STANDARD III: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

Standard III: Design and Delivery of the Student Learning Experience

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

In this chapter, we discuss the design and delivery of the student learning experience which aligns with **Requirements of Affiliation 8, 9, 10, and 15.**

Introduction

Student learning and achievement are central to the Mission of LaGuardia Community College. At this urban, open enrollment institution, faculty and staff enthusiastically dedicate their collective energy and creativity to providing superior learning experiences to typically underserved students, many of whom are members of low income, first-generation, and minority communities. Through its culture of innovation, LaGuardia provides learning experiences in and out of the classroom that are characterized by rigor and coherence, and that challenge students to expand their understanding of how they connect to the world.

Evidence and Analysis

3.1 Certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning;

LaGuardia Community College offers prospective and continuing students an array of excellent Liberal Arts Programs with over 60 majors leading to three different types of degrees: Associate of Arts (AA), Associate of Science (AS), and Associate of Applied Science (AAS). The college offers 60 majors of study -- 56 degree programs and 4 certificate programs -- designed to meet the needs of students planning toward a baccalaureate degree as well as those seeking to immediately embark on a career. [Institutional Profile 2020 681] For most degree programs, students take 60 credits to graduate, 30 of which are a part of the CUNY General Education Requirements or the Pathways Common Core. These courses are further broken down into the Required Core courses consisting of English Composition, Math, and Science; and the Flexible Core that consists of five different areas. The remaining 30 credits are the Program Core, or the major's requirements and electives. To satisfy the common core requirements for Associate in Arts (AA) or Associate in Science (AS) degree programs, students must fulfill the credit requirements in all categories. If they are enrolled in an Associate in Applied Science (AAS) degree program, they will complete only a portion of the Common Core requirements as described above, according to the specific requirements of the program. The curriculum is structured to enable easier transfer for the students from LaGuardia to a four-year college in the CUNY or SUNY system. [LaGuardia Pathways 37]

In addition to its robust degree offerings, the Adult and Continuing Education (ACE) division of the College offers non-degree fee-based, grant funded, and contract courses that range from single session courses to yearlong training programs. LaGuardia's ACE is the largest continuing education unit in CUNY; nearly half (45%) of LaGuardia students are enrolled in non-degree programs. [LaGuardia Profile Fast Facts 916] The Division supports LaGuardia's Core Values, especially that of opportunity, seeking to provide every student with next steps toward improving their lives through training and education. There are currently over 140 active course offerings in ACE, and the Division updates its offerings frequently to meet community and industry needs. Between fall 2017 and summer 2020, for example, the College offered over 40 new courses and trainings. [LaGuardia ACE 488, ACE Catalogue 489] The Division has a course and certificate development structure that ensures coherent learning experience for continuing education students. New courses and revisions to current courses must receive approval at the Dean and VP level before review by a division-wide curriculum committee that meets quarterly.

ACE utilizes a number of strategies to build access to education for underserved communities. Adult Basic Skills/HSE programs and most of the English as a Second Language (ESL) courses--including the largest ESOL program in NYC--are designed to prepare students for transition to credit bearing courses at the College. [LaGuardia Profile Fast Facts 916] Several programs provide contextualized instruction to promote students' learning experience and help them reach their academic or vocational goals (HSE Bridge to College and Careers Program, CUNY Fatherhood Academy, and CUNY Language Immersion Program). Contextualized instruction is also implemented in themed ESOL classes (Citizenship, Civics, and Family Literacy) at the Center for Immigrant Education and Training (CIET). Selected workforce education programs use a team teaching model (I-BEST) in which an ESOL and a content instructor work together to facilitate access to high-growth careers for the students (Bilingual Medical Assistant Training Program and NCLEX-RN Preparation Course for English Language Learners). HSE preparation courses and some workforce development certificate programs are offered in languages other than English, for example construction safety courses in Spanish and the Childcare Certification Course in Spanish and Bengali. Students interested in advancing their career skills can choose from a variety of certificate programs in various fields including healthcare, technology, business, and construction.

The ACE Division serves as a conduit for students wishing to continue their educational journey in a degree program as described in the LaGuardia Strategic Plan. [373] ACE provides in-program support to students interested in transitioning and houses the ACE Advisement Office to provide extensive services to these ACE students in navigating the Admissions, Testing, FAFSA, and New Student Registration processes. [293] In Fall 2019, 321 ACE students transitioned into degree programs. Through it's free and low-cost workforce and Adult Basic Education programs, ACE provides a critical bridge to its Western Queens community. It is for this reason that LaGuardia's ACE is often referred to as the College's "front door."

3.2 Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:

LaGuardia has developed processes for the design, delivery, and assessment of programs that ensure students' learning experiences meet our high standards for academic rigor.

a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;
e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;

LaGuardia faculty (full-time or part-time) are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures. The Personnel and Budget Committees, first on the department level and then on the college-wide level, are responsible for evaluating faculty appointments, reappointments, tenure, and fellowship leaves by reviewing documentation regarding each faculty member. These decisions serve as a recommendation to the President. The key criteria in the review of a candidate's record include performance in the primary responsibility of teaching, departmental or divisional contributions, collegewide contributions that display being "good citizens of the college," commitment to professional growth and development through research and other professional activities, and demonstrated ability to work constructively and harmoniously with others in the College, as published in the Instructional Staff Handbook. [102] These criteria are considered in the reappointment process through a Human Resources file that includes the faculty member's Major Contribution Form explaining the faculty member's contribution to the College, CUNY CV Form, Peer Observations, and SIRII Student Evaluation forms created by the Education Testing Service in Princeton, New Jersey. [Annual Performance Evaluation Classroom Instructional Staff 295]

Student evaluations are distributed to all new faculty courses in the first two years. As the faculty member progresses through the tenure and promotion process, the number of courses evaluated are reduced by 50% and then after tenure to one course per year. Faculty that have reached the title of Full Professor have student evaluations conducted at the request of their Department Chair.

For many years, faculty have questioned the fairness of the student evaluation process. Research has indicated that gender and racial bias have led to overall lower scores for faculty of color. These critiques and questioning of the student evaluation system have been further exacerbated by the move to almost exclusively online teaching as a result of Covid-19. Only 20% of student evaluations were returned by students, making the process statistically invalid for consideration in the faculty reappointment process. In Fall 2020, the administration agreed to work with the College governance body to re-evaluate and re-tool the student evaluation forms.

For promotion from assistant to associate professor and from associate to full professor, LaGuardia follows the same trajectory as other CUNY schools. To be considered for early promotion from assistant to associate professor, a candidate must have completed three years in rank as Assistant Professor. If a faculty member has not received early promotion, then Associate Professor title becomes concurrent with awarding of Tenure. For promotion from Associate to Full Professor, the faculty member could apply for Full Professor if they were Associate Professor for two years and are tenured. [Instructional Staff Handbook 102, Article V -CUNY Policy 273] In addition to the outline detailed in the reappointment process, candidates are considered for their all-around excellence and "leadership ability." This term has traditionally applied to a sustained, high-impact contribution to the collegewide

community. In January 2021, the President and Provost decided to expand this definition to leadership ability in all reappointment categories.

