INSTITUTIONAL EFFECTIVENESS PLAN

LaGuardia Community College

2023

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Institutional Effectiveness Plan

Overview

LaGuardia Community College's Institutional Effectiveness process is an ongoing, College-wide undertaking integrating institutional assessment and planning at all levels, in service of promoting the College's ability to achieve its Mission **"…*to educate and graduate one of the most diverse student populations in the country*...**". The purpose of developing and disseminating this Institutional Effectiveness Plan is to demonstrate and communicate the degree to which LaGuardia is achieving its Mission and Strategic Plan goals. By developing and implementing a long-term strategy which demonstrates the importance and interconnectedness of planning, assessment and resource allocation, the College will be better positioned to achieve its institutional Mission and apply its Core Values.

Communicating the Institutional Effectiveness Plan to all the College's constituents and ensuring the coordination and integration of all strategic planning and assessment activities on campus, are essential components of embedding institutional effectiveness. As the entire College better understands our progress towards achieving our Strategic Plan goals - and how data can help us evaluate and strengthen the accomplishment of our Mission and Strategic Plan across programs, units, departments and divisions - the College community will better recognize and implement the necessary actions and innovations to advance the College's mission and strategic priorities.

Context and Guiding Principles

Extending the City University of New York's (CUNY) historical mission of creating opportunity for students, LaGuardia Community College, located in Long Island City, Queens, opened its doors in 1971, offering a diverse student population open and affordable access to higher education. Named after the visionary New York City Mayor Fiorello H. La Guardia, the College has a tradition of challenging expectations and providing a high-quality education that meets the evolving needs of students.

Since 1974, the College has been accredited by the New York State Department of Education and the Middle States Commission on Higher Education. The College is governed by the Board of Trustees of the City University of New York (CUNY) and operates under the Board's rules and policies. Administrative oversight of the College is the responsibility of the President under the authority of the CUNY Chancellor and Board of Trustees. The President administers the College through the President's Cabinet, which is comprised of the President, the College's Vice Presidents, several Senior Administrators, and representatives of the College Senate and Faculty Council. All administrative areas of the College fall under the administrative responsibility of the Vice Presidents who oversee six divisions (Academic Affairs, Enrollment Management, Student Affairs, Adult and Continuing Education, Administration, and Communications & External Affairs). Academic programs are organized under nine academic departments (Business & Technology, Education & Language Acquisition, English, Health Sciences, Humanities, Library, Math, Engineering & Computer Science, Natural Sciences, and Social Science). The College is financially supported through tuition and fees, governmental contributions, grants and contracts from the federal, state, and city governments. It also receives private support from businesses, foundations and individuals.

LaGuardia educates approximately 15,000 credit students and 12,000 continuing education students annually, and employs approximately 3,000 full- and part-time staff, including more than 1,000 faculty,

around 400 of whom are full-time. The College offers more than 60 associate degree (A.A., A.S., A.A.S) and certificate programs, as well as 70 continuing education programs. The student population is comprised largely of minority, low-income individuals, the majority of whom are foreign-born. Nearly one third of students are older than 25. LaGuardia's guiding principle, "Dare to Do More," reflects our belief in the transformative power of education—not just for individuals, but also for our community—creating pathways for achievement and safeguarding the middle class.

LaGuardia deploys outcomes assessment in its effort to become what it calls "a learning college" – a college that is continuously examining, learning about and seeking to improve the ways it supports student learning, development and success. Across the College, the ongoing assessment efforts include: annually tracking the progress made in achieving strategic goals and priorities at the institutional, divisional and program level, assessing the attainment of student learning outcomes and evaluating the quality of programs and services. Moreover, since 2002, LaGuardia has steadily built broad faculty engagement with an outcomes assessment process centered on a common set of Student Learning Outcomes (SLOs), addressed in both General Education (First Year Seminar and Common Core/Flexible Core) courses and in key courses in the majors, drawing accolades from the National Institute for Learning Outcomes Assessment and the Association of American Colleges & Universities for its ability to use outcomes assessment to help faculty make changes that improve student learning. Faculty engagement in the assessment of authentic learning artifacts led to continuous improvement at LaGuardia, as evidenced by effective changes in curriculum and pedagogy, and by increases in retention and graduation rates.

Accreditation Context

LaGuardia Community College is regionally accredited by the Middle States Commission on Higher Education (MSCHE). As stated in the Middle States' Standards of Accreditation and Requirements of Affiliation: "Middle States accreditation is an expression of confidence in an institution's mission and goals, its performance, and its resources. An institution is accredited when the educational community has verified that its goals are achieved through self-regulation and peer review. The extent to which each educational institution accepts and fulfills the responsibilities inherent in the process of accreditation is a measure of its commitment to striving for and achieving excellence in its endeavors." Thus, the demonstration of institutional effectiveness is a critically important component of the Middle States accreditation process.

Middle States' Seven Standards for Accreditation are reflected in the College's Mission and Strategic Goals. This is especially apparent for 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." At the same time, institutional effectiveness is vital for every other Standard, and as such is an essential tool for driving and assessing the College's Mission with purpose, rigor and efficiency. Middle States accreditation requires that LaGuardia demonstrate innovation and continuous improvement in student learning and in institutional assessment.

While outcomes assessment is required for LaGuardia to maintain accreditation and exist as a college, Institutional Effectiveness is also an essential part of its Mission and Core Values in promoting a culture of assessment and institutional identity as a college which is continuously examining, learning about and seeking to improve the methods by which it supports student learning and development. The synergy between the Middle States Standards for Accreditation and the College's Strategic Plan Goals is illustrated in the chart below:

Institutional Priorities (Strategic Plan Goals)	Middle States Standards						
	Standard I: Mission & Goals	Standard II: Ethics & Integrity	Standard III: Design/ Delivery of Student Learning Experience	Standard IV: Support of the Student Experience	Standard V: Educational Effectiveness Assessment	Standard VI: Planning, Resources, Institutional Improvement	Standard VII: Governance, Administration
Build Student Access and Success	P	S	P	P	P	P	S
Strengthen Learning for Students – and for Faculty, Staff and the College	P	P	P	S	P	S	S
Enrich the Student Experience	P	S	P	P	S	P	P
Build Inclusive Community to Achieve the College Mission	P	P	S	P	S	P	P
Advance Career and Workforce Development	P	S	S	P	S	S	S

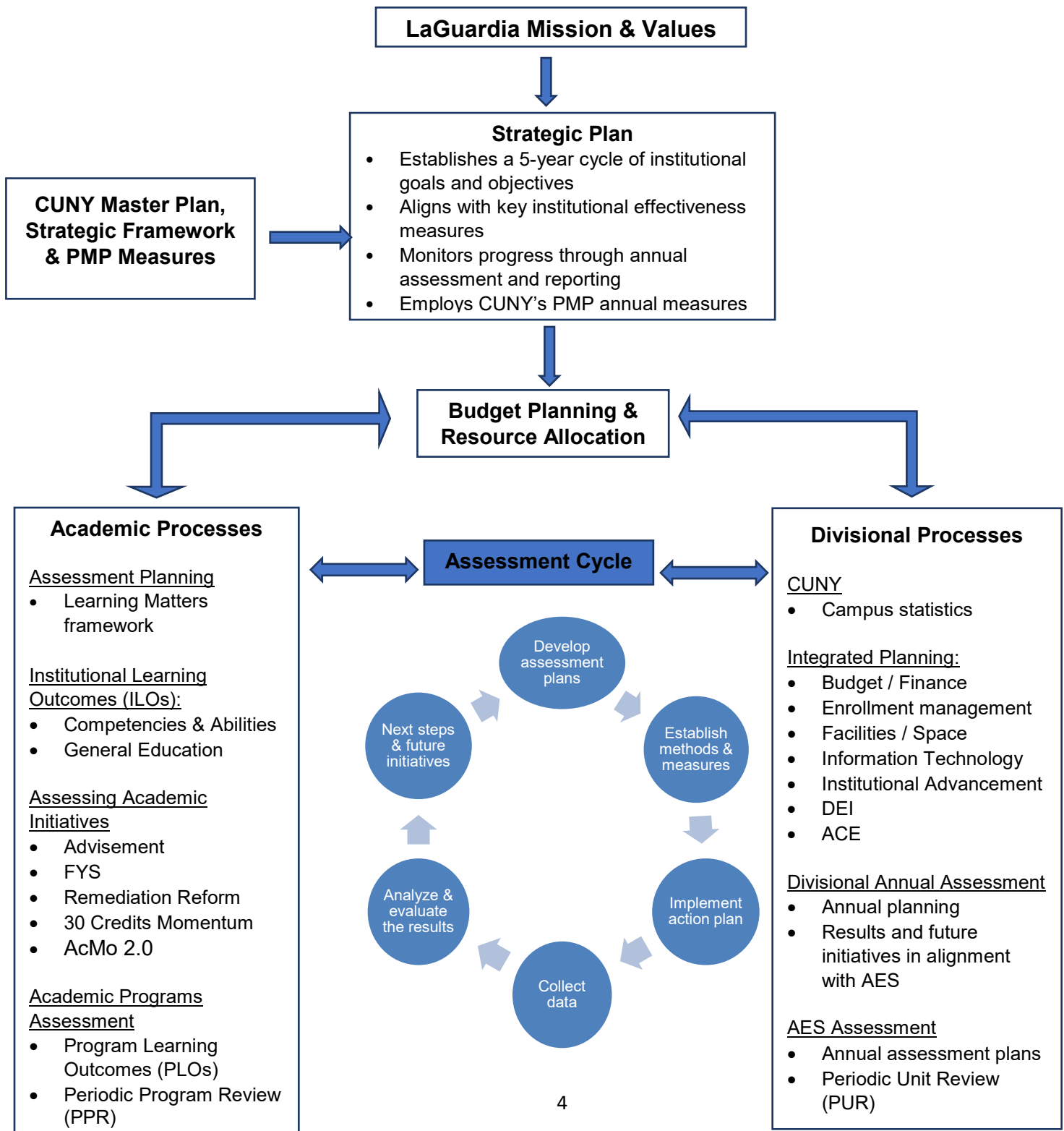P= Primary Focus; S=Secondary Focus

CUNY Context

As one of the 25 institutions within the City University of New York (CUNY), LaGuardia is also bound by CUNY's Master Plan which outlines CUNY's Strategic Framework for a four-year period. Additionally, CUNY "follows a Performance Management Process (PMP) that links planning and goal setting by the University and its colleges and professional schools, measures annual progress towards key goals, and recognizes excellent performance." According to CUNY, one of the purposes of the PMP is "to ensure that the Master Plan guides the plans and priorities of the colleges while each retains its own identity, mission, and governance." LaGuardia's Mission, Values, and Strategic Goals align with CUNY's and the CUNY PMP guides the College's strategic planning.

