

Self-Study Evaluation Team Report

Effective Date: February 1, 2021

**LaGuardia Community College
Self-Study Evaluation Team Visit: March 21-23**

Section A: Institutional Representatives

Provide a list of the following institutional representatives at the time of the visit:

Chief Executive Officer (CEO)/President

Kenneth Adams, President

Chief Academic Officer

Dr. Paul Arcario

Chief Financial Officer

Shahir Erfan, Chief Financial Officer

Chair of the Board of Trustees

Mr. William C. Thompson, Chairman

Section B: Institutional Context

LaGuardia Community College is located in Long Island City in the heart of Queens, New York, and is part of the City University of New York (CUNY). Situated in a large immigrant community, LaGuardia serves one of the most diverse populations in the City. At this writing, the College has a total headcount of 10,500 credit students. Eighty-nine percent of LaGuardia's student population consists of minority students and 47 percent are Hispanic (Latinx) students. LaGuardia is a designated Hispanic Serving Institution but its diversity spreads across many nationalities and ethnic and cultural groups.

Now in its 50th year as an institution of higher learning, the College refers to itself as a "learning college". Its belief in the transformative power of education and job training is reflected in its guiding principles, its organizational design, and its willingness to reflect, self-evaluate, and strive for continued improvement.

LaGuardia's system of self-governance is evidenced in its planning and development and systems for program development and evaluation. The division of Adult and Continuing Education (ACE) is one of the largest and most impactful systems of workforce development in the City and in the University. Guided by a spirit of innovation, the College has been a leader in

finding new ways to teach and support urban students. The results have been impressive. In five-years, the 3-year graduation rate improved from 16% in 2011 to 32% in 2017.

LaGuardia's academic and community development initiatives flow from its Mission through its Strategic Planning priorities. Faculty and staff focus on those priorities in the development of new programs and initiatives.

LaGuardia's model "...Dare to do More..." can be seen throughout their self-study. By choosing a Standards-Based Self-Study, LaGuardia's approach and commitment to self-reflection is a clear path toward self-improvement and the ability "to do more."

Section C: Requirements of Affiliation

In the team's judgment, the institution *appears to meet* all of the requirements of affiliation.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team virtual visit.

The College is one of 7 community colleges in the City University of New York City. It is authorized to operate and issue college degrees by the state of New York and through the Office of Higher Education (Requirement of Affiliation #1). The College operates with an active and diverse population of 10,500 students and is considered a Hispanic Serving Institution (Requirements of Affiliation #2). The College communicates and teaches in English (Requirements of Affiliation #4). LaGuardia Community College complies with all state and federal laws; the College also Complies with Commission, interregional, and inter-institutional policies (Requirements of Affiliation #s 5 & 6). LaGuardia is committed to the transparency of tuition costs, expenses, financial aid, emergency funds, educational outcomes and scholarship opportunities. LaGuardia was able to validate its system of planning and resource allocation. Its Mission statement and related strategic goals provide clear evidence of its commitment to planning and resource allocation. Although LaGuardia is accountable to the university system (CUNY), it maintains a high level of autonomy consistent with the local needs of its students, businesses and local industries (Requirements of Affiliation #s 7,8, 9, 10). They have provided documentary evidence to the Commission – by way of their self-study – which confirms their commitment to transparency and accountability. Their board acts as a fiduciary while allowing the College administration and faculty the latitude to develop and provide a quality education for its students (Requirement of Affiliation #s 11, 12, 13, 14, 15).

Section D: Standards for Accreditation

Standard I: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

In the team's judgment, the institution *appears to meet* this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

The mission statement was developed and approved in 2011 as part of the 2010-2011 Strategic Plan by a committee commissioned by the President. The development included the participation of students, faculty, staff, and other campus constituents. The mission statement clearly drives institutional planning and decision making at all levels.

The mission statement was further reviewed and approved in 2016 by the Executive Council. It is aligned with the five goals of the institution, including Building Student Access and Success; Strengthening Learning for Students, Faculty, and Staff; Enriching the Student Experience; Building an Inclusive Community to Achieve the College Mission; and Advancing Career and Workforce Development. Specific objectives and benchmarks for each goal can be found in the college's strategic planning documents.

The institutional goals appear to be realistic and are consistent with the mission. The mission statement is in alignment with the College's Strategic Plan, which covers the period from 2019-2024. The mission and goals were approved and supported by the College Senate and the College's Governance Plan and Structure.