The Lecturer, Assistant Professor, Associate Professor and Professor titles make up 55% of tenured faculty/staff. [LaGuardia 2019 Institutional Profile 22] According to the Annual Promotion Data provided in 2019, in 2017 75% of the male faculty and 77% of the female faculty who applied were promoted to Associate Professor. In 2018, the percentages went up to 82% of the male faculty and 93% of the female faculty respectively, but in 2019 dropped to 44% and 78% respectively. According to the same document, in 2017, 56% of the male and 57% of the female faculty who applied were promoted to Full Professor. In 2018, the percentages went up to 100% and 69% respectively, but in 2019 the percentages for both male and female faculty dropped down to 64%. [581]

All requirements for observations and evaluation follow procedures established through collective bargaining between the University and the Professional Staff Congress (PSC) and published in the PSC-CUNY Labor Contract. They are also clearly outlined in LaGuardia's Instructional Handbook. The process for tenure and promotion is further clarified every November in an annual Faculty Council sponsored Tenure and Promotion Forum. A panel presentation consisting of the Provost, a Department Chair, recent successful candidates, and a representative from the union is followed by a question-and-answer period. The forum is presented on LaGuardia's web radio station WLGR and archived for those unable to attend.

As described above, the College has acknowledged and seeks to remedy the issue of bias in student evaluations of minority faculty. This issue will be addressed below in the chapter recommendations.

b. qualified for the positions they hold and the work they do; c. sufficient in number;

Faculty size and credentials

According to the Institutional Profile 2020, of the 1027 total faculty at LaGuardia, 392 (38.2 percent) are full-time. Of the full-time faculty, 227 are female (58 percent) and 165 are male (42 percent). Of the part-time faculty, 325 are female (51 percent) and 310 are male (49 percent). LaGuardia faculty are highly qualified; of the 1027 total faculty, 60.5 percent have a Doctorate or First Professional Degree and 32.5 percent have a Master's Degree. The percentage of annual instructional full-time equivalencies in undergraduate courses delivered by full-time faculty at LaGuardia is 41.0 (2018-19), significantly less than the CUNY community college average of 50.8, while the ratio of students (full-time equivalencies) to full-time faculty at LaGuardia was 36.8 in Fall 2019, which is higher than the CUNY community college average of 30.7. [681]

Faculty Recruitment, Diversity and Inclusion
The percentage of full-time faculty who identify as minorities at LaGuardia was 43.4 percent in 2019, slightly higher than the CUNY community college average of 42.9 percent. The percentage of LaGuardia full-time faculty who are women was 57.9 percent in 2019, which is higher than the CUNY community college average of 54.0 percent. [CUNY Performance Management Process 2019-2020 Preliminary Data Book 15]

As a minority-serving institution whose Mission statement includes educating and graduating one of the most diverse student bodies in the nation, LaGuardia is committed to promoting

diversity, equity, and inclusion among its faculty and staff. The Office of Compliance and Diversity has as its mission to educate and develop a workforce that embraces cultural competence and intersectionality and to aid in ensuring compliance with Federal, State, Municipal, and CUNY Policies on Sexual Misconduct and Equal Opportunity and Non-Discrimination. In Fall 2017, the LaGuardia Faculty and Staff of Color Collective (FSOC) was formed as a collaborative effort between Academic Affairs, Student Affairs, and the College Administration to create a space where experiences and concerns regarding diversity, exclusion, and equity could be shared and addressed. There are currently approximately 40 LaGuardia faculty and staff involved with FSOC. LaGuardia faculty have also recently formed a college chapter of Standing Up for Racial Justice (SURJ), a nation-wide organization whose mission is to "move white people to act as part of a multi-racial majority for justice with passion and accountability…through community organizing, mobilizing, and education." Over the past two years SURJ has met regularly with approximately 50 faculty members to learn more about the experiences and struggles of students and colleagues of color, and to explore ways of promoting diversity, equity, and inclusion on and off campus. In Summer 2020, FSOC and SURJ came together to create the Anti-Racist Caucus (ARC) that will serve as a vehicle for collective action in creating a more inclusive and equitable campus and community.

Adjunct faculty

The adjunct faculty play an important role in providing quality instruction to the student population. Part-time faculty make up 61.8% of the teaching staff at the college. In the contract covering the period of 2010-2016, the CUNY administration and PSC-CUNY union agreed to a pilot program for three-year teaching contracts with adjuncts. After teaching ten consecutive semesters, adjunct instructors are considered for this contract, entitling them to at least six credits hours of teaching a semester. The intention of this program was to provide stability for adjunct instructors and continuity in service for the college. [Apprendix E: Multiyear Appointment for Teaching Adjuncts] The success of this appointment was extended to the 2023-2024 academic year. [xxx]. The 2019 PSC-CUNY contract further enhanced the relationship between the institution and adjuncts by providing adjuncts with paid office hours for each course taught. Some of these paid hours could also be used for training, professional development, and other activities. Adjunct faculty have actively participated in professional development seminars through the Center for Teaching and Learning, receiving compensation for their participation with stipends.

With the critical role that adjunct faculty play in delivery of instruction, the College faces the challenge of engaging them fully is the design of learning experience, providing them support for their effort, and engaging them in professional development. This issue will be addressed below in our chapter recommendations.

Faculty workload

In Spring 2015, LaGuardia and other CUNY community colleges participated in the COACHE (Collaborative on Academic Careers in Higher Education) Faculty Job Satisfaction Survey, designed and deployed by the Harvard University Graduate School of Education. Two COACHE surveys occurred in Spring 2015 and Spring 2019.

LaGuardia faculty were more satisfied than their CUNY counterparts in terms of resources, the importance of interdisciplinary work at the college, collaboration between colleagues, and the general promotion practices at the college. The major areas of concern in the first survey

were the time spent on service, and the ability to balance responsibilities between teaching and service. This issue also emerged through questions about tenure.