CUNY also establishes common policies and directives that guide all its institutions. In Fall 2013, CUNY implemented the Pathways to Degree Completion (Pathways), instituting a CUNY-wide system of general education requirements and transfer guidelines. Its implementation reinforces CUNY's goals for educational excellence, while easing student transfer between CUNY colleges. The CUNY Pathways initiative required LaGuardia to re-structure General Education requirements according to CUNY mandates, creating a cohesive set of courses in the Pathways Required Core.

In October 2017, CUNY formally launched its Academic Momentum Campaign (AMC), working to increase degree completion rates and close equity gaps. The AMC focused on three strategies intended to drive early momentum and subsequent completion: (1) encouraging students to complete 30 credits in their first year; (2) Clear and accurate degree maps for each major showing a realistic and timely path to a degree; and (3) increasing the rates at which students take and pass gateway math and English composition courses in their first year, fueled by developmental education reforms. In January 2022, the University launched in a new phase of the campaign, Academic Momentum 2.0 (AcMo 2.0). AcMo 2.0 sets its sights on improving degree completion rates of transfer students, with an explicit focus on improving associate-to-baccalaureate transfer outcomes of CUNY students.

Institutional Effectiveness

Institutional effectiveness is the fundamental process through which an institution demonstrates - via planning, assessment and evidence-based actions - that it is making progress towards achieving its stated mission and its mission-based strategic goals. Below is a visual representation of the Institutional Effectiveness Plan at LaGuardia:

LaGuardia Mission & Values

Strategic Plan
- Establishes a 5-year cycle of institutional goals and objectives
- Aligns with key institutional effectiveness measures
- Monitors progress through annual assessment and reporting
- Employs CUNY's PMP annual measures

CUNY Master Plan, Strategic Framework & PMP Measures

Budget Planning & Resource Allocation

Academic Processes

Assessment Planning
- Learning Matters framework

Institutional Learning Outcomes (ILOs):
- Competencies & Abilities
- General Education

Assessing Academic Initiatives
- Advisement
- FYS
- Remediation Reform
- 30 Credits Momentum
- AcMo 2.0

Academic Programs Assessment
- Program Learning Outcomes (PLOs)
- Periodic Program Review (PPR)

Assessment Cycle
- Develop assessment plans
- Establish methods & measures
- Implement action plan
- Collect data
- Analyze & evaluate the results
- Next steps & future initiatives

Divisional Processes

CUNY
- Campus statistics

Integrated Planning:
- Budget / Finance
- Enrollment management
- Facilities / Space
- Information Technology
- Institutional Advancement
- DEI
- ACE

Divisional Annual Assessment
- Annual planning
- Results and future initiatives in alignment with AES

AES Assessment
- Annual assessment plans
- Periodic Unit Review (PUR)

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Institutional Mission and Strategic Goals

College Mission Statement

LaGuardia's current Mission Statement is the fifth in a series of periodically updated mission statements adopted since 1975. The current Mission Statement was crafted in 2011 as part of the 2010-11 Strategic Plan, which included a formal process for the evaluation of the College's mission. The College created a Mission Committee comprised of faculty, staff and students. The process ensured that the Mission Statement was revised through collaborative participation of the College community.

In order to stimulate responses, the Mission Committee began a college-wide process by asking the LaGuardia community: "In two words, what does LaGuardia Community College mean to you?" Based on constituent feedback, through various processes and engagement, the Mission Committee made revisions to its draft statement and submitted the final version to the President and Executive Council, who approved the new Mission and shared it with the College in September 2011:

> LaGuardia Community College's **mission** is to **educate** and **graduate** one of the most diverse student populations in the country to become **critical thinkers** and socially **responsible citizens** who help to shape a rapidly evolving society

At the core of LaGuardia's current Mission Statement is an idea which also rests at the heart of the larger mission of CUNY: **opportunity**. The core mission of both LaGuardia and CUNY is to provide students with the skills, abilities and higher-order competencies they require in order to create new opportunities for themselves and, in the process, change their world. The Mission has spurred the College to create dynamic, effective and innovative initiatives that include a challenging curriculum, an extensive network of student support services and an impressive array of curricular opportunities that address the challenges of the 21st century.

Core Values

Our values are woven into the culture of the College and guide the decisions, actions and behaviors of the LaGuardia community—what we choose to do, how we carry out our work in all parts of the institution and how we assess the outcome of our individual and shared efforts.

Learning - Believing that everyone can learn, we foster a creative and collaborative environment that stimulates the intellect, inspires the imagination and enlarges our vision of the world.

Diversity - We believe that diverse perspectives make us stronger and seek to learn from everyone's unique experience and cultural inheritance.

Opportunity - We invest in everyone's capacity to fulfill their potential and continually advance through the exercise of individual talent and effort.

Responsibility - We aspire to be a caring community, holding ourselves individually and collectively accountable to each other.

Innovation - We strive for excellence through innovation, honoring the pioneering spirit of our institution.

Strategic Plan

The College's institutional Mission statement is the foundation for the Strategic Plan since everything contained in the Strategic Plan must be aligned with it. The Strategic Plan sets broad institutional goals that are supported by a set of planning principles and strengthen LaGuardia's abilities to make informed decisions and allocate resources based on strategic priorities. Strategic plans are usually re-examined and refreshed every five years, leading to the development of a new plan based on revised directions and strategic priorities. There is campus-wide involvement in strategic plan development, and feedback and contribution are sought from all constituencies.
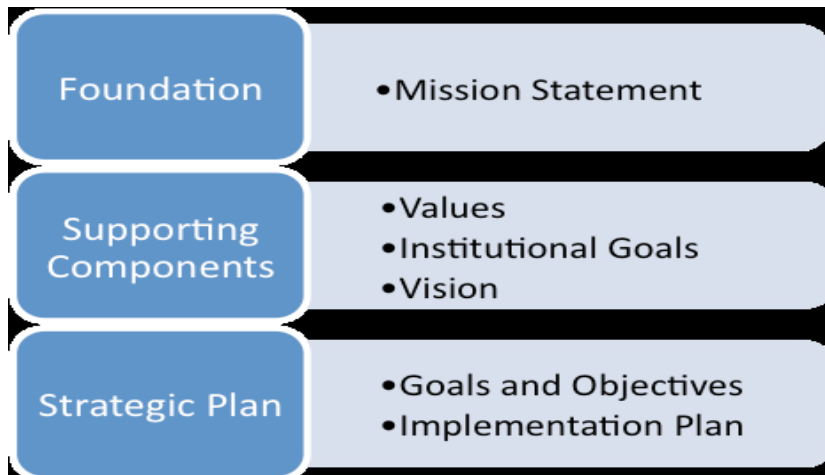
Source: A Practical Guide to Strategic Planning in Higher Education by Karen E. Hinton, 2012 by the Society for College and University Planning

Over the past 20 years, the LaGuardia community has periodically reviewed its Strategic Goals and identified areas for priority attention. Discussions in 2001, 2005, 2009 and 2014 helped shape College-wide Strategic Plans. The goals also align with the CUNY Master Plan and Strategic Framework, as well as with the CUNY PMP which is used to help evaluate how well the College achieves the CUNY targets. The PMP supplies college level and system-wide measures, and each college is responsible for designating its own goals within the context of metrics provided within the PMP.

In 2018-19, the LaGuardia community was engaged in re-examining and refreshing its strategic directions as a way of developing new goals for the College's five-year Strategic Plan for 2019-24. This process was initiated in fall 2018 when then-President Gail Mellow and Provost Paul Arcario convened a Strategic Directions Summit Steering Committee, chaired by Prof. Reem Jaafar, with faculty, student and staff representatives from across the College, including the College Senate. This group organized a February 1, 2019 Strategic Directions Summit attended by 135 students, faculty and staff who represented a broad cross-section of the College. Breaking into focus sessions, faculty and staff discussed College initiatives and outcomes along with emergent challenges. Based on these discussions, each focus group developed recommendations about which Goals and Objectives should continue as strategic priorities, and which new efforts are needed. Students provided a powerful voice that shaped the discussion at every stage.