The Mission and Strategic Planning Priorities are directly linked to the planning, resource allocation, and program and curricular development, and are aligned with the CUNY Strategic Framework. The mission helps to guide the equitable allocation and resources across the College through the budget cycle and supported through the Budget Planning and Request Process.

The mission statement is included in all key college documents, including the course proposal form, college catalog, marketing materials, and planning documents. It is widely disseminated to constituents, including students, faculty, staff, public officials, and prospective employers. The periodic review and assessment of the mission, including the framework for this process, is discussed. The current mission is the fifth in a series of updated statements since 1975.

The goals are realistic and directly relate to MSCHE standards. The first three goals focus on Building Student Access and Success, Strengthening Learning, and Enriching the Student

Experience. Goals 4 and 5 focus on continuous improvements to Build Inclusive Community and to Advance Career and Workforce Development. The mission and goals are assessed as part of the plan outlined in the 2020 Institutional Effectiveness Plan.

- **Collegial Advice**

With the mission developed in 2011 and last approved in 2016, it seems appropriate that the mission should be reviewed and updated, as appropriate, on a regularly scheduled cycle.

It is also recommended that the institution implement a formalized process and timeline for reviewing and updating, as appropriate, the Institutional Mission Statement and Strategic Plan Priorities.

The institution should develop a structured process to share operational plans and the Institutional Effectiveness Plan with the community through a formalized process to disseminate assessment results, data, and analysis to the college and broader community.

- **Team Recommendation(s)**

None

- **Requirement(s)**

None

Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

In the team's judgment, the institution *appears to meet* this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

The Self-study included documents, policies, and procedures along with the departments that address each criterion under Standard II. Overall, policies originate from and are implemented by CUNY Central Offices; thus LaGuardia does not have college-specific rules and policies. However, supported by the interviews and group discussions during the site visit, the self-study provided sufficient information to explain the actions taken by the College that address Standard II.

The easily navigated College Website has links to the departments relevant to Standard II. The HR website has links to the faculty/staff handbooks as well as policies related to faculty such as sexual harassment, workplace violence, personnel review committee, and labor contracts. Legal requirements and policies such as affirmative action, Title IX, SPARC, student services, and financial aid are also publicly available. Although, the self-study noted that these policies are reviewed regularly and updated when needed, the files on the website do not have the origination and revision dates.

LaGuardia adheres to CUNY's intellectual property policy which was adopted in 2002 and defined ownership and distribution rights in regard to intellectual property. As OERs become more popular and available in academia, the issue of intellectual property is always a cause for concern. However, at LaGuardia OERs created by the faculty are released under a Creative Common License.

Supported by the grants from NY State, LaGuardia faculty have been developing OERs for the last five years. Discussion with the faculty and library staff revealed that the adoption of OERs do not have a significant effect on the business relationships with the bookstore and their existing business contracts. Both full-time and adjunct faculty are encouraged to develop OERs and receive the same amount of financial compensation.

LaGuardia follows the CUNY Academic Integrity Policy which clearly explains what constitutes an academic integrity violation and how such issues are addressed and resolved. In the self-study report, the Academic Standing Committee is noted as managing academic integrity and that this

committee provides details on academic integrity. The Academic Integrity Policy however, refers to an appointed Academic Integrity Officer (AIO), not a committee, and that this person is solely responsible for the entire procedure. After consulting with faculty and administrators, the AIO makes the decisions on sanctions. When asked, students were able to describe what the policy meant and had an understanding of the process.

Grievance procedures for LaGuardia community members are available online and well-documented. As stated in the PSC contracts, grievance information for faculty members are available on the website. Additionally, as included in the Student Handbook, students were also provided with different means for pursuing their academic or non-academic complaints and appeals.

The Self-study refers to the website ([Student Complaint Resolution \(laguardia.edu\)](https://www.laguardia.edu/admissions/student-complaint-resolution/)) where there are 2 inaccuracies:

- Website states “Procedures for students to file a complaint can be found on page 67 in the student handbook which is incorrect. Page 67 contains information for Faculty-Student Disciplinary Committee Structure.
- [Student Complaint Resolution \(https://www.laguardia.edu/admissions/student-complaint-resolution/\)](https://www.laguardia.edu/admissions/student-complaint-resolution/) , the steps for Ombudsman services need to be addressed as Step 2 and Step 3 are identical.

