

Self-Study Design

LaGuardia Community College

The City University of New York

Submitted to

The Middle States Commission on Higher Education

In preparation for the 2010-2012 Self-Study

July 20, 2010

**LaGuardia Community College
Self-Study Design**

Table of Contents

1. Institutional Overview.....	1
2. Nature and Scope of the Self-Study.....	4
3. Intended Outcomes of the Self-Study.....	7
4. Organizational Structure.....	7
5. Research Questions	18
6. Timeline.....	28
7. Editorial Style and Format for Working Groups Reports.....	30
8. Organization of the Self-Study Report.....	31
9. Preferred Profile of the Visiting Team.....	32
10. Preliminary Inventory of Documents.....	34

I. Institutional Overview

LaGuardia Community College is one of twenty three institutions in the City University of New York (CUNY), the nation's leading urban public university. LaGuardia annually serves more than 17,000 credit students enrolled in over forty professional and transfer majors, as well as more than 35,000 non-credit students seeking career and educational experiences outside of degree programs in more than twenty different categories of Adult and Continuing Education programs. LaGuardia offers associate degree programs in the liberal arts and sciences, business and computer science, as well as career and allied health programs, and offers full-time students career internships as part of their program of study. LaGuardia graduates transfer to four-year colleges at double the national rate, and graduates' family income increases an average of 17% upon graduation.

Located in Queens, the most ethnically diverse borough in the City of New York, LaGuardia's students represent 161 countries and speak 124 languages. Nearly two-thirds of LaGuardia students were born outside the U.S, and half of the college's incoming students have lived in the U.S. for less than five years. LaGuardia Community College has been accredited by the Middle States Commission on Higher Education since 1974 and is governed by the Board of Trustees of the City University of New York.

Since its founding in 1971, LaGuardia has developed an activist and progressive approach to higher education and community service that has made it a leader in post secondary education with a national and international reputation for teaching excellence. As a Federally designated Hispanic serving institution, it was recognized in 2009 by Excelencia in Education for its exemplary leadership in serving the needs of Latino and nontraditional students. In 2008, the college won CUNY's inaugural Sustainability Award for environmentally friendly best practices on campus. LaGuardia was named one of two Community Colleges of Excellence in the United States by the MetLife Foundation in 2006, and was named an Institution of Excellence by the Policy Center on the First Year of College for developing one of the best college freshman programs in the nation in 2003. Additionally, the National Community College Survey of Student Engagement (CCSSE) ranked LaGuardia as one of the top three large community colleges in the U.S. for meeting benchmarks of high academic standards and practices in 2002.

LaGuardia faculty is dedicated to student success. Our professors have more than twice the number of doctorates as faculty at most community colleges. In 2004, the college received the 2004 Hesburgh Certificate of Excellence for Innovative Faculty Training Programs. Our Center for Teaching and Learning works with faculty to explore and support pedagogical initiatives of the highest quality, linking technology and pedagogy to advance student learning.

The Division of Adult and Continuing Education serves more than 35,000 participants annually in a variety of educational and training programs for workforce, economic and community development. The Division is one of the largest non-credit education efforts in the country and has a broad range of programs for adults, youth and special

populations. The Division is an acknowledged leader in adult literacy and English as a Second Language instruction. The Center for Immigrant Education was rated an exemplary program by the New York State Department of Education for its pioneering work in providing services to immigrants. The Small Business Development Center has helped entrepreneurs obtain over \$25 million in loans, investments and grants since opening its doors in 2001.

LaGuardia has fostered innovative approaches to education and a dedication to community development with a ground-breaking cooperative education program and imbedded high schools, including the first Middle College. Among the college's many initiatives are learning communities, interactive academic career planning, ePortfolio organization of student work and reflection, assessment of core competencies, peer tutoring, critical thinking across the curriculum, Bridge GED, and College for Children. New programs for early intervention with students moving toward academic disruption are gearing up to use information from the online eAttendance system, while a second campus-wide task force begins implementing On-Track, an effort to assist students in modeling successful behavior.

LaGuardia Community College's mission is to provide access to higher education to New Yorkers of all backgrounds, ages and means. The college is committed to:

- Offering career, as well as liberal arts and science curricula, developmental education and transfer preparation, cooperative education internships, continuing education classes, and training programs serving individuals, businesses and public agencies;
- Responding creatively to changes in student population, technology, and the global economy;
- Providing extensive support services and opportunities for the needs of a highly diverse student population;
- Upholding high standards that focus on program assessment and innovative approaches to teaching and learning;
- Maintaining a dedicated, high-quality faculty and staff;
- Preparing students to become full participants in the economic and civic life of the city, the nation, and the world; and
- Cultivating partnerships with business, community organizations, government, and public schools to enhance the economic, social, cultural, and educational development of Western Queens and New York City.

Achievement of LaGuardia's mission is accomplished through a strong and creative strategic planning process that guides college-wide decision-making, resource allocation and assessment. The process reflects both the goals of the City University of New York (CUNY), and the college's commitment to engaging faculty, staff, students, and external constituencies in the planning process.

The three strategic goals set by CUNY provide the structure and focus of the annual strategic plan. The goals are: raise academic quality, improve student success, and

enhance fiscal and management effectiveness. Within these, the University also provides nine objectives and 35 university targets. LaGuardia develops annual college targets to meet the University targets through a four month planning process that involves all divisions and departments, the President's Cabinet, the College Senate and the Student Government Association. Once the plan is complete, the Executive Council allocates resources to support the achievement of the new targets.

The final Strategic Plan is submitted to CUNY and placed on LaGuardia's website, where divisions post work plans for accomplishing the targets. Progress is regularly reviewed and posted online at mid-year and at the end of each year. The updates are used to prepare the Year End Performance Report which is reviewed by the Cabinet, submitted to CUNY, and posted on the College web site. CUNY supports this process by providing data on LaGuardia's performance on key targets and comparable data for all 23 CUNY institutions. College results are used by the Chancellor in the President's annual performance review, and by the President in reviewing the performance of Executive Council members.

LaGuardia also actively engages faculty, staff, students, partners and members of the community in this process through periodic Vision Summits. In the past ten years, the College has held three two-day vision summits, each involving 150-200 participants. Cross-campus planning teams prepare for the summits through research, interviews, and in-person or online campus forums. At the summits, participants examine current trends, hear from students and other stakeholders, develop visions for the future, and identify new themes or areas of focus for further development. For example, at the last summit, the themes included leadership for a sustainable future, advancing the community college agenda, educating for a global citizenry and embracing web 2.0. Vision Summits are followed by campus-wide discussions and the new themes are reflected in subsequent strategic plan targets.

LaGuardia's three key priorities are increasing graduation rates, improving retention, and increasing the pass rate out of basic skills. In order to address these priorities, in 2009 LaGuardia joined the Achieving the Dream initiative (AtD), a nation-wide project that provides leadership and technical assistance to community colleges, helping them move toward the elimination of achievement gaps and greatly increased overall rates of student success. LaGuardia entered this effort far ahead of most other AtD schools, already deeply invested in assessment—using the analysis of data to find problems and support solutions. Through AtD, LaGuardia is focusing on achieving three big goals over a period of eight years: raising its graduation rate by 80% (from 26% to 47%); bringing basic skills re-test pass rates to 80%; and having 80% of its adult education division GED graduates college ready with no need for developmental courses upon entry. LaGuardia is beginning its second year in the AtD project with a strategy of creating a system that never loses sight of the individual student. Within that strategy the college will be developing an interactive advisement roadmap for students and will be assessing the degree of fragmentation of college services. All AtD projects are intended to communicate to each student his or her location on the path to success and to give all

members of the college community a stronger understanding of their role in helping students along these individual paths.