Based on Summit discussions, the Steering Committee recommended new goals for the Strategic Plan, each with a set of corresponding objectives. The proposed Goals and Objectives were posted on a College website in March 2019, and the entire College was invited to discuss them in a two-day on-line conversation titled the "Strategic Directions JAM." More than 250 members of the Community joined the

JAM, reviewed Summit-generated resources and recommendations and contributed input and ideas. After the JAM closed, members of the Steering Committee reviewed all the posts in the JAM and broadly affirmed the proposed Strategic Goals and Objectives. JAM participants also came up with new ideas. Their contributions led to the 2019-2024 Strategic Plan Below:

2019-2024 Strategic Plan Goals & Objectives
LaGuardia Community College (CUNY)

The Strategic Directions Planning Committee developed an initial draft of these Goals & Objectives based on discussion at the 2/1/19 Strategic Directions Summit. That draft was finalized, based on feedback from the Strategic Directions JAM (3/8-9/19), the Senate (3/27/19) and Executive Council, (3/29/19)

1. **Build Student Access and Success**
   a. Develop new enrollment strategies (off-sites, iGen and older students) and more fluid connections from ACE to credit, and credit to ACE
   b. Strengthen FYS and Advisement 2.0, supporting faculty and advisors with professional development and digital systems to build student success
   c. Advance new models of developmental education to speed student progress to the degree
   d. Strengthen the cohesiveness of the Liberal Arts & Sciences major to build success for Liberal Arts students
   e. Develop new revenue streams to support student success and advance the College mission
   f. Build graduation and transfer success, advancing the 30-credit initiative
2. **Strengthen Learning for Students – and for Faculty, Staff and the College**
   a. Help students' build the knowledge, skills, and dispositions needed for 21st century success in education and careers, including deepening our shared work on our Core Competencies
   b. Develop and refine digital learning environments and online offerings that build student engagement, learning and success
   c. Advance courses that build students' written, oral and digital communication abilities
   d. Support innovation, assessment and cross-divisional faculty and staff development to build professional learning and advance student learning and success
   e. Engage part-time faculty in the professional learning process
3. **Enrich the Student Experience**
   a. Advance communication and interaction, linking students with faculty and administrators and focusing on students as active agents of their own education
   b. Expand co-curricular programming and internal experiential education opportunities (e.g., undergraduate research; peer programs; project-based learning) to build learning and community
   c. Create flexible, state-of-the-art facilities adapt to change and improve the student experience
   d. Improve support services for night and weekend students
4. **Build Inclusive Community to Achieve the College Mission**
   a. Examine what diversity means in our unique context, and how to best support underrepresented faculty, staff and students
   b. Develop strategies that use our diversity - including language diversity - as a resource for learning
   c. Develop an intersectional approach (ways in which race, gender, sexuality, ability, language, etc. overlap and intersect) in order to strengthen understanding and connections across all campus groups
   d. Deepen our relationships with community groups, building enrollment, community-based student support, and opportunities for civic engagement
5. **Advance Career and Workforce Development**
   a. Make greater use of ACE labor market & employer data in credit programming
   b. Strengthen and diversify STEM education, engaging experiential learning and interdisciplinary perspectives
   c. Strengthen career readiness programming, helping students understand, prepare for and find success in meaningful and rewarding careers
   d. Work with employers and community organizations to expand external experiential learning (internships, apprenticeships & service learning), engaging ACE and credit students

Measurable Outcomes and Objectives Tied to the Strategic Goals

An essential part of assessing institutional effectiveness is the establishment of a limited number of institutional-level key performance indicators (KPIs) which are aligned with Strategic Planning. The KPIs are critical measures used as benchmarks to continuously assess and monitor the institutional progress toward achieving its strategic goals and to guide institutional planning.

The table below summarizes the KPIs of institutional effectiveness and their alignment with LaGuardia's Strategic Plan. Many of the KPIs are included in the CUNY PMP, allowing for benchmarking with all CUNY community colleges.

Key Indicators of Institutional Effectiveness 2019-2024

Strategic Goals	Measures
Build Student Access and Success	1. Enrollment 2. Gateway course completion 3. Transfer outcomes 4. Retention outcomes 5. Graduation outcomes 6. Academic Momentum Indicators 7. Revenue streams
Strengthen Learning for Students – and for Faculty, Staff and the College	8. Core Competencies outcomes 9. Communication Abilities outcomes 10. Faculty scholarly/creative works 11. Pedagogical Professional Development 12. Online instructional FTEs
Enrich the Student Experience	13. Students Satisfaction with College Experience 14. Experiential education opportunities
Build Inclusive Community to Achieve the College Mission	15. Full-time minority faculty and staff diversity 16. Diversity of first-time freshmen 17. Performance of underrepresented minority students
Advance Career and Workforce Development	18. Participation in paid internships 19. Post-graduation outcomes

Expanding on the measures above, LaGuardia developed two key documents for evaluating and monitoring the success of key institutional effectiveness indicators and the Strategic Plan: Both documents appear in the College's Institutional Effectiveness website.

- The *Annual Monitoring of the 2019-24 LaGuardia Institutional Effectiveness Key Performance Indicators* document concentrated on the most important KPIs monitoring key strategic plan goals. The KPIs include enrollment, retention, graduation, transfer rates, successful remediation rates, diversity measures, credit accumulation, general education (core competencies and communication abilities), experiential learning, faculty scholarship, student satisfaction, and financial support for students and educational initiatives.
- *Annual Monitoring of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives*. The document Provides metrics detailing annual progress towards the achievement of the strategic planning goals and their related objectives. These metrics include measures documenting the achievement of each of the Strategic Plan objectives, annual measures and targets

The College also created an implementation plan where it provides description of strategies that demonstrate how to achieve the goals and objectives of the Strategic Plan. The strategic initiatives are specified annually and are based on annual assessment plan and future initiatives submitted by the Administrative and Educational Support (AES) units submitted by College's divisions to the President. Academic department also submit annual strategic initiatives which are based on the Periodic Program Reviews (PPRs) to the Provost.

Strategic Planning 2013-14 through 2018-19

LaGuardia's previous strategic plan closely followed the CUNY PMP pillars. As a part of its Strategic Planning process, LaGuardia engaged the College community to establish key College Focus Area Goals and asked all areas of the College to identify targets and work plans designed to advance College effectiveness in these areas. These Focus Area Goals map to key pillars and goals articulated by the CUNY PMP. Below are the five Focus Area Goals identified by LaGuardia in the 2018-19 PMP/Strategic Plan:

LaGuardia Focus Area Goals	CUNY PMP Pillars
1. Strengthen Advisement, First Year Experience and other Alignment initiatives	Access and Completion
2. Enhance use of on-line learning and other digital technologies to support student learning and success	Access and Completion
3. Engage LaGuardia's Outcomes Assessment process to improve student learning and success	Access and Completion
4. Advance the availability of efficient Remedial Pathways to speed student progress to credit-bearing courses	Access and Completion
5. Strengthen the connection between College learning experiences and the evolving labor market	Career Readiness

Well-defined, Systematic and Sustainable Assessment

Institutional Data Reporting

Institutional data reporting addresses success at the institutional level and plays a critical role in the planning, assessment and evaluation of ongoing initiatives. Additionally, the Office of Institutional Research and Assessment (OIRA) tracks and presents KPIs such as enrollment, retention, graduation, success of remedial initiatives, financial aid and student success. The list of websites below provides information on ongoing institutional effectiveness activities, initiatives, accomplishments and resources covering overarching concepts with emphasis on the College's Mission and strategic planning:

- The OIRA website - https://www.laguardia.edu/ir/ - provides several years of Institutional Profiles, data dashboards, student outcomes, summaries of surveys results conducted by the CUNY or the LaGuardia Institutional Research Office, CUNY and national dashboards, and analytical studies.
- The Institutional Effectiveness (IE) website - https://www.laguardia.edu/ie/ - provides information on LaGuardia's Strategic Plan including monitoring reports, academic and support units' assessment, information on institutional and program accreditation, evaluation studies including results of the

COACHE, employee and student engagement surveys, evaluation of campus-wide initiatives, and LaGuardia, CUNY and national resources.
- The Middles States website - https://www.laguardia.edu/middlestates/ - provides information on MSCHE accreditation, self-study documents, and LaGuardia's strategic planning and priorities
- The Assessment website - https://www.laguardia.edu/assessment/ - provides detailed information on LaGuardia's academic assessment including general education, Program Learning Outcomes (PLOs), Program Periodic Review (PPR) and pedagogy and resources.

CUNY PMP KPIs and the Academic Momentum Campaign

CUNY's PMP provides a framework and metrics by which all institutions are held accountable, aligning College and system priorities. All colleges, including LaGuardia, submit annual reports summarizing their respective achievements as measured by the PMP KPIs. The CUNY PMP documents are available in https://www.cuny.edu/about/administration/offices/oira/institutional/data/current-student-data-book-by-subject/#Accountability.

Additionally, in October 2017, CUNY formally launched its Academic Momentum Campaign (AMC), building on existing strategies, formalizing new system-wide initiatives and leveraging best practices promoted through a national alliance of states, higher education systems and institutions working to increase degree completion rates and close equity gaps of first-time freshmen. While advancing the Momentum Campaign, CUNY colleges track overall progress of several indicators, as well as progress in narrowing racial and gender gaps. In January 2022 the initiative was expanded to include a new phase of the campaign, Academic Momentum 2.0 (AcMo 2.0). "AcMo 2.0 sets its sights on improving degree completion rates of transfer students, with an explicit focus on improving associate-to-baccalaureate transfer outcomes of CUNY students."

LaGuardia established new initiatives to support the CUNY campaigns, procedures and policies to accomplish these initiatives main goals, including establishing new processes, guidelines, practices and support mechanisms of supporting and monitoring their accomplishments.

Systematic Multilevel Assessment

The Strategic Plan connects its mission-based goals to planning, assessment and resource allocation within divisions and departments, and to support units, programs and courses. Faculty and staff work together to support student growth and development, to address shared Student Learning Outcomes, and to deepen their mutual practices through a careful examination of the outcomes evidence and of related unit strategic goals.
- The College conducts annual assessments of the Institutional Learning Outcomes (ILOs); these are College-wide learning priorities focusing on the Core Competencies and Communication Abilities for General Education and disciplinary majors.
- For academic programs, Program Learning Outcome (PLO) are performed annually. In addition, Periodic Program Reviews (PPRs) and assessment are scheduled on a regular basis (in 7-year cycles), addressing the Core Competencies and Communication Abilities as well as the PLOs developed for each particular major.
- Administrative and Educational Support units (AES) conduct annual assessments examining how effectively the units are achieving their goals and objectives including student learning outcomes (SLOs). The AES units also undergo Periodic Unit Review (PUR).