The greatest disaffection among the faculty was work/life balance. This was the most important issue highlighting the discrepancy between women and men, and faculty of color and white faculty. [Faculty Council Report to Provost Arcario for COACHE I Survey 629] Similar findings surfaced in the survey in 2019. The best aspects of working at LaGuardia were quality of colleagues (36%), quality of undergraduate students (24%), diversity (22%) and academic freedom (18%). [insert number] The challenges of working for faculty included too much service/too many assignments (32%), teaching load (26%), cost of living (16%), and pressure to perform (13%) . [Insert document name here, #]

To respond to the concerns of faculty in the 2015 COACHE survey, the Provost worked with the Faculty Council to disseminate the results and hold discussion sessions with the faculty. In Spring 2016, focus groups were conducted by external consultants. In the 2016-2017 and 2017-2018 academic years, the Provost competitively awarded 3 credit hours of reassigned time to faculty research in the sixth year of their tenure process to conduct research. Unfortunately, the budget availability did not allow this to continue. Travel funds were increased from 40% to 75% for the second conference registration fees to support faculty scholarly presentation. The Provost worked on making reassigned time more transparent by creating a formula and standardizing the amount given to Program Directors. He also increased it by 5%. In addition, the tenure process was clarified and streamlined. In the Provost Learning Space, a seminar led by the Provost and senior faculty members, faculty reflected on their pedagogy and were provided with a template to report on their teaching for the reappointment and tenure process. The provost expanded the definition of college contributions, even allowing items to "double count" to reduce workload. [COACHE UPDATE insert number] Similar work was planned to respond to the 2019 COACHE survey, however Covid-19 disrupted these efforts.

d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;

<u>**Professional development opportunities**</u>

LaGuardia faculty are provided with a wide range of professional development opportunities to increase effectiveness in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the College's Mission, goals, and policies. The President's Pedagogy Circle was formed in 2019 and brought together a cross-disciplinary group of eight faculty members from five different programs to research "student-faculty partnerships to create more inclusive classrooms." The Provost's Learning Space, launched in the 2015-2016 academic year and in response to the 2015 COACHE Survey results, has offered 127 tenure-track faculty hands-on activities and workshops to help them expand their pedagogical "toolbox" by exploring various strategies used to assess learning.

Established in 1999 and winner of a Hesburgh Award for excellence in advancing undergraduate education, LaGuardia's Center for Teaching and Learning (CTL) is committed to strengthening and promoting "a culture of continuous learning and

innovation for all LaGuardians while contributing to the intellectual and civic welfare of our students." The CTL plays a central role in advancing professional learning through workshops, mini-conferences, informal discussions, and sustained seminars, helping the College as a whole to develop innovative strategies for examining and advancing student learning. [29]

Since 2016, a majority of the CTL activities have been funded by grants awarded by the Teagle and Mellon Foundations, as well as the U.S. Department of Education. [LaGuardia Center for Teaching & Learning 2018-19 Evaluation and Report 282] These activities are designed by members of the CTL and LaGuardia faculty and support professional growth and innovation in all facets of education at LaGuardia. New full-time faculty are required to participate in the yearlong New Faculty Colloquium and work with CTL and senior colleagues to learn about their new professional environment, and about pedagogical strategies proven to be effective. All faculty (full and part-time, Academic Affairs and ACE) can participate in the CTL's professional development opportunities. Faculty interested in teaching the First Year Seminar or courses designated as writing intensive participate in the relevant seminars.

The CTL has also created and fostered pedagogical practices using ePortfolios. LaGuardia has a nationally recognized program for the way it uses ePortfolio throughout the curriculum from First Year Seminars to capstones. Currently, in more than 30 programs across the college, ePortfolio practice is an integral part of the curriculum. [LaGuardia Center for Teaching & Learning 2018-19 Evaluation and Report 282]. The CTL mini-grants and seminars focused on integrating ePortfolio practice have also yielded successful results.

The CTL also offers a wide array of seminars and workshops focused on promoting diversity, equity, and inclusion, and on bringing global learning and culturally relevant pedagogy into the classroom and the campus at-large. According to the LaGuardia Center for Teaching & Learning 2018-19 Evaluation and Report, the unique (unduplicated) number of participants in the CTL mini-grants, seminars, and activities has averaged roughly 400 participants per year since 2014-15, the total number being 1,518. In 2019-2020, the unique count (unduplicated) number of total participants was 397. Of this number, 145 were adjuncts. [282]

Faculty who co-lead and/or participate in the CTL's Learning Matters Mini-Grants and seminars, geared towards integrating LaGuardia's Core Competencies and Communication Abilities into the general education curriculum, focus on developing strategies for improving learning by strengthening assignments, courses, and curricular sequences. Among the noteworthy outcomes of these mini-grants is the Learning Matters Assignment Library [383] launched in 2017. This repository of peer-reviewed signature assignments developed by LaGuardia faculty is housed within CUNY Academic Works and is an Open Educational Resource. As of December 2020, the assignments in this repository, closely aligned to LaGuardia's core competencies and communication abilities, have been downloaded over 22,000 times.

The CTL also supports faculty scholarship with the Carnegie Seminar on the Scholarship of Teaching and Learning and the Faculty Scholars Publication Workshop (FSPW). The three-semester Carnegie Seminar explores scholarly approaches to teaching and learning and supports systematic investigation into disciplinary-specific teaching practices. The year-long FSPW assists LaGuardia faculty with their scholarly writing and guides them towards placing completed academic writing projects in external, peer-reviewed journals. The CTL also promotes and supports faculty engaged in the Scholarship of Teaching and Learning (SoTL) with its in-house publication *In Transit: Journal on the Scholarship of Teaching and Learning*, which was launched in 2005. [LaGuardia Center for Teaching & Learning 2018-19 Evaluation and Report 282]

Research opportunities

Although the percentage of tax-levy budget spent on student services, instruction, and departmental research was 63.4 percent in 2019 and thus below the CUNY community college average of 67.9 percent, LaGuardia faculty are actively engaged in research, as well as presenting and publishing scholarly and creative works. The College's Grants Development Office provides faculty guidance and support in securing and managing external research grant awards. From 2017 to 2019, the weighted three-year rolling average research award amount for LaGuardia faculty was $792,673. This is the third highest amount among CUNY community colleges (behind BCC and BMCC). From 2017 to 2019, LaGuardia faculty have received 13 funded research grants. The CUNY community college average for the same period of time was 15.2. In 2017-18 (latest available data), the average number of pieces of scholarship/creative activity (weighted three-year rolling average) for LaGuardia faculty is 0.5, which is the same as the CUNY community college average. [CUNY PMP Performance Management Process Handbook 2019-2020 613]

Within LaGuardia, the Educational Development Initiative Team (EDIT) awards, administered by a subcommittee of College Senate's Committee on Professional Development, has provided professional development support to faculty for the following purposes: travel expenses to conduct/present research and scholarship; travel expenses for attending conferences, workshops, seminars; travel expenses for faculty development research; research and scholarship; and professional growth and development projects. Since 2017, LaGuardia has administered 116 EDIT awards for a total amount of $54,946. [EDIT Award Memo Fall 2017 341, EDIT Award Memo Spring 2018 345, EDIT Award Memo Fall 2018 342, EDIT Award Memo Fall 2020 344, EDIT Award Memo Spring 2020 346]

LaGuardia faculty have also received a considerable number of CUNY-wide grants and fellowships. Since 2017, 126 faculty members have been awarded PSC-CUNY Research Awards, 19 have been awarded the William P. Kelly Research Fellowship, and 11 have participated in the CUNY Faculty Fellowship Publication Program. [758] Additional CUNY-wide research and publication grants awarded to LaGuardia faculty include three Community College Research Grants (CCRG), including one Pedagogical Research Grant and two Community College Research Grants, in 2019; IDEA Grant Awards in 2017 and 2020; three Book Completion Awards (one in 2019 and two in 2020); four Interdisciplinary Research Grants (three in 2017 and one in 2019); and one CUNY Arts Fellowship Grant in 2019-2020.

