STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE

Standard IV. Support of the Student Experience:

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

In this chapter, we discuss the support of the student experience which aligns with **Requirements of Affiliation 8 and 10**.

Introduction

LaGuardia aims to provide student experiences congruent with its Mission and educational offerings. LaGuardia is charged with graduating one of the most diverse student populations in the country. Standard IV is devoted to determining how the institution supports the experience of its students, who possess a wide range of varied interests, abilities, experiences and goals. LaGuardia is committed to enriching the student experience through the College's Strategic Priorities, and thus the scope of Standard IV's work encompasses the following institutional priorities: build student access and success; enrich the student experience; build inclusive community; and advance career & workforce development. The challenge for the College is determining how access and success are facilitated through a support system comprised of faculty and staff, and how faculty and staff create a learning environment that fosters student retention and successful completion. To this end, Standard IV focuses on the continuous improvement in the attainment of the College's mission and Strategic Plan Priorities through examination of programs, services and opportunities aimed at increasing retention, graduation and success. This chapter will also propose solution-seeking approaches to policies that may hinder student success.

Evidence and Analysis

4.1 Clearly stated, ethical policies and processes that support the success of students

Clearly stated, ethical policies, and processes are available to students throughout their student experience at LaGuardia**,** starting with prospective students' first consideration of the College and the many programs within it, and concluding with graduation and successful transfer. Prospective students may visit LaGuardia's Admissions web page to find answers to admissions-related questions, complete an application, or contact Admissions staff, along with a range of information including resources on admission fraud, transfer, and College policy. [490] However, it is important to note that most students apply via CUNY and therefore follow CUNY's admission policies, adhered to by LaGuardia. [Apply to CUNY 984]

4.1.a accurate information

Both the LaGuardia website and CUNY website provide prospective and current students with accurate and extensive information on important topics supporting student access and success, including how to finance college. [CUNY Value Tuition Affordability 175, CUNY Financial Literacy 196, CUNY Financial Aid 207, LaGuardia Financial Aid Paying for College 112] Additionally, the Office of Students with Disabilities webpage highlights information on accommodations, support services and assistive technology available to students. [950] Both the Student Handbook and the New Student Guide Book are also accessible resources for comprehensive information. [125, 95] LaGuardia's Marketing and Communications department reviews the College's web pages on a periodic basis to ensure the accuracy of publicly available information. [LaGuardia Admissions 490] Information is also available in the college catalog, available online and updated each year. Enrolled students may access personalized information through the College's online portal, My LaGuardia.

LaGuardia is committed to transparent communication of tuition cost and student expenses. To this end, students can easily access information pertaining to tuition costs, payment options, due dates, financial aid, emergency funds, and scholarship opportunities directly from LaGuardia's official website. By clicking on the Paying for College link on the College's main landing page, students are directed to a webpage that provides a thorough overview of the financial considerations that impact students as well as links to online applications for federal financial aid, scholarships, emergency aid and grants. [112] Additional resources include a schedule of virtual FAFSA filing workshops, digital guides and brochures that cover the financial aid application process, tuition and fees, financing options, and the full breadth of support offered by the college's Student Financial Services Department. The webpage provides students with contact information for the Financial Aid Office, including email, telephone, and live chat options. [LaGuardia Paying for College Types of Aid 110]

CUNY believes that New York City's high school graduates should not be prevented from accessing higher education because they lack financial resources. It is university policy to pursue all sources of available state and federal funding to provide financial aid to its students and to provide matching funds from its own resources to the fullest extent possible to maximize federal and state funding. CUNYArticleIPolicy7.05FinancialAidAndSupport 249] To this end, LaGuardia offers students a combination of financing options to cover their College expenses, including grants and scholarships, federal work-study, and interest-free tuition payment plans. [LaGuardia paying for college types of aid 110] LaGuardia awards students over $1 million through its Foundation Scholarship. [105] each year based on financial need, academic performance, community service, and/or extracurricular activities. To be eligible, students must be full-time, in good academic standing with a minimum GPA of 2.0 and enrolled in a minimum of 12 credits (or equivalent). Additionally, LaGuardia CARES (College Access for Retention and Economic Success) connects students and their families with resources, referrals and local community services to overcome financial barriers, stay in school, and graduate. The program provides help with daily living expenses, including food, healthcare, rent, emergency transportation and more. [LaGuardia Cares 121]

