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

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 figures at this time)

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

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

**Figure 1.c.ii.** First-time, full-time students graduating in 6 years
Educate and support undergraduate and graduate students at every step of their John Jay journey.

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

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

Figure 1.e.i. students participating in credit bearing experiential learning opportunities
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
2025 Strategic Plan’s Goal 2

**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 (No figures at this time)

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.c.i. internal research & travel funding
Create and advance knowledge in support of justice education, public awareness, and civic engagement

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

Figure 2.c.iii. External research awards

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.
Create and advance knowledge in support of justice education, public awareness, and civic engagement.

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

- 2019: 292
- 2020: 321
- 2021: 1173
- 2022: 131
- Goal: 840

Figure 2.d.iii. community service hours

- 2019: 840
- 2020: 304
- 2021: 1596
- Goal: 924

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

- 2020: 6
- 2021: 17
- 2022: 18
- Goal: 18
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

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

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

Footnote (3.c.i): 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

[Graph showing online and in-person enrollment percentages for different semesters, with a footnote注明: In Spring 2020, all converted to distance learning in March. These numbers reflect outcomes for all courses as originally designed.]

**Footnote 3.c.ii:** 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

[Bar graph showing percent of full-time faculty who received formal mentoring from 2020 to 2025, with a goal of 25% and a current 32% in 2022.]

**Figure 3.d.ii.** Percent of PT faculty who received formal mentoring

[Bar graph showing percent of part-time faculty who received formal mentoring from 2020 to 2025, with a goal of 15% and a current 0% in 2020, 5% in 2021, 10% in 2022, 6% in 2023, 0% in 2024, and 0% in 2025.]
Embody and promote our values of equity, diversity, and inclusion.

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

![Graph showing percentage of female and URM department chairs over years.](image)

**Figure 3.d.iv. Female faculty by rank**

![Bar chart showing percentage of female faculty by rank over years.](image)

**Figure 3.d.v. URM faculty by rank**

![Bar chart showing percentage of URM faculty by rank over years.](image)
Embody and promote our values of equity, diversity, and inclusion

Figure 3.e.i. Number of new or revised courses that align with 7 principles

26
38

Figure 3.e.ii. Number students impacted by revised or new courses

COMING SOON
(Data will be available in 2022)

Back to GOAL 3
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

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

Figure 4.b.iii. funds raised through external grants
Improve and expand financial resiliency, operational efficiency, and the college’s sustainability.

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

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

Figure 4.c.ii. human resources satisfaction rate

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