LaGuardia faculty have also been awarded prestigious national grants such as the National Endowment for the Humanities, Fulbright, and Woodrow Wilson Mellon Emerging Faculty Leader Awards. [NEH-A Critical Edition of the Diary of Harry Watkins 1024, NEH-Meanings of War 1025, NEH-Summer Institute on Incarceration and the Humanities 1026, NEH-Enriching the Latin American Studies Program 1027, Fulbright- Kietlinski 1028 , Fullbright- Miller 1029, Woodrow Wilson National Fellowship Foundation _ 2020 Mellon Emerging Faculty Leader Awards 1030]

ACE Faculty

The faculty make-up in the ACE Division reflects the distinct nature of teaching in non-degree classes. ACE has a total of 304 instructors the majority of whom are appointed in the title Continuing Education Teacher, a CUNY line exclusively assigned to Continuing Education instruction. Of the total, 92% are part-time; 8% are full-time. Although information regarding qualifications is not collected Division-wide, most instructors are required to have advanced degrees in their field. For example, of the 50 faculty at The English Language Center, the largest program in the ACE division, forty-eight instructors hold Master's degrees in Teaching English to Speakers of Other Languages or its equivalent and two hold doctorate's.

Hiring and performance review are managed through department-specific processes in ACE. Department managers are encouraged to follow a similar observation and evaluation cycle to that delineated in the PSC-CUNY contract for adjunct faculty in degree programs.

3.3 Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion;

From entry to completion, comprehensive descriptions of academic programs and major requirements by degree type are clearly communicated to students through various publications. The yearly released College Catalog includes detailed degree information and goals, as well as course descriptions and curriculum requirements. [28] Department websites have specific information about the requirements for majors within the department. The College website provides Pathways Common Core and program core requirement information, so students better understand the validation of core requirements and the way these are transferred across CUNY schools. [Pathways 37] The Degree Works tool maps a student's General Education Requirements and Program Core Requirements (Pathways) allowing them to track their progress towards graduation and complete the degree in optimal time. [Degree Works Audit Guide 499]

The Consumer Information Page includes information on educational programs, academic departments, student activities and resources, transfer credit policy, articulation agreements, and the student handbook. [116] For incoming students, Transfer Services evaluates credits that students have earned prior to enrolling at LaGuardia, and offers creation of transfer plans to ensure students are critically engaged in how their credits will be applied at senior colleges. Transfer Services publishes updated Articulation Agreements and transfer evaluation tools to help students make informed decisions about credit maximization and transfer decisions that are aligned to guided pathways. [277]

Advisement

Student Advising Services supports students throughout their educational journey, and LaGuardia's team approach to advising guides you from application to graduation. Advising teams consist of professional, faculty, and peer advisors; first year seminar faculty; and staff members from a variety of college offices and departments. they are ready to provide students with the personalized support, information, tools, and resources they need to plan their success.

academic advising is organized by seven teams which include faculty, professional, and peer advisors: business, education and language acquisition, health sciences, humanities, liberal arts & english, social science, and stem. [287] students work with advisors to discuss their academic progress, review their degree requirements, and develop their graduation plan. students in specialized programs such as the accelerated study in associate programs (asap) and college discovery are assigned by caseload to program advisors who monitor their student's progress closely from admission to graduation. students utilize advisement tools such as cunyfirst and degree works available to them on the student portal, also known as mylaguardia. [415]

mylaguardia is a single sign-in, one-stop-shop advising tool that provides students access to laguardia applications including student email, academic profile, blackboard, ask an advisor, degree works, cunyfirst, e-portfolio, and career connect. it also gives students access to their advisors, tutoring services, transfer services, center for career & professional development, and student financial services. my laguardia momentum, located in each student's my laguardia page, provides students with information about their rate of progress towards graduation. [390] students with high momentum are more likely to graduate within two to three years.

in alignment with the cuny academic momentum campaign, laguardia's 15 to finish initiative developed pathways-aligned degree maps to assist students with sequenced-based graduation plans aimed at two-year graduation. [338] new student orientation reinforces the importance of academic advising for college success, and introduces students to the 15 to finish credit momentum essential to leading students to timely degree completion. [545] students learn about laguardia's unique two-session semester structure which alleviates the semester workload for students across one 12-week and one 6-week session, and makes it possible for students to save money while graduating in optimal time. laguardia's asap requires students to register 15 credits per semester (12 credits in session i and 3 credits in session ii), aiming to graduate students in less than three years while providing robust academic advising and financial support.
these and many more advising topics are explained in laguardia's youtube channel.

First-Year experience

the first-year experience (fye) initiative is designed to engage, retain, and support students as they matriculate to a degree program and progress towards graduation. the fye initiative follows the guided pathways best practices model. it includes pre-enrollment orientation and advising, my first day programming, the first year seminar, and co-curricular events throughout the student's first year. the first year experience supports integrative learning, one of the college core competencies, by engaging students in making connections between coursework, co-curricular offerings, and career options. this initiative has increased student retention and re-enrollment and improved cumulative gpa scores. [fys final evaluation report

823]

Project Completa, advisement 2.0, connect to completion, and first year seminar

Project COMPLETA, financed with First in the World (FITW) grants, implemented the framework for Advisement 2.0, a tiered, caseload model that supports student success through the alignment of and collaboration between Academic Affairs and Student Affairs. [ADV 2.0 857] Students are assigned to Professional, Faculty, or Peer Advisors (depending on their needs) and connected to digital tools. ADV 2.0 made it possible for the integration and utilization of Connect to Completion (C2C), a tool which has facilitated collaboration between Faculty and Professional Advisors by helping them communicate with students and each other. C2C has a Dashboard, tracking tools, referrals notes, and an "Intervention" tab which streamlines communication efforts. Another tool utilized in the alignment of advising efforts is the Student Engagement Management System (SEMS). This electronic check-in system provides a systemic way to identify student needs by capturing their engagement in various academic and support service areas throughout the College, thereby enhancing advising and referral efforts.

Project COMPLETA gave way to the new credit-bearing First Year Seminar, which integrates discipline-based curriculum with an introduction to college conventions, student tools, and advisement. [858] During the First Year Seminar, students are engaged in building ePortfolios to collect and display information about themselves and their pathway to graduation, a practice which addresses both Integrative Learning as well as Digital and Writing core competencies. Student Success Plans (SSP) -- created in their ePortfolios -- engage students in developing purposeful academic plans available to advisors, furthering the connection between students' educational needs and academic planning. [First Year Seminar - FYS 858] The Studio Hour, a component of the FYS, is incorporated into the course which is facilitated by peer mentors.