When policy changes that affect tuition, scholarships, repayment, and refunds occur, Marketing and Communications updates the college website to reflect the change within 24 hours. Likewise, when new information or resources become available, the Marketing and Communications Department acts to ensure that the appropriate webpages provide the most up-to-date information. While it is the responsibility of Marketing & Communications to update the College website when requested, it is the duty of the Financial Aid, Bursar, and Foundation Directors to provide the updates, and to ensure the accuracy of the information on their respective webpages.

Students seeking live support have several options. Prior to the pandemic, students could either phone or visit the Bursar's Office, Financial Aid Office, and Foundation Office and meet with advisors and departmental representatives for on-campus support. Printed materials providing information on financial aid, scholarships, tuition fees, and payment plans were widely available to students at the Financial Aid Office, Bursar Office, Foundation Office, and Student Advising services Office. [112,493, 105, 992]

Though the date is currently unknown, in-person and live telephone support will again be available to students when the pandemic subsides and the campus safely reopens. These offices, in collaboration with Marketing and Communications, utilize text messages and social media platforms to promote information about financial aid and scholarship opportunities, money management workshops, tuition due dates, and other financial-related matters.

While the campus is shut down, students are able to access live support for Financial Aid matters through a "virtual office" (operated on the Blackboard Collaborate platform), where students can connect with and speak to a Financial Aid Advisor. For assistance with Bursar-related matters, students may obtain live support through text messaging. Access to both the Financial Aid Virtual Office and Bursar text option is available to students on the LaGuardia Campus Services page on the college website. [991] Unlike the Financial Aid and Bursar offices, the Foundation Office does not currently offer a live option; however, the Foundation Office provides an email address on its webpage for students to use for questions related to the Foundation Scholarship and emergency funds.

Alternatively, students can contact the Student Information Center (SIC), also known as the LaGuardia Welcome Center, by phone for information on and referrals to the appropriate offices for registration, advisement, testing, financial aid, and the admissions process. [990] Additionally, live chat is available where there is a distinct button visible on the SIC webpage. Students can use this feature to receive answers for most college-related concerns. SIC staff receive updated information on an ongoing basis.

As detailed above, the flow of information has moved from in-person to an almost exclusively online environment. Students continue to access information related to financial matters on the college website, and have multiple options for obtaining virtual live support. Additionally, with the goal of keeping students informed during the pandemic, staff have been engaged in outreach via phone calls, text messaging, social media posts, and emails. However, a recent CUNY wide student-experience survey detailed later shows the use of support services dropped across CUNY after the transition to distance learning. While many students found it challenging to access services online, LaGuardia students had fewer challenges than their CUNY peers. [The Pandemic Impact On Support Services and Student Needs 880]

4.1.b Placement, Developmental Education, and Academic Supports and Special Programs

As an open-admissions community college and in compliance with CUNY policies, LaGuardia requires a high school diploma or equivalent. Proficiency in reading, writing, and mathematics is required for college success. [CUNY Article I Policy 1.01 Academic Eligibility 440, CUNY Proficiency Requirements 983] Prospective students who do not meet the requirements for admission into degree programs, or those who might benefit from additional preparation, have a range of options to strengthen skills. Students may access information on how to become eligible for admission in the future on the College website, and through academic advisement.

LaGuardia provides various developmental and supplemental education programs for students not ready for the academic demands of college. Programs fall within two categories: 1) developmental programs, which include pre-college programs, offered through the College's Division of Adult and Continuing Education (ACE), and 2) academic support programs that include a plethora of tutoring and mentoring interventions.