President Gail O. Mellow leads the college. Her Executive Council consists of six Vice Presidents (Academic Affairs, Administration, Adult and Continuing Education, Student Affairs, Information Technology, and Institutional Advancement), the Director of Organizational Development and Planning, and the Executive Director for Government Relations and Special Counsel to the President. The President also receives advice and counsel from the College Senate, the President's Cabinet (which is comprised of the 65 senior leaders at the college), the Faculty Council, the Student Government Association, and an informal committee consisting of the Chair of the Faculty Council, the Chair of the College Senate, the Professional Staff Congress (PSC) and LaGuardia's representative on the University Faculty Senate, which meets quarterly.

II. Nature and Scope of the Self-Study

The decennial self-study in pursuit of a reaffirmation of accreditation is being welcomed by the LaGuardia Community College campus community as an opportunity to examine the wide range of programs and approaches that have appeared in the atmosphere of invention and entrepreneurial freedom notable since its founding. With the initiation of the Achieving the Dream project in the summer of 2009, LaGuardia has taken its already strong reliance on data and analysis and begun asking even more difficult questions:

1. What is really working here?
2. How can we make sure that all students receive our best support?
3. How do all these things fit together to make a whole?
4. How do we explain ourselves to students sensibly enough such that every student knows how to find what we offer for his or her own success?

For these reasons, LaGuardia has chosen to undertake a comprehensive report in the context of the standards in *Characteristics of Excellence*. LaGuardia welcomes the discipline that this approach provides, enabling the college to include all constituencies in an appraisal of every aspect of its programs and services against a yardstick of student and community outcomes, all framed by its mission, values and vision of the future.

The college will organize the self-study around the fourteen standards, presenting evidence on its compliance with each. As such, there are now fourteen working groups, each pursuing the development of evidence relevant to compliance with a standard.

Each standard will be viewed through the lens of how the efforts within that standard are guided by the strategic planning system and how those efforts lead to organizational effectiveness, where the primary goal of the college is to produce student learning and success. Thus, we will first seek to demonstrate how the mission and visioning efforts of the college underlie the strategic planning endeavor (standard 1). Then we will examine the ways in which the strategic planning system ties together mission, vision, goal-

setting, resource allocation and assessment (standard 2). Within standard 3 we will develop evidence showing how resource allocation is driven by the strategic planning system, and then how the governance system of the college gives effective formal voice to all college constituencies (standard 4). We will then examine the evidence on how the administration of the college listens and leads in many ways, but most directly within the strategic planning system (standard 5). We will next demonstrate how our mission, vision and values underlie all our work to ensure that we do every task with integrity (standard 6). In standard 7 we will give evidence that we assess what we do in a way that drives the strategic planning system. Under standard 8 we will examine the evidence that we develop students effectively because of the difference we make in their lives. In standard 9 we will show that we have the support systems in place necessary to foster student success. We will then present evidence that we have the accomplished and dedicated faculty necessary to be educationally effective (standard 10), showing that they have produced an effective curriculum (standard 11), and that the faculty have developed a sound process for ensuring that students learn core competencies (standard 12). We will then present evidence that we apply our effective learning processes to all our learning situations (standard 13), and in standard 14 we will show that we have an effective system to keep improving the ways in which our students learn.

Progress on the Self-Study

In January 2010, the Steering Committee and Core Team began work on the Self Study by choosing the comprehensive model and forming fourteen Working Groups. Between January and June 2010, the Steering Committee met six times, with the Core Team meeting before and after each Steering Committee meeting to guide the process for developing research questions and other elements of the Self Study Design. In February 2010 the Working Groups began meeting on a regular basis (every several weeks) to draft and revise research questions, and to identify the evidence that would be used to answer the questions. The Chair of the Steering Committee attended as many of these Working Group meetings as possible.

The research questions for the Design were developed by the Working Groups through a lengthy process involving input from many constituencies. The Core Team created a process in which the Working Group Chairs submitted the following four reports between March and May 2010 for review by the Core Team:

Report One: First draft of research questions; explanation of how the standard assigned to the Working Group applies to LaGuardia; division of labor among group members; requests for information and assistance from Core Team.

Report Two: Second draft of questions; preliminary list of documents.

Report Three: Summary of Working Group discussion of LaGuardia's prior Middle States accreditation reports (2007 Periodic Review Report and Middle States action) and the model self study report supplied at the Middle States Self Study Institute (Burlington County College 2008 Self Study)

Report Four: Final draft of research questions and inventory of documents.

Report Three was requested to help ensure that all members of the Working Groups were well-informed about the self study process. The members were asked to consider the following questions:

- How does Burlington County College interpret the standard assigned to your Working group? What evidence does it supply to show compliance? How does it deal with overlap among standards?
- How does Burlington's self study report help you understand how we should interpret the standard for LaGuardia?
- What are the relevant issues addressed in LaGuardia's 2007 Periodic Review Report, and in the Middle States Commission's response, that you believe should be addressed in your standard?
- Do these materials suggest ways to improve your research questions? Do they suggest additional questions? How do they help your group respond to the Core Team's recommendations for revising your research questions?

In response to Reports One, Two, and Three, the Core Team divided the fourteen submissions among themselves and shared their comments with each other. The Steering Committee Chair, who also serves as chair of the Core Team, assembled these comments into a written response that recommended revisions to minimize overlap between the different standards, improve the clarity of the questions, and eliminate any gaps between the research questions and the Fundamental Elements of the Middle States standard. Based on the Core Team's responses, the Working Groups revised their research questions and improved their inventory of documents. During the revision process, the chairs of the Working Groups consulted with the Steering Committee Chair and other members of the Core Team as needed. Revisions to the research questions, identifying supporting evidence, and allocating responsibility for different issues among the Working Groups were also addressed at the Steering Committee meetings. In addition, input on the development of the research questions was received from the President, the Executive Council, the Dean for Academic Affairs, and the academic department chairs. Finally, the research questions were posted on the college's Middle States Self Study website and the college community was invited to review them and submit comments and questions to the Steering Committee Chair. Final decisions about the research questions were made by the Steering Committee Chair, with assistance from the Core Team.

The other elements of the Design were drafted by the Core Team, edited by the Steering Committee Chair, and shared with the Steering Committee for its feedback. The final editing of the Design was the responsibility of the Steering Committee Chair.

III. Intended Outcomes of the Self-Study

The Middle States Self-Study process provides an opportunity for LaGuardia's multiple constituencies to investigate and analyze how the college meets its mission and goals. For the entire college community, the self-study will offer an opportunity for reflection, renewal, and improved communication. The objectives of the self-study are:

1. Construct a narrative that demonstrates the college's adherence to Middle States accreditation standards.
2. Educate the college community about the centrality of the strategic planning process and the degree to which institutional goals and evidence guide planning decisions.
3. Engage in a college-wide process of self-evaluation that raises awareness among all members of the college community about LaGuardia's commitment to using assessment to improve student learning, institutional effectiveness, and the assessment and strategic planning processes themselves.
4. Describe successes, strengths, and opportunities, as well as challenges in the areas of graduation rates, retention efforts, basic skills, and service to the college's external communities.
5. Provide for the visiting team and the LaGuardia campus community an understanding of how LaGuardia's unique history has helped establish its current status as a leader in raising academic quality and improving student success through innovation and knowledge building.
6. Reflect the college's efforts (1) to assist students in making sense of the opportunities, options and constraints open to them at each point in their academic career; and (2) to assist faculty and staff in understanding and integrating their efforts in support of student success in the complex context that is LaGuardia.

IV. Organizational Structure

The LaGuardia Community College self study will be guided by a Steering Committee and Core Team appointed by the President. The chair of the Steering Committee, a professor of English, will be supported by four administrators and one professor serving on the Core Team: the Executive Director for Organizational Development and Planning; the Director of Institutional Research and Assessment; the Vice President for Student Affairs; an associate professor of Health Sciences who serves as Director of the Physical Therapist Assistant Program; and the Director of the CUNY Language Immersion and College Prep Programs. Three members of the Core Team also serve on the Steering Committee (Director of Institutional Research and Assessment; the Director of the Physical Therapist Assistant Program; and the Director of the CUNY Language Immersion and College Prep Programs).