Transfer services

The Transfer Services Center provides students with critical information, advisement, resources, and support to guide them successful transfer, transition, persistence, and graduation. Transfer Services provides extensive in-person support regarding the transfer process, senior colleges, the application process, and transfer and scholarship essay reviews consistent with the Guided Pathways implementation. [Pathways 37] Transfer Services' credit evaluators review and evaluate courses for transfer-in credits from accredited higher education institutions and College Now courses and performs Military, Advanced Placement, and College Level Examination Program (CLEP) credit evaluations.Transfer Advisors help students to explore their transfer options and assist them with making informed decisions about the transfer process and the opportunities available when transferring to 4-year colleges, including the City University of New York (CUNY), the State University of New York (SUNY), and any other public, private and/or Ivy League institution. Transfer Services coordinates and hosts:

1. Transfer Fairs: In the Fall and Spring semesters, these fairs bring together more than 60 public, private and comprehensive senior colleges to provide information about their academic programs, admission policies, financial aid and scholarships.
2. Information Tables: They are scheduled year round at the request of the four- year institutions to meet and greet LaGuardia students. Staff at the tables provide

information about academic programs, admissions, financial aid and scholarship opportunities.
3. Individual Four Year College Advisement Sessions: Students meet with 4-year college admission counselors privately to discuss application procedures, potential transfer credit evaluations, majors and program requirements information, as well as financial aid packages with participating institutions.
4. Direct Admissions: Graduating students and alumni make appointments to meet with participating four year college admission counselors on LaGuardia's campus to receive on the spot admission decisions and credit evaluations.
5. Information Sessions: These are four year college presentations in a group setting with an opportunity for students to attend the college presentation of their interest. The sessions include a Q & A.

ACE

ACE courses, certificates, and program information are communicated through quarterly printed and digital catalog publications. [489] The ACE Advisement Center supports students wanting to pursue enrollment in degree academic programs at LaGuardia. [293] As ACE is a less centralized unit, critical information particular to clinical requirements, field placement, and licensing are communicated by specialized student handbook publications, all available on the department websites. Specialists in ACE program departments provide students intensive, personalized support in understanding and persisting through program milestones and in their next step options for study and work.

As is clear from the above, LaGuardia has dedicated extensive resources to advising students. What remains a challenge in the institution is ensuring that all students are aware of the services and that the professionals from different corners of the college are providing students with the most accurate information and the most useful guidance. This issue will be addressed below in our chapter recommendations.

3.4 Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress;

The College provides both academic and non-academic support programs across a wide spectrum of student needs. The goal of these support programs is to deliver support and resources tailored for LaGuardia students' unique needs so as to maximize their chance of success in their academic endeavors at LaGuardia.

Academic resources

Academic support targeting all LaGuardia students includes ASAP, the Library, the Advisement Office, Writing Center, Learning Communities, Honors Program, ePortfolio Lab, SGA Lab, The Peer Advisor Academy, Transfer Services, Co-curricular Activities (funded and unfunded), and the CUNY EDGE university-wide student support program. More details are provided in Standard IV. The College keeps pace with the changes of students' demands for academic support. For example, the Library has recently undergone a major renovation, offering 75% more seating capacity, new 11 high-tech group study rooms, and individual study space with additional connection capabilities for personal computer devices. [Project Outline - Library Renovation 869]

Academic support exists for specific majors and programs such as labs, tutoring, and curriculum-embedded internships. The lab and individual tutoring services are in high demand as evidenced in the Student Enrollment Management System (SEMS) data. Discipline-based labs and tutoring services include Math, Engineering, and Computer Science (MEC) Tutoring Lab, Business and Technology Lab, ESL Lab, Music Center, Speech Center, Photography Lab, Art Lab, Painting and Drawing Lab, Sculpture and Design Lab, Reading Lab, and Modern Languages Lab. For students in the MEC programs, for example, the MEC Tutoring Lab provides continuous support for entry level through advanced math courses. The College also houses the Academic Peer Instruction Program modelled after the national Supplemental Instruction. [LaGuardia Peers- API 506]

Internships

Curriculum-embedded internships are offered in majors in Business, Human Services, and Writing and Literature. Through the internship programs, students' goals for the future are linked with support aligned to their major. The College also offers faculty-student scholarship collaborations and internships with institutions and employers seeking community college students in science, engineering, technology and mathematics fields. The LaGuardia Community College Foundation connects students with prestigious and competitive paid internships with corporations like NBC, the Museum of Modern Art (MoMA), Norton Publishing, Morgan Stanley, MetLife, Boyce Technologies, Rosewood Hotels, LIC Partnership and the White House Heads Up program. Several ACE Division workforce and youth programs offer paid internships. Through the Intern & Earn initiative, community youth of age 16-24 who are out of school and jobless are taught job skills and placed in paid internships with community workforce partners.

Non-Academic resources

Non-academic support for all students can be largely divided into financial support (LaGuardia Foundation Scholarships and LaGuardia CARES), social (student clubs, Center for Career & Professional Development, President's Society and President's Society Environment), and wellness support (the Wellness Center, campus recreation, and Student Health Services). These non-academic support provides students with basic necessities beyond their campus life. For example, LaGuardia CARES connects students with public assistance programs, local community services, and its own food pantry, providing students with resources for daily living expenses, food, healthcare, rent, utilities, childcare, and emergency transportation. Always vital, LaGuardia CARES services have been particularly critical during the COVID pandemic. [LaGuardia Cares 121, LaGuardia Foundation Scholarship 105]

Some services and support programs target specific groups of students. [Student Services 1000] These services and programs help students stay engaged in the College and provide support when students experience challenges. Such programs include Early Childhood Learning Center (ECLC), which provides on-campus childcare support for students; College Discovery/SEEK, which provides individual mentoring/counseling support for high-risk students; Veterans Services, which provides support for veteran and in-service students; in addition, the College offers the LGBTQIA+ Safe Zone Hub, Office for Student Access, International Student Services, Black Male Empowerment Cooperative Program (BMEC), and the Women's Center. [LaGuardia Peers-BMEC 507, CUNY Seek/College Discovery 133] ECLC, for example, provides affordable, high-quality, on-campus childcare support for parents of school age children who are unable to secure and afford childcare. ECLC offers free Pre-K

programs as well as highly discounted daily childcare options, funded through various funding sources including a 1.5 million grant from the U.S. Department Education that was recently awarded to LaGuardia.

There is also a college commitment to reinforce the competencies and Mission in co-curricular student experiences. For example, the Women's Center and LGBTQ Safe Zone frequently hold events such as films, performances, and discussions to promote dialogue and increase understanding of the diversity of the LaGuardia community and build connections between the college community and communities around the globe, supporting the Global Learning competency.