Placement

The LaGuardia catalog states that, "As part of the admissions process at LaGuardia, students are required to demonstrate their competence in reading, writing and mathematics. For students entering the College in the spring of 2020 and beyond, CUNY will no longer be using the CUNY Assessment tests for reading, writing, or math. Students who do not demonstrate competence in these areas are placed in appropriate reading, writing, ESL or math classes." Students may be placed into accelerated co-requisite courses in English and Mathematics wherein they meet developmental course requirements while earning college credit. [LaGuardia College Catalog 28] LaGuardia frequently evaluates student success in remedial and co-requisite courses. Furthermore, CUNY evaluates the effectiveness of student placement and provides information on Gateway course completion across CUNY in the CUNY PMP Performance Management Process Handbook 2019-2020. [613]

Developmental education

Across CUNY, there are many forms of developmental education available to students throughout the year. LaGuardia students have different opportunities to reinforce their basic skills including workshops and classes that run during the short and full sessions. Many of these programs are low- or no-cost. One example, the First Year Institute offers new and first-year continuing students a range of programs and support services for during their first-year experience. The Summer and Winter sessions offer a comprehensive integrated program that is available to students who need to fulfill required upper-level developmental courses. Courses, instructional materials, and services are available to eligible students at no tuition cost. [LaGuardia FYIP 501, CUNYDevelopmentalEducation-USIP 219]

ACE Pre-College to College Initiative

LaGuardia's Strategic Plan aims to build student access and success. To this end, moving students from the Division of Adult and Continuing Education (ACE) to credit programs is a priority and, as such, the College offers non-credit programs for students in need of additional

help in English, math, reading, and writing. [Annual Strategic Initiatives of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives 845] Designed to meet students at their current level of proficiency in English, reading, writing, or math, ACE's pre-college programs offer students opportunities to strengthen their academic skills and receive appropriate support that can help facilitate the successful completion of their Associate's degree. Some pre-college courses carry "bank" credits that later could be applied towards an Associate's Program at LaGuardia. In addition to academic support, ACE also offers financial, mentoring support and vocational training to the students enrolled in their program. [LaGuardia Institutional Effectiveness Plan 2020 486]

These remediation initiatives include the CUNY Language Immersion Program (CLIP) and CUNY Start, as well as high school equivalency and pre-college programs and workforce training, and pre-college and dual-credit programs for high school students; these programs support students as they prepare to apply to LaGuardia, and continue to work with them until they successfully transition to degree-seeking students. [CUNY Start 429, CUNY CLIP 448] The number of first-time freshmen enrolling in credit programs from pre-college programs has been steady through Academic years (AYs) 2018- 2020. On average, these students do better than those who did not enroll in the pre-college programs. In fiscal year 2018, 589 of 13,608 freshman credit students were ACE students who had completed a pre-college program. In AY 2019-2020, 691 of the 12,657 first-time freshmen emerged from ACE pre-college programs. Additionally, ACE has collaborated with STEM majors working on creating a direct ACE_STEP pipeline. [Annual Monitoring of the 2019-2024 Strategic Plan 694]

Pre-college programs attract between 15-20% of potential degree-seeking students. On average, CLIP-assigned students enroll at LaGuardia as degree-seeking students at a 79% rate. Pre-College programs tend to be slightly more attractive to potential Spring students than Fall students. CUNY Start averages a 79% degree-seeking enrollment rate at LaGuardia. Math Start students have enrolled at LaGuardia as degree-seeking students at 91.6%. [Pre-College Programs Analysis 821]

Co-requisite instruction

Students who need remedial instruction as determined by CUNY's skill proficiency markers, i.e. the SAT/ACT or NY State Regents exams, can enroll in co-requisite remediation courses. These courses combine a credit-bearing course with mandatory non-credit remedial support, allowing students to enroll in a credit-bearing gateway course with co-requisite support. Guidance for Designing Corequisite Remediation At CUNY 469] The co-requisite remediation offers "just in time" support for the college-level course thereby supporting CUNY's goals of increasing gateway course participation and academic momentum. [Momentum Monitoring Report Review 389]

Academic support and special programs

Upon admission, students may apply to special programs within the College which provide ongoing, targeted support to students; these include Accelerated Study in Associate Programs (ASAP) and College Discovery (CD) for full-time students as well as the Part-Time Initiative Program (PTI). [CUNY ASAP 239, CUNY Seek-College Discovery 133, CUNY Manual of general Policy Article 1, Policy 1.12 246] In addition to these academic support programs,

which provide financial assistance as well, LaGuardia has an [Honors Program](#) , [Veterans Services](#), and a range of [peer mentoring programs](#) . [372, 989, 504].

