strong>24.1</strong></td>
<td><strong>22.2</strong></td>
<td><strong>10.5</strong></td>
<td><strong>7.9</strong></td>
</tr>
<tr>
<td>BMCC</td>
<td>1.5</td>
<td>1.7</td>
<td>6.1</td>
<td>5.9</td>
<td>2.4</td>
</tr>
<tr>
<td>Bronx</td>
<td>6.8</td>
<td>0.6</td>
<td>0.2</td>
<td>10.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Hostos</td>
<td>9.8</td>
<td>0.0</td>
<td>0.0</td>
<td>1.7</td>
<td>0.0</td>
</tr>
<tr>
<td>Kingsborough</td>
<td>17.4</td>
<td>8.8</td>
<td>13.5</td>
<td>18.5</td>
<td>14.4</td>
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<tr>
<td>LaGuardia</td>
<td>0.0</td>
<td>4.2</td>
<td>3.9</td>
<td>6.4</td>
<td>0.0</td>
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<tr>
<td>Queensborough</td>
<td>13.3</td>
<td>14.7</td>
<td>5.9</td>
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<td>16.9</td>
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<tr>
<td><strong>Community College Average</strong></td>
<td><strong>6.4</strong></td>
<td><strong>4.1</strong></td>
<td><strong>5.3</strong></td>
<td><strong>8.7</strong></td>
<td><strong>5.3</strong></td>
</tr>
<tr>
<td>University Average</td>
<td>9.1</td>
<td>7.4</td>
<td>7.8</td>
<td>8.9</td>
<td>5.7</td>
</tr>
</tbody>
</table>

Note: Percent of first-time freshmen in associate programs with known initial remedial need in reading who participated in an exit-level reading immersion offering during the summer immediately preceding their fall matriculation. The freshman cohort is defined by the college of fall matriculation. Exit-level sections were identified by program directors. English as a Second Language (ESL) courses were not included.

Source: Office of Academic Affairs (OAA)/Office of Undergraduate Studies – College USIP programs
Pillar: College Readiness

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CONTEXT: Percentage of first-time freshmen USIP participants who exited remediation (or met proficiency) in reading

<table>
<thead>
<tr>
<th>Institution</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medgar Evers</td>
<td>72.7*</td>
<td>83.3</td>
<td>88.9</td>
<td>---</td>
<td>58.3*</td>
</tr>
<tr>
<td>NYCCT</td>
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<td>65.6</td>
<td>68.6</td>
<td>92.3*</td>
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</tr>
<tr>
<td>Staten Island</td>
<td>82.9</td>
<td>62.5</td>
<td>82.6*</td>
<td>68.4</td>
<td>54.5*</td>
</tr>
<tr>
<td><strong>Senior College Average</strong></td>
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<td><strong>69.9</strong></td>
<td><strong>78.2</strong></td>
<td><strong>74.5</strong></td>
<td><strong>55.9</strong></td>
</tr>
<tr>
<td>BMCC</td>
<td>75.0*</td>
<td>94.1*</td>
<td>25.5</td>
<td>63.8</td>
<td>43.8*</td>
</tr>
<tr>
<td>Bronx</td>
<td>54.8</td>
<td>***</td>
<td>***</td>
<td>92.7</td>
<td>---</td>
</tr>
<tr>
<td>Hostos</td>
<td>29.4</td>
<td>---</td>
<td>---</td>
<td>***</td>
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</tr>
<tr>
<td>Kingsborough</td>
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<td>97.4</td>
<td>71.7</td>
<td>58.1</td>
<td>44.4</td>
</tr>
<tr>
<td>LaGuardia</td>
<td>---</td>
<td>86.4*</td>
<td>94.1*</td>
<td>87.5</td>
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</tr>
<tr>
<td>Queensborough</td>
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<td>40.0*</td>
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<td>57.1</td>
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<tr>
<td><strong>Community College Average</strong></td>
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<td><strong>71.0</strong></td>
<td><strong>52.9</strong></td>
<td><strong>68.0</strong></td>
<td><strong>50.7</strong></td>
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<tr>
<td><strong>University Average</strong></td>
<td><strong>59.1</strong></td>
<td><strong>70.4</strong></td>
<td><strong>63.5</strong></td>
<td><strong>69.0</strong></td>
<td><strong>51.7</strong></td>
</tr>
</tbody>
</table>

Note: Percent of fall first-time freshmen USIP participants in associate programs with known initial remedial need in reading who participated in an exit-level reading immersion offering and earned a passing grade during the summer immediately preceding their fall matriculation. Exit-level sections were identified by program directors. English as a Second Language (ESL) courses were not included.

Source: Office of Academic Affairs (OAA)/Office of Undergraduate Studies – College USIP programs

*** Cells with a base of 10 or fewer are not shown.

* Calculated on a base of fewer than 25.
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### Percentage of first-time freshmen in associate programs with initial writing remedial need who exited remediation in writing via the University Skills Immersion Program (USIP)

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medgar Evers</td>
<td>13.2</td>
<td>16.3</td>
<td>23.6</td>
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<td>8.0</td>
</tr>
<tr>
<td>NYCCT</td>
<td>9.9</td>
<td>11.0</td>
<td>10.0</td>
<td>9.1</td>
<td>0.0</td>
</tr>
<tr>
<td>Staten Island</td>
<td>23.6</td>
<td>22.5</td>
<td>17.8</td>
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</tr>
<tr>
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<td><strong>16.5</strong></td>
<td><strong>16.1</strong></td>
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<td><strong>4.3</strong></td>
</tr>
<tr>
<td>BMCC</td>
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<td>0.7</td>
<td>1.7</td>
<td>3.8</td>
<td>1.6</td>
</tr>
<tr>
<td>Bronx</td>
<td>0.2</td>
<td>1.1</td>
<td>0.0</td>
<td>3.1</td>
<td>0.0</td>
</tr>
<tr>
<td>Hostos</td>
<td>1.5</td>
<td>2.5</td>
<td>1.2</td>
<td>2.7</td>
<td>0.0</td>
</tr>
<tr>
<td>Kingsborough</td>
<td>11.3</td>
<td>12.5</td>
<td>9.6</td>
<td>0.0</td>
<td>6.1</td>
</tr>
<tr>
<td>LaGuardia</td>
<td>0.4</td>
<td>0.7</td>
<td>1.8</td>
<td>3.3</td>
<td>8.9</td>
</tr>
<tr>
<td>Queensborough</td>
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<td>7.5</td>
<td>4.2</td>
<td>5.3</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>Community College Average</strong></td>
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<td><strong>2.7</strong></td>
<td><strong>3.3</strong></td>
<td><strong>4.8</strong></td>
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<tr>
<td>University Average</td>
<td>5.1</td>
<td>5.4</td>
<td>4.7</td>
<td>4.4</td>
<td>4.7</td>
</tr>
</tbody>
</table>

Note: Percent of fall first-time freshmen in associate programs with known initial remedial need in writing who earned a passing grade in an exit-level writing immersion offering during the summer immediately preceding their fall matriculation. Exit-level sections were identified by program directors. English as a Second Language (ESL) courses were not included.