Activity	Purpose and Process
ILO Institutional Learning Outcomes	College-wide learning priorities, focusing College-wide attention on shared objectives that address central dimensions of learning - Core Competencies and Communication Abilities for General Education and disciplinary majors. What LaGuardia graduates should know and be able to do at the completion of their program.
SLO Student Learning Outcomes	Student Learning Outcomes (SLOs) are statements that define the measurable expectations of learning, or participating, in a specific course, program or curriculum: What students will *know,* be able *to do* or be able *to demonstrate* when such learning or participation is completed. SLOs are the foundation for student learning assessment at all levels: general education, majors, individual courses, and co-curricular experiences for the purpose of determining what students are actually attaining, and the use of that information to improve student learning.
General Education Assessment	The General Education Assessment processes reflect LaGuardia's focus on students' longitudinal growth. Consequently, LaGuardia assesses its General Education SLOs both in the Pathways Core and in three required courses in every major during the early, middle and late points in the curriculum. Faculty and staff rate artifacts using College-wide Core Competencies and Communication Abilities rubrics. Shared with the College, findings inform changes in curriculum and instruction in both Pathways and required courses in each major.
PLO Program Learning Outcomes	Program Learning Outcomes (PLOs) are developed by each program and are articulated as part of a program's Mission Statement. PLOs describe program-specific teaching and learning throughout the course of students' education in the program, and what specific SLOs - skills, competencies and knowledge - the students will attain. Each program usually has between three and five PLOs and annually assesses one them in order to determine if program pedagogy or assignments should be modified in order to improve student learning.
PPR Periodic Program Review	Each academic program conducts a Periodic Program Review (PPR) on regularly scheduled five-year cycles. The PPRs address Core Competencies and Communication Abilities, as well as the programmatic competencies developed for each particular major. During PPRs, programs reflect on their missions, learning outcomes, student success and pedagogy in order to assess the need for changes and actions for the future. The PLOs' annual assessment results are instrumental to the PPR five-year assessment cycle. PPRs are led by program faculty who use their findings to recommend and implement changes in programmatic learning.
AES Annual Assessment	Each Administrative and Educational Support (AES) unit defines its mission and establishes goals, objectives and assessment plans. The AES units conduct annual assessments to determine whether they met the needs and expectations of students, parents, employers, faculty and other stakeholders. AES units can also assess SLOs within the context of the unit's services and the co-curricular experiences.
PUR Periodic Unit Review	The Periodic Unit Reviews (PURs) examine the capacity, processes and outcomes of a unit over a period of time (4-6 years). They are opportunities to evaluate the unit's quality and effectiveness and to support continuous improvement. PURs may also be considered the unit's Self-Study. While they are built on the AES annual assessments, PURs are more comprehensive and systematic.

Institutional Learning Outcomes (ILOs)

As discussed earlier outcomes assessment already sustains learning and teaching at the College. At the core of LaGuardia's Mission Statement - "to educate and graduate" one of the world's most diverse student populations - is an idea that rests at the heart of the mission of the City University of New York (CUNY): **opportunity**. The central mission of both LaGuardia and CUNY is to provide students with the higher-order abilities or competencies they need in order to create new opportunities for themselves — and, in the process, change the world. LaGuardia's assessment of institutional student learning outcomes is designed to assess both teaching and learning, and the College uses the data to improve its pedagogies and academic programs.

The ILOs comprise of Core Competencies and Communication Abilities identified and designed by faculty and approved by College governance; these Competencies and Abilities focus College-wide attention on shared objectives that address central dimensions of learning often associated with liberal arts education, such as critical thinking, problem-solving, global learning, self-reflection and effective communication, including oral, written, and digital. When adapted to programs and majors in the disciplines, and to support units' co-curricular experiences, a College-wide focus on these objectives helps our students develop the higher order thinking and adaptive learning capacities needed for success in advanced education and 21st century careers

The assessment of ILOs is a way for faculty and staff to work together to support student growth and development in order to address shared College-wide learning goals, and to deepen their teaching practices through a careful examination of evidence of student learning. The competencies and communication abilities are aligned with the general education and program level learning priorities via Degree Maps to enhance curricular planning and create clear pathways to four-year colleges.

General Education

General Education assessment at LaGuardia flows from LaGuardia's mission as an open-access community college. The College's assessment processes reflect its focus on students' longitudinal growth. LaGuardia has systematically assessed General Education since 2002, using authentic artifacts of student learning to powerfully connect assessment with teaching and learning. In 2013-14, CUNY instituted Pathways, asking CUNY community colleges to structure General Education in 12 credits of the CUNY Pathways Required Core and 18 elective credits in the Pathways Flexible Core. In 2013, then-Provost Paul Arcario charged a task force with rethinking our Core Competencies. As a result of the Task Force recommendations, in 2014 the College adopted three Core Competencies; this framework - termed "Learning Matters" - was passed unanimously by College governance.

The Learning Matters framework announced LaGuardia's new Core Competencies (*see Appendix B-1 for Core-Competency-Communication-Ability-Rubrics*). The following Competencies and Abilities, which apply to all students, are addressed in General Education courses (the Pathways Required Common Core) and in selected courses in every major at the College (including some Pathways Flexible Core courses):

1. *Inquiry and Problem Solving* asks students to seek and use disciplinary and cross-disciplinary content knowledge to address challenging issues, weighing evidence and drawing conclusions through a process of synthesis and evaluation.

2. ***Global Learning*** asks students to approach the world's challenges and opportunities from multiple perspectives and engage with issues of diversity, identity, democracy, power, privilege, sustainability and ethical action.

3. ***Integrative Learning*** asks students to make connections between ideas and apply them to new contexts, within and beyond campus and over time.

The Learning Matters framework in turn asked students to demonstrate the Core Competencies using one of three **Communication Abilities**:

- ***Written*** is the ability to combine vocabulary with grammatical proficiency, fluency and cogent organization.

- ***Oral*** is the ability to speak clearly to different audiences.

- ***Digital*** is the ability to combine images, text, video or other media in effective digital presentation.

To be effective, the assessment of student learning requires recursive attention in both General Education core courses and in required courses in the major, from First Year Seminars to Capstone courses. Consequently, LaGuardia assesses its General Education Student Learning Outcomes (SLOs) both in the Pathways Core and in three required courses in every major during early, middle and late points in the curriculum. Directors of every major and coordinators of Pathways courses submit curriculum maps matching courses and SLOs. To assess the Core Competencies and Communication Abilities, LaGuardia has instituted annual Benchmark Assessment Readings to augment the findings from Periodic Program Reviews, and to create additional direct evidence of student learning on an annual basis. The benchmark reading is college-wide with a significant number of faculty and staff volunteer (about 200 for each reading). The results of the benchmark reading, including trend analysis, are available on the College's Website.

The Assessment Leadership Team and the College-Wide Curriculum Committee (a subcommittee of the College Senate) review these maps. Using the maps as a guide, faculty develop assignments that recursively and intentionally build student capacities related to the SLOs. LaGuardia assesses SLOs by examining student-learning artifacts deposited in the Digication ePortfolio system, organized according to the curriculum maps. Faculty and staff score these artifacts using <u>College-wide Core Competencies and Abilities rubrics</u> developed by committees of faculty and staff following the most recent Self-Study. Data and reflections from the Benchmark Readings are shared with the College, and these findings inform changes in curriculum and instruction in both General Education and in required courses in each major. Further, regular Periodic Program Reviews (PPRs) require majors to use SLO data to make recommendations for improvement. Findings also shape the programs of the Center for Teaching & Learning (CTL), supporting SLO-related improvement efforts.

Assessment of Academic Programs

Assessment of academic programs is a way for the LaGuardia community to better understand the learning process — what students are learning and how their learning develops across semesters and disciplines. Student Learning Outcome (SLO) assessment is faculty driven, led by the Assessment Leadership Team (ALT), the department chairs and Program Directors, with support from the CTL. Academic programs are assessed annually through PLOs, and every seven years through PPRs.

Periodic Program Review (PPR)

Mandated by the CUNY Board of Trustees, each academic program is required to conduct a PPR on a regularly scheduled basis. PPRs address Core Competencies and Abilities, as well as the PLOs developed for each major. Periodic Program Reviews foster a culture of learning for both students and faculty, wherein faculty use the information from assessments to revise curriculum, pedagogy and assignments, all in an effort to create an even stronger learning experience for students. Each PPR is a self-study conducted by program faculty who lead the PPR, and then use their findings to recommend and implement changes. A site visit by external evaluators to review the report is required for all programs without an outside accrediting body.

In order to prepare for the PPR, program directors and program self-study teams attend a seminar (four meetings) over the Prep Year (PPR Year 1), or academic year prior to their active self-study (PPR Year 2). At these meetings, teams review the processes and procedures for PPRs. In the spring semester, meetings are held with individual program teams and the OIRA (*the full calendar is available in Appendix C-1*). The PPR guidelines are available on the LaGuardia website. Students' growth and development throughout their academic careers at the College are assessed by evaluating achievement in two broad categories:

- The General Education Core Competencies and Communication Abilities, and
- Program Learning Outcomes.

These evaluations are guided by the following questions:
1. Where are students learning the General Education Core Competency and Communication Abilities in your program, and where are Programmatic Learning Outcomes introduced, reinforced and mastered?
2. How do we know students in the program are graduating with competency and proficiency in General Education, and how we you assessing the effectiveness of our Program Learning Outcomes?

PPRs require programs to submit and assess the following:
- Mission statement that speaks to overall program goals (based on a synthesis of the already existing performance objectives for each course in the program).
- Program Learning Outcomes for their degree program or department.
- The effectiveness of student learning of the General Education Core Competencies and Communication Abilities.

Each program is asked to map both the General Education and Program Learning Outcomes in a curriculum map, which shows where SLOs are being addressed and which courses have been designated as depositing courses for General Education and PLOs. Programs assess the strengths/weaknesses of each course in the program core. Each program usually has between three and five PLOs and annually assesses one them in order to determine success in terms of meeting the instruction and performance objectives for each course and if program pedagogy or assignments should be modified in order to improve student learning.