Former, current, and future LaGuardia students, Test Assessing Secondary Completion (TASC) candidates, and Community Based organizations can learn about academic support and special programs on the College website, through social media posts, targeted emails, and program events. Outreach efforts to students include program presentations, social media, flyers, email and word-of-mouth by program faculty, staff and students. In response to distance learning, outreach strategies have changed for many but not all programs. Particular student populations, e.g. Adult Basic Skills, Veterans, female students, LGBTQIA students, and student parents are provided with academic and student services support. However, findings from a recent inquiry into LaGuardia services suggest that few programs offer services to evening or Saturday students. [[Interview Student Services Communications](#) 1007] Below we describe some of academic supports and special programs available to students.

Accelerated Study in Associate Programs (ASAP).

CUNY's Accelerated Study in Associate Programs (ASAP) offers students a range of financial, academic and personal support including advisement, career counseling, tutoring, tuition and mandatory fee waivers, MTA MetroCards, and additional financial assistance to cover the cost of textbooks. ASAP students also receive special class scheduling options to ensure that they get the classes they need. [[CUNY ASAP Benefits](#) 231]

College Discovery

The College Discovery Program offers college support services to academically and economically disadvantaged students in order to enhance their opportunity for a higher education and career success. Exclusive to community colleges, College Discovery provides comprehensive support services including counseling, orientation courses, and tutoring. [[CUNY Seek-College Discovery](#) 133]

CUNY EDGE.

[CUNY EDGE](#) provides students who are receiving public assistance with a range of services, benefits, and supports so that they succeed in college and in their careers. Students receive individualized academic, personal, and career planning support, along with in-college job and career development services to support job placement after graduation. A partnership between the New York City Human Resources Administration (HRA) and CUNY, matriculated CUNY undergraduate students who receive cash assistance from HRA are eligible to participate. [326]

LGBTQIA Safe Zone Hub & The Women's Center

In addition to having information about their services and events on their website, the LGBTQIA Safe Zone & The Women's Center conducts information sharing with ASAP, CD , Student Advising Services, in addition to the [Center for Career and Professional Development](#) (CCPD)[, the Wellness Center](#) and FYS faculty. [496,988]Instagram Ambassadors promote information, as does the College's homepage and My LaGuardia. [[CUNY ASAP](#) 239, [CUNY Seek-College Discovery](#) 133, [Center for Career and Professional Development](#) 496, [Wellness Center](#) 988]

The Center surveys students to assess interests and needs and subsequently follows up with students via email and text to promote events, opportunities, and programs. Faculty also collaborate on programming and/or invite classes to programs and events. Outreach includes flyers and RSVP links via MS Forms. Once students RSVP, they receive Zoom details. With the move to remote learning during the pandemic, the Center offers digital drop-in support via Blackboard, promoted on their website. [Interview Student Services Communications 1007] Instead of in-class presentations, the program relies on digital communication and outreach.

In recognizing the value of providing opportunities for successful students to work with newer students, LaGuardia has made its many peer mentoring and tutoring programs a resource that is central to the entire student experience.

Black Male Empowerment Cooperative (BMEC)

Another peer program that promotes leadership is the BMEC. Mentors engage and empower students to become active participants in their education, offering academic tutoring, personal guidance and networking opportunities. [507]

CREAR Futuros

CREAR Futuros aims to improve the Latinx student GPA, retention, course completion, and graduation rates through peer mentorship, leadership development, internship opportunities, and connection to social services. [508]

Peer Advisor Academy

Peer Advisors are current LaGuardia students placed in department-based advising roles throughout the college charged with supporting student success and access. Using use their own college experience and knowledge, they provide outreach and support to students around the process of understanding course selection, degree mapping, and a range of College services. [LaGuardia Peer Advisors 505] Since the transition to distance learning, Peer Advisors have not had an advising caseload. Instead, the Peer Advisor Academy has assigned Peer Advisors to different projects aimed at strengthening connection and communication between the College and students. [LaGuardia Peers- Advisors 505] To this end, the Peer Advisors have supported the delivery of several virtual co-curricular events. During the first event, "Distance Learning: You're Not Alone!," Peer Advisors shared tips and strategies on how to learn from home. In a subsequent event, Peer Advisors discussed how they were practicing self-care during quarantine. Peers also participated in the Virtual Coffee Breaks, offered by Student Affairs and tailored for new students to engage with faculty members *(from their major),* as well as staff from Academic Advising, Campus Life, Student Information Center, Student Government Association, staff from the Vice President of Student Affairs and other peer mentors.