To promote respect among all stakeholders and foster equity and inclusion, LaGuardia implemented a wide variety of policies, procedures, and trainings. Evidence showed that LaGuardia is improving the campus climate by listening to the faculty and taking actions based on the COACHE surveys which revealed concerns over faculty workload and their work-life balance. Based on advice from the Senate and Council, a similar survey was conducted for staff. Additional surveys to faculty of color and a desire to understand the experiences of the BIPOC population at LaGuardia paved the way to the creation of the President’s Advisory Council on DEI. As an important part of the Strategic Plan Goals and Objectives (Goal #4a), the DEI initiative is heavily supported by a variety of resources and groups and led by the newly hired Executive Director of DEI. It is evident that the College administration cares about creating an environment where the faculty and staff have a positive working environment.

Hiring, promotion, and evaluation processes for employees are available on the HR website as well as the contracts. As stated in their strategic plan 2019-2024, the College aims to build an inclusive community and will hire employees that reflect diversity. Currently, faculty diversity does not fully reflect the percentages in the student body and the Administration is diligently focused on hiring candidates that support such DEI initiatives. Additionally, as indicated in the self-study, there are a few areas that need improvement such as student evaluations and a new

survey tool and clarification regarding the “leadership” criteria for promotion to full professor. The College is taking necessary steps to address these issues.

- **Collegial Advice**

The team suggests that the College review all website information to ensure accuracy and functioning links to external websites.

- **Team Recommendation(s)**

None

- **Requirement(s)**

None

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

- It is noteworthy to mention that this self-study was created while the College was navigating through the COVID-19 Pandemic. Kudos to all constituents who participated in creation of this document.
- Faculty efforts to implement OERs to help students reduce/eliminate the cost of learning resources is commendable.
- LaGuardia’s efforts to address the issues raised by the faculty as revealed by the CUNY-wide COACHE survey is praiseworthy.

Standard III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence of all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, and setting are consistent with higher education expectations.

In the team's judgment, the institution *appears to meet* this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

LaGuardia offers a wide range of educational opportunities for students. Fifty-six degree programs (AA, AS, and AAS) (with an enrollment of 13,416 in 2020), 4 certificate programs (with an enrollment of 15 in 2020), and an Adult and Continuing Education (ACE) program with over 140 active courses that range from single sessions to yearlong training programs (with an enrollment of 9,674 in 2020).

All full-time faculty except full professors are evaluated annually by the Vice-President, Department Chair, or other appropriate supervisor. Candidates for reappointment and promotion submit personnel files that are first reviewed by the Departmental Personnel and Budget Committee, and then the College-wide Personnel and Budget Committee. The criteria for reappointment and promotion are clear and disseminated through the Instructional Staff Handbook. There are no guidelines, however, for the Departmental Personnel and Budget Committees to use in applying these criteria. Part-time faculty are evaluated through peer observations and student observations.

Since part-time faculty make up 61.8% of the teaching staff, the college has recently implemented several initiatives to support these faculty including a three-year teaching contract pilot program from 2010-2021, and a 2019 contract that provides part-time faculty paid office hours for each course taught.

The college is dedicated to professional development, with the Center for Teaching and Learning (CTL) offering a wide-range of professional development opportunities including workshops, mini conferences, semester and year-long programs, and an in-house teaching and learning journal. The semester and year-long programs afford faculty the time and space to experiment and reflect on their teaching practice, and there is compensation (in the form of stipends and release time) available for participating faculty and leaders. On average, about 400 faculty members participate in CTL programs each year (roughly 2/3 of the full-time faculty and 1/4 of the part-time faculty). New full-time faculty are required to participate in a New Faculty Colloquium.

Faculty scholarship is heavily supported by the college. LaGuardia faculty received 13 funded research grants from 2017-2019, the Educational Development Initiative Team awarded \$54,946

dollars to faculty since 2017 for research and scholarship support, and faculty have recently earned numerous CUNY-wide grants and fellowships.

Degree requirements are clearly listed in the LaGuardia College Catalog and Department websites. A student consumer website provides students all of the information they need to make informed decisions regarding course choices, including price of attendance information and articulation agreements. Students can track their degree progress in multiple ways (using Degree Works, MyLaGuardia Momentum, and CUNYfirst), ensuring transparency.