Program Learning Outcomes (PLOs)

Program Learning Outcomes (PLOs) are outcome statements that describe students' learning throughout the course of their education in the program and what specific skills, competencies and knowledge the students will attain. They are developed by each program and assessed in order to

improve program-specific teaching and learning. PLOs are articulated as part of the Mission Statement of each program and are often based on a synthesis of the already existing performance objectives for key courses and assignments in the program. They are defined individually, and each program usually has between three and five. The methods of direct assessment of PLOs are chosen by faculty and vary according to courses and assignments. Faculty assess one of their PLOs on an annual basis and based on the results, undertake program actions either to sustain student outcomes or to initiate/implement changes to improve outcomes (such as revising assignments or curriculum).

PLOs flow from and support the mission of the College and program departments. They are mapped to curricula to show where each PLO is introduced, reinforced, and mastered at the level of course and assignment. They reflect the best practices of a discipline, field, professional organization and articulated institutions. Direct evidence of each Academic Programs PLOs and internal benchmark readings of institutional Competencies and Abilities are assessed on a regular basis. The PPR asks that programs review, justify and articulate their PLOs and how the PLOs continue to be appropriate for the next 7-year PPR cycle.

Assessment of Administrative and Education Support Units (AES)

The assessment of the AES units supports institutional effectiveness by demonstrating the degree to which the College is achieving its mission through ongoing assessment and continuous improvement, as evidenced by annually tracking the progress made in achieving institutional and program level goals, assessing the attainment of the College strategic goals, and evaluating the quality of programs and services. Each of these processes is not only critical for assessing continual improvement, but also conforms to the expectations of the Middle States Commission on Higher Education (MSCHE) assessment and planning standards.

Prior to 2018, most individual Administrative and Educational Support (AES) units did not engage in an organized assessment of their process and services. The systematic assessment process of the AES units pursuing greater coordination and integration across all LaGuardia' support units was established in 2019. The plan for the assessment of AES units allows these units to reflect deeply on how effective they have been in meeting goals and making progress towards achieving their unit mission. This process of inquiry allows for and encourages substantial discussions with unit staff, colleagues and the College leadership about the past, present and future of the unit.

The assessment process examines how effectively support units are achieving their mission and goals by supporting and advancing student experiences and student learning outcomes (SLOs). These assessments - which are aligned with the College's mission and strategic goals - result in information utilized to make improvements which enhance student success and services. While highly systematic and incremental in nature, the unit assessment process is flexible and may be contextualized and customized.

AES assessment resources and results by unit are saved in an AES Assessment Council SharePoint site. A description of AES assessment is available on OIRA's and the IE websites. The units' executive summaries are publicly available in the Institutional effectiveness (IE) website.

Annual Assessment

The AES assessment process involves both annual assessment plans and Periodic Unit Reviews (PUR) which build on the annual results and analyses. In their annual assessment reports, AES units assess the data collected to determine the success of their initiatives. Units provide evidence of their success in improving of their processes or outcomes based on analysis of the results. Based on analysis of the results, the unit may re-assess their activities and introduce future initiatives for continuous improvement of its processes, functions and services.

Calendar of Annual Assessment Activity AES Units

Annual Assessment Cycle: Year 1	
by October	Finalize mission, goals and objectives
by December	Measures / Methods / Activities
Ongoing	Collecting data
By July	Analyzing the results / Next steps
By August	Executive Summary
Annual Assessment Cycle: After year 1	
By September	Plan the next cycle
by November	Measures / Methods / Activities
Ongoing	Collecting data
by July	Analyzing the results / Next steps
By August	Executive Summary

Periodic Unit Review (PUR)

The Periodic Unit Review (PUR) could also be considered the unit's Self-Study, providing an opportunity to engage in an extended period of critical reflection on the successes and challenges the unit. The primary purpose of the PUR is unit improvement and planning. A PUR allows a unit to thoroughly examine its mission, goals, outcomes, resources, activities, strengths, and areas for improvement on a cyclical basis. The PUR includes both assessment (where the Unit is now and how it got there) and planning (the Unit's vision for the future is and how it will get there). The PUR is more comprehensive and systematic than the annual reviews, examining the capacity, processes and outcomes of a unit over a period of time (every 4-6 years).

The periodic review is also a time to look forward, review the mission and create new goals with plans for achieving them. The annual assessment plans and processes of the units provide the bulk of data for the PUR (the outcomes also act as anchors for other activities conducted and reports generated between reviews).

The PUR concludes with a summary report which consists of (i) an examination of the Unit's Mission, goals and objectives, (ii) an assessment of the progress towards achieving the objectives by evaluating the results of the annual assessment plans, and (iii) a continuous improvement plan, stating specific outcomes for the unit to strive for over the next five to seven years. The report is submitted to external evaluators. Reviewers from other colleges and universities with similar functions or from other units at the College, provide an outsider's perspective on the unit, the PUR and future plans. Reviewers feedback can also include prioritized recommendations based on observations, interactions with the staff, and their own experiences.

Timeline for the Program Unit Review

Year 1 – Starting the process, reviewing annual assessment data and Unit's priorities	
September	Prep meeting of the entire Unit; selecting a point person
October - January	Reviewing the annual assessment trend data
February - April	In light of the data and the Unit's priorities and the College's Strategic Plan, review and revise Mission, goals and objectives
May - July	Based on the revised goals and objectives, establish measures and targets for the next cycle of the annual assessments. Include resources and cross-divisional cooperation
August	Mid-point review
Year 2 – Writing the PUR Report	
September - December	Create a draft report, and submit to the AES Liaison and OIRA for initial feedback
January - February	Based on the initial feedback, Revise the report and submit to external review
March – April	External Review
May - June	Revise the draft base on the external reviewers' feedback and submit for the division's VP feedback
July - August	Final Report
Year 3 – Resume annual assessment	

Using Assessment Findings for Continuous Improvement

Assessment is the process of gathering qualitative and/or quantitative data to gauge progress on academic and operational goals and providing faculty, staff and administrative leaders with information about where changes to processes, practices and curriculum might be required, and where to invest effort and resources to improve important educational outcomes. LaGuardia has developed several support structures across the institution; these support structures hold specific responsibilities and guide various academic and non-academic assessment activities. They are also responsible for reviewing the findings, ensuring that next steps and continuous improvements are integral components of the assessment and evaluation process.

Assessment Leadership Team (ALT)

Since 2013, the faculty-led Assessment Leadership Team (ALT) has facilitated broad efforts to shape learning, teaching and assessment associated with the new Core Competencies. The ALT, a College-wide team that leads the annual Benchmark Readings, meets monthly to discuss the College's on-going initiatives and assessment. The ALT brings together faculty and staff to ensure the effectiveness of the College's learning outcomes assessment process. It is designed to strengthen learning and

teaching in both General Education and the majors, support institutional accreditation and reinforce LaGuardia's status as a "learning college." Members of the ALT guide, support and share information about LaGuardia's inquiry-driven work around the assessment of student learning outcomes, encompassing the Learning Matters/General Education Core Competencies and Communication Abilities, Benchmark Readings and Periodic Program Reviews.

ALT members facilitate and support every stage of the assessment process (including assignment and activity design) that build student learning within and beyond the classroom, gathering artifacts of student learning, assessing those artifacts and sharing the results with the College. The ALT is a crucial vehicle propelling the College to "Close the Loop" on Momentum and Completion goals by using assessment data to inform actions designed to improve student learning.

Center for Teaching and Learning (CTL)

The LaGuardia Center for Teaching and Learning is a hub for professional innovation, reflection, collaboration and transformation. Engaging the collective expertise of LaGuardia faculty and colleagues across the U.S., the CTL provides professional development opportunities that support effective, student-centered pedagogies and scholarly approaches to teaching.

CTL offers a comprehensive program of professional development opportunities to faculty, staff, and students. Based on long experience with proven effective practices, CTL seminars and development programs encourage active, collaborative learning and high expectations and academic aspiration for LaGuardia students. Through workshops, forums, mini conferences, informal discussions and sustained seminars, faculty develop innovative strategies for examining and advancing student learning. Activities explore a spectrum of pedagogical topics: integrative learning, basic skills education in mathematics, learning communities, inquiry learning, effective uses of digital technologies, critical literacies, the scholarship of teaching and learning, holistic assessment and ePortfolio. Building capacities across the college, CTL's mission is to promote a dynamic, supportive culture of learning for students and faculty at the College and beyond.

Sustained, semester-long and year-long programs, co-facilitated by faculty leaders and CTL staff, afford faculty participants the time and space to experiment, reflect, assess and improve their teaching practice. While professional development for faculty remains its core mission, the CTL is now building learning opportunities for staff and students as well. Offering a variety of seminars and workshops to all faculty, the CTL has supported major College initiatives and strategic goals such as:
- Improving the First Year Experience.
- Strengthening advisement processes and effectiveness.
- Assessing students' development of the College's Core Competencies and Communication Abilities.
- Incorporating High-impact Practices such as experiential learning and ePortfolio.

AES Assessment Council

The AES Assessment Council at LaGuardia (established in September 2019) is comprised of representatives of all administrative and supports units, including at least one liaison from each College division, and is supported by the Office of Research and Assessment (OIRA). The Mission of the AES Assessment Council is to support institutional effectiveness by demonstrating the degree to which the Administrative and Educational Support (AES) units achieve their mission by fostering ongoing assessment and continuous improvement, as evidenced by evaluating the quality of programs and services and their contribution to student learning. The Council was

instrumental in the development of the AES annual assessment plans, including "Closing the Loop" and next steps, Periodic Unit Reviews and the timeline for submitting the plans.

Members of the Council guide, support, and share information about their work around the assessment process and activities at the AES units. Members also facilitate and guide their units through every stage of the assessment process, review the units' plans and analysis and, in collaboration with OIRA, ensure the quality of units' assessment processes and review their proposals for improvement and next steps. Finally, members are responsible for the initial reviews for Periodic Unit Review (PUR) studies. Following their feedback and units' subsequent editing and revisions, the PURs will be submitted to either external or internal reviewers, and then to the divisions' leadership and the President.