Student Technology Mentors

The Student Technology Mentor (STM) Program offers selected LaGuardia students an opportunity to learn new skills as well as provide instructional technology support for LaGuardia's faculty and students. [LaGuardia Peers STM 510].

Academic Peer Instruction (API)

[Academic Peer Instruction](#) tutors are LaGuardia students who have successfully completed one of the targeted "high risk" courses with a grade of B+ or higher. API tutors audit these courses and organize weekly out-of-class API group study sessions open to all students in the course. [506] Following the national Supplemental Instruction model that has demonstrated success nationwide, the API program was instrumental while scaling co-requisite courses at LaGuardia. [[API Petrie Three-Year Report](#) 949] The program provides intensive and extensive training to its peer leaders in an effort to empower them and provide them with pre-professional skills.

The Writing Center

The [Writing Center](#) offers students who have begun taking English classes writing tutoring for any academic course or other writing purposes, such as personal statements and essays for scholarships and transfer applications. In addition to finding information about tutoring on the Center's webpage, students can access a PDF of recommended websites to help with grammar and citation. [409] Students schedule an appointment with a tutor via My LaGuardia. In an AY2019-20 assessment, students who had used the Writing Center were asked on a scale of 1-5 if they were more prepared for future writing assignments because of Writing Center tutoring. In Fall I/II 2019, 74.4% of the 238 respondents selected 4-5; in Spring 2020, 86.9% of the 95 respondents selected 4-5. [[Writing Center Assessment](#) 833] Additional information about the Writing Center is detailed in Standard V.

The Library

The LaGuardia Library currently offers fully remote services. Students can access the library online via chat and email, both of which are staffed seven days a week, with extended day hours. Over 14,500 LaGuardia students have been assigned a Personal Librarian who can help with research by appointment via My LaGuardia. [[Distance Learning LaGuardia Library](#) 985]

The Office for Students with Disabilities

To facilitate the academic efforts of all students, the Office for Students with Disabilities provides accommodations, support services, and assistive technology for students. [950] Support services include special arrangements for advisement and registration and liaising between student, faculty, staff, and state agencies. [[Student Handbook](#) 125] More details about creating an accessible environment for the students are provided in Standard V.

4.1.c Orientation, advisement, and counseling

LaGuardia's commitment to student success is guided by data and direct community outreach. Evidence of success, as well as areas needing attention, may be gleaned from student surveys, such as the advisement survey sent to all students relating to their Fall 2019 advising and registration experience. Additionally, evidence of success can be discerned from continuing enrollment numbers, graduation rates, and other data collected and collated by the Office of Institutional Research and Assessment (OIRA).

Orientation and first-year programming

All incoming new and transfer students have access to a variety of supports and services, introduced through a comprehensive First Year Experience (FYE) that starts with New Student Orientation (NSO) and extends throughout the semester with a series of events designed around topics important to college students called My Campus Events. [LaGuardia First Year Experience 108, LaGuardia New Student Orientation Campus Life Peer Leaders Training Agenda 382, LaGuardia Virtual New Student Orientation 512] Led by the Division of Student Affairs, the planning and implementation of NSO includes a wide range of LaGuardia community members, i.e. staff, faculty and peer mentors, who are all stakeholders in the success of first-year students.