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CONTEXT: Percentage of first-time freshmen in associate programs with initial remedial writing need who participated in an exit-level writing USIP program

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medgar Evers</td>
<td>18.2</td>
<td>25.3</td>
<td>25.8</td>
<td>0.0</td>
<td>13.6</td>
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<tr>
<td>NYCCT</td>
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<td>14.0</td>
<td>12.9</td>
<td>10.8</td>
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</tr>
<tr>
<td>Staten Island</td>
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<td>34.8</td>
<td>19.4</td>
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</tr>
<tr>
<td><strong>Senior College Average</strong></td>
<td><strong>25.1</strong></td>
<td><strong>24.3</strong></td>
<td><strong>18.3</strong></td>
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<td><strong>7.8</strong></td>
</tr>
<tr>
<td>BMCC</td>
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<td>1.4</td>
<td>3.0</td>
<td>6.6</td>
<td>1.9</td>
</tr>
<tr>
<td>Bronx</td>
<td>0.3</td>
<td>1.8</td>
<td>0.0</td>
<td>3.6</td>
<td>0.0</td>
</tr>
<tr>
<td>Hostos</td>
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<td>7.5</td>
<td>3.5</td>
<td>4.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Kingsborough</td>
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<td>17.2</td>
<td>14.2</td>
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<td>14.4</td>
</tr>
<tr>
<td>LaGuardia</td>
<td>1.0</td>
<td>2.2</td>
<td>2.1</td>
<td>3.8</td>
<td>11.7</td>
</tr>
<tr>
<td>Queensborough</td>
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<td>16.3</td>
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<td>8.2</td>
<td>17.1</td>
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<tr>
<td><strong>Community College Average</strong></td>
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<td><strong>6.1</strong></td>
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<tr>
<td>University Average</td>
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<td>9.0</td>
<td>6.4</td>
<td>6.2</td>
<td>7.7</td>
</tr>
</tbody>
</table>

Note: Percent of fall first-time freshmen in associate programs with known initial remedial need in writing who participated in an exit-level writing immersion offering during the summer immediately preceding their fall matriculation. Exit-level sections were identified by program directors. English as a Second Language (ESL) courses were not included.

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**CONTEXT:** Percentage of first-time freshmen USIP participants who exited remediation (or met proficiency) in writing

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medgar Evers</td>
<td>72.5</td>
<td>64.6</td>
<td>91.3</td>
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<td>58.3*</td>
</tr>
<tr>
<td>NYCCT</td>
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<td>78.4</td>
<td>77.5</td>
<td>84.2</td>
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<tr>
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<td>91.8</td>
<td>79.7</td>
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</tr>
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<td><strong>Senior College Average</strong></td>
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<td><strong>81.3</strong></td>
<td><strong>55.9</strong></td>
</tr>
<tr>
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<td>47.8*</td>
<td>56.3</td>
<td>57.5</td>
<td>84.6*</td>
</tr>
<tr>
<td>Bronx</td>
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<td>58.3*</td>
<td>---</td>
<td>86.4*</td>
<td>---</td>
</tr>
<tr>
<td>Hostos</td>
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<td>33.3</td>
<td>35.3*</td>
<td>66.7*</td>
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</tr>
<tr>
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<td>67.5</td>
<td>***</td>
<td>42.6</td>
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<tr>
<td>LaGuardia</td>
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<td>29.4*</td>
<td>85.7*</td>
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<td>76.1</td>
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<td>Queensborough</td>
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<td>58.3</td>
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<tr>
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<td>74.1</td>
<td>71.3</td>
<td>60.8</td>
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</table>

Note: Percent of fall first-time freshmen USIP participants in associate programs with known initial remedial need in writing who participated in an exit-level writing immersion offering and earned a passing grade during the summer immediately preceding their fall matriculation. Exit-level sections were identified by program directors. English as a Second Language (ESL) courses were not included.

Source: Office of Academic Affairs (OAA)/Office of Undergraduate Studies – College USIP programs

*** Cells with a base of 10 or fewer are not shown.

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<table>
<thead>
<tr>
<th>Percentage of first-time freshmen in associate programs with initial math remedial need who exited remediation in math via CUNY Start or Math Start</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
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<td>NYCCT</td>
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<td>0.3</td>
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<td>6.3</td>
</tr>
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<td>Staten Island</td>
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<td>13.8</td>
<td>16.4</td>
<td>24.4</td>
<td>33.7</td>
</tr>
<tr>
<td><strong>Senior College Average</strong></td>
<td>4.5</td>
<td>7.1</td>
<td>9.0</td>
<td>15.8</td>
<td>17.7</td>
</tr>
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<td>BMCC</td>
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<td>6.7</td>
<td>8.6</td>
<td>8.8</td>
<td>12.7</td>
</tr>
<tr>
<td>Bronx</td>
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<td>6.1</td>
<td>12.6</td>
<td>16.3</td>
<td>22.5</td>
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<td>10.7</td>
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<tr>
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<td>14.0</td>
<td>13.4</td>
<td>16.0</td>
<td>20.5</td>
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<td>Kingsborough</td>
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<td>7.9</td>
<td>8.5</td>
<td>13.5</td>
<td>11.8</td>
</tr>
<tr>
<td>LaGuardia</td>
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<td>16.7</td>
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<tr>
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<td>9.6</td>
<td>15.3</td>
<td>19.4</td>
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Note: Reflects first-time freshmen entering associate degree programs in fall and spring terms who participated in CUNY Start (CS) or Math Start (MS) prior to matriculation. Excludes students who participated in CS/MS after matriculation at CUNY. Students are reported in the college and academic year of first CUNY enrollment. Percentages are based on students with known remedial status. Data have been updated; figures have been revised since the 2019-20 PMP report.

Source: Office of Research, Evaluation & Program Support (REPS) – CUNY Start/Math Start program database; Institutional Research Database (IRDB)
Pillar: College Readiness

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Goal 1: CUNY will strengthen its partnership with the city’s schools to ensure more high school graduates are college ready, and, for those who are not, CUNY will improve the effectiveness of its remediation programs.

### Percentage of first-time freshmen in associate programs with initial reading remedial need who exited remediation in reading via CUNY Start

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**University Average**

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Note: Reflects first-time freshmen entering associate degree programs in fall and spring terms who participated in CUNY Start (CS) prior to matriculation. Excludes students who participated in CS after matriculation at CUNY. Students are reported in the college and academic year of first CUNY enrollment. Percentages are based on students with known remedial status. Data have been updated; figures have been revised since the 2019-20 PMP report.

Source: Office of Research, Evaluation & Program Support (REPS) – CUNY Start/Math Start program database; Institutional Research Database (IRDB)
Pillar: College Readiness

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Goal 1: CUNY will strengthen its partnership with the city’s schools to ensure more high school graduates are college ready, and, for those who are not, CUNY will improve the effectiveness of its remediation programs.