Career support

The Center for Career & Professional Development (CCPD) offers a variety of career-related and job readiness services designed to prepare students and alumni to set career goals and become competitive, successful job seekers. CCPD can assist students in polishing resumes, interviewing techniques and professional branding. In addition, they offer useful tools and resources like Career Connect, an online and downloadable app to search and secure internships and part-time and full-time employment. CCPD also collaborates with CUNY Service Corps, a University initiative that places students in internships at non-profit, government, and city agencies. CCPD also engages the CUNY LEADS program to support students with disabilities with employment opportunities, job search guidance, advocacy skills development and referral assistance through ACCESS-VR. CCPD also hosts a variety of on-campus recruitment opportunities such as industry fairs and panels. [LaGuardia Center for Career and Professional Development 496]

ACE support

LaGuardia also offers an array of programs for pre-matriculated (ACE) students. Some of these services aim to prepare them for college-level education and include High School Equivalency Programs, CUNY Start/Math Start, an intensive preparation program in academic reading/writing, math that also offers "college success" advisement without the use of financial aid, CUNY Language Immersion Program, develops reading, writing, listening and speaking skills in English for students who were admitted into LaGuardia and have an English as a Second Language placement , and The English Language Center (TELC) program provides English language instruction to prepare students for college, graduate school or a better job. [CUNY Start 429, CUNY START Gateway Brief 614, CUNY Language Immersion Program, 328]

ACE also features Workforce Training Programs like Emergency Medical Technician, Electrical/Plumbing, Bilingual Medical Assistant Training, Small Business and Entrepreneur Services, as well as NYDesigns, an incubator, co-working and fabrication space that supports creative makers at all stages of business development. Further, there is the Goldman Sachs 10,000 Small Businesses, a practical business management education program that helps develop the skills needed to grow a company.

ACE also uniquely supports ACE students via the ACE Advisement Center to help them transition to either college and/or training programs after completion of their ACE program and via ACE Employment Services, which offers career counseling and job readiness and

placement services for non-credit students. [ACE Advisement Center 293, ACE Employment Services 291]

While the college provides these extensive supports for students, the challenge is publicizing these excellent offerings and getting students to engage in them. This issue will be addressed below in the chapter recommendations.

3.5 At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:
> **a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;**
> **b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse**
> **perspectives; and**
> **c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;**

<u>**Curriculum**</u>

At LaGuardia, our Collegewide Curriculum Committee is a subcommittee of the College Senate, referred to as the College Senate Curriculum Committee (CSCC). The committee has broad representation from across the College, including representatives from each academic department as well as representatives from Adult & Continuing Education (ACE) and Enrollment Management and Student Development (EMSD). As outlined in the College Senate Curriculum Committee Handbook, full-time faculty represent at least three-quarters of the membership of the CSCC and only faculty members have voting privileges. [608] The President of the Student Government Association, or a designee, also serves as a non-voting member. All aspects of the formulation, development, evaluation, and modification of course and program proposals must be approved by the CSCC, prior to submission and review by the Senate. There are strict guidelines for Course Proposals detailed in the handbook. We also have departmental curriculum committees to help ensure that the curricula are appropriate and meet the standards of the institution. Guidelines for the makeup of the departmental committees are provided in the College Senate Curriculum Committee Handbook:

- Chair of the committee and members of the committee should guide faculty in the department in the process of completing a course proposal (please see guidelines in the Handbook), signatures required, edits needed and presentation process to the college wide committee. [608]
- Course Proposals for Urban Studies or First Year Seminar should be referred to the appropriate teams for further guidance.

- Course Proposals that may include course content from other academic departments should be discussed with the Chair from that department.
- Departmental Curriculum Chairs should be experienced faculty members preferably with prior departmental curriculum experience. It is recommend that departmental committees should meet as often as needed. Typically there are 4-6 members plus the chair on departmental committees.

Directors of every major and coordinators of Pathways courses submit curriculum maps matching courses and student learning outcomes (SLOs). The Assessment Leadership Team and the CSCC review these maps. Using the maps as a guide, faculty develop assignments that recursively and intentionally build student capacities related to the SLOs.

While development and improvement of courses in current majors is well established practice at the College, an area in which LaGuardia's innovation would benefit from more formal, standardized procedures is through the creation of new programs. Although LaGuardia is well known as an innovator, there are no consistent procedures for researching, proposing, and securing approval for developing new programs at the College. This issue will be addressed below in our chapter recommendations.

Core competencies

Alongside the changes related to Pathways, in 2013 the Provost charged a task force with rethinking our Core Competencies. The development of the new competencies was informed by the LaGuardia Mission Statement and Core Values, as well as the Degree Qualifications Profile framework from the Lumina Foundation and employer surveys from the Association of American Colleges and Universities (AACU). [34] Three Core Competencies and three Communication Abilities were adopted in 2014 in the framework termed Learning Matters, which was passed unanimously by College governance.

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. [About Assessment at LaGuardia 286]

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.[About Assessment at LaGuardia 286]

Course proposals for courses designated as assessing competencies/abilities should reflect the designated competencies and abilities in the two sets of Course Objectives, Grading Standards, and Course Outline. The CSCC has undertaken the task of reviewing most courses in the College Catalogue for inclusion of the new college core competencies. In particular, the Committee has helped guide faculty course proposers with the inclusion of language, assignments and assessments targeting the various competencies.

LaGuardia has offered support to faculty in developing assignments to assess competencies through a series of mini-grants and professional development in the Center for Teaching and Learning.

Co-Curriculars linked to Global Learning

There are multiple examples of programs and initiatives at LaGuardia Community College that demonstrate linking curriculum, competencies, and co-curriculars. The following are some examples of programs and events related to LaGuardia's signature competency of Global Learning: LaGuardia Rising, Collaborative Online International Learning (COIL), International Mother Language Day, Wikipedia Translatathon, the New York Forum of Amazigh Film, and student conferences like the Interdisciplinary Student Research Conference, Social Science Student and Faculty conference, to mention but a few.

Here we will highlight LaGuardia Humanitarian Initiative (LHI). [880] LHI is an inclusive platform for students, staff, and faculty to help translate classroom learning and lived experiences in developing and executing national and global outreach projects on issues related to human rights and civic engagement. The primary aim of LHI is to provide opportunities for students, staff, and faculty to collaboratively inquire about global issues from diverse perspectives and integrate inter-disciplinary knowledge to offer sustainable solutions for social change. LHI emphasizes Global Learning competency by utilizing various communication tools — Written, Oral, and Digital — to provide a holistic learning experience that is transformative both for the self and the other. In addition, LHI implements the Strategic Priorities defined for the academic year 2019-2024. [LaGuardia Strategic Plan 373] From 2018-2020, LHI pursued the following project: Transnational Fundraising Project Supporting the Partnership between Water for South Sudan & UNICEF during COVID-19. As a multi-partner collaborative project it involved collaborations between student-faculty; faculty-faculty; student-staff; faculty-staff; college-high-school; discipline-discipline; college-nonprofit, to name a few.

LaGuardia's collaboration with the non-profit international organization Water for South Sudan helped the villagers in Wau, South Sudan receive access to clean water, hygiene, and sanitation to combat COVID-19. While the initial plans of LHI was to help WFSS drill a new well, the committee had to revise the goals to provide emergency relief to the villagers who had no access to clean water during the pandemic. At the request of WFSS crew, LHI raised over $4,000 in three months that helped in rehabilitating an old well and providing three hygiene and sanitation workshops to the villagers in Wau. Throughout the months of March, April, and May, faculty, students, and advisors focused on creating various in-class and co-curricular strategies to implement the vision of LHI, which included developing diverse assignments, organizing cross-curriculum student presentations, writing research projects, designing the LHI logo, LHI Digital Badge, flyers, posters, videos, to name a few. [881] Over 100 students attended the co-curricular workshops and a total of 164 students participated in the common reading of *A Long Walk to Water.* The rehabilitated well and three hygiene workshops in Wau, Sudan will be named after LaGuardia CC.