Normally students attend an on-campus orientation program during which they learn about college services, become familiar with the campus environment and facilities, and hear about the LaGuardia student experience and hear a rationale for campus involvement from student representatives of different peer programs. [NSO Peers Panel Discussion Notes SP2020 540] Students can also finalize enrollment steps, i.e. secure their ID card, speak with Student Advising Services, Financial Aid, or Bursars, etc. Peer mentors and leaders play a critical role in welcoming students and creating an atmosphere of belonging that minimizes anxiety, promotes engagement, and ultimately helps facilitate the transition to the college campus. [New Student Information Info 537]

Currently, incoming students are encouraged to review resources curated for new-to-college students on the College's Orientation [987] webpage. These include detailed student services information, distance-learning resources, tips for success from current LaGuardia students as well as graduates and a new student checklist. [LaGuardia First Year Experience 108] The virtual NSO welcomes incoming students and provides useful information and tools. [Fall 2020 Virtual Orientation Plan 544] Fall 2020 student experience survey data highlight the effectiveness of the virtual delivery. Of the 121 respondents, 83.5 % were satisfied with the experience. Furthermore, of the different sessions students attended, 89% found the Introduction to the First Year Experience presentation to be helpful along with 84% students stating that the Technology Resources at LaGuardia was helpful. [Virtual Student Orientation Survey Fall 2020 1010]

The virtual My Campus Events are delivered synchronously and asynchronously and provide students with opportunities to join a student club or organization, map out their academic and career paths, explore transfer options, network with LaGuardia students, staff and faculty, and develop their financial literacy. The FYE Faculty & Staff Guide includes a description of these events along with recommended reflective prompts. [First Year Experience Faculty and Staff FALL 2020 Guide 1008]

Central to the FYE, is LaGuardia's First Year Seminar (FYS) course. Students in all majors are required to complete a discipline-specific FYS course designed through a 2012-13 collaboration with the Institute for Excellence in the First College Year and brought to scale through the 5-year FIPSE grant, Project COMPLETA, received in Fall 2014. The course supports students in their transition to LaGuardia and helps them learn about their major and develop academic success strategies, provides advising support and guidance around developing a degree plan, and introduces important college resources and co-curricular opportunities. FYS students reflect on their new college identity, document their growth and learning, and articulate their academic and career plans through ePortfolio. Co-curricular offerings enhance the student academic experience through out-of-classroom interaction with faculty and staff. For example, a signature STEM co-curricular event offers FYS students the opportunity to learn about 3D Printing and its

applications. Upon completion of a written reflection about the relevance of the experience to their fields of study, student participants receive a digital badge to post on their ePortfolio.

The FYS course, which was developed to improve access, learning, and success for underrepresented, underprepared and primarily Gen 1 college students, resulted in the reorganization of curriculum and academic support structures, the deployment of new technologies, and the engagement of hundreds of faculty and staff in professional learning. As of Fall 2019, the FYS had enrolled almost 31,000 students across 1,468 FYS sections, and has provided the structure for LaGuardia's Guided Pathways model. LaGuardia's newest Title V grant *Conexion*, will build upon this model and continue to strengthen student guidance through curricular pathways, improve student supports, and enhance engaging pedagogy, from a student's first semester through completion or transfer. [Title V Project Conexion Proposal 640, FYS Final Evaluation Report Appendix C 823, Project Outline and Related Documents-FYS 858]

FYS outcomes confirm gains in student achievement, retention, and progress to the degree. The outcome measures include cumulative GPA, cumulative credits earned, retention rates, graduation rates and transfer rates. [Project Outline and Related Documents-FYS 858]

1. LaGuardia's two-year graduation rate more than doubled over five years, moving from 5.5 percent for the Fall 2012 entering class to 11.6 percent for the Fall 2016 entering class.
2. LaGuardia's 3-year graduation rate has risen over the course of five years, from 16.3 percent for the entering class of Fall 2011 to 26.9 percent for the entering class of Fall 2015.
3. The percentage of full-time freshmen retained for one year as full-time students has risen from 48.6 percent for the class of Fall 2013 to 55.3 percent for the class of Fall 2017.

Table 4.2: FYS Outcomes, LaGuardia COMPLETA Performance Narrative. [LaGuardia COMPLETA Performance Narrative 826]

Additional findings by Project COMPLETA's evaluator confirmed that LaGuardia's FYS is highly effective. Comparing outcomes for students served by the new FYS with a matched set of students who did not take the FYS, she focused on academic achievement (cumulative GPA), progress towards degree completion (speed of credit accumulation), and retention. As detailed in the FYS Final Evaluation Report, she found that students who took the FYS had higher levels of achievement on every outcome measured. [823] Persistent differences in accomplishment between students who have and have not taken the FYS course suggest that FYS students are far more likely to succeed. [Project Outline and Related Documents-FYS 858]