There are a myriad of resources and initiatives to support student success on campus. These include (but are not limited to) a First-Year Experience initiative, a new First Year Seminar (required for incoming students), a Transfer Services Center, extensive advising programs, a writing center, learning communities, a peer advisor academy, an honors program, tutoring services, a Wellness Center, and support targeted to distinct groups such as the LGBTQIA+ Safe Zone Hub.

All degree programs require a rigorous 30 credit general education core which satisfies CUNY Gen Ed Pathways requirements. LaGuardia has also defined three core competencies (global learning, inquiry and problem solving, and integrative learning) and communication abilities (written communication, oral communication, and digital communication). Each program has at least three key courses to address and assess these competencies and abilities.

The college is dedicated to assessment, with assessments occurring regularly at both general education and program levels.

- **Collegial Advice**
Develop a method of assuring that reappointment and promotion criteria are applied consistently and equitably across departments.
- **Team Recommendation(s)**
None
- **Requirement(s)**
None

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

The college is to be commended for its dedication to professional development, providing compensation for both full-time and part-time faculty to lead and participate in semester and year-long teaching and learning seminars, and for research and scholarship.

Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

In the team's judgment, the institution *appears to meet* this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

LaGuardia Community College has clearly stated policies and processes to admit, retain, and facilitate the success of students whose interests and abilities are aligned with the institution's mission of educating and graduating one of the most diverse student populations in the country. Policies and procedures relative to admission, financial aid, scholarships, registration, and transfer are readily available through the College's website, catalog, and student handbook. There are a variety of options to support students who are not adequately prepared for college-level work. Specifically, LaGuardia offers several developmental programs through its Adult and Continuing Education (ACE) division, as well as tutoring, mentoring, academic support, and special programs to help improve retention and graduation rates.

The College provides New Student Orientation for all incoming new and transfer students, which is part of its comprehensive, semester-long First Year Experience program. A required First Year Seminar (FYS) course offers additional advisement and support for underprepared and first-generation college students; a course whose participants have increased retention rates and progress to degree compared to their non-FYS peers. LaGuardia's collaborative advising model ensures every student receives academic, peer, and career advisement beginning at their point of entry. A myriad of advising programs, tools, and resources is available including support for specialized populations (i.e., honors students, international students, and student veterans). The College employs several other strategies to enhance student achievement, transfer, and graduation rates, including LaGuardia's 15 to Finish program and high impact practices, such as Learning Communities.

LaGuardia's transfer credit, exemption credit, and transcript evaluation policies and procedures, as well as an extensive list of articulation agreements, are well-documented on the College's website. Students interested in transferring in or out of LaGuardia can seek guidance and support from Transfer Peer Mentors or Transfer Advisors. The CUNY Pathways Initiative allows

LaGuardia students, if they choose, to seamlessly transfer to a four-year institution within the CUNY system.

The College has a robust offering of clubs and organizations, including student government, which allow students to engage with their peers, the campus, and the local community. Additionally, the LaGuardia Campus Life Co-Curricular Funding Program provides faculty with finances and other resources to create innovative, co-curricular projects for students within their departments.

LaGuardia adheres to the rules and regulations of the Family Educational Rights and Privacy Act (FERPA) and follows the CUNY FERPA Guidelines for Implementation to ensure the safe and secure maintenance and appropriate release of information. Students may access these guidelines, as well as the FERPA Release Form and Directory Information Non-Disclosure Form on the LaGuardia's website.

LaGuardia engages in a variety of assessment activities to gauge program effectiveness. Administrative units conduct annual Administrative and Educational Support (AES) assessments, regular surveys are disseminated by the Office of Institutional Research and Assessment (OIRA), and the College administers the CUNY Student Experience Survey every other year. Moreover, the Division of Student Affairs' Enrollment Management Planning Group and the Student Success Planning Group are tasked with examining existing policies and processes, identifying problems, and proposing solutions. Assessment of student needs and satisfaction is captured both formally and informally through intrusive advising, departmental surveys, and regular interactions with peer advisors, peer mentors, faculty, Student Affairs staff, and other members of the college community.

- **Collegial Advice**

The team concurs with the College's recommendation that the tutoring centers conduct assessments of student outcomes to better determine its contribution to student success.

The team concurs with the College's recommendation that it strengthen academic and non-academic student support services, including evening and weekend students, through ongoing assessment leading to continuous improvement.

The team suggests that the College review all website information to ensure accuracy and functioning links to external websites.