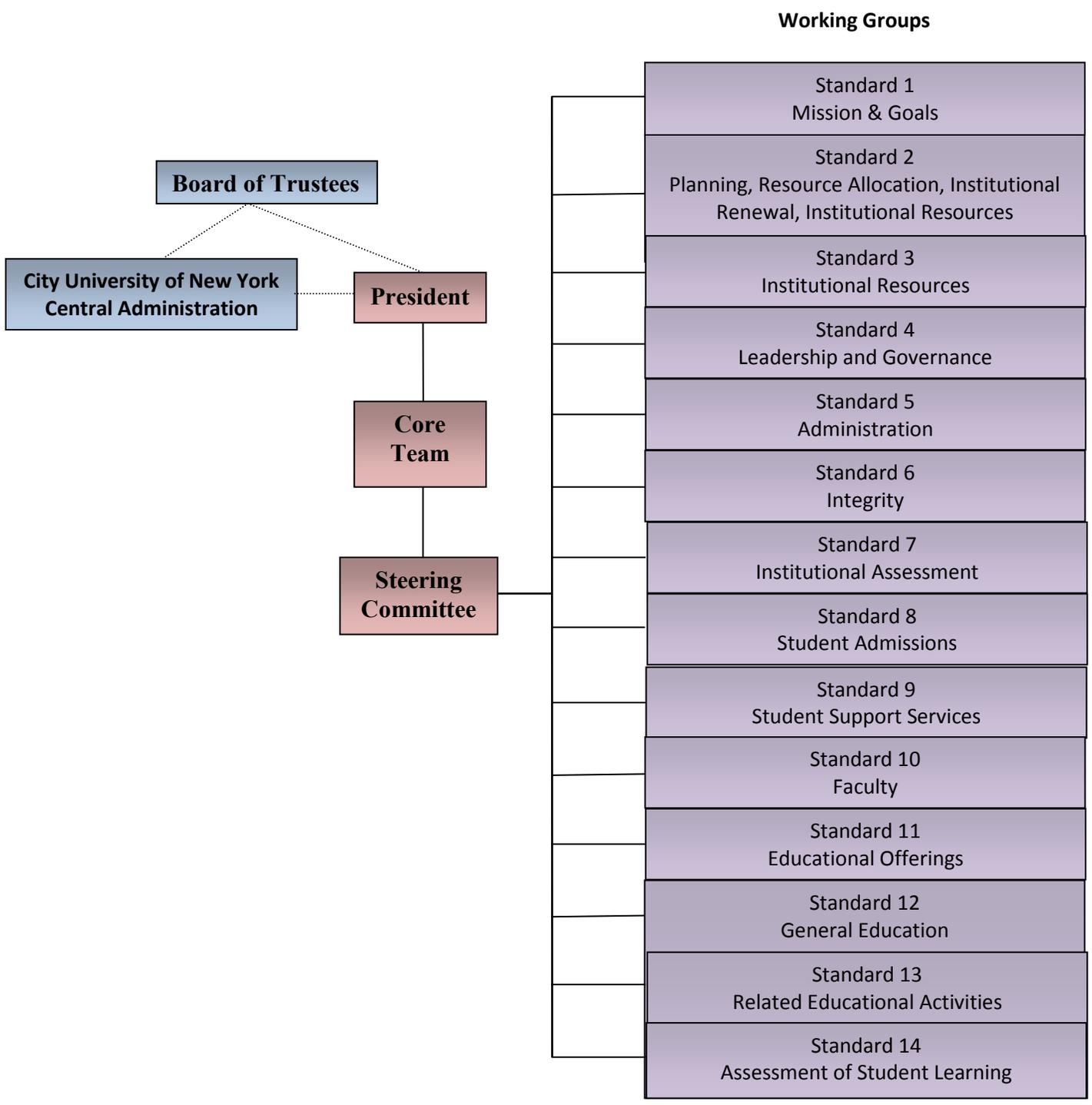
The Steering Committee consists of the chairs of the fourteen Working Groups created to address each Middle States standard. The members of the Steering Committee and Working Groups were drawn from a broad cross-section of the college and include over 120 faculty, administrators, and staff. A co-chair has been designated for each Working Group. The composition of the Working Groups was accomplished through a lengthy collaborative process involving input from many stakeholders, including the Academic Chairs and the Executive Council. In addition, students will be invited to serve on Working Groups in Fall 2010 when each group begins its research.

The Core Team and Steering Committee will consult regularly with the Executive Council, the Academic Dean of the College (who also serves on the Standard 14 Working Group), and the Academic Chairs. In addition, a communications team has been established for the self study that will, among other things, help manage the college's self study website. This website will complement the campus forums, focus groups, surveys and other events that will be organized to ensure that the self study is an inclusive, transparent process engaging the entire college community. The Steering Committee, Core Team, and Working Groups also have use of a Sharepoint site created to facilitate the sharing and revision of documents. Finally, the Core Team and Steering Committee receive support from staff in the President's Office.

The final editorial authority over the Self-Study Report will rest with the Chair of the Steering Committee, who will be assisted by the Core Team in the editing process.

The college has designated E517 as the Middle States Resource Room. Self-study supporting documents will be housed in the resource room. Cataloging and maintenance of Middle States self-study documents will be the responsibility of the librarian, with oversight by the Office of Institutional Research. Members of the Core Team, Steering Committee, and Working Groups will have access to the documents in the resource room to conduct research necessary to complete their self-study charge. Access will occur via appointment with the librarian.

Organizational Structure of the LaGuardia Community College
Middle States Self-Study



Steering Committee and Core Team

LaGuardia Community College's Middle States Steering Committee is chaired by Gordon Tapper, Professor of English. He receives support in guiding the Steering Committee from the four administrators and one professor serving on the Core Team.

The Core Team members are as follows:

Michael A. Baston	Vice President for Student Affairs
Marian Blaber*	Director, CUNY Language Immersion and College Prep Programs
Nathan Dickmeyer*	Director, Office of Institutional Research and Assessment
Debra Engel*	Director of Physical Therapist Assistant Program and Associate Professor of Health Sciences
Rosemary A. Talmadge	Executive Director for Organizational Development and Planning
Gordon Tapper	Professor of English

*Also serving on Steering Committee

The Steering Committee members are as follows:

Standard	Topic	Chair	Title
1	Mission and Goals	Scott White	Associate Professor, Library
2	Planning, Resource Allocation, and Institutional Renewal	Michael Napolitano	Associate Professor, Chair of Business and Technology Dept.
3	Institutional Resources	Shahir Erfan	Exec. Director of Facilities Management and Planning
4	Leadership and Governance	Unn Hidle	Associate Professor, Health Sciences
5	Administration	Shannon Bryant	Director of Finance ACE VP Office,
6	Integrity	April Tucker	Director of Affirmative Action, Diversity & Compliance

7	Institutional Assessment	Nathan Dickmeyer	Director, Office of Institutional Research and Assessment
8	Student Admissions and Retention	Burl Yearwood	Associate Professor, Natural Sciences
9	Student Support Services	Co-Chairs: Fay Butler Judith Gazzola	Senior Director of Enrollment Management Director of Career Development Ctr.
10	Faculty	Frank Wang	Associate Professor, Mathematics, Engineering and Computer Science
11	Educational Offerings	John Shean	Associate Professor, Social Sciences
12	General Education	Philip Gimber	Associate Professor, Health Sciences
13	Related Educational Activities	Marian Blaber	Director, CUNY Language Immersion and College Prep Programs
14	Assessment of Student Learning	Debra Engel	Director, Physical Therapist Assistant Program, and Associate Professor, Health Sciences