In 2019--2021, keeping in tune with our present social and political climate and the increasing need to connect classroom learning with community service, LHI is focusing on the theme of "Borders, Home, and Migration" (United Nations Sustainable Development Goal #16) from inter-disciplinary perspectives to support our local and global communities during these challenging times. Partnering organizations include NY based NGO Make the Road and Global NGO Amal Alliance.

Co-Curriculars linked to Integrative Learning

A variety of service learning opportunities are facilitated through Student Life groups, organizations and organized activities. In addition, through various clubs such as Theater, Philosophy, Women in Tech to name a few students get opportunities to widen their intellectual horizon and make deeper and meaningful connections between different disciplines. ASAP working groups are a good example of the many options students have to expand their minds while participating in activities that tie instructional learning with extra-curricular activities. ASAP working groups are formed around the following themes: Diversity and Inclusion, Public Health, Innovators and Transfer N.E.X.T. Through regular town hall meetings and annual Spirit week activities students learn about the latest trends in science and technology, diversity and inclusion and public health initiatives.

Co-curriculars expand Integrative Learning through participation in the various academic, social, and cultural clubs and organizations on campus. Students get opportunities to expand their networks, enhance communication and organization skills, and grow as leaders. In addition, the interactive learning activities challenge students to apply acquired competencies, skills and concepts in real-world applications, including the NIH (National Institute of Health) Bridges Program, Society of Physics Students, and President's Society.

LaGuardia Community College's 'Bridges to the Baccalaureate Program' provides mentored research experiences to qualified minority, disadvantaged or disabled students. The LaGuardia Bridges program has formed a consortium with three exceptional senior colleges (the City College of New York, Hunter College, and Queens College) to provide challenging research experiences in the biomedical and behavioral sciences for the STEM underrepresented college students (underrepresented minorities, the disabled, and those from disadvantaged backgrounds) that LaGuardia serves. [Natural Science Research 908]

The President's Society is an immersive program that provides students with the practical skills, confidence and connections they need to compete (and succeed) in today's workforce. President's Society Ambassadors have access to exclusive growth opportunities including workshops on topics such as interview and presentation skills, networking events with industry leaders, horizon-expanding cultural outings, and opportunities to build their leadership skills by representing LaGuardia Community College at various functions. Since its inception in 2012, the President's Society has invested in and supported over 400 students who have gone on to pursue their dreams. In fact, President's Society alum are more likely to graduate or transfer to a four-year college than their general education peers. [LaGuardia President's Society 473]

At the onset of remote learning and COVID-19 in March 2020, The Women's Center and LGBTQIA Safe Zone Hub facilitated Support Circles, which bring students together around a theme to express, connect, empower, and build community with guidance from peers and/or group facilitators. Population-based Circles include Women's Circle and LGBTQ+ Circle, which are held by and for those populations. Theme based Circles include:

- Stress and Overwhelm
- Social Anxiety, Isolation, and Loneliness
- Body Image and Well-being
- Grief and Loss
- Healthy Relationships
- Home, Borders, Migration in collaboration with LaGuardia Community College

In these spaces, students have opportunities to discuss current challenges of being students during a pandemic, while balancing multiple responsibilities, as well as, reflecting back/offering support and feeling less alone. In these sessions, there is also a focus on expressing inner and external resources that help students cope during this time. In this way, through Support Circles, students feel seen, heard, understood, participate in groups, exercise expression and communication skills, and expand their social networks.

3.6 Graduate Education

Not applicable.

3.7 Student learning opportunities and third-party providers

Not applicable.

3.8 Periodic assessment of the effectiveness of programs providing student learning opportunities.

LaGuardia systematically evaluates the effectiveness of programs through formal processes led by the Assessment Leadership Team, a team composed of faculty and staff. This system endeavors to ensure high performance while also seeking ways to improve upon outcomes. Below is an introduction to the College's program assessment practices, with a more detailed analysis provided in Standard V.

Administrative and departmental assessments

LaGuardia's commitment to providing a positive learning experience, enhancing its academic portfolio, and providing a curriculum that is rigorous and challenging, is characterized by its focus on planning and course development, the systematic assessment of curriculum, pedagogy and student learning outcomes, the identification of program strengths and challenges, and a focus on 'closing the loop' practices that address areas of need and development. [About Assessment at LaGuardia 286] The framework around this assessment is called Learning Matters. [Assessment Guide 279] This assessment process supports the College's goals and objectives outlined in the LaGuardia Strategic Plan that identifies five goals that supports the LaGuardia Mission Statement and Core Values. [373, 34]

LaGuardia has several institutional structures and procedures to evaluate academic programs, assess student learning, and develop curriculum. The primary vehicle for this assessment is the college's Assessment Leadership Team (ALT). [Assessment Leadership Team Membership 304] The Assessment Leadership Team consists of 19 faculty and staff that meet monthly to manage the College's assessment process and to systematically and frequently evaluate student learning outcomes, program learning outcomes, and the educational experience for rigor, effectiveness, and adherence to the college's goals,

objectives, core competencies, and learning abilities. ALT utilizes several instruments for the robust assessment of student learning outcomes and also makes recommendations to the college's executive leadership team on improving the student learning experience.

Periodic Programmatic Review (PPR) is a four-year cycle of review of academic departments by the department chair, the department faculty, and an external reviewer. The PPR determines the department's effectiveness, strengths, challenges, and forecast. The Periodic Programmatic Review process examines program enrollment, educational goals, program competencies, student learning outcomes, individual courses, and transfer pathways. Based on the result of the PPR, an action plan is developed to provide a roadmap for improving student learning outcomes, improving program design, and aligning the goals of the department with institutional goals, thereby ensuring a coherent learning experience. [Periodic Program Review Guidelines 48] In addition to the Periodic Program Review process, several programs undergo external assessment by expert governing bodies for reaccreditation.