Office of Institutional Research and Assessment (OIRA)

The Office of Institutional Research and Assessment is responsible, and provides support, for outcome assessment across the College. It supports and coordinates the collection of evidence of progress towards the achievement of LaGuardia Strategic Plans and of its Institutional Goals.

In collaboration with the AES Assessment Council, the Office guides the annual assessment and periodic reviews of the AES units. The Office also supports the PPRs, providing the programs with standard enrollment, graduation and student success data, as well as with specialized data and analysis requested by programs. The Office also produces an annual profile which provides a large number of standard measures, including enrollment, demographics, remediation, majors, financial aid, retention, graduation and transfer, faculty and staff information as well as trends over the years.

In addition, OIRA is responsible for providing ongoing support for the evaluation of a large number of the grants receive by the College, and of many of its student success initiatives, especially advisement and the first-year seminars. The office also provides regular analytical reporting, including daily and weekly enrollment reports and projections, as well as evaluations and analyses of existing programs and new initiatives. OIRA also supports survey administration across campus, by providing feedback on the surveys, training and administrating some of surveys for other units.

Clearly Articulated Plans to Inform Resource Allocation

College-wide Planning

Integrated planning engages all sectors and levels at the College - involving all stakeholders, developing goals and strategies for growth and making improvements. Planning should be strategic, sustainable, collaborative and align efforts across the institution. In turn, assessment and evaluation play a vital role in Institutional Effectiveness, ensuring that appropriate methods and procedures are in place to measure the achievement of the institutional goals, overall mission and the quality of programs and services. Assessment of institutional effectiveness links the mission and strategic initiatives with resources, processes, implementation actions and the means for evaluating and demonstrating that planning and assessment activities occur at all levels of the College and are connected to:

- Mission-based strategic planning;
- Resource planning and allocation;
- Integrated planning engaging all areas of the College - Education, Enrollment, Finance, Facilities, Technology, Institutional Advancement, Adult and Continuing Education, etc.;

- Institutional assessment and evaluation, including institutional learning outcomes, student learning outcomes and assessment of student support services;
- Improved processes and operational planning.

Planning is vital to ensuring that College-wide practices, strategies and initiatives adhere to and support the Mission, Values and Strategic Plan of the College, and is designed to effectively support student learning and success. While the planning process is broad-based, designed to maximize input opportunities across constituencies, it also aims to centralize and integrate College-wide planning, budgeting and assessment for more effective processes. At LaGuardia, the President's Cabinet is responsible for the monitoring of the implementation of the College's Strategic Plan and the annual progress of the Strategic Plan's KPIs. In addition, the President and the Cabinet monitor the progress reported annually by the divisions' AES units and their stated major future initiatives. The Provost monitors the academic departments' annual initiatives which are based on the action plans and their implementation presented as part of the academic program periodic reviews (PPRs).

Moreover, as a member of the City University of New York (CUNY) system, LaGuardia is required to follow the planning directives and initiatives as articulated in CUNY's Master Plan, Strategic Framework and initiatives, as many of its initiatives are financed and approved by CUNY. The PMP links CUNY's planning and goals, sets annual progress measures towards key targets and recognizes excellent performance. CUNY allocates the tax-levy budget according to a Community College Budget Model driven largely by student enrollment, and the University Budget Office has to approve the College's proposed budget. CUNY's Master Plan and initiatives guide academic planning at LaGuardia, including retention and graduation, advisement and remediation reform. CUNY's Capital Plan approves and finances the College's capital projects. CUNY also drives a large number of IT initiatives, including a unified system-wide IT system, and degree audit programs.

As can be seen in the table below, College-wide assessment at all levels is closely linked to the planning process:

Assessment Level	Assessment Areas by Divisions/Areas								Reviewing Bodies
	Academic Affairs	Enrollment Management	Student Affairs	Administration	Information Technology	ACE	Advancement	President	
Strategic Institutional	Strategic Plan								President, Cabinet, Senate
College-Wide Divisions	Academic Departments Plans, Advisement	Enrollment Management Plan	Health & Wellness, Campus Life	Financial/Budget Plan, Facilities Plan	IT Plan	ACE Master Plan	Marketing Plan, Fundraising Plan	DEI Plan	President, Cabinet, Department Chairs
	Annual AES/Work Plans, PPR/Work Plans submissions								President, Vice Presidents
Academic Programs	Annual Assessment Reports (PLOs), Periodic Program Reviews (PPRs)			Inventory of assessment activities					Provost, CLT, ALT, Department Chairs, Program directors
Administrative & Educational Support Units	Annual Assessment Periodic Unit Review (PUR)			Inventory of assessment activities					IE Dean, Vice Presidents
Personnel	Faculty Annual Reports, Course Evaluations, Professional Employees Evaluation Reports, Reappointment & Tenure Reports Affirmative Action report			Performance Review Reports					President, Human Resources, Supervisors, P&B and PRC Committees

Divisions and Academic Departments Annual Assessment

All seven divisions (IT is now included with Administration) and nine Academic Departments engage in a comprehensive annual strategic planning process. The divisions' leaders provide a report to the President where they monitor the progress of the AES annual assessment plans, as well as future initiatives and actions resulting from the AES assessment findings and divisions' priorities. The assessment plans are directly aligned with the College's Strategic Plan goals.

The departments' Chairs use the results of the PPRs action plans and implementation to provide department level reports to the Provost. Department Chairs work with program directors and PPR teams to align the PPR recommendations/actions with the College's strategic goals and objectives and focus on developing, implementing and assessing PPR actions. The reports provide recommendations, resources needed, contribution to their mission, goals and future directions of the program and their alignment with the College's Mission and Strategic plan (the final report structure is still in a draft form).

Each year starting with 2021-22, the College Divisions provide information about:
- The progress made by the AES units, monitoring their annual assessment results, including their targets.
- The future strategic initiatives they hope to accomplish the following year.

Template for the Final Divisional Report

Below is the template for the final divisional annual report including monitoring the results, success in accomplishing targets and next year planning and future initiatives to be completed by the divisions.

Summary of AES Assessment Plans Including Future Initiatives											
Year :											
Unit/Department :											
Goals	Objective/ Outcomes	College Strategic Plan alignment*	Annual assessment results						Target /baseline	Indicator**	Next Year Planning
			2018-19 (5 units)	2019-20	2020-21	2021-22	2022-23	2023-24			Unit's major initiatives for the following year
Goal 1	Objective 1.1										
	Objective 1.2										
Goal 2	Objective 2.1										
	Objective 2.2										
Goal 3	Objective 3.1										
	Objective 3.2										

*Strategic Plan Goals:
1 - Build Student Access and Success
2 - Strengthen Learning for Students - and for Faculty, Staff and the College
3 - Enrich the Student Experience
4 -Build Inclusive Community to Achieve the College Mission
5 - Advance Career and Workforce Development

VP approval
Date:

** Target indicators (baseline if no target)
Surpassed;   Met;   Unchanged/Mixed;   Not Met

Template for the Final Department Reports

Below is the template for the final annual reports by the departments - one for the PPR active year and the other for the PPR implementation years:

PPR Active year

`	Evidence	Recommendation	Action	Assessment Method(s)	Expected outcome	Resources/ Support	Strategic Plan alignment* (Goals and Objectives)
1							
2							
3							
4							
5							

PPR Implementation Years 1 &2

List the recommendations and actions from the PPR Report Action Plan that the program worked on this past academic year.	For each recommendation, describe any on-going or completed actions that occurred in this past academic year.	Provide relevant data to support your description (quantitative or qualitative).	Please specify how each on-going or completed Action contributes to the mission, goals, or future directions of the program.	Please note here any challenges in implementing the action and the steps taken or will be taken to address them. Please also include any support needed.	Please specify how each on-going or completed Action addresses the College's strategic plan goal(s) and objectives.*

Financial / Budget Planning

LaGuardia's budget relies on the New York City and New York State governments for budget appropriation; tuition cannot be increased without CUNY approval and CUNY, in turn, allocates a tax-levy budget according to a community college budget model driven largely by FTE enrollment. Consequently, financial planning at LaGuardia is based on conservative estimates of governmental funding; it takes into account enrollment trends and projected enrollment declines because of demographics, including the impact of the drop in the number of high school students, the number of immigrants impacted by immigration policies, and the impact of the pandemic. Resource allocation is not only budget driven but also includes human capital, physical space allocations and time investments. Effective allocation for both new and existing resources is based on strategic priorities.

In 2010 the College Senate established the Budget and Finance Committee, comprised of at least nine members including two faculty members, two student members, and two members representing other constituencies, as well as Executive Director of Finance & Business, or the Director's designee, and the Vice President of Administration as an ex officio member. The Committee participates in all phases of the budget process, including reviewing the College's budget allocation from CUNY and providing input in the disbursement of budget requests and discretionary funds for new and expanded initiatives. The

Committee also makes regular reports on the budget to the College Senate and to the campus community.

As stated in the LaGuardia website, the "Budget Office is responsible for the development and maintenance of the College's annual Tax Levy budget. We provide the departments with assistance in the preparation and modification of their individual annual budgets and prepare and submit revisions to the annual budget to the University Budget Office. We also monitor and maintain personnel service (PS) transactions, and ensure proper budgeting of all College obligations for other than personnel service (OTPS) expenditures. In addition, the budget staff performs various projections and analyses of departments, divisions and College-wide expenditures to support decision making related to strategic planning and institutional effectiveness. We oversee the accuracy of the budget, and prepare and develop reports to maintain an integrated, all-funds resource planning."