Core Team Charge

Responsibilities of the Core Team include:

- Serving as the policy-making body to establish the direction, goals, and activities of the self-study
- Establishing agendas for Steering Committee meetings
- Finalizing the Self Study Design
- Assisting the Steering Committee to establish the format and scope of working group reports
- Reviewing and suggesting revisions of all texts submitted by the working groups

Steering Committee Charge

Responsibilities of the Steering Committee include:

- Determining the key issues for the self-study
- Recommending a self-study model
- Developing a self-study design
- Establishing, charging and coordinating working groups
- Ensuring the timetable is implemented as planned
- Assuring communication within the institution about the process
- Arranging for institution-wide review of, and responses to, a draft
- Overseeing the completion of the final self-study report and any other documents relevant to the process and team visit

The Working Groups

The Working Groups members are as follows:

Standard 1: Mission and Goals		
Chair	Scott White	Associate Professor, Library
Co-Chair	Brad Orcutt	Associate Dean, Information Technology
	Vincent Bruno	Director of First Year Programs, Academic Support Services and Special Programs
	Kimberly Ramirez	Assistant Professor, English
	Pressian Nicolov	Director of International Student Services
	Anthony Lugo	Director of Auxiliary Services and Sustainability, Administration
	Priscilla Stadler	Instructional Design Manager, Center for Teaching and Learning
	Terry Parker	Chief CLT, Library (Media Services)
	David Housel	Associate Director, CUNY Language Immersion
	Max Rodriguez	Professor, Education and Language Acquisition
	Marie T. Hanlon	Professor, Cooperative Education

Standard 2: Planning, Resource Allocation, and Instructional Renewal		
Chair	Michael Napolitano	Associate Professor, Chair, Business and Technology
Co-Chair	Diane Darcy	Executive Director of Human Resources, Human Resources
	Thomas Hladek	Executive Director of Finance and Business, Business Office
	Cristobal Stewart	Director of Enrollment Management Services, ACE
	Sonya Evariste	Associate Director, Early Childhood Learning Center
	William Lindner	Director of Information Systems, Computer Systems Manager, IT
	Steven Hitt	Managing Director, LaGuardia Performing Arts Center
	Gordon Crandall	Associate Professor, Mathematics, Engineering and Computer Science

Standard 3: Institutional Resources		
Chair	Shahir Erfan	Executive Director of Facilities Management and Planning, Administration
Co-Chair	Janice Karlen	Professor and Director of Business Programs, Business and Technology
	Natalia Arguello	NY Designs Director, NY Designs
	Soloman Kone	Assistant Professor, Social Science
	Ted Dec	Director of Network Administration, IT
	Claudette Gray	Associate Director of Human Resources, Human Resources
	Bosa Grgurevic	Assistant Architect, Facilities Design and Construction
	Gail Baksh-Jarrett	Senior Director of Enrollment/Student Financial Services
	Yvonne Flores	Associate Grants Director, Grants Office
	Thomas A. Fink	Professor, English

Standard 4: Leadership and Governance		
Chair	Unn Hidle	Associate Professor, Health Sciences
Co-Chair	Nancy Berke	Assistant Professor, English
	Brian Goldstein	Senior Director of Student Life, Student Affairs
	Jose Orengo	Executive Director of Government Relations/Special Counsel to the President, President's Office
	Linda Mellon	Director of Strategic Initiatives, Office of VP of ACE
	Lisa O'Donnell	Assistant Professor, Health Sciences
	Minely Ulloa	Assistant Budget Director, Budget Office
	Francine Egger-Sider	Professor and Coordinator of Technical Services, Library
	Arthur Simms	Professor, Humanities

Standard 5: Administration		
Chair	Shannon Bryant	Director of Finance, ACE VP Office
Co-Chair	Edward Goodman	Associate Professor, Business and Technology
	Carmen Luong	Associate Business Manager, Business Office
	Andrew Saluga	Associate Director of Recreation, Recreation
	Sreca Perunovic	Assistant Professor, Social Science
	Cheryl Still	Human Resource Specialist, Human Resources
	Eneida Rivas	Associate Director of College and Community Relations
	Olga Calderon	Chief CLT, Natural Sciences
Standard 6: Integrity		
Chair	April Tucker	Director of Affirmative Action, Compliance & Diversity
Co-Chair	Sigmund Shen	Assistant Professor, English
	Javier R. McKinley	Assistant Professor, Mathematics, Engineering and Computer Science
	Jennifer Wynn	Assistant Professor, Social Sciences
	Dennis D'Amelio	Lecturer, Humanities
	Steven Levine	Coordinator for Educational Programs, LaGuardia and Wagner Archives
	Jhony Nelson	Director of Disabled Student Programs, Student Services and Disabled Student Programs
	Daniel Diaz	Admissions Counselor, Admissions
Standard 7: Institutional Assessment		
Chair	Nathan Dickmeyer	Director, Institutional Research and Assessment
Co-Chair	Kathleen Forestieri	Director of Accounting Program, Business and Technology
	Loretta Capuano-Vella	Director of Student Information Services, Student Information Services
	Nila Bhaumik	Deputy Director of Human Resources, Human Resources
	Natalia Mosina	Assistant Professor, Mathematics, Engineering and Computer Science
	Steven Ovadia	Assistant Professor and Web Design Librarian, Library
	John Een	Associate Director, The English Language Center
	Michele Valdez	Director, Training Advancement
	Dilrukshan Priyantha Wijesinghe	Associate Professor, Natural Sciences
	Jin Lee	Assistant Director of Building Operations, Building Operations

Standard 8: Student Admissions and Retention		
Chair	Burl Yearwood	Associate Professor, Natural Sciences
Co-Chair	Tony Abreu	Associate Bursar, Bursar
	Amy Dalsimer	Director of Pre College Academic Programming, ACE
	LaVora Desvigne	Director of Admissions Services, Student Affairs
	Lori Hughes	Associate Director of Student Financial Services, Student Affairs
	Vera Albrecht	Assistant Professor, Humanities
	Bernard Polnariev	Director of ASAP, ASAP
	Heidi Johnsen	Assistant Professor, English
	Erez Lencher	Senior Research Analyst, Institutional Research
	Marina Dedolvskya	Associate Professor, Mathematics, Engineering and Computer Science
	Liz Ianotti	Assistant Director of The English Language Center
	Kyoko Toyama	Assistant Professor and Counselor, Counseling/College Discovery Program
Standard 9: Student Support Services		
Co-Chair	Fay Butler	Senior Director of Enrollment Management
Co-Chair	Judith Gazzola	Director of the Career Development Center, ACE
	Yvette Alphonsus	Coordinator, Student Services
	John Lee Baker, Jr.	Associate Director, Student Life and Development
	David Bimbi	Assistant Professor, Health Sciences
	Robert Durfey	Professor and Counselor, Counseling
	Danielle Insalaco-Egan	Director of Testing and Student Advisement, Educational Planning and Testing Services
	Matthew Joffe	Senior Director, Student Services and Disabled Students Programs
	Laura McGowan	Director for Academic Support Services
	Jeffrey Weintraub	Professor, Cooperative Education
	Bert Eisenstadt	Associate Director of the Writing Center, English
Standard 10: Faculty		
Chair	Frank Wang	Associate Professor, Mathematics, Engineering and Computer Science
Co-Chair	Linda Harris	Associate Director, Human Resources
	Judit Torok	Program Associate, Center for Teaching and Learning
	Janet Michello	Associate Professor, Social Science
	Rajendra Bhika	Lecturer, Business and Technology
	Laura Tanenbaum	Assistant Professor, English
	Nalband Hussain	Assistant Professor, Natural Sciences
	Richard Brown	Assistant Professor, Humanities
	Catherine Stern	Assistant Professor, Library
	Valerie Taylor-Haslip	Associate Professor, Health Sciences