### Percentage of first-time freshmen in associate programs with initial writing remedial need who exited remediation in writing via CUNY Start

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</table>

Note: Reflects first-time freshmen entering associate degree programs in fall and spring terms who participated in CUNY Start (CS) prior to matriculation. Excludes students who participated in CS after matriculation at CUNY. Students are reported in the college and academic year of first CUNY enrollment. Percentages are based on students with known remedial status. Data have been updated; figures have been revised since the 2019-20 PMP report.

Source: Office of Research, Evaluation & Program Support (REPS) – CUNY Start/Math Start program database; Institutional Research Database (IRDB)
Pillar: College Readiness

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Goal 1: CUNY will strengthen its partnership with the city’s schools to ensure more high school graduates are college ready, and, for those who are not, CUNY will improve the effectiveness of its remediation programs.

CONTEXT: CUNY Start Enrollment

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Note: Figures represent CUNY Start (CS) enrollments regardless of student matriculation status at CUNY. Students may participate in CS over multiple semesters. Students are reported in the college and academic year in which they participated in CS.

Source: Office of Research, Evaluation & Program Support (REPS) – CUNY Start/Math Start program database
Pillar: College Readiness

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CONTEXT: Math Start Enrollment

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Note: Figures represent Math Start (MS) enrollments regardless of student matriculation status at CUNY. Students may participate in MS over multiple semesters. Students are reported in the college and academic year in which they participated in MS.

Source: Office of Research, Evaluation & Program Support (REPS) – CUNY Start/Math Start program database
Pillar: College Readiness

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CONTEXT: Percentage of first-time freshmen with initial remedial math need who participated in CUNY Start or Math Start

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</table>

Note: Reflects first-time freshmen entering in fall and spring terms who participated in CUNY Start (CS) or Math Start (MS) prior to matriculation. Excludes students who participated in CS/MS after matriculation at CUNY. Students are reported in the college and academic year of first CUNY enrollment. Percentages are based on students with known remedial status. Data have been updated; figures have been revised since the 2019-20 PMP report.

Source: Office of Research, Evaluation & Program Support (REPS) – CUNY Start/Math Start program database; Institutional Research Database (IRDB)

*** Cells with a base of 10 or fewer are not shown.
* Calculated on a base of fewer than 25.
Pillar: College Readiness

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CONTEXT: Percentage of first-time freshmen with initial remedial reading need who participated in CUNY Start

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Source: Office of Research, Evaluation & Program Support (REPS) – CUNY Start/Math Start program database; Institutional Research Database (IRDB)

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Goal 1: CUNY will strengthen its partnership with the city’s schools to ensure more high school graduates are college ready, and, for those who are not, CUNY will improve the effectiveness of its remediation programs.

CONTEXT: Percentage of first-time freshmen with initial remedial writing need who participated in CUNY Start

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CONTEXT: Percentage of first-time freshmen CUNY Start/Math Start participants who exited remediation (or met proficiency) in math

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CONTEXT: Percentage of first-time freshmen CUNY Start participants who exited remediation (or met proficiency) in reading

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CONTEXT: Percentage of first-time freshmen CUNY Start participants who exited remediation (or met proficiency) in writing

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Pillar: College Readiness

One of the best predictors of college success is entering prepared for college-level studies. CUNY will work with its partners to help ensure that a larger number of entering students are prepared, starting with early education and assisting them up to and through high school.

Goal 1: CUNY will strengthen its partnership with the city’s schools to ensure more high school graduates are college ready, and, for those who are not, CUNY will improve the effectiveness of its remediation programs.

CONTEXT: Percentage of first-time freshmen in associate degree programs with initial remedial need

<table>
<thead>
<tr>
<th>Institution</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medgar Evers</td>
<td>87.9</td>
<td>65.3</td>
<td>56.5</td>
<td>53.2</td>
<td>51.6</td>
</tr>
<tr>
<td>NYCCT</td>
<td>67.3</td>
<td>53.5</td>
<td>40.5</td>
<td>38.4</td>
<td>25.2</td>
</tr>
<tr>
<td>Staten Island</td>
<td>73.6</td>
<td>50.4</td>
<td>43.5</td>
<td>37.6</td>
<td>31.7</td>
</tr>
<tr>
<td><strong>Senior College Average</strong></td>
<td><strong>73.1</strong></td>
<td><strong>54.6</strong></td>
<td><strong>44.5</strong></td>
<td><strong>39.8</strong></td>
<td><strong>30.6</strong></td>
</tr>
<tr>
<td>BMCC</td>
<td>81.7</td>
<td>62.0</td>
<td>53.1</td>
<td>51.2</td>
<td>34.9</td>
</tr>
<tr>
<td>Bronx</td>
<td>85.7</td>
<td>69.7</td>
<td>64.7</td>
<td>59.1</td>
<td>50.3</td>
</tr>
<tr>
<td>Guttman</td>
<td>85.0</td>
<td>67.3</td>
<td>59.4</td>
<td>58.1</td>
<td>46.3</td>
</tr>
<tr>
<td>Hostos</td>
<td>89.1</td>
<td>78.9</td>
<td>70.7</td>
<td>66.7</td>
<td>52.8</td>
</tr>
<tr>
<td>Kingsborough</td>
<td>78.8</td>
<td>64.8</td>
<td>59.6</td>
<td>54.4</td>
<td>44.2</td>
</tr>
<tr>
<td>LaGuardia</td>
<td>80.2</td>
<td>60.2</td>
<td>55.2</td>
<td>55.9</td>
<td>45.2</td>
</tr>
<tr>
<td>Queensborough</td>
<td>72.6</td>
<td>52.4</td>
<td>44.6</td>
<td>45.2</td>
<td>34.9</td>
</tr>
<tr>
<td><strong>Community College Average</strong></td>
<td><strong>80.4</strong></td>
<td><strong>62.5</strong></td>
<td><strong>55.2</strong></td>
<td><strong>53.3</strong></td>
<td><strong>40.6</strong></td>
</tr>
<tr>
<td>University Average</td>
<td>78.7</td>
<td>60.6</td>
<td>52.9</td>
<td>50.6</td>
<td>38.5</td>
</tr>
</tbody>
</table>

Note: Percentage of remedial need based on those with known test status. Data have been updated; figures have been revised since the 2019-20 PMP report.
CUNY will be an engine of economic development, connecting with workplace partners to ensure that students are prepared for successful careers and leadership in the knowledge-based economy.