- **Recommendations**

None

- **Requirements**

None

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

- The team commends the institution for its Accelerated Study in Associate Program (ASAP) and College Discovery program which have been successful in increasing retention and reducing time to degree.
- The team commends the institution for its wide range of mentoring and Peer Programs to help facilitate student success, particularly those programs designed to support underprepared and/or underserved populations.
- The team commends the institution for its First Year Seminar (FYS) course whose outcomes confirm gains in student achievement, retention, and progress to degree.

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

In the team's judgment, the institution *appears to meet* this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

The College has an established culture of assessment at the institutional, departmental, program, and course levels with clearly defined educational goals linked to its Mission, Core Values, and Strategic Plan Priorities. The College's educational goals are further aligned with CUNY's "Pillars" and "Goals" as detailed in CUNY PMP Performance Management Process Databook. Assessment plans and key performance and outcomes data are publicly available on the College's website. Assessment findings are disseminated through instructional staff meetings and presentations, director meetings, and annual Benchmark Reading norming and reflection sessions in addition to Periodic Program Reviews. The College has authored many publications and case studies related to assessment and ePortfolio and the College has been recognized by the National Institute on Learning Outcomes Assessment (NILOA) for its assessment and ePortfolio culture. From interviews with faculty and staff and reviewing the available documentation, clearly the College has prioritized continuous improvement as a learning college in support of student learning.

Academic Assessment is led by the Assessment Leadership Team (ALT) in collaboration with departmental assessment committees and the Curriculum Committee of the College Senate. Non-academic assessment is led by the Administrative and Educational Support (AES) Assessment Council. ALT and the AES Assessment Council meet monthly and include representatives from across the College's departments and divisions.

College assessment is supported by grant-funded, faculty-driven professional development in the form of seminars, mini-grants, and workshops led by the Center for Teaching and Learning (CTL) in addition to professional development opportunities organized by other areas and campus groups such as Campus Life, the Senate Committee on Professional Development, the LaGuardia Faculty and Staff of Color Collective, and Showing Up for Racial Justice. The seminars and workshop cover a wide variety topics and high impact initiatives that align with the College's Strategic Plan Priorities, including advisement, ePortfolio practice with digital ability, First-Year initiatives, and Universal Design (UD). The Office of Institutional Research and Assessment (OIRA) supports assessment efforts by providing institutional data and analysis,

including quantitative data to support periodic program reviews. The Learning Matters Assignment Library provides “examples of faculty-generated, [peer-reviewed] assignments that model ways of addressing clearly and concretely LaGuardia’s Core Competencies and Communication Abilities.” The College also allocates release time and stipends to support periodic program reviews.

Assessment begins with their General Education Core Competencies (Inquiry and Problem Solving, Global Learning, and Integrative Learning) and Communication Abilities (Written, Oral, and the internally developed Digital Communication Ability) which are embedded across all majors. Central to the College’s outcomes assessment process is their implementation of the innovative and high impact practice of ePortfolio through their Digication ePortfolio platform system.

Faculty and staff review and score artifacts reflective of student learning from their first year through their capstone and graduation made available in the platform system during organized Annual Benchmark Readings. Assessment results are used to identify needs and recommend changes to processes, curriculum, and pedagogy and to inform future professional development. Comprehensive Curriculum Maps have been developed to link general education courses to Program Core and CUNY Pathways Core course to facilitate student transfer.

The assessment of program learning outcomes is a relatively new process in which nearly all of the College’s eligible 53 programs have assessed at least one outcome as of Fall 2021. Both academic Periodic Program Reviews and non-academic Periodic Unit Reviews run on a 4-6-year cycle.

According to CUNY PMP Performance Management Process Databook, 71% of the College’s AA/AS 2018-19 graduates transferred to a baccalaureate program within two years of attaining an associate degree. 44% of the College’s Fall 2013 degree-seeking first-time freshmen graduated or transferred to a 4-year college within six years. According to the CUNY Survey of Certificate and Associate Graduates, 90% of the College’s graduates responding reported that their education prepared them adequately to very well for the jobs they held immediately after graduation.

The College’s self-assessment cited the need to improve the communication and sharing of assessment results across college departments and divisions. Their assessment also noted the need for better connections between assessment actions and departmental strategic plans and concerns about the feasibility of implementing certain recommendations from program reviews. The interviews with faculty and staff provided evidence that the College is working to address these issues as cited in their self-study.