Standard 11: Educational Offerings		
Chair	John Shean	Associate Professor, Social Sciences
Co-Chair	Jessica Mendoza	CUNY Office Assistant II, VP of Academic Affairs Office
	Les Gallo-Silver	Associate Professor, Health Sciences
	Hugo Fernandez	Lecturer, Humanities
	Alexis Frazier	Associate Professor, College for Children and Teen Academy
	LaVergne Trawick	Professor and Counselor, Counseling
	Thomas Murasso	Associate Registrar, Registrar
	Louise Fluk	Professor and Coordinator of Library Instruction, Library
	Karim Sharif	Assistant Professor, Natural Sciences
	Shara Sand	Assistant Professor, Social Science
Standard 12: General Education		
Chair	Philip Gimber	Associate Professor, Health Sciences
Co-Chair	Victoria Badalamenti	Director, The English language Center
	Xiaoping Yen	Professor, English
	Dianne Conyers	Instructor, Periodicals and Government Documents Librarian, Library
	Dionne Miller	Assistant Professor, Natural Sciences
	Dong Wook Won	Assistant Professor, Mathematics, Engineering and Computer Science
	Sandra Dickinson	Professor, Humanities
	Michele Piso	Assistant Director for Professional Development, Academic Affairs
	Judith O'Toole	Chemical Hygiene Officer, Natural Sciences
	Jim Giordano	Associate Professor, Business and Technology
Standard 13: Related Educational Activities		
Chair	Marian Blaber	Director, CUNY Language Immersion and College Prep Programs
Co-Chair	Kelly Connelly	Assistant Professor, English
	William Kurzyna	Lecturer, Communication Skills
	Maryam Esfarayeni	Associate Director of Allied Health, Career Ladder Programs
	Jorge Perez	Professor, Mathematics, Engineering and Computer Science
	Craig Kasprak	Program Associate, Center for Teaching and Learning
	John Hunt	Associate Director, Center for Immigrant Education and Training
	Santo Trapani	Lecturer, Business and Technology
	Ellen Quish	Lecturer, Adult Learning Center
	Sreedevi Ande	Assistant Professor, Mathematics, Engineering and Computer Science

Standard 14: Assessment of Student Learning		
Chair	Debra Engel	Director, Physical Therapist Assistant Program and Associate Professor, Health Sciences
Co-Chair	Marisa Klages	Assistant Professor, English
	Paul Arcario	Dean, Academic Affairs
	J. Elizabeth Clark	Professor, English
	Bret Eynon	Assistant Dean for Teaching and Learning/Academic Affairs, Center for Teaching and Learning
	Ros Orgel	Associate Director for Technology & Pedagogy, Center for Teaching and Learning
	Mercedes del Rosario	Project Director, Center for Teaching and Learning
	Jenny Zhu	Assistant Research Analyst, Institutional Research and Assessment

The Working Groups Charge

Responsibilities of the Working Groups include:

- Studying materials of the Middle States Commission on Higher Education
- Holding regular meetings
- Drafting research questions and identifying documentation for the Self Study Design
- Developing methods to respond to research questions
- Researching data
- Producing interim reports and other materials related to the self-study process
- Collaborating if necessary with other working groups
- Participating in college forums
- Writing a final draft of a chapter for the Self Study Report

V. Research Questions

Standard 1: Mission and Goals

The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

- 1.1 How does the current Mission Statement reflect the purpose and goals of LaGuardia Community College?
- 1.2 How effectively does the college integrate CUNY's goals into its own mission and goals?
- 1.3 What evidence do we have that the college has a process for reviewing its mission and goals and that the college's different constituencies are well informed of its mission and goals?
- 1.4 What evidence do we have that the college's mission drives academic and administrative decision-making at the college, including decisions about what internal initiatives and external opportunities are pursued?
- 1.5 What evidence exists that the college's mission and goals support scholarly and creative activities that are appropriate and correspond to the institution's purpose?
- 1.6 How well does the college's mission statement enable us to adapt to changes in the external environment?

Standard 2: Planning, Resource Allocation, and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

- 2.1 How have LaGuardia Community College's planning processes changed over the past five years? What processes and controls are in place to assure that resources are allocated in a manner consistent with the college's mission and goals?

- 2.2 What evidence do we have that the processes of allocating resources improves the college's ability to fulfill its mission?
- 2.3 What is the evidence that the relationship between the Strategic Plan and the budget development process (both operational and capital) are effectively reviewed and analyzed? What evidence do we have that this review process is effectively communicated to the college community?
- 2.4 What evidence do we have to demonstrate that the college is effectively planning today for its future?
- 2.5 What evidence do we have to demonstrate that the college reviews the planning and resources allocation processes to ensure that the results will promote improvement and institutional quality? How have we assigned responsibility for this improvement and for the assurance of accountability? What evidence do we have to demonstrate institutional and unit improvement efforts and their results?

Standard 3: Institutional Resources

The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

- 3.1 How does LaGuardia Community College ensure that it has resources adequate to meet the mission and goals of the college? What processes are in place to ensure transparency and input by all stakeholders?
- 3.2 How does the college develop its long term financial projections and financial planning to include changes in the economic and educational environment of the college? What is the process for revising and updating these projections? How do the financial projections incorporate stakeholders' input? How does the college evaluate the adequacy of the financial plan?
- 3.3 How effectively do the college's human resources processes ensure and maintain high professional standards for existing, new and replacement employees across all functional areas? Are the processes sufficient and adequate to respond to the requirements set out in the institutional mission, planning and assessment processes?
- 3.4 What is the evidence that the college's facilities master plan aligns with the mission and goals of the college?
- 3.5 How does the college ensure that space is appropriately allocated to meet the mission and goals of the college?

- 3.6 What is the evidence that the college possesses a technology infrastructure that is flexible, scalable, and provides the ability to manage, retrieve and disseminate vital information necessary to meet planning and operational needs?
- 3.7 Are the college's policies and procedures for documenting and recording financial transactions monitored through auditing processes? Does the college respond to recommendations from auditing bodies?

Standard 4: Leadership and Governance

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

- 4.1 How does LaGuardia Community College's governance system define appropriate roles in the decision-making process and ensure participation for all constituents? How transparent is the governance system to the larger college community?
- 4.2 How has the college's governance system changed in the last five years and how have these changes impacted the institution?
- 4.3 To what extent does the college periodically assess its governance system to ensure that it is consistent with CUNY's and LaGuardia's mission and goals?
- 4.4 How does the CUNY and LaGuardia governance system interpret student governance to accurately represent the interest and concerns of the student body within the context of the institutional mission?
- 4.5 What is the evidence that there is an effective selection and orientation process for new members of the college's governance system, and ongoing professional development for existing members?

Standard 5: Administration

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

- 5.1 How does the Executive Council assess its effectiveness, including its ability to promote and monitor projects that cross divisional boundaries? In what ways has the Executive Council used these assessments to make changes in the way they coordinate their work?

- 5.2 What is the recruitment and credentialing process for senior administrative personnel at the college? To what extent does CUNY's Central Office oversee the process, and does the process ensure an administration with the appropriate background, training and skills to guide the college toward achievement of its mission?
- 5.3 How has the administration defined effectiveness, and what evidence does it use to assess its effectiveness? How has the administration responded to these assessments in ways that improve its delivery of services?
- 5.4 How effective is communication between the administration and internal and external college constituents such as faculty, students and community stakeholders? Does this communication effectively inform the decision-making and planning process?