Goal 1: CUNY will increase enrollment in STEM majors.

| Percentage of undergraduate students majoring in science, technology, engineering or mathematics (STEM) |
|---------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|
|                                                            | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
| Baruch                                                      | 10.6      | 11.2      | 12.7      | 13.4     | 13.9      |
| Brooklyn                                                   | 16.6      | 17.5      | 18.9      | 18.5     | 20.4      |
| City                                                       | 44.1      | 45.1      | 44.2      | 43.1     | 42.2      |
| Hunter                                                     | 20.8      | 21.2      | 22.5      | 24.0     | 26.0      |
| John Jay                                                   | 9.1       | 10.0      | 10.1      | 10.8     | 12.3      |
| Lehman                                                     | 12.7      | 13.3      | 13.3      | 14.1     | 14.5      |
| Medgar Evers                                               | 35.7      | 34.9      | 36.5      | 36.9     | 36.5      |
| NYCCT                                                      | 52.7      | 53.7      | 54.0      | 54.6     | 51.9      |
| Queens                                                     | 21.4      | 22.9      | 24.6      | 28.6     | 31.7      |
| Staten Island                                              | 25.9      | 25.7      | 25.4      | 26.1     | 27.5      |
| York                                                       | 23.1      | 23.1      | 21.6      | 20.2     | 19.8      |
| Professional Studies                                       | 6.6       | 8.3       | 8.8       | 10.2     | 10.6      |
| Labor & Urban Studies                                      | ---       | ---       | 0.0       | 0.0      | 0.0       |
| Senior College Average                                     | 24.8      | 25.3      | 25.6      | 26.1     | 26.4      |
| BMCC                                                       | 18.6      | 18.5      | 18.5      | 18.7     | 19.1      |
| Bronx                                                      | 14.0      | 14.5      | 15.0      | 15.4     | 15.8      |
| Guttman                                                    | 9.5       | 9.2       | 10.7      | 12.2     | 12.9      |
| Hostos                                                     | 10.5      | 10.6      | 11.0      | 11.6     | 12.0      |
| Kingsborough                                               | 15.0      | 15.3      | 15.5      | 16.0     | 17.2      |
| LaGuardia                                                  | 24.1      | 26.1      | 24.1      | 23.9     | 23.5      |
| Queensborough                                              | 18.0      | 18.4      | 19.3      | 19.2     | 19.7      |
| Community College Average                                  | 17.8      | 18.3      | 18.2      | 18.4     | 18.8      |
| University Average                                         | 21.8      | 22.3      | 22.6      | 23.1     | 23.6      |

Note: STEM categorization is determined by 2010 Classification of Instructional Program (CIP) code. STEM categorization and the assignments of majors to disciplines changes from year to year which prevents reproducing previously reported numbers exactly. The trends in this report are produced with the most recently updated STEM coding to allow for year-to-year comparison. Percent based on students with a declared major.
Pillar: Career Readiness

CUNY will be an engine of economic development, connecting with workplace partners to ensure that students are prepared for successful careers and leadership in the knowledge-based economy.

Goal 1: CUNY will increase enrollment in STEM majors.

CONTEXT: Number of undergraduate students majoring in science, technology, engineering or mathematics (STEM)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
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<td>1,581</td>
<td>1,800</td>
<td>1,999</td>
<td>2,144</td>
</tr>
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<td>1,871</td>
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<td>4,237</td>
<td>4,149</td>
<td>4,268</td>
<td>4,246</td>
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<tr>
<td>Hunter</td>
<td>1,924</td>
<td>1,976</td>
<td>2,420</td>
<td>2,821</td>
<td>3,165</td>
</tr>
<tr>
<td>John Jay</td>
<td>1,094</td>
<td>1,229</td>
<td>1,284</td>
<td>1,431</td>
<td>1,640</td>
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<tr>
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<td>1,194</td>
<td>1,308</td>
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<td>2,159</td>
<td>1,960</td>
<td>1,748</td>
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<td>NYCCT</td>
<td>7,832</td>
<td>8,046</td>
<td>8,089</td>
<td>8,029</td>
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<td>Queens</td>
<td>2,248</td>
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<td>2,700</td>
<td>3,442</td>
<td>3,908</td>
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<td>Staten Island</td>
<td>2,995</td>
<td>2,960</td>
<td>2,821</td>
<td>2,778</td>
<td>2,948</td>
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<tr>
<td>York</td>
<td>1,225</td>
<td>1,163</td>
<td>1,147</td>
<td>1,094</td>
<td>1,000</td>
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<td>Professional Studies</td>
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<td></td>
<td>174</td>
<td>215</td>
<td>270</td>
</tr>
<tr>
<td>Labor &amp; Urban Studies</td>
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<td></td>
<td>***</td>
<td>***</td>
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<tr>
<td>Senior College Total</td>
<td>27,989</td>
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<td>31,216</td>
<td>31,922</td>
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<td>4,701</td>
<td>4,643</td>
<td>4,476</td>
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<td>1,433</td>
<td>1,368</td>
<td>1,227</td>
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<tr>
<td>Guttman</td>
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<td>93</td>
<td>101</td>
<td>123</td>
<td>131</td>
</tr>
<tr>
<td>Hostos</td>
<td>682</td>
<td>692</td>
<td>721</td>
<td>730</td>
<td>672</td>
</tr>
<tr>
<td>Kingsborough</td>
<td>1,750</td>
<td>1,672</td>
<td>1,628</td>
<td>1,585</td>
<td>1,526</td>
</tr>
<tr>
<td>LaGuardia</td>
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<td>4,109</td>
<td>3,762</td>
<td>3,541</td>
<td>3,155</td>
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<td>2,393</td>
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<tr>
<td>Community College Total</td>
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<td>15,190</td>
<td>14,811</td>
<td>14,216</td>
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</tr>
<tr>
<td>University Total</td>
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<td>44,038</td>
<td>44,710</td>
<td>45,432</td>
<td>44,930</td>
</tr>
</tbody>
</table>

Note: STEM categorization is determined by 2010 Classification of Instructional Program (CIP) code. STEM categorization and the assignments of majors to disciplines changes from year to year which prevents reproducing previously reported numbers exactly. The trends in this report are produced with the most recently updated STEM coding to allow for year-to-year comparison.

*** Cells with a base of 10 or fewer are not shown.
Pillar: Career Readiness

CUNY will be an engine of economic development, connecting with workplace partners to ensure that students are prepared for successful careers and leadership in the knowledge-based economy.

Goal 2: CUNY will make pragmatic experiential learning a signature component of a CUNY education.

### Percentage of undergraduate students who participated in an internship

<table>
<thead>
<tr>
<th>Institution</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baruch</td>
<td>37.2</td>
</tr>
<tr>
<td>Brooklyn</td>
<td>25.7</td>
</tr>
<tr>
<td>City</td>
<td>26.4</td>
</tr>
<tr>
<td>Hunter</td>
<td>25.8</td>
</tr>
<tr>
<td>John Jay</td>
<td>20.4</td>
</tr>
<tr>
<td>Lehman</td>
<td>25.0</td>
</tr>
<tr>
<td>Medgar Evers</td>
<td>22.7</td>
</tr>
<tr>
<td>NYCCT</td>
<td>23.2</td>
</tr>
<tr>
<td>Queens</td>
<td>23.0</td>
</tr>
<tr>
<td>Staten Island</td>
<td>16.7</td>
</tr>
<tr>
<td>York</td>
<td>20.7</td>
</tr>
<tr>
<td>Professional Studies</td>
<td>9.4</td>
</tr>
<tr>
<td>Labor &amp; Urban Studies</td>
<td>4.1*</td>
</tr>
<tr>
<td><strong>Senior College Average</strong></td>
<td><strong>24.5</strong></td>
</tr>
<tr>
<td>BMCC</td>
<td>14.6</td>
</tr>
<tr>
<td>Bronx</td>
<td>12.3</td>
</tr>
<tr>
<td>Guttman</td>
<td>29.0</td>
</tr>
<tr>
<td>Hostos</td>
<td>10.7</td>
</tr>
<tr>
<td>Kingsborough</td>
<td>12.8</td>
</tr>
<tr>
<td>LaGuardia</td>
<td>13.7</td>
</tr>
<tr>
<td>Queensborough</td>
<td>12.7</td>
</tr>
<tr>
<td><strong>Community College Average</strong></td>
<td><strong>13.4</strong></td>
</tr>
<tr>
<td><strong>University Average</strong></td>
<td><strong>20.6</strong></td>
</tr>
</tbody>
</table>

Note: Internship participation as reported by participants of a CUNY-wide career readiness survey. Students were asked to report participation in various experiential learning activities. Paid and unpaid internship participation was combined into one category. Percentages are based on valid (non-missing) responses for each response category. See the Technical Appendix for more details on survey administration.

