## 2025 Strategic Plan Dashboard

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1</strong></td>
<td>Educate and support undergraduate and graduate students at every step of their John Jay journey</td>
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<td><strong>Goal 2</strong></td>
<td>Create and advance knowledge in support of justice education, public awareness, and civic engagement</td>
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<td><strong>Goal 3</strong></td>
<td>Embody and promote our values of equity, diversity, and inclusion</td>
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<td><strong>Goal 4</strong></td>
<td>Improve and expand financial resiliency, operational efficiency, and the college’s sustainability</td>
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GOAL 1: Educate and support undergraduate and graduate students at every step of their John Jay journey

You may scroll down or click on each objective to see our progress:

a. Prepare all undergraduate and graduate students for lifelong success beyond John Jay (No Specific Graphs)

b. Institutionalize academic support programs for freshmen & transfers

c. Increase our undergraduate and graduate graduation rates

d. Align and scaffold high impact instructional practices in general education and major courses to enhance students’ critical thinking, research-based academic writing, and quantitative reasoning skills. (No Specific Graphs)

e. Expand curricular and extra-curricular opportunities for experiential learning; creative research, production, and problem solving; and technological and information literacy.

f. Increase size of full-time faculty and percentage of full-time teaching
Educate and support undergraduate and graduate students at every step of their John Jay journey.

Figure 1.b.i. Transfer students in peer-success coach supported seminars

Goal: 3,000

Year of Entry

Figure 1.c.i. First-time, full-time students graduating in 4 years

Goal: 40%

Year of Entry

Figure 1.c.ii. First-time, full-time students graduating in 6 years

Goal: 65%

Year of Entry
Educate and support undergraduate and graduate students at every stop of their John Jay journey.

**Figure 1.c.iii. transfer students graduating within 4 years**

<table>
<thead>
<tr>
<th>Semester of Transfer</th>
<th>Goal 70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>62%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>65%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>68%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>66%</td>
</tr>
<tr>
<td>Fall 2019</td>
<td></td>
</tr>
<tr>
<td>Fall 2020</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 1.c.iv. full time master’s students graduating within 4 years**

<table>
<thead>
<tr>
<th>Year of Entry</th>
<th>Goal 85%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>76%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>81%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>78%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>78%</td>
</tr>
<tr>
<td>Fall 2019</td>
<td></td>
</tr>
<tr>
<td>Fall 2020</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 1.e.i. students participating in credit bearing experiential learning opportunities**

<table>
<thead>
<tr>
<th>Year</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>773</td>
<td>685</td>
<td>1037</td>
<td>1087</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Educate and support undergraduate and graduate students at every step of their John Jay journey

Figure 1.e.ii. students participating in paid experiential opportunities

Figure 1.f.i. number of full-time faculty

Figure 1.f.ii. percent of GS and UG courses taught by full-time faculty
GOAL 2: Create and advance knowledge in support of justice education, public awareness, and civic engagement

You may scroll down or click on each objective to see our progress:

a. Increase number of courses supporting environmental justice, data literacy, and digital literacy in General Education and incorporate AASHE sustainability/U.N. Sustainable Development concepts throughout the curriculum

b. Expand John Jay’s reputation as a national and international voice on justice issues

c. Support faculty to build on John Jay’s reputation for excellence in research

d. Increase intentionally designed civic engagement activities to positively impact student learning and professional outcomes, foster personal and community empowerment and deepen collaborative interactions among faculty, staff, students and community partners.

e. Support faculty efforts to innovate justice curriculum and pedagogies.
Create and advance knowledge in support of justice education, public awareness, and civic engagement

Figure 2.a.i. number of data literacy, digital literacy, and environmental justice courses

Figure 2.a.ii. enrollment in data literacy, digital literacy, and environmental justice courses

Figure 2.b.i. monthly and top-tier media mentions

Footnote (2.b.i): Data is unavailable for 2022.
Create and advance knowledge in support of justice education, public awareness, and civic engagement

Figure 2.c.i. Internal research & travel funding

Figure 2.c.ii. Percent of faculty receiving research awards

Figure 2.c.iii. External research awards
Create and advance knowledge in support of justice education, public awareness, and civic engagement

Figure 2.d.i. Voter registration and voter participation rate

Footnote (2.d.i): The National Study of Learning, Voting, and Engagement (NSLVE) is administered biennially. Data will become available in the fall.