Standard 6: Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

- 6.1 To what extent are members of the LaGuardia Community College community given fair and equal opportunity to obtain employment, training, and promotion without regard to their personal status?
- 6.2 What evidence is there that the college adheres to fair and equitable processes for the recruitment and admission of students, including applicants to competitive degree programs? To what extent are students given fair and equal consideration for financial aid and access to student services?
- 6.3 How does the college ensure that employee and student grievance and appeals policies are effective, consistent, impartial, and fair? To what extent have analyses of these processes informed and changed college policies and practices?
- 6.4 To what extent does the college handle student disciplinary cases in a consistent and equitable manner?
- 6.5 What is the evidence that the college's policies and procedures regarding the academic integrity of students are equitable and effective?
- 6.6 Does the college have effective methods to inform the college community of updated factual information about the college, including reports from regulatory and accrediting bodies?

Standard 7: Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

- 7.1 How does LaGuardia Community College's leadership demonstrate support for and foster a culture of assessment: college-wide, divisionally, departmentally, and programmatically? What is the level of college commitment for assessment in terms of guidance (e.g., templates and timelines) and resources (e.g., staff time, administrative support, technical assistance, and financial support)?
- 7.2 Within the strategic plan, how is success defined and measured for each CUNY goal? What evidence is there that divisional assessment outcomes contribute to the achievement of the college's targets, which in turn integrate into a broad assessment of institutional effectiveness?
- 7.3 How are assessment results shared with appropriate constituencies? How is the information made accessible, and what information is provided on the potential application and use of collected data?
- 7.4 What assessment results/data indicate that certain modifications and/or improvements are needed at various institutional levels (curricula and pedagogy, programs and services, and so forth)? What exactly was done or what is being done in the designated directions?
- 7.5 Where are the gaps in assessment and what challenges do these reveal? How often are existing assessment processes reviewed to determine the correlation between the results collected and the goals of the college? Have the reviews led to changes in the assessment process?

Standard 8: Student Admissions and Retention

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

- 8.1 How effective have LaGuardia Community College's efforts been to address student retention? How are the college's retention programs guided by institutional assessment outcomes?
- 8.2 How effectively does the college communicate to and help retain students who have applied to candidacy programs and/or competitive majors and are not accepted?
- 8.3 How do the college's financial aid and other related institutional policies promote or hinder student enrollment and retention?

- 8.4 How successfully has the college taken into account student attributes in the planning of appropriate changes in policies and practices (for example, enrollment management, skills assessment, remediation, advisement, etc) that affect student admission and retention?
- 8.5 How has the college managed the demand from potential students within the CUNY system in a way that recognizes the limited resources of the college?
- 8.6 How does the college ensure that current and prospective students have accurate and comprehensive information about academic programs and policies, basic skills, financial aid, and transfer?

Standard 9: Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

- 9.1 What is the evidence that student support services are effective at meeting the wide-ranging needs of LaGuardia Community College's student population? What is the evidence that these services are helping the college fulfill its mission and goals?
- 9.2 To what extent has the college been successful at informing students, faculty, and staff about the wide range of student support services offered by the college?
- 9.3 What changes has the college made in the student advisement process over the past five years? What prompted these changes and what data has been collected to assess the outcomes and effectiveness of these initiatives?
- 9.4 To what extent are students aware of the procedures for filing a grievance or complaint? How does the institution provide information on these procedures? How well do students understand the procedures for filing a grievance and how effective is the institution's mechanism for handling student's complaints or grievances?
- 9.5 What on-line support services exist? How effective is that support? What support does the college offer to facilitate students' use of these services?
- 9.6 What policies and systems exist to ensure the security of student records? How is the college community made aware of those policies? How is compliance with those policies monitored?

Standard 10: Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

- 10.1 Are LaGuardia Community College's standards and procedures for the evaluation of faculty (including appointment, reappointment, promotion, tenure, and dismissal) equitable and clearly articulated? Are these standards and procedures applied consistently for all faculty members, including part time, tenure track, and non-tenure track positions?
- 10.2 How does the college ensure that the faculty and other professionals are appropriately qualified?
- 10.3 To what extent are student outcomes (as defined by course pass rates, programmatic outcomes and core competencies) affected by whether courses are taught by part time or full time faculty?
- 10.4 To what extent are teaching assessments effective in promoting teaching excellence and professional growth?
- 10.5 How effective and available are professional development opportunities in assisting faculty with their teaching, research, and scholarship?
- 10.6 How have professional development activities for faculty contributed to improved student outcomes?
- 10.7 To what extent does the college prepare faculty to provide students with academic advisement?
- 10.8 To what extent have qualified faculty been responsible for program development and curricular revisions at the college?
- 10.9 How has the distribution of teaching, scholarship, and service changed over the past ten years for tenured and untenured faculty, both full time and part time?
- 10.10 How does the college encourage and support academic freedom and what measures are taken to ensure that the college's policy on academic freedom is effectively communicated and adhered to?

Standard 11: Educational Offerings

The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

- 11.1 How does LaGuardia Community College ensure that its educational offerings are consistent with the institutional mission?
- 11.2 To what extent are student learning outcomes incorporated into program goals and course syllabi?
- 11.3 How does the college develop new degree programs in response to potential student needs and demands in a way that promotes transfer and/or job success of graduates, sufficient resources for program effectiveness, and conformance to associate's degree rigor?
- 11.4 What is the evidence that graduates are well prepared academically for transfer to baccalaureate programs?
- 11.5 What is the evidence that graduates are well prepared for employment in the areas of their majors? How has that evidence been used to change the college curriculum?
- 11.6 What resources are available to support students in achieving the learning goals of each program? How adequate and effective are the resources? How has this evidence been used to improve learning resources?
- 11.7 To what extent does the college communicate policies and procedures regarding transfer credit?

Standard 12: General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

- 12.1 How are LaGuardia Community College's curricula designed so that students acquire and demonstrate college-level proficiency in our general education core competencies?
- 12.2 Who is responsible for developing the core competencies through the college curricula? What is the evidence that core competencies are well integrated into each curriculum? What activities have been developed within those courses to reflect core competencies?

- 12.3 In what ways are the goals of general education communicated to the students? Have these communication strategies been effective in demonstrating to students the importance and necessity of core competencies?
- 12.4 How does the Urban Studies Program contribute to the core competencies?

Standard 13: Related Educational Activities

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

13.1 Basic Skills

- 13.1.1 What procedures exist at LaGuardia Community College for identifying students who are not fully prepared for college level study and referring these students to relevant courses? How effective are these procedures?
- 13.1.2 How well do the Basic Skills programs and related support services in Writing, Mathematics, Reading, and ESL help students transition to credit bearing courses and remain on track to receive degrees?
- 13.1.3 To what extent have the college's innovations over the last five years improved the rate at which students progress from Basic Skills to gateway courses?

13.2 Non-Credit Offerings

- 13.2.1 What evidence exists that non-credit offerings are aligned with the college's missions and goals?
- 13.2.2 What measures ensure that non-credit courses are consistently created, reviewed, administered and evaluated with clear goals, objectives, and expectations of student learning?
- 13.2.3 When applicable, what procedures ensure that non-credit courses are compatible and transferable to degree programs?
- 13.2.4 How has the college's increasing integration of the non-credit and credit areas of the college affected its ability to evaluate the impact of non-credit offerings on institutional resources?

13.3 Certificate Programs

- 13.3.1 Are certificate programs at the college consistent with its institutional mission? Do these programs have clear and published goals, objectives, expectations of student learning, and curricular sequences? Are they administered and periodically evaluated under established institutional procedures?
- 13.3.2 Where relevant, are these programs comparable and transferable to degree programs and consistent with national criteria?
- 13.3.3 What support services are available for students enrolled in certificate programs and how effective are they?
- 13.3.4 How are student skills, knowledge and competency levels measured in certificate programs?

13.4 Contractual Relationships and Affiliated Providers

- 13.4.1 Are programs and services offered at LaGuardia through contractual relationships and affiliated providers consistent with its institutional mission? What measures are in place to protect the college's integrity and assure proper oversight for programs and services?