Source: Office of Institutional Research and Assessment (OIRA) – 2019 Internship and Career Readiness Survey. No surveys have been conducted since due to COVID-19.

* Calculated on a base of fewer than 25.
Pillar: Career Readiness

CUNY will be an engine of economic development, connecting with workplace partners to ensure that students are prepared for successful careers and leadership in the knowledge-based economy.

Goal 2: CUNY will make pragmatic experiential learning a signature component of a CUNY education.

CONTEXT: Percentage of undergraduate students who participated in a paid internship

<table>
<thead>
<tr>
<th>Institution</th>
<th>Internship Participation (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baruch</td>
<td>25.7</td>
</tr>
<tr>
<td>Brooklyn</td>
<td>13.3</td>
</tr>
<tr>
<td>City</td>
<td>17.6</td>
</tr>
<tr>
<td>Hunter</td>
<td>12.2</td>
</tr>
<tr>
<td>John Jay</td>
<td>12.1</td>
</tr>
<tr>
<td>Lehman</td>
<td>11.3</td>
</tr>
<tr>
<td>Medgar Evers</td>
<td>14.7</td>
</tr>
<tr>
<td>NYCCT</td>
<td>14.0</td>
</tr>
<tr>
<td>Queens</td>
<td>12.9</td>
</tr>
<tr>
<td>Staten Island</td>
<td>10.7</td>
</tr>
<tr>
<td>York</td>
<td>7.2</td>
</tr>
<tr>
<td>Professional Studies</td>
<td>4.3</td>
</tr>
<tr>
<td>Labor &amp; Urban Studies</td>
<td>4.1*</td>
</tr>
<tr>
<td><strong>Senior College Average</strong></td>
<td><strong>14.0</strong></td>
</tr>
<tr>
<td>BMCC</td>
<td>7.9</td>
</tr>
<tr>
<td>Bronx</td>
<td>8.1</td>
</tr>
<tr>
<td>Guttman</td>
<td>19.2</td>
</tr>
<tr>
<td>Hostos</td>
<td>5.0</td>
</tr>
<tr>
<td>Kingsborough</td>
<td>7.1</td>
</tr>
<tr>
<td>LaGuardia</td>
<td>7.1</td>
</tr>
<tr>
<td>Queensborough</td>
<td>7.3</td>
</tr>
<tr>
<td><strong>Community College Average</strong></td>
<td><strong>7.4</strong></td>
</tr>
<tr>
<td><strong>University Average</strong></td>
<td><strong>11.7</strong></td>
</tr>
</tbody>
</table>

Note: Internship participation as reported by participants of a CUNY-wide career readiness survey. Students were asked to report participation in various experiential learning activities. Percentages are based on valid (non-missing) responses for each response category. See the Technical Appendix for more details on survey administration.

Source: Office of Institutional Research and Assessment (OIRA) – 2019 Internship and Career Readiness Survey. No surveys have been conducted since due to COVID-19.

* Calculated on a base of fewer than 25.
Pillar: Career Readiness

CUNY will be an engine of economic development, connecting with workplace partners to ensure that students are prepared for successful careers and leadership in the knowledge-based economy.

Goal 3: CUNY will monitor and improve post-graduate outcomes.

### Percentage of baccalaureate-degree graduates continuing their education one year after graduation

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Baruch</td>
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<td>9.7</td>
<td>9.3</td>
<td>9.8</td>
<td>10.9</td>
</tr>
<tr>
<td>Brooklyn</td>
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<td>21.4</td>
<td>21.8</td>
<td>21.0</td>
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</tr>
<tr>
<td>City</td>
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<td>18.9</td>
<td>20.1</td>
<td>18.6</td>
<td>17.5</td>
</tr>
<tr>
<td>Hunter</td>
<td>21.1</td>
<td>22.9</td>
<td>22.8</td>
<td>22.9</td>
<td>21.7</td>
</tr>
<tr>
<td>John Jay</td>
<td>13.2</td>
<td>14.0</td>
<td>14.2</td>
<td>13.4</td>
<td>13.9</td>
</tr>
<tr>
<td>Lehman</td>
<td>17.4</td>
<td>18.5</td>
<td>19.6</td>
<td>19.8</td>
<td>21.6</td>
</tr>
<tr>
<td>Medgar Evers</td>
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<td>18.9</td>
<td>22.3</td>
<td>24.2</td>
<td>24.4</td>
</tr>
<tr>
<td>NYCCT</td>
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<td>7.7</td>
<td>7.4</td>
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</tr>
<tr>
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<td>25.7</td>
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<td>24.5</td>
</tr>
<tr>
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<td>24.4</td>
<td>23.1</td>
</tr>
<tr>
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<td>17.3</td>
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<td>16.6</td>
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<tr>
<td>Professional Studies</td>
<td>20.7</td>
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<td>18.2</td>
<td>20.3</td>
<td>20.6</td>
</tr>
<tr>
<td><strong>University Average</strong></td>
<td><strong>18.8</strong></td>
<td><strong>18.6</strong></td>
<td><strong>18.6</strong></td>
<td><strong>18.3</strong></td>
<td><strong>18.2</strong></td>
</tr>
</tbody>
</table>

Note: Students who pursue education at a CUNY or a non-CUNY institution within one year of graduation. Includes enrollments at all degree levels. National Clearinghouse data on transfers outside of CUNY have been updated; figures have been revised since the 2019-20 PMP report.
Pillar: Career Readiness

CUNY will be an engine of economic development, connecting with workplace partners to ensure that students are prepared for successful careers and leadership in the knowledge-based economy.

Goal 3: CUNY will monitor and improve post-graduate outcomes.

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
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<td>76.5</td>
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<td>75.8</td>
</tr>
<tr>
<td>John Jay</td>
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</tr>
<tr>
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<tr>
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</table>

Note: Does not include employment for the self-employed, those out of the labor force, or those who work outside New York State. Includes earners (both full- and part-time) who are pursuing further education within one year of graduation. New York State Department of Labor (NYSDOL) data have been updated; figures have been revised since the 2019-20 PMP report.
Pillar: Career Readiness

CUNY will be an engine of economic development, connecting with workplace partners to ensure that students are prepared for successful careers and leadership in the knowledge-based economy.