Figure 2.d.ii. Students participating in community service

Figure 2.d.iii. Community service hours
Create and advance knowledge in support of justice education, public awareness, and civic engagement

Figure 2.e.i. number of faculty supported to innovate justice curriculum

- 2020: 6
- 2021: 17
- 2022: 18
- 2023: 30
- 2024: 30
- 2025: 30
GOAL 3:
Embody and promote our values of equity, diversity, and inclusion

You may scroll down or click on each objective to see our progress:

a. Create and sustain a culture of equity, diversity and inclusion

b. Close graduation equity gaps for all student populations we serve

c. Achieve equitable student success across all learning modalities

d. Continue to hire, retain, and advance a diverse faculty through collaborative support and mentoring services for all faculty at all stages of their careers

e. Develop a shared framework across the faculty that informs a culturally affirming, inclusive pedagogy and curriculum design
Embody and promote our values of equity, diversity, and inclusion

Figure 3.a.i. students feel comfortable with the climate for diversity and inclusivity

Footnote (3.a.i): The next climate survey will be administered in Fall 2023.

Figure 3.b.i. inter-group graduation gap

Footnote (3.b.i): Data is unavailable for 2022. In Spring 2020, all converted to distance learning in March. These numbers reflect outcomes for all courses as originally designed.

Figure 3.c.i. online vs. in person graduate FWI

Footnote (3.c.i): Data is unavailable for 2022. In Spring 2020, all converted to distance learning in March. These numbers reflect outcomes for all courses as originally designed.
Embody and promote our values of equity, diversity, and inclusion

Figure 3.c.ii. online vs. in person DFWI undergraduate

Footnote 3.c.ii: Data is unavailable for 2022. In Spring 2020, all converted to distance learning in March. These numbers reflect outcomes for all courses as originally designed.

Figure 3.d.i. percent of FT faculty who received formal mentoring

Figure 3.d.ii. percent of PT faculty who received formal mentoring
Embody and promote our values of equity, diversity, and inclusion

Figure 3.d.iii. Percentage of department chairs who are female and/or URM

Figure 3.d.iv. Female faculty by rank

Figure 3.d.v. URM faculty by rank
Figure 3.e.i. Number of new or revised courses that align with 7 principles
**GOAL 4:**
Improve and expand financial resiliency, operational efficiency, and the college's sustainability.

You may scroll down or click on each objective to see our progress:

a. Create an effective, transparent budget process aligned with college priorities
   (Please click here to go to SPS-FPS, and to BPC minutes)

b. Expand and diversify revenue streams

c. Improve efficiency and effectiveness of operations

d. Implement a comprehensive sustainability program (Please click here to go to AASHE)

e. Use space creatively to sustain priorities (No Specific Graphs)

f. Build plans for adding space to the college (No Specific Graphs)
Improve and expand financial resiliency, operational efficiency, and the college’s sustainability

Figure 4.b.i. revenue generated by professional studies

Due to inability to meet the projected revenue streams, the college has decided to close the Professional Studies department.

Footnote (4. b.i): Due to inability to meet the projected revenue streams, the college has decided to close the Professional Studies department.

Figure 4.b.ii. funds raised by Institutional Advancement

Finalized data for FY2022 will become available in August.

Footnote (4.b.ii): Finalized data for FY2022 will become available in August.

Figure 4.b.iii. funds raised through external grants

Goal 36,300,000

<table>
<thead>
<tr>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
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<tbody>
<tr>
<td>$33,000,000</td>
<td>$29,101,731</td>
<td>$30,932,633</td>
<td>$31,308,254</td>
<td>Goal</td>
<td>36,300,000</td>
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<table>
<thead>
<tr>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
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</thead>
<tbody>
<tr>
<td>$4,535,332</td>
<td>$3,488,717</td>
<td>$4,662,830</td>
<td>$5,461,515</td>
<td>$6,000,000</td>
<td>Goal</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>$729,882</td>
<td>$305,673</td>
<td>$135,589</td>
<td>$1,000,000</td>
<td>Goal</td>
<td>$1,000,000</td>
</tr>
</tbody>
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Improve and expand financial resiliency, operational efficiency, and the college’s sustainability

**Figure 4.b.iv. revenue generated by Auxiliary Corporation**

![Bar chart showing revenue generated by Auxiliary Corporation from FY 2019 to FY 2024.](image)

**Figure 4.c.i. instructional budget relative to total budget**

![Stacked bar chart showing percent instructional budget and percent non-instructional budget from 2019 to 2025.](image)

**Figure 4.c.ii. human resources satisfaction rate**

![Line chart showing human resources satisfaction rate from 2020 to 2025.](image)

**Footnote (4.c.ii):** Finance & Administration Survey was not administered in 2020-21.