13.5 Experiential Learning

- 13.5.1 To what extent has assessment of student learning been used to improve curricula in Cooperative Education studies at the college?
- 13.5.2 What services exist for granting credit for experiential learning? What evidence do we have that students given experiential credit have achieved all the learning goals of their programs?

Standard 14: Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

- 14.1 What is the evidence that LaGuardia Community College measures student achievement of core competencies and programmatic competencies?
- 14.2 How effectively does the college communicate each program's learning objectives and the college's core competencies?

- 14.3 How is the ePortfolio process supporting and facilitating outcomes assessment?
- 14.4 What impact does the college's academic assessment process have on curriculum development and revision, pedagogical strategies, and student learning?
- 14.5 To what extent are the results of student assessment information shared and discussed with appropriate constituencies?
- 14.6 To what extent are faculty involved in the outcomes assessment process, including closing the loop?

VI. Timeline

Fall 2009

- Steering Committee Chair appointed by the President
- Steering Committee Chair attended Middle States Self Study Institute in Philadelphia (November 9-11, 2009)

Spring 2010

- Formation of Steering Committee and Core Team
- Formation of Working Groups
- Draft of Research Questions
- Identification of existing documentation and potential requirements for additional evidence
- Draft of Self Study Design
- Middle States liaison preparation visit (June 18, 2010)
- Establishment of work plans for Working Groups

Summer 2010

- Revision and approval of Self Study Design
- Working Groups submit 2010-11 meeting schedules to Core Team
- Assembly of Evidence

Fall 2010-Spring 2011

- September: Self Study kickoff event
- September 24: Deadline for Working Groups to submit proposed survey questions to Office of Institutional Research
- Surveys, focus groups, and campus forums conducted
- Working Groups collect and analyze evidence to address research questions

- October 14: Interim Working Group Report 1 Due
- November 18: Interim Working Group Report 2 Due
- December 16: Interim Working Group Report 3 Due
- January 20: Interim Working Group Report 4 Due
- January-March: Evaluation Team Chair selected; College and Team Chair select date for site visit
- February 17: Interim Working Group Report 5 Due
- March-April: Chairs of Working Groups oversee writing of first draft of Working Group Reports incorporating all research and analysis.
- March 31: Working Groups submit first draft of reports to Core Team
- April: Core Team reviews Working Group reports and recommends revisions
- April 29: Working Groups submit revised draft of reports to Core Team
- April-May: Preliminary findings shared with campus

Summer 2011

- Core Team and Steering Committee edit Working Group Reports into Draft Self-Study Report
- Evaluation Team members selected

Fall 2011

- Draft Self-Study Report shared with campus constituencies
- Steering Committee and Core Team revise Self-Study Report based on feedback
- Revised Draft Self-Study Report submitted to Evaluation Team Chair
- Evaluation Team Chair conducts Preliminary Site Visit (four months prior to site visit)

Spring 2012

- Steering Committee and Core Team finalize Self-Study Report
- February/March: Final draft of Self-Study Report submitted to Evaluation Team (six weeks prior to site visit)
- April: Evaluation Team conducts site visit
- Evaluation Team submits evaluation report to Middle States

Fall 2012

- November: Middle States Commission acts on recommendation

VII. Editorial Style and Format for Working Groups Reports

In order to track progress on answering the research questions, the chairs of the fourteen Working Groups will submit five monthly interim reports to the Core Team between October 2010 and February 2011. The Working Group Chairs will be responsible for assigning members specific tasks for collecting and organizing information for each interim report. Each report will use the template described below to address the progress on each question. Interim reports will be uploaded to LaGuardia's Middle States SharePoint site to facilitate communication among the Working Groups. The Core Team will review each interim report and provide the Working Groups with feedback. Progress of the Working Groups will also be reviewed at monthly Steering Committee meetings between October 2010 and February 2011.

March 31, 2010, is the deadline for the Working Group Chairs to submit the first draft of the report for their standard to the Core Team. Each Working Group will submit a single-spaced, 8-12 page report, which addresses the chapter topic assigned, plus an appendix for supporting documentation. The Core Team will review the first drafts and recommend changes. Each Working Group will then submit a final draft of their report (single-spaced, 8-12 pages) by April 30, 2010. These reports will be compiled into a comprehensive report, including the charges, questions, methods, resources, data, findings, and recommendations of each Working Group. In collaboration with the Steering Committee, the Core Team will review and edit this work, and provide additional sections to compose a comprehensive Self-Study Report. The additional sections will include an executive summary, an overview of the institution and self-study process, conclusions, recommendations, and appendices. The final editorial authority over the Self-Study Report will rest with the Chair of the Steering Committee, who will be assisted by the Core Team in the editing process.

Template for Working Group Interim Reports

The editorial style for all Working Group reports is 1.5 inch margins, left justified, 12 point Times New Roman font, and single spacing. Headings as shown in template will be in bold.

Date of Interim Report:

MSCHE Standard:

Co-Chairs:

Research Question Addressed:

Relevant Fundamental Elements:

Brief Description of “Point in Time”: 1-2 short paragraphs about the current situation, issues, trends, etc. related to specific research question

Inventory of Documents and Evidence: Data studied

Data Analysis Discussion:

Findings and Conclusions (including relationships to standard):

Relationship to Other Standards: Discussion of how findings on this question are related to topics addressed by other working groups and nature of any collaborative efforts.

Recommendations: Based on analysis, explain whether you have a recommendation for the college to improve in this area.

Needs for Additional Support: Describe surveys, focus groups, interviews, or other means required to address research question.

VIII. Organization of the Self-Study Report

The Self-Study Report will be organized according to the Working Group structure outlined in the Self-Study Design with Chapters 3-16 reflecting the work of the fourteen individual Working Groups. After reviewing the Working Group Interim Reports submitted between October 2010 and February 2011, the Core Team and Steering Committee may decide to revise the organization outlined below by consolidating reports on individual standards into chapters that address two or more related standards.

Chapter 1: Executive Summary and Eligibility Certification Statement

Chapter 2: Overview of the Institution and Description of Self-Study Process

Chapter 3: Standard 1

Chapter 4: Standard 2

Chapter 5: Standard 3

Chapter 6: Standard 4

Chapter 7: Standard 5
 Chapter 8: Standard 6
 Chapter 9: Standard 7
 Chapter 10: Standard 8
 Chapter 11: Standard 9
 Chapter 12: Standard 10
 Chapter 13: Standard 11
 Chapter 14: Standard 12
 Chapter 15: Standard 13
 Chapter 16: Standard 14
 Chapter 17: Conclusions and Recommendations

The report will be accompanied by an appendix consisting of an annotated list of supporting documents.

IX. Preferred Profile of the Visiting Team

Several aspects of LaGuardia's distinctive structure and setting should be considered when recruiting members for the visiting team. As has already been mentioned LaGuardia is part of a very large public university, which includes graduate, four year, and two-year institutions and where many functions, including board oversight, are highly centralized. It is also set in a uniquely diverse urban community with a large percentage of students who were born in other countries. LaGuardia Community College has made a substantial commitment to creating a culture of evidence and using technology to support teaching and learning, as well as student services. It is also a leader in economic and workforce development and has built effective partnerships locally, nationally and internationally. LaGuardia has been extraordinarily successful in acquiring grant funding to support its mission and goals and is currently strengthening its capacity to secure greater external funding.

LaGuardia Community College has strong programs in basic skills mathematics, allied health, continuing education, language acquisition, philosophy, biology, environmental science, criminal justice, and the recently created Writing and Literature major.