Goal 3: CUNY will monitor and improve post-graduate outcomes.

Median earnings of baccalaureate graduates after one year of graduation

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<tr>
<th></th>
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Note: Wages are what a graduate earns from either a single or multiple employers, but excludes those who were continuing their education, those who worked two or less quarters per year, those who earned less than a full-time salary at the federal minimum wage ($13,195), and those making more than $2,500,000. Wages are inflation adjusted to 2020 dollars. New York State Department of Labor (NYSDOL) data have been updated; figures have been revised since the 2019-20 PMP report.
## Pillar: Knowledge Creation and Innovative Research

_CUNY will invest in and support its faculty’s knowledge creation, research, creative activities and innovation as engaged scholars, teachers, and members of the community._

### Goal 1: CUNY will increase faculty scholarship and research impact.

#### Average number of pieces of scholarship/creative activity (weighted 3-yr rolling average)

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<th>2016-18</th>
<th>2017-19</th>
<th>2018-20†</th>
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<tr>
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<tr>
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</tbody>
</table>

*Note: Annual averages are the number of works reported divided by those required to report (full-time professorial faculty who were active in both the spring and fall terms). University averages include scholarship at the graduate and professional schools. The weighted 3-year rolling average is calculated as Calendar Year (CY)*0.5 + (CY-1)*0.3 + (CY-2)*0.2. See the Technical Appendix for a description of scholarship and creative activity.

Source: Office of Institutional Research and Assessment (OIRA) – The Faculty Scholarship Collection

† Calculated on a base of fewer than 25.

‡ Calendar year 2020 faculty scholarship data will be reported in the final PMP data book available in August.
Pillar: Knowledge Creation and Innovative Research

CUNY will invest in and support its faculty’s knowledge creation, research, creative activities and innovation as engaged scholars, teachers, and members of the community.

Goal 1: CUNY will increase faculty scholarship and research impact.

CONTEXT: Average number of pieces of scholarship/creative activity (annual)

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<th>Institution</th>
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<th>2018</th>
<th>2019</th>
<th>2020‡</th>
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<tr>
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</tr>
<tr>
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<td>1.2</td>
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<tr>
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</table>

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Source: Office of Institutional Research and Assessment (OIRA) – The Faculty Scholarship Collection

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Pillar: Knowledge Creation and Innovative Research

CUNY will invest in and support its faculty’s knowledge creation, research, creative activities and innovation as engaged scholars, teachers, and members of the community.

Goal 1: CUNY will increase faculty scholarship and research impact.

Research awards (weighted 3-yr rolling average)

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University Total | $122,446,561 | $118,472,121 | $127,517,584 | $141,645,361 | $149,464,161 |

Note: A weighted rolling average of total dollars awarded for research during the current fiscal year ((FY)*0.5+(FY-1)*0.3+(FY-2)*0.2). Awards include funding from an external entity such as a private foundation, corporation or governmental agency and are provided through various mechanisms: a grant, cooperative agreement, governmental intra-Agency agreement, contract or other funding types of awards. University Totals do not reflect awards for the Advanced Science Research Center (ASRC) or the Central Office. Annual awards for some schools are not available to calculate 3-yr avgs for all years and are excluded from sector and University totals. Data available as of April 23, 2021.
Source: The Research Foundation of CUNY
**Pillar: Knowledge Creation and Innovative Research**

*CUNY will invest in and support its faculty’s knowledge creation, research, creative activities and innovation as engaged scholars, teachers, and members of the community.*

**Goal 1: CUNY will increase faculty scholarship and research impact.**

CONTEXT: Research awards (annual)

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<th>FY 2020</th>
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Note: Total awards for research grants and contracts. Awards include funding from an external entity such as a private foundation, corporation or governmental agency and are provided through various mechanisms: a grant, cooperative agreement, governmental intra-Agency agreement, contract or other funding types of awards. University Totals do not reflect grants for the Advanced Science Research Center (ASRC) or the Central Office. Annual awards for some schools are not available and are excluded from sector and University totals. Data available as of April 23, 2021.

Source: The Research Foundation of CUNY
Pillar: Knowledge Creation and Innovative Research

CUNY will invest in and support its faculty’s knowledge creation, research, creative activities and innovation as engaged scholars, teachers, and members of the community.

Goal 1: CUNY will increase faculty scholarship and research impact.

CONTEXT: Number of funded research grants

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Note: The University totals do not reflect grants for the Advanced Science Research Center (ASRC) or the Central Office. Annual numbers of funded research grants for some schools are not available and are excluded from sector and University totals. Data available as of April 23, 2021.

Source: The Research Foundation of CUNY
Pillar: Knowledge Creation and Innovative Research

CUNY will invest in and support its faculty’s knowledge creation, research, creative activities and innovation as engaged scholars, teachers, and members of the community.

Goal 2: CUNY will expand its full-time faculty and implement new strategies to build greater diversity in the faculty.

Percentage of annual instructional full-time equivalencies (FTEs) in undergraduate courses delivered by full-time faculty

<table>
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<th></th>
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<td>44.0</td>
<td>43.0</td>
<td>41.5</td>
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</table>

Note: Percentage is the total number of student (instructional) FTEs in undergraduate courses taught by full-time faculty divided by the total number of student (instructional) FTEs in all undergraduate courses for both the fall and spring semesters of a given academic year. Instruction by full-time professors (all ranks including chairs), instructors and lecturers is counted as instruction delivered by full-time faculty. Instruction in winter session sections is included only for full-time faculty whose teaching is part of their contractual workload (in which case, instructional FTEs are added to both the numerator and the denominator). Other winter session sections are excluded. Instruction is credited to the faculty member’s college of appointment except for those appointed to the Graduate Center, the School of Journalism, and the Law School; their teaching is credited to the college where instruction took place. College Now sections are excluded.

Source: Office of Institutional Research and Assessment (OIRA) – Faculty Workload Collection
Pillar: Knowledge Creation and Innovative Research

CUNY will invest in and support its faculty’s knowledge creation, research, creative activities and innovation as engaged scholars, teachers, and members of the community.

Goal 2: CUNY will expand its full-time faculty and implement new strategies to build greater diversity in the faculty.

Ratio of student full-time equivalencies (FTEs) to full-time faculty (headcount)

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Note: Graduate Center counts are from the Office of Human Resource Management Workforce Diversity reports. Student FTE/FT faculty ratios for the School of Journalism and the School of Professional Studies are excluded.

Source: Office of Institutional Research and Assessment (OIRA) – CUNYfirst HCM census extract used to report to IPEDS
Pillar: Knowledge Creation and Innovative Research

CUNY will invest in and support its faculty’s knowledge creation, research, creative activities and innovation as engaged scholars, teachers, and members of the community.

Goal 2: CUNY will expand its full-time faculty and implement new strategies to build greater diversity in the faculty.