Benchmark Assessment is an annual assessment of general education at LaGuardia, a direct assessment of student learning through artifacts (student assignments) that are deposited and assessed by faculty. The goal of Benchmark Assessment is to measure student learning and align each course with its assigned Core Competency and Learning Ability. [Benchmark Reading Assessment Training Guidelines 774] In 2020, 3,708 artifacts were deposited for assessment. Student artifacts are scored by faculty utilizing a defined rubric for each Core Competency and Communication Learning Ability. Approximately 194 faculty scored over 8,440 artifacts for a total of 88,847 scorings. The results of this assessment process advance student learning and inform curriculum design to improve the student learning experience. [Benchmark Readings 220]

Program Learning Outcomes (PLO) Assessment is a five-year cyclical assessment to establish program learning goals aligned to the academic program's mission, and to ensure courses align with the appropriate competencies for that major. [Learning Matters Assessment Guide 279, Annual Program Learning Outcomes Report 776, Assessing PLOs Informational Handout 778] In addition to determining if the benchmark was met, Program Learning Outcomes assessment makes recommendations and/or determines actions to be taken to improve outcomes in the assignments, curriculum, or the assessment process of the course. In 2020, over 28 academic programs were assessed through the PLO process. [Annual Program Learning Outcomes Report 2020 776]

Administrative and Educational Support (AES) is an annual assessment of the college's academic and student support unit's goals and their alignment with LaGuardia's Strategic Plan. For the academic year 2020, the College assessed the Adult and Continuing Education, Academic Affairs, Administration, Information Technology, Institutional Advancement, Student Affairs and the Compliance and Diversity units. 118 objectives and 24 student learning outcomes were measured against the college's strategic plan. This systematic assessment of the college's administrative and educational units measures institutional effectiveness and student learning outcomes and its alignment with the college's mission. [AES Executive Summary Assessment Reports 2019-20 874]

Closing the Loop - LaGuardia utilizes the results of its assessment tools to refine the Learning Matters framework to improve the student learning experience and drive faculty training and assignment design offered as Faculty Workshops and Focus Seminars through the Center for Teaching and Learning. LaGuardia has also been supported in this 'close the loop' process by a Teagle Foundation grant which provides funding for faculty development to improve the student learning experience through the use of Learning Matters Mini Grants. [Learning Matters LaGuardia Teagle Proposal 645] To date, 35 courses across eight

departments have been revised with over 158 faculty participating, impacting the courses of over 12,126 students. [Learning Matters Project Year 3 Teagle Annual Report 849] This grant has also led to the creation of Learning Community Support Teams, a group of faculty and stakeholders that meet regularly to discuss the Learning Matters Framework, curriculum revision, testing, assessment, and professional development. The grant has also supported the creation of a Learning Matters Assignment Library, a repository for faculty to publish work related to curricular alignment, and the utilization of CUNY Open Educational Resources (OER), a collection of faculty-generated assignments. [383, 330]

LaGuardia is supported by four United States Department of Education Hispanic Serving Institution (HIS) grants Completa, AVANZAR, STEM Connect, and Conexion. [825, 887, 886, 640] These grants have provided over 12 million dollars to strengthen the LaGuardia student learning experience. They provide program interventions while annually assessing and evaluating student learning outcomes. The STEM Connect grant also supports an outside evaluation process to assess the impact of the college's corequisite math class on graduation and retention rates utilizing a rigorous evidence-based evaluation process. [LaGuardia STEM-CONNECT Year 3 Impact Evaluation Findings 2019 597]

Conclusion

Through its academic programs, student support services, and co-curricular offerings, LaGuardia seeks to provide students with experiences that expand their knowledge, challenge their assumptions, and prepare them for transfer and the workforce. LaGuardia's approach to design, delivery, and assessment of programs of study and co-curricular offerings is ambitious in its efforts to meet the needs of its vast and diverse students. An important element of that approach is to constantly seek to acknowledge the challenges and work collaboratively to address them. As such, we present the following **recommendations** related to Standard III.

Recommendations

- As noted above, the college would benefit from more formal procedures in developing new programs and majors of study. It is recommended that the College create a protocol for developing new courses that emphasizes market data and community needs as well as increased collaboration across the Academic Affairs and ACE Divisions.
- To address concerns regarding promotion of and support for faculty of diversity--especially as established through the COACHE survey--it is recommended that the college convene a committee including leadership and faculty to review promotion processes. This committee could examine how the various elements of promotion are weighed and recommend changes to remove bias, creating an environment that allows all faculty to thrive.
- Because of the diverse advisement systems, it is recommended that the College streamline student advising services to ensure there is consistency of training and messaging across advisement platforms, thereby fostering a more unified approach to serving students. The College should also consider expanding the ADV 2.0 model, especially including ACE pipeline programs, we would better serve students in their academic journeys.
- With the vast offerings of students services and activities described above, the College should provide a central means of communication of and access to those opportunities

to ensure students engage with them. This could be achieved by incentivizing students to activate and access their MyLaGuardia accounts and to require all student support and activity events be posted there.

- The college would benefit from increased support and professional development opportunities for all of its instructional staff including ACE instructors and adjunct faculty in degree programs, including compensating those instructors appropriately.
- And finally, it is worth noting here how many of the ACE Division's approaches to design and delivery of the learning experience are disconnected from those of the degree programs. While these two Divisions serve distinct populations and purposes, it would be of great value to the institution to develop more opportunities to collaborate across Divisions in support of student learning.

Glossary of terms, keywords, and appendices

ABS: Adult Basic Skills

Advising 2.0: an initiative to increase student engagement in advising and increase the effectiveness of advising, supporting enrollment, retention and progress to graduation. Advising 2.0 includes a digital system called Connect 2 Completion (CTC) used by advisors and students to track progress, make referrals to support services, plan graduation, and communication between students, faculty and advisors.

Assessment Leadership Team: a college-wide team that meets monthly to discuss the College's on-going initiatives in Outcomes Assessment, and to lead our annual Benchmark Readings.

Benchmark Readings: on an annual basis, faculty and staff join to read and score student work related to the General Education Core Competencies and Communication Abilities during our Benchmark Readings. The College shares these data with faculty and programs, who use them to strengthen student learning. The College is mandated by its accreditors to organize and assess a General Education for is students

CCPD: The Center for Career & Professional Development

CUNY LEADS: program to support students with disabilities

CLEP: College Level Examination Program

ESL: English as a Second Language

ESOL: English for Students of Other Languages

E-Portfolio: E-Portfolio is a digital platform that allows students to build their own online portfolios illustrating their personal story, educational and career goals, and samples of work.

Guided Pathways: "The pathways model is an integrated, institution-wide approach to student success based on intentionally designed, clear, coherent, and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market." (source: https://www.pathwaysresources.org/why-pathways/)

HSE: High School Equivalency

I-BEST: Integrated Basic Education and Skills Training; team teaching model from Washington State

LGBTQ Safe Zone: Lesbian, Gay, Bisexual, Transgender and Queer or Questioning Safe Zone is a space supporting students of all genders and sexual identities.

NCLEX-RN: National Council Licensure Examination; Registered Nurses

Program Learning Outcomes- On an annual basis, faculty assess one of their Program Learning Outcomes (PLOs), which define the learning objectives of each program and major. Program Learning Outcomes are articulated as part of the Mission Statement of each program. They are defined individually, and each program usually has between three and five PLOs. The College is mandated by its accreditors to assess one PLO each year.

Periodic Program Review- All academic programs conduct Periodic Program Reviews. PPRs are led by program faculty who use the findings to recommend and implement changes in programmatic learning. Some programs that do not have majors – such as composition and urban studies – must also be assessed because they serve thousands of students, make claims to be part of disciplinary and interdisciplinary fields, and exist in departments that don't assess their courses through any other processes or PPRs.