The visiting team should include members who understand these important aspects of the campus, and can challenge LaGuardia to strengthen its performance. Therefore, from the College's perspective, the Chair of the visiting team, as well as most of its members, should be from two-year institutions. In addition, the visiting team should be very diverse and include members with experience in:

- systems that integrate two-year, four-year and graduate institutions;
- highly structured management systems where budget and curricula have to be approved centrally;
- large urban institutions;
- using data to follow student progress and articulate the ways in which student information systems can be mined to help faculty and staff;

- information technology to support administrative functions and teaching strategies;
- economic development, including an understanding of the relationship of a community college to its community;
- grants and fundraising; and
- community organizations.

LaGuardia's peer institutions within the Middle States region include:

Community College of Allegheny County
Community College of Baltimore County
Community College of Philadelphia
Monroe Community College

LaGuardia Community College Middle States Self-Study Document Matrix	URL Ref	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8	Std 9	Std 10	Std 11	Std 12	Std 13	Std 14
ACT Student Opinion Survey Cover								X							
Ad hoc Strategic Planning Committee					X										
Adult & Continuing Education (ACE) Outcomes Studies for all 22 Cost Centers								X							
Adult and Continuing Education (ACE) Catalogue														X	
Affirmative Action Policy			X		X	X					X				
Affirmative Action Report							X								
Agendas and/or Minutes of events where educational program outcomes are discussed and disseminated to the LaGuardia CC community (program directors meetings, instructional staff meetings, department meetings, etc)															X
Alumni Surveys											X				
Analyses of Space Utilization & Simulations (College & CUNY)			X												
Annual Operating Budget since 2006			X												
Annual special programs reviews (such as ASAP, College Discovery, GED Bridge program)				X					X						
Arcario, Paul and James Wilson. Putting it Together: General Education at LaGuardia Community College. " In Reclaiming the Public University: Conversations on General and Liberal Education. Eds. Judith Summerfield and Crystal Benedicks. Peter Lang, 2007													X		
Articulation agreements with senior CUNY colleges												X			
ASISTS (NY State database for Adult Literacy)														X	
Assessment Committee Meeting Minutes														X	
Assessment Communication materials															X
Assessment Website	3												X		
Basic Writing Handbook															X
Board of Trustees Review Process					X										
Budget Planning Processes		X													
Business Office Budget Reports		X													
Cabinet Makeup						X									
Call Project Results Reports															X
Career Central - Faculty/staff survey; student survey										X					
Center for Teaching & Learning Organization Documents											X				

LaGuardia Community College Middle States Self-Study Document Matrix	URL Ref	Std												
		1	2	3	4	5	6	7	8	9	10	11	12	13
Center for Teaching and Learning documentation of faculty development seminars, including data on success rates of classes taught by faculty who participate in											X			
Center for Teaching and Learning ePortfolio's / Assignments												X		
Chancellor's Report											X			
Collective Bargaining Agreements			X			X2				X				
College Now Contracts													X	
College Senate Minutes & Agendas		X	X	X										
College Transition Initiative Reports													X	
College-wide Advisement Day									X					
College-Wide Exemption List from Institutional Research													X	
College-wide Sample of Completed Search Results (including resume ranking sheets, interview reports, recommendation for hire)				X										
Community College Survey of Student Engagement Report (online)	4						X	X						
Conditions Assessment plan				X										
Consolidated CUNY Advertisements							X							
Coop Internship Evaluations											X			
Core Competency Assignments														X
Counseling Periodic Review - 2007									X					
Counting the Hidden Assets- (Macomb Community College)													X	
Critical Junctures Reports (LaGuardia Institutional Research)													X	
CUNY & LaGuardia Community College Academic Integrity Policy & Procedures							X							
CUNY & LaGuardia Community College Policies & Guidelines, & Other State & Federal Documents, regarding Campus Security & Workplace violence Prevention Policy & Procedures							X							
CUNY Academic Freedom Statement	5										X			
CUNY Board of Trustees. <i>Bylaws</i> . Rev. Aug. 2007	6				X					X				
CUNY Budget Request			X											
CUNY Bylaws - Article 15, § 15.3 (Student Disciplinary Procedures)							X							
CUNY Capital Budget Allocations and Requests since 2006				X										
CUNY Central Reports (College Now, ASAP)											X			
CUNY Central reports on transfer											X			
CUNY Compact Documents			X											
CUNY Council of Faculty Governance Leaders. <i>Bylaws</i>					X					X				

LaGuardia Community College Middle States Self-Study Document Matrix														
URL Ref	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8	Std 9	Std 10	Std 11	Std 12	Std 13	Std 14
CUNY Directory Information Non-Disclosure Form									X					
CUNY Goals	7	X												
CUNY Job Descriptions & Minimum Job Requirements by Payroll Title			X											
CUNY Legal Affairs Web Site	8									X				
CUNY Performance Management Process Report		X			X		X3							
CUNY Personnel Rules & Regulations			X			X								
CUNY Placement Exam Website & Instructions													X	
CUNY procedures for course and program development														
CUNY Procedures for Handling Student Complaints about Faculty Conduct in Academic Setting						X						X		
CUNY Staff Guidelines			X			X								
CUNY University Faculty Senate Statement on Academic Freedom	9									X				
CUNY University Faculty Senate/CUNY Charter. 1968. Amended 1995	10			X										
CUNY University Student Senate	11			X										
CUNY Website									X					
CUNYFirst Payroll Management System Discrepancy Report						X								
CUNY's Internal Audits			X											
Curriculum Committee Archives											X			
Curriculum Committee Policies & Procedures						X				X4				
Curriculum Vitae of Senior Administration Personnel					X									
Data from the Office of Transfer Services											X			
Data provided by LaGuardia's Employment and Career Services Center											X			
Definitions of Effectiveness as Might Be Inherent in the Strategic Plan Goals & Targets Measurements					X									
DegreeWorks (by advisors and peers) Assessment									X					
DegreeWorks Ticketing System Report									X					
DegreeWorks Training Materials including Introductory Demonstrations										X				
Department 3 year plans (submitted to Vice President Katopes)		X												
Department Mission Statements		X												
Department Strategic Plan Reports		X												
Departmental orientation materials for part-time faculty										X				
Departmental Self Studies								X						

URLs

- 1 <http://www.psc-cuny.org/NewContractJuly08.htm>
- 2 <http://www.lagcc.cuny.edu/atd/>
- 3 www.lagcc.cuny.edu/assessment
- 4 http://www.lagcc.cuny.edu/facts/inst_research.aspx
- 5 <http://library.laguardia.edu/webguide/academicfreedom>
- 6 <http://www1.cuny.edu/abtcuny/trustees/bylaws/index.html>
- 7 http://www.cuny.edu/about/administration/chancellor/performance-goals/FINAL_University_PMP_Goals_and_Targets_for_2010-2011.pdf
- 8 <http://www.lagcc.cuny.edu/legalaffairs/>
- 9 <http://cunyufs.org/academicfreedom.pdf>
- 10 http://cunyufs.org/Governance_Docs.html
- 11 <http://uss.cuny.edu/>
- 12 <http://www.lagcc.cuny.edu/senate/>
- 13 <http://www.lagcc.cuny.edu/facultycouncil/constitution-bylaws>
- 14 <http://www.lagcc.cuny.edu/about/mission.aspx>
- 15 http://www.courts.state.ny.us/reporter/3dseries/2005/2005_08765.htm
- 16 <http://www.psc-cuny.org/PDF/2002-2007Contract.pdf>
- 17 <https://web.laguardia.edu/president/content/>
- 18 <http://www.lagcc.cuny.edu/visionsummit/>

Notes

- 1 Reading; Writing; ESL(as developmental studies); Cooperative Education
- 2 All & Grievance Process
- 3 Report and Process Online
- 4 Guidelines
- 5 Related to budget & planning
- 6 All & Rights & Responsibilities of Students
- 7 All; Section on Office of Student with Disabilities-ADA Regs
- 8 Article
- 9 For Executive Personnel
- 10 Requests as well as funded amounts
- 11 Vision Summit information