### Full-time faculty: Percentage who are minorities

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Note: Minorities include faculty identified as Black, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native. Figures represent full-time active faculty, including acting appointments and employees on substitute lines. Employee data are unduplicated by college. Excludes faculty on the following types of leaves: authorized/unauthorized without pay, disability no pay, total disability, terminal, and Travia. Data for The William E. Macaulay Honors College are combined with data for The Graduate Center. University averages include the graduate and professional schools. Starting with fall 2019, race/ethnicity includes the additional category of “Blank/Not Specified”.

Source: Office of Human Resources Management (OHRM), Program Management Office (PMO) - CUNYfirst Fall Current Job Report (CJR)

*** Cells with a base of 10 or fewer are not shown.

* Calculated on a base of fewer than 25.
Pillar: Knowledge Creation and Innovative Research

*NOTE:* Figures represent full-time active faculty, including acting appointments and employees on substitute lines. Employee data are unduplicated by college. Excludes faculty on the following types of leaves: authorized/unauthorized without pay, disability no pay, total disability, terminal, and Travia. Data for The William E. Macaulay Honors College are combined with data for The Graduate Center. University averages include the graduate and professional schools. Starting with fall 2019, race/ethnicity includes the additional category of "Blank/Not Specified".

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*** Cells with a base of 10 or fewer are not shown.

* Calculated on a base of fewer than 25.

Goal 2: CUNY will expand its full-time faculty and implement new strategies to build greater diversity in the faculty.

### Full-time faculty: Percentage who are Italian-American

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Pillar: Knowledge Creation and Innovative Research

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Goal 2: CUNY will expand its full-time faculty and implement new strategies to build greater diversity in the faculty.

### Full-time faculty: Percentage who are women

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</tbody>
</table>

### University Average

|               | 48.4      | 48.9      | 49.4      | 49.5      | 49.7      |

**Note:** Figures represent full-time active faculty, including acting appointments and employees on substitute lines. Employee data are unduplicated by college. Excludes faculty on the following types of leaves: authorized/unauthorized without pay, disability no pay, total disability, terminal, and Travia. Data for The William E. Macaulay Honors College are combined with data for The Graduate Center. University averages include the graduate and professional schools. Starting with fall 2019, gender includes the additional category of "Non-Binary/Not Specified".

**Source:** Office of Human Resources Management (OHRM), Program Management Office (PMO) - CUNYfirst Fall Current Job Report (CJR)

***Cells with a base of 10 or fewer are not shown.

* Calculated on a base of fewer than 25.
Pillar: Funding Model

CUNY will effectively leverage the public’s investment by redesigning business processes, using existing space more efficiently and pursuing collaborative efforts to expand our physical reach, and re-engineering development operations, while ensuring the University’s financial operations are sound, transparent and accountable.

Goal 1: CUNY will adopt best business practices for high performing organizations; redesign business processes and streamline administrative functions.

### Percentage of tax-levy budget spent on student services, instruction and departmental research

<table>
<thead>
<tr>
<th></th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>FY 2020</th>
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<td><strong>Graduate School Average</strong></td>
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<td><strong>67.0</strong></td>
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<td><strong>63.6</strong></td>
</tr>
</tbody>
</table>

**University Average** 68.4 71.4 68.7 67.9 69.2

Note: Community college data for 2017 excludes funding received retroactively, which resulted in higher expenditures for that year.

Source: Office of Budget and Finance
Pillar: Funding Model

CUNY will effectively leverage the public’s investment by redesigning business processes, using existing space more efficiently and pursuing collaborative efforts to expand our physical reach, and re-engineering development operations, while ensuring the University’s financial operations are sound, transparent and accountable.

Goal 1: CUNY will adopt best business practices for high performing organizations; redesign business processes and streamline administrative functions.

CONTEXT: Grants and contracts for training, equipment, and other sponsored and institutional activity (annual)

<table>
<thead>
<tr>
<th>Institution</th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>FY 2020</th>
</tr>
</thead>
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<td>Baruch</td>
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<td>$9,159,850</td>
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<td>$40,432,893</td>
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<td>$22,100,483</td>
<td>$23,103,136</td>
<td>$20,226,301</td>
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<td>Lehman</td>
<td>$12,340,248</td>
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<td>$13,026,711</td>
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<td>York</td>
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<tr>
<td>Guttman</td>
<td>$997,501</td>
<td>$672,345</td>
<td>$615,112</td>
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<td>Hostos</td>
<td>$6,821,951</td>
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<td>$3,083,345</td>
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</table>

Note: Reflects total dollars awarded for training, equipment, and other sponsored and institutional activity. Awards include funding from an external entity such as a private foundation, corporation or governmental agency and are provided through various mechanisms: a grant, cooperative agreement, governmental intra-Agency agreement, contract or other funding types of awards. The University totals do not reflect awards for the Advanced Science Research Center (ASRC) or the Central Office. Data available as of April 23, 2021.

Source: The Research Foundation of CUNY
Pillar: Funding Model

CUNY will effectively leverage the public’s investment by redesigning business processes, using existing space more efficiently and pursuing collaborative efforts to expand our physical reach, and re-engineering development operations, while ensuring the University’s financial operations are sound, transparent and accountable.

Goal 2: CUNY will advocate for investments from our funding partners, public and private.

### Total voluntary support (weighted 3-yr rolling average)

<table>
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</tr>
<tr>
<td>Graduate School Total</td>
<td>$17,945,389</td>
<td>$25,283,061</td>
<td>$32,295,473</td>
<td>$29,811,355</td>
<td>$23,362,841</td>
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<tr>
<td>University Total</td>
<td>$197,525,848</td>
<td>$199,547,419</td>
<td>$214,910,896</td>
<td>$174,626,998</td>
<td>$153,302,086</td>
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Note: Includes cash-in, new pledges, and testamentary gifts. The weighted 3-year rolling average is calculated as the dollar amount for the current fiscal year ((FY)*0.5 + (FY-1)*0.3 + (FY-2)*0.2). The University totals include voluntary contributions for the Graduate Center, the professional schools and Macaulay Honors College but do not reflect fundraising for CUNY Central Office initiatives. Annual awards for some schools are not available to calculate 3-yr avgs for all years and are excluded from sector and University totals. Senior College and University Totals for FY2016-18, 2017-19, and 2018-20 have been updated to reflect an update to City College’s FY18 annual data.

Source: Office of University Advancement – Fiscal Year End Comprehensive Fundraising Summary Report
**Pillar: Funding Model**

CUNY will effectively leverage the public's investment by redesigning business processes, using existing space more efficiently and pursuing collaborative efforts to expand our physical reach, and re-engineering development operations, while ensuring the University’s financial operations are sound, transparent and accountable.