LaGuardia collects revenue from different sources. Policies and procedures for these entities are publicly available in https://www.laguardia.edu/business/policies-and-procedures/

- Tax Levy –New York City General Fund – Tuition Reserve
- Research Foundation CUNY
- Fiorello H. LaGuardia Community College Foundation
- LaGuardia Education Fund, Incorporated
- Fiorello H. LaGuardia Community College Association, Inc.
- Fiorello H. LaGuardia Community College Auxiliary Enterprises Corporation
- LaGuardia Community College Early Childhood Learning Center Programs Inc.
- Fiorello H. LaGuardia Community College Alumni Association, Inc.

Budget planning is guided by the College's and CUNY's strategic priorities for the use of fiscal resources based on College-wide plans, as well as by supporting evidence - including outcomes of assessment processes. Each proposed budget takes into account the impact of enrollment projections and projected revenues, adjusting accordingly. The budget is a working document, which is used throughout the fiscal year to monitor the expenditures.

Alignment with CUNY

- CUNY allocates a tax levy budget to LaGuardia (and all community colleges) according to a community college budget Model which is largely driven by student enrollment. The allocation methodology is detailed in the Community Colleges Operating Budget Allocation Methodology. Based on a three-year weighted average of college enrollments, the Model distributes the Controllable Allocation.
- Besides the New York City tax-levy funds, the most important revenue sources are tuition and fees, and State funding, which is based on FTE enrollment.
- CUNY submits a tax-levy budget request to New York City for the entire system of colleges. The request is composed of the mandatory (base-line needs) and programmatic (including adult and continuing education education) requests for increases for the operating budget. The mandatory request includes contractual salary increases and OTPS inflationary increases. It also includes requests for rent increases, fringe benefits and operating costs for buildings. The programmatic request is based on CUNY program initiatives.
- In addition to the community college allocation, LaGuardia receives various special allocations throughout the year. One of these special allocations is the Student Technology Fee. Decisions on using student technology fees are made by a committee whose members represent relevant

campus stakeholders. All decisions for spending these funds require alignment with the College's mission and the guidelines governing these funds.

<u>Resource Allocation</u>

- Resource allocation is not only budget-driven but also includes human capital, physical space allocations and time investments.
- Effective allocation for both new and existing resources is based on strategic priorities. When divisions consider resources needed to function efficiently, they focus on their strategic priorities, and request the budget that is required to achieve them. Divisions also consider the human capital they have and how to allocate personnel to best achieve their strategic priorities in support of the College's Mission.
- The College Senate's Budget and Finance Committee participates in all phases of the budget process and reviews LaGuardia's operating budget and resource allocation prior to final funding decisions.
- Informed by the input of *the Senate's Budget and Finance Committee*, the President's Cabinet makes final decisions about allocation of resources, and the resulting final budget (after its approval by CUNY's University Budget Office) is then shared with the campus community.

<u>Communications</u>

- Constituent participation is embedded in the annual, systematic process of identifying the goals, expected outcomes, needs, resources (including financial, human and physical space resources) and assessment approaches.
- LaGuardia also prompts the transparency of the budgeting process – as mentioned above. The final budget is also shared with the campus community, in addition to the key campus constituencies, including the Student Government Association, the College Senate, and divisions and departments of the College.
- The College provides an annual summary of financial statements on its website.

Academic Planning

Academic planning is led by the Office of the Provost in the Academic Affairs Division. The College's focus on improving student success has resulted in a significant reorganization, including placing the advisement under the Provost, shifting staff to create alignment around student success efforts, hiring of significant number of advising staff and the introduction of various technology interventions. Planning and resource allocation is also tied to attaining additional funding sources – government grants and contracts, private gift grants and foundations.

The nine academic Departments provide annual reports based on the academic programs PPRs and aligning their initiatives with those of the LaGuardia Strategic Plan. The Center of Teaching and Learning (CTL), which is part of the Academic Affairs Division, supports faculty professional development and the assessment of the College's General Education Core Competencies and Communication Abilities - thus supporting long-term educational and career success for LaGuardia students - and spearheads the assessment of the success of the College's initiatives, student learning and Academic Affairs grants

The academic programs at LaGuardia engage in a well-established continuous assessment processes which includes Periodic Program Reviews (PPR) and the annual Program Learning Outcomes (PLO). Student competencies and abilities are regularly assessed in a nationally recognized, collaborative campus-wide faculty-led process. Assessment results are used, for example, for reforming and improving remedial and developmental education, the First Year Seminar courses, advisement, STEM education and transfer. Administrative and Education and Student Support (AES) units such as CTL, the Registrar, Pre-college programs and the Writing Center are included in the AES assessment process.

Alignment with CUNY

- Planning work has been guided by the University's Master Plan (2016-2020) which prioritizes three academic initiatives: updated curriculum and pedagogy, globalization and digital literacy.
- CUNY's Performance Management Process (PMP) links planning and goal setting by CUNY with those of its colleges and professional schools, measures annual progress towards key goals, and recognizes excellent performance.
- The Pathways to Degree Completion (Pathways) institutes a CUNY-wide system of general education requirements and transfer guidelines, requiring LaGuardia to re-structure General Education requirements creating a cohesive set of courses in the Pathways Required Core.
- Academic Momentum Campaign (AMC), launched by CUNY in October 2017, works to increase degree completion rates and close equity gaps. Academic Momentum 2.0 (AcMo 2.0), launched in 2022 sets on improving degree completion rates of transfer students.
- CUNY's Master Plan includes expanding advisement, including the addition of academic advisors and the upgrading of Degree Works, CUNY's degree audit software.
- Academic departments Personnel & Budget committees, which are responsible for tenure and promotion, operate in accordance with the rules and parameters set forth in the CUNY By-Laws and therefore have mandated outcomes.
- Reform and innovate remedial education, including the offering of basic skills non-credit programs such as USIP, CUNY Start and Math Start.

 Resource allocation

- College and CUNY priorities receive additional resources from CUNY and LaGuardia (funding and personnel), including advisement, remediation initiatives, the First Year Seminar, the ASAP program, the College Discovery (CD) program, and STEM initiatives.
- The College-wide Personnel & Budget Committee reviews its processes annually to make changes as needed. Such changes are undertaken in consultation with *College governance bodies (College Senate and Faculty Council)*, and with the consent of the *academic department chairs (the Chairs Counsel)*, who then guide faculty and their department Personnel & Budget committees to follow the new procedures.
- A large number of the academic initiatives are also supported by grants and fundraising.

Communications

- Work cross-divisionally on academic initiatives, retention, recruitment and advisement.
- An assessment website provides detailed information about the assessment of the academic programs and student learning outcomes at all levels (institutional effectiveness website integrating assessment and planning was launched in Fall 2020).

- Extensive campus-wide involvement in on-going assessment initiatives and the annual benchmark reading.

Enrollment Management Planning

Enrollment Management in coordination of all other divisions, is spearheading the College's enrollment management efforts. The division established a recruitment plan for attracting new students and is working with Communication and Marketing on social media platforms for increasing applications, enrollment, student success initiatives and retention. Financial aid is an integral part of the Division's planning, student support and recruitment efforts and aid the initiatives are regularly assessed.

SEM main strategic goal is to achieve enrollment, retention, momentum, and graduation targets set by the College and CUNY, through increased cohesion, planning, and efficiency. Initiatives incorporate developing more strategic and integrated planning and activities for continuing student enrollment, which include expanding and improving student advisement, initiating and supporting student success plans, and supporting basic skills programs.

Alignment with CUNY

- CUNY has centralized enrollment system where LaGuardia students who are not direct admit apply, selecting colleges they are interested in (6 colleges as a freshman 4 as a transfer).
- CUNY established an Office of Enrollment Management in 2022. The Office collaborates with the CUNY colleges on enrollment initiatives.
- CUNY's Master Plan includes expanding weekend and evening classes and online education.
- Expanding opportunity and access CUNY-wide including affordability, diversity and access for international students.

Resource allocation

- Financial, personnel and technological resources for recruitment.
- Resources for advisement.
- Technology and personnel support from IT for advisement and recruitment.

Communications

- Work cross-divisionally on recruitment and advisement.
- Extensively use social media for recruitment, retention and community engagement.
- College-wide communication providing information about admission and enrollment initiatives and data.

Student Affairs

The Division of Student Affairs provides services and programs, which support the academic mission of the College and enhance student learning and development by leading the efforts to provide high-quality, student-friendly support services and extra-curricular activities to ensure student satisfaction and success, from pre-application through graduation and transfer.

The Division oversees policies and procedures related to student conduct and discipline, ensures that college policies and practices provide fair and equitable treatment of all students, and that its programs and services comply with federal and state laws and regulations, as well as policies and guidelines of CUNY and other regulatory and accrediting bodies. The Division engages in program planning, assessment, and reporting on a monthly, quarterly, and annual basis for various internal and external stakeholders.

Alignment with CUNY

- CUNY's Master Plan includes expanding student success initiatives, student engagement, experiential learning and support for weekend and evening students.
- The role of CUNY is to provide leadership in policy creation, resource development, systems advocacy, technical assistance, and professional development to empower campus Student Affairs professionals in promoting access, success, wellness, and holistic growth of the students they serve.
- Overseeing the College's Judicial Affairs activities and coordination of disciplinary processes and procedures in accordance with CUNY guidelines and College governance, and ensuring that compliance with other applicable CUNY's polices and regulations.

Resource allocation

- Leverage technology to deliver programs and services for maximum student engagement and benefit.
- Develop and oversee the provision of online services and activities to address student needs.
- Provide resources to the units supporting campus activities, events and civic engagement, students' health and wellness, transfer and other services promoting student success.
- Expanding student experiential learning opportunities via campus clubs, work with faculty and academic programs, community engagement and workforce initiatives.

Communications

- College-wide communications about student engagement initiatives, career development and health and wellness.
- Communication of Student Affairs policies, procedures, and protocols.
- Detailed information of services provided by the Division are detailed on the College's website.

Information Technology (IT) Planning

Technology affects virtually every aspect of the College's communications, operations and structures, from admissions to advising, from pedagogy and curricula to how research is conducted, disseminated and evaluated. Informing the technology planning process are campus-wide groups and executive leadership which includes the President's Cabinet, the Provost's Cabinet, College Senate, the Academic Chairs committee, each of the individual academic departments, the Student Tech Fee Committee, and Divisional VPs, directors, and deans.