- **Collegial Advice**

The team concurs with the College's recommendation to systematize the use of academic and AES assessment data across all areas of the College, including full and part-time faculty and staff, departments, divisions, leadership, and governance, to encourage collaboration and to strengthen the culture of data-driven decision making.

The team suggests that the College consider developing a strategy that would facilitate the coordination of the College's various assessment processes.

- **Team Recommendation(s)**

None

- **Requirement(s)**

None.

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

- The team commends the College for its exemplary, innovative practice of using ePortfolio to assess student learning and for developing a model for assessing Digital communications skills within the general education curriculum.
- The team commends the College for its transparency and its history of sharing their assessment work with external stakeholders and broader higher education community.

Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

In the team's judgment, the institution *appears to meet* this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

LaGuardia Community College is one of 7 community colleges in the CUNY system. Its resources and system of planning are closely aligned with the university. The College is fiscally stable and is largely supported by CUNY in the form of city tax levy funds in addition to tuition and fees, and state funding based on FTE enrollment. The College's operating budget is \$135,000 million per year. College operations are also financed through various supplementary sources including its foundation, auxiliary services, and grants. The operations of their Adult & Continuing Education are self-supporting and financed by generated revenue. The Information Technology division is supported by the Student Technology Fee. LaGuardia used CARES Act funds to assist students with the transition to remote learning. Financial audits are conducted each fiscal year and the results are publicly available on CUNY's website.

The CUNY Master Plan, the CUNY Strategic Framework, the CUNY Performance Management Processes are all overarching frameworks for LaGuardia's Mission and Core Values, LaGuardia's Strategic Plan, and LaGuardia's Institutional Effectiveness Plan. Although LaGuardia operates under the auspices of the University, it retains enough autonomy to direct, to govern and to plan. The system is an integrated mix of planning among the faculty senate, staff, institutional planning committees, and academic and non-academic departments. The planning process is thoroughly documented and assessed on a regular basis. At each level of institutional planning there is evidence that a crosswalk exists between the institutional goals and the CUNY goals. The outcomes of those goals are linked to annual goals and institutional resource allocation.

The planning process is marked by a high level of transparency and inclusiveness. The Tripartite system of governance includes the faculty, staff, and students. The governance structure ensures participation at multiple levels. While there is a fair amount of autonomy with planning, LaGuardia's budget is directly tied to the CUNY allocation of both operational and capital dollars. The College is not allowed to raise tuition without approval of the University. Except for its foundation, the College's fiscal operations are managed by its business office.

- **Collegial Advice**

The Team agrees with the College's recommendation that efforts should be put forth to provide greater clarity and understanding of the budgeting process stemming from the

University and its systems of resource allocation. It is generally viewed as a complicated process that needs greater understanding to ensure maximum planning.

- **Team Recommendation(s)**

None

- **Requirement(s)**

None

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

- LaGuardia is to be commended for the process of aligning its budget with its plans and goals and objectives.
- They are further commended for the degree to which the process of planning and budgeting is inclusive and transparent.

Standard VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituents it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

In the team's judgment, the institution *appears to meet* this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with campus constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

LaGuardia Community College, one of 25 colleges within the City University of New York (CUNY), operates under the auspices of the CUNY Board of Trustees and the New York Board of Regents. The President of LaGuardia is appointed by the CUNY Board of Trustees. While the roles and responsibilities of the CUNY Board of Trustees, the Chancellor of CUNY, and the President of the College are codified in CUNY by-laws, the President of LaGuardia who reports to the Chancellor, has the authority to operationalize its particular Mission and Goals.

LaGuardia offers a "participatory and shared governance" approach that involves faculty, staff, and students, facilitating communication between and among the various constituencies. Numerous documents address the roles and responsibilities of each of these groups with the College Senate overseeing agendas and meetings, as well as coordinating activities. A number of committees operate under this governance system such as the Faculty Council, Budget and Finance, and Professional Development. The chairs of the College Senate and the Faculty Council serve on the President's Cabinet.

A performance management process (PMP) that is part of the CUNY system offers an organizing framework that knits together the goals of the individual colleges in the CUNY system with university goals and objectives. It also serves as the link between the broad University goals and the College's performance. The PMP is central to the development of the College budget and addresses all aspects of budget development. The President of each College within CUNY submits an annual PMP report that is reviewed by the Chancellor which details accomplishments, noteworthy events, and challenges.