**Goal 2: CUNY will advocate for investments from our funding partners, public and private.**

**CONTEXT:** Total voluntary support (annual)

<table>
<thead>
<tr>
<th>Institution</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>FY 2020</th>
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<tr>
<td>Baruch</td>
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<td>$15,110,765</td>
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<td>Brooklyn</td>
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<td>City</td>
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<td>Lehman</td>
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<td>Medgar Evers</td>
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<td>$1,638,046</td>
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<td>LaGuardia</td>
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<td>Labor &amp; Urban Studies</td>
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<td>---</td>
<td>---</td>
<td>---</td>
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<td>Macaulay Honors College</td>
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</tbody>
</table>

Note: Includes cash-in, new pledges and testamentary gifts. The University totals include voluntary contributions for the graduate schools and for Macaulay Honors College but do not reflect fundraising for CUNY Central Office initiatives. Starting FY 2020, CUNY's School of Labor & Urban Studies now reports their fundraising separately from CUNY's School of Professional Studies. Fundraising data for FY 2020 for Medgar Evers College was not available at the time of 2020 Fiscal Year End Comprehensive Fundraising Summary Report.

Source: Office of University Advancement – Fiscal Year End Comprehensive Fundraising Summary Report
This technical appendix provides additional information for some of the metrics included in the 2020-21 Performance Management Process (PMP) Data Book.

Access and Completion

A.4 CUNY colleges will launch college momentum campaigns to raise on-time graduation rates.

The metrics in this section are designed to capture progress toward the goals of CUNY’s momentum campaign, which include increasing the percentage of students who complete Gateway Math and English courses in their first year and the percentage who accumulate 30 credits by the end of their first year.

- **Timing of metrics:** We include two versions of most momentum metrics: the percentage of fall full-time freshmen who achieved the goal by the end of the first year (at the end of the summer term), and the percentage of fall full-time freshmen who achieved the goal by the end of the spring term (before the summer term). CUNY encourages students to earn credits during the summer, and the momentum campaign targets were set with summer participation in mind. Credits earned during the summer also count toward a student being considered on-track for graduation for purposes of Excelsior scholarship eligibility. Results from the summer are not available for the most recent fall freshman cohort when the PMP is produced, so we include metrics with results through the spring term to show how the most recent freshman cohort’s results to date compare to those of previous cohorts at a comparable point in the year.

- **Definition of Gateway Courses:** Gateway English courses are those that satisfy the English Composition requirement of the Pathways Common Core, as identified by the CUNYfirst requirement designation codes “RECR”, “RECD” or “RECC.” Gateway Math courses are those that satisfy the Mathematical and Quantitative Reasoning requirement of the Pathways Common Core, as identified by the CUNYfirst requirement designation codes “RMQR”, “RMQD” or “RMQC.”

- **Inclusion of pre-matriculation credits:** The credit accumulation and gateway completion metrics count credits and course equivalencies earned before matriculation (e.g., courses completed and credits earned through College Now courses or Advanced Placement tests). We determined that it was appropriate to count these credits and course completions in measures of academic momentum because they count toward graduation requirements, and toward being on track for graduation for purposes of Excelsior scholarship eligibility. They also reflect the extensive work that CUNY does to offer dual enrollment opportunities (i.e., College Now and ECI courses) to high school students.

- **Context metrics (earning 20 credits in the first year):** earning 30 credits in the first year is a rough indicator of whether a student is on-track for on-time graduation (by earning 60 credits in two years or 120 credits in four years). We also include the percentage of students who have earned 20 credits in their first year as a context metric to indicate how many students are on-track to graduate within 150% of expected time. We prioritize the percentage earning 30 credits, rather than 20, as the main metric to encourage early academic momentum. Equated credits/hours for developmental courses are excluded. We expect the 20/30 benchmarks to be more attainable as remediation reform gets further along and fewer students take standalone non-credit, developmental courses.

The PMP metrics are designed to capture key performance indicators that are useful for annual review of college performance. They are not intended to capture all the information that colleges need to monitor and manage their own
performance throughout the year, and we expect that individual colleges are also monitoring additional metrics and tracking them on a semester-by-semester basis. Additional metrics may include the percentage of credits that students enroll in and complete at their college (excluding pre-matriculation credits) and the percentage who are on track to earn the credits required for graduation beyond their first year (e.g., at the end of year 2, at the end of year 3, and so on).

- p. 30: Student experiences taking courses at campuses other than their home college

The Student Experience Survey was administered to a randomly selected sample of 50% of CUNY undergraduates enrolled in a degree/certificate program in the spring 2018 semester who were 18 years of age or older (N=100,905). The survey was conducted online with all contacts sent to the students’ preferred email between March and May, including an invitation and several reminders.

A total of 20,956 students responded, a response rate of 20.8%. The responses are weighted by college, based on logistic regression modeling that included age, race, gender, and full- or part-time status. All figures in the report are percentages based only on those who responded to the specific question.

A.6 CUNY will double its three-year graduation rate for associate degrees and raise by ten points the six-year graduation rate for baccalaureate programs.

- p. 45: Four-year graduation rate of students who transferred from an associate degree program to a CUNY baccalaureate program (tracked from semester of transfer)

The underlying data source for this indicator is the table created for the IPEDS Outcome Measures report (IRDB_DW.WC_Ira_OUTCOMES_HST_D), which looks back at enrollment records to remove students who are coded as transfers despite having actually entered that college as a first-time freshmen.

College Readiness

B.1 CUNY will strengthen its partnership with the city’s schools to ensure more high school graduates are college ready, and, for those who are not, CUNY will improve the effectiveness of its remediation programs.

- p. 57: Percentage of fall first-time freshmen enrolled of those accepted

This indicator uses the race/ethnicity as reported in the application data because we do not have imputed race/ethnicity data for applicants who did not enroll. For methodological simplicity, gender is also reported as indicated in the application data.

Following the methodology used in the IRDB, applicants whose gender is unknown or those reporting a gender other than male or female are recoded as male. First-time freshmen not matching back to the application data for the term of enrollment have been excluded to avoid artificially inflating yield rates. Beginning in the fall 2019 term, data are reported from the CUNYfirst application.
Career Readiness

C.2 CUNY will make pragmatic experiential learning a signature component of a CUNY education.

- p. 81-82: Percentage of undergraduate students who participated in an internship, Percentage of undergraduate students who participated in a paid internship

The Internship and Career Readiness Survey was administered across all CUNY campuses in spring 2019. All undergraduate students, currently enrolled in a degree program, ages 18 or older, were invited to participate (N=202,738).

Students were asked about participation in twelve experiential learning opportunities (ELO) activities: paid internship; unpaid internship; cooperative education; service learning; community service; clinical preparation; research/field study; campus or university-based work; campus or university-based leadership; civic engagement; study abroad; and overseas or domestic applied learning.

The response rate was 11.3% (N=22,818). The responses were weighted by college, class standing, full-time/part-time status, ethnicity, gender, degree level, special program status, and interactions between college and all the other variables using a multilevel structure.

Knowledge Creation and Innovative Research

D.1 Average number of pieces of scholarship/creative activity.

- p. 86-87: Average number of pieces of scholarship/creative activity (weighted 3-yr rolling average), Average number of pieces of scholarship/creative activity (annual)

Scholarship includes published books, book chapters, conference presentations, peer reviewed journal articles and technical reports, poems and short stories; and curated art shows, direction/choreography/ etc., music compositions, plays or screenplays which are produced, published or performed. The Graduate Center reflects scholarship of Central Line faculty only.