Considerable discussion and input on technologically enhanced pedagogy supporting the professional development services offered to the faculty by the Center for Teaching and Learning, which acts to identify the technology needs of faculty and to recommend to IT hardware and software required to

advance teaching. In addition to CTL, IT partners with the College's divisions to provide development and support of systems to increase operational efficiency and enhance the student experience. Student input occurs through meetings with the Student Government Association and with student representation on the College's Committee on Academic Technology Services (CATS) which is responsible for administering projects funded by the Student Technology Fee and preparing recommendations to the President and the Cabinet.

Important considerations during IT planning are efficiently achieving strategic priorities by maintaining a safe, secure, reliable network and associated physical environment, including classroom utilization and capacity. IT protects the confidentiality of users and secures their data from internal and external threats in administrative and academic facilities.

Central to IT's planning, supporting technology needs across campus and partnering with campus constituents on the creation of technology-based tools and solutions to advising, registration, enhancing student experiences, distance learning platforms and on improving processes. By surveying student leadership, and students generally, student input is solicited on the utilization and allocation of the Student Technology Fee.

Alignment with CUNY

- CUNYfirst software designed to serve as a single platform to better manage and facilitate student, administrative, human resources and financial processes.
- CUNY's Master plan includes improved technology infrastructure by expanding technological capabilities that support administrative and academic goals, including video conferencing, data security systems and internet bandwidth.
- Expanding online education. Launching more fully online degree programs and implementing more online sections of high-demand courses to help facilitate degree completion. Providing faculty development and support to aid the creation of more dynamic online course offerings.

Resource allocation

- Most of College's initiatives require the support of technology which includes purchasing of hardware and software and the allocation of personnel and time resources, utilizing IT's personnel expertise for project management, software development, support of the College's Initiatives and support the technological requirements of students, faculty and staff.
- Supporting and implementing CUNY-wide technology initiatives such as CUNY First, Degree Maps, and Degree Works.

Communications

- Participating in campus-wide committees.
- Offering training in the use of new software.
- Working cross-divisionally to support the College's technological requirements.

Facilities Planning

The Campus Facilities Office at LaGuardia is responsible for campus master planning, design and construction of major renovations, oversight and close supervision for major and minor campus-wide

construction, campus improvements, and space utilization. It also coordinates campus implementation of enhancement and upgrade of technology infrastructure. All current capital projects are listed on LaGuardia's website.

Other planning activities include space planning of short and long term projects, coordinating floor plans, campus signage and space inventory updates, and energy management program. Responsibilities also include code compliance, violation clearances and fire protection, campus-wide ADA compliance, ensuring all buildings adhere to building guidelines and regulations, along with federal, state and city codes compliance.

Alignment with CUNY

CUNY's most recent capital budget five-year request (from fiscal years 2016-2017 through 2020-2021) includes more than $6.8 billion for capital work at all 25 CUNY campuses. The capital budget request process takes more than six months to develop, beginning after the State budget ends in April. The college presidents then approve their college programs and priorities, which are presented to the CUNY Board of Trustees in October.

- The CUNY Office of Facilities Planning, Construction and Management (FPCM) works closely with Academic Affairs and the University Budget Office to ensure that CUNY's resources are well aligned with needs and that capital projects support the campuses' programmatic offerings in the most efficient and cost effective manner. Capital projects are identified through individual campus master plans undertaken with participation from campus constituents and community partners and approved by the CUNY Board of Trustees.
- Completing major capital projects and critical maintenance projects that will enhance CUNY's delivery of top-notch academic services and city and state economic revitalization through Governor Andrew Cuomo's NY-CUNY 2020 Challenge Grant Program. Exploring opportunities for public/private partnerships that leverage university assets and resources.
- Energy efficiency by building upon the efforts of Sustainable CUNY to cut energy consumption and related costs at all of the university's campuses. Efforts to implement more sustainable practices related to solar power and other areas of energy conservation.

Resource Allocation

- Request financing for major capital projects from CUNY.
- Responsible for capital budget planning and preparation.

Communications

- LaGuardia's major capital projects are listed on its website.
- There are discussions with all campus constituents in preparation for capital projects and renovations.
- Ongoing reports to the College constituents on the progress and the facilities projects and new initiatives

Institutional Advancement Planning

Advancement planning in higher education outlines how relationships outside the institution will be built and nurtured so people and communities understand an institution's impact and support its initiatives.

Institutional Advancement leads an integrated and collaborative effort to secure philanthropic investment in support of the institution's strategic goals, its programs and students and build and nurture relationships with its constituents, community organizations, state and local governments and foundations.

At LaGuardia, the Division of Institutional Advancement (IA) leads fundraising from private donors, governmental agencies and foundations and provides support to the LaGuardia Community College Foundation which raises private funds and works to provide support to students in the form of campus employment, scholarships, and stipends, enhancing local scholarship funds that students can use to pay for tuition, fees, books, and other special expenses.

IA also build relationships and works with community organizations to increase community engagement and well as employment opportunities for the students and increase support for institutional employment of college students. Another important function is marketing and communication, attracting potential students through marketing strategies designed to reach and appeal to segmented demographic groups.

Alignment with CUNY

- Significant investments of resources and talent in CUNY's advancement operations.
- Attracting funding from foundations, philanthropies and individuals supporting CUNY's strategic priorities.

Resource allocation

- Invest in recruitment and social media initiatives.
- Resources to engage with community organizations.

Communications

- Publicize fundraising and student support activities.
- Responsible for social media campaigns.

Diversity, Equity and Inclusion (DEI) Planning

The DEI leadership team provides guidance to the College leadership on matters of diversity, equity, and inclusion as they affect students, faculty, administration, and staff at LaGuardia. The team promotes policies that strengthen and uphold LaGuardia's mission and core values by encouraging open and engaged dialogue that builds and sustains and equitable and inclusive campus environment.

LaGuardia's Office of Diversity, Equity and Inclusion is an integral department in the Office of the President. The Office leads the creation of a Social Equity Plan through a campus-wide collaborative and inclusive effort. The Office established assessment processes to evaluate the success of its initiatives.

- Part of CUNY's mission is unwavering commitment to foster and promote an ever more diverse community of students, faculty, and staff. A pluralistic community is fundamental to the exchange of ideas and knowledge, scholarly discourse, and the engagement of the University's diverse communities
- Expand DEI efforts on campuses with special initiatives and grants.

Resource allocation
- Executive Director line was approved and established.
- Investing in training, workshops and college-wide communications
- Established a committee for generating LaGuardia's Social Equity Plan

Communications

- Regular campus-wide communications about DEI issues
- Dedicated website
- Workshops and training

Adult and Continuing Education (ACE) Planning

The Division of Adult and Continuing Education (ACE) is one of the largest non-credit education efforts in the country and the largest continuing education program in CUNY, with programs for adults, youth, and special populations. ACE equips students with skills and experience they need to enter into high demand industries, including healthcare, technology, advanced industrial & manufacturing and many more. ACE also offers Pre-College Academic Programs; and contextualized GED and ESL programs.

ACE is working to increase alignment with the Division of Academic Affairs for improved employment opportunities for students. LaGuardia's employer engagement strategy supports career pathways for students through collaborative programs that align non-credit and credit coursework. It also provides workforce development training that aligns with a degree program and provides an entryway for students seeking employment and/or industry credentials for post-secondary education. ACE is recognized in the Strategic Plan as a potential recruitment to the degree programs and as a source for career planning for both degree and ACE students. Its pre-college remedial programs - CUNY Start and Math Start - and the ESL CLIP program, directly feed into the degree programs. And through the training it provides, non-credit students can "bank" credits that can be applied towards an Associate's degree at LaGuardia, should they choose to enroll as degree-seeking students.

ACE strategic priorities also include developing new revenue streams for the College through grants and contracts. A large number of ACE programs and projects are funded by government and private sector grants and require program assessment during and upon completion of the program. Another important priority is expanding the relationships with community groups and organizations in a coordinated way to create employment and internship opportunities for the students and to work with community organization constituents on joint projects.

Alignment with CUNY

- ACE is supporting the CUNY's remediation initiatives by housing CUNY Start, Math Start, and CLIP.

- CUNY submits a tax-levy budget request to New York City for the entire system of colleges. The request is composed of the mandatory (base-line needs) and the programmatic (including adult and continuing education education) requests for increases for the operating budget.
- Work force development and post-graduate success are part of CUNY's strategic framework.
- Finding alternative funding sources and developing new review streams from private and public partners are CUNY priorities and PMP measures.

Resource allocation

- A large portion of ACE funding is student tuition and grants, and resources are allocated accordingly.

Communications

- ACE is working jointly with Enrollment Management in Student Affairs on student recruitment.
- Working cross-divisionally on publicizing and supporting campus-wide grants

Conclusion

LaGuardia Community College is committed to its mission to **educate** and **graduate** one of the most diverse student populations in the country. The importance of an ongoing focus on assessment and continuous improvement at LaGuardia is evidenced by annually tracking the progress made in achieving these goals at the institutional and program level, assessing the attainment of student learning outcomes and evaluating the quality of programs and services.

By utilizing systematic and ongoing processes of gathering, analyzing and using information from various sources, the College strives to improve student learning and success.

The Institutional Effectiveness Plan further advances LaGuardia's progress towards integrating effective planning with assessment at all levels of the institution and the evaluation of ongoing initiatives, such as CUNY's Academic Momentum, advisement, remediation and retention, implementing the Strategic Plan through operational planning built on systematic assessment and use of the results for continuous improvement. Enhancing program level assessment by strengthening the annual assessment of academic programs and continuing to develop the assessment of the administrative and education support units will further reinforce the continuous improvement of student learning and services in our efforts to fulfill our mission and achieve our strategic goals.