An extensive and well-prepared leadership team supports the President in all aspects of management. All senior officers have appropriate credentials. Teaching and learning are central to the mission of the college, are supported by all constituencies, and are operationalized through a number of committees that are faculty centric. Student participation is valued and included at numerous levels including the College Senate and college-wide committees. Students believe that their voices are heard.

Governance at LaGuardia is an intricate arrangement of committees and functions where responsibilities and roles can be blurred. The self-study recognized this dissonance with the recommendation to continue the current review of governance.

The self-study was an inclusive and collegial institutional effort. College personnel at every level, as well as students, spoke directly or indirectly to the Mission and how governance supports the Mission. LaGuardia Governance operates within CUNY parameters, while preserving the unique nature of the College. This surfaced in a number of conversations and reflected the pride and commitment that individuals at multiple levels have in their institution.

- **Collegial Advice**

The team concurs with the recommendation to continue the assessment of governance and to clarify relational structures.

- **Team Recommendation(s)**

None

- **Requirement(s)**

None

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

Individuals at all levels articulated pride in the institution and a desire to have a collegial approach to governance.

Section E: Applicable Federal Regulatory Requirements

In the team's judgment, the institution *appears to meet* all applicable federal regulatory requirements.

This judgment is based on a review of the Institutional Federal Compliance Report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the team visit.

Provide a brief summary or bulleted points that reflect, collectively, on the institution's compliance with applicable federal regulatory requirements. The summary should reference evidence verified during the review process.

If the team cannot affirm compliance with all of the applicable federal regulatory requirements, identify each specific area and provide a brief narrative describing the evidence needed to demonstrate compliance.

La Guardia Community College complies with all federal regulatory requirements. This was confirmed through interviews and documentary evidence. A review of the Institutional Federal Compliance Report was conducted.

Section F: Review of Student Achievement and Verification of Institutional Data

Section F does not need to be read during the Oral Exit Report.

I. Student Achievement Goals

In the team's judgment, the institution's approach to realizing its student achievement goals *appears* to be effective, consonant with higher education expectations, and consistent with the institution's mission.

This judgment is based on a review of the institution's student achievement information provided in the self-study report, evidence, interviews with institutional constituencies, and the student achievement URL available on its website.

In addition, in the team's judgment, the institution's student achievement information data that it discloses to the public *appear* to be reasonably valid and accurate in light of other data and information reviewed by the team.

A comprehensive intake procedure supports advisement and registration. This process produces and educational plan that guides the students through their educational journey and helps to ensure that all courses count toward graduation. Graduation rates improved from 16% in 2011 to 32% in 2017 reflecting an institutional emphasis on completion.

Further, the student representatives offered a high level of praise about the support and transparency of the institution and its systems.

II. Verification of Institutional Data

In the team's opinion, the institution's processes and procedures that it uses to verify institutional data and the data provided in the self-study report *appear* to be reasonably valid and effective.

- Every fiscal year, the University conducts an audit of each campus and compiles these reports into a comprehensive document. CUNY's annual audited financial statement is distributed to each college for review and feedback, and the final document is then presented to the Board of Trustees. The audit is also publicly available on CUNY's website.
- The CUNY PMP Performance Management Process Data books reports key indicator data for all Colleges in the CUNY system and the Institutional Performance Indicators and Strategic Plan monitoring reports can be found in the institutional Effectiveness website.
- LaGuardia Community College was able to validate its system of planning, data collection and resource allocation. The reliability of the data and related outcomes were confirmed through interviews with LaGuardia officials and CUNY officials.

Section G: Review of Third-Party Comments

Section G does not need to be read during the Oral Exit Report.

If third-party comments were received in accordance with Commission policy and procedures, describe the process the team used to review them.

There were no third-party comments received.

NOTE: Section G should not include a summary of the third-party comments.

Section H: List of Additional Evidence

Section H does not need to be read during the Oral Exit Report.

List all additional information requested by peer evaluators before or during the visit that was used to verify compliance with Commission standards for accreditation, requirements of affiliation, policies and procedures, and applicable federal regulatory requirements.

No additional information was requested by peer evaluators before or during the visit.

Section I: Self-Study Report and Process Comments

Section I to be read during the Oral Exit Report if completed.

OPTIONAL *Please use this section to provide any additional comments you have about the overall self-study evaluation and self-study evaluation team visit. In addition, this is the team's opportunity to commend the institution, if applicable, on the quality of the self-study report or the quality of the self-study evaluation process.*

The Self-Study Report was thorough and reflective of a transparent process for continuous improvement.