FYS students had one-semester retention rates 16 points higher (p<.001) than a matched set of students from the same department who did not take FYS. The effect size (Hedges g) was 3.60, a very high indication of meaningful statistical power.
FYS students had two-semester retention rates 14 percentage points higher (p<.001) than non-FYS students. The effect size stood at 2.84. Other outcomes were equally striking,

particularly the increased rate of progress towards the degree, as measured by credit accumulation.
After four semesters: FYS students had accumulated an average of 40.15 credits; the average for non-FYS students was 34.53. The gain attributed to FYS was nearly six credits (p<.001), or the equivalent of two additional 3-credit courses toward the degree. The effect size was also considered high at 1.94.

Table 4.3: FYS Findings, FYS Final Evaluation Report. [FYS Final Evaluation Report Appendix C 823]

Finally, Project COMPLETA, through its Back on Track activities, served 1,621 HSE students, providing workshops and integrated classroom activities that introduced students to LaGuardia's First Year Seminar practices, and invited them to draft Graduation Plans. These efforts increased the percentage of HSE completers who matriculate in college by 22 percentage points and support the College's strategic priority of building student access by increasing the number of new students, especially ACE students. [LaGuardia-COMPLETA Performance Narrative 826]

As mentioned previously, LaGuardia recognizes the valuable role of peer mentors in the student experience. Specific to the FYS, and now part of LaGuardia's Capstone experience, the Center for Teaching and Learning's (CTL) Student Success Mentors (SSMs) facilitate the lab component of the FYS, known as the Studio Hour. [LaGuardia Peers-SSM 509] SSMs, either current LaGuardia students or graduates attending a 4-year college, receive extensive training to work in partnership with faculty and provide a range of support to students, including experience-based strategies for college success. FYS Core Survey data confirm that FYS students agree or strongly agree that their SSM has helped them understand what they need to do in the FYS as well as help them understand what it takes to be a successful college student. [LaGuardia COMPLETA Performance Narrative 826] Other CTL peer mentoring programs, i.e. the Student Technology Mentor Program (STMs) and Peer Advisor Academy provide technology and advising support, respectively, to students in the FYS Studio Hour as well as throughout their time at LaGuardia[LaGuardia Peers STM 510, LaGuardia Peers- Advisors 505]

LaGuardia also demonstrates that the experience of working as a CTL peer mentor for at least one semester has a positive impact on retention and graduate rates. For CTL peer mentors starting in Fall 2018, 100% retention/graduation rate for SSMs, 93.8% for Peer Advisors, and 100.0% for STMs thru Spring 2020. [AES Executive Summary Assessment Reports 874]

Advisement

In Spring 2017, LaGuardia launched a new advising model, Advisement 2.0 to provide regular and intentional need-based guidance to every student at multiple points from admission to graduation. It underscores the College's responsibility for student GPA, credit accumulation, reduction of moot courses, and completion of benchmark courses and utilizes the strengths of Professional, Faculty and Peer Advisors to target students who most need support.

Advisement 2.0 has several major components: a tier structure based on students' academic standing and remedial needs; an advising team engaging faculty, professional advisors and peer advisors; digital tools: Connect to College (C2C) and the Student Success Plan (SSP); and Degree Maps, which support quality advising and provide a clearly guided pathway to graduation. Students update their academic plans and create goals that build momentum

toward academic success. Finally, to ensure quality advisement contacts, the Advisement 2.0 initiative has provided professional development for faculty and peer advisors.

As of its third semester of operation, Spring 2018, Advisement 2.0 was increasing the number of quality advisement conversations for high need students, which in turn positively impacts student success. Spring 2018 data confirm that Advisement 2.0 builds student success as measured by retention, credit accumulation, momentum, and GPA**.** [Advisement 2.0 Spring 2018 Final Report 292]

1. With Advisement 2.0, the percentage of high need students (Tiers 2 & 3) being advised has risen substantially, compared to the Spring 2016 baseline.
2. Students engaged with connected advising (when the advisor uses LaGuardia's digital tools) benefit the most.
3. Students with the greatest need benefit the most from connected advisement, as measured by credit accumulation.

Table 4.4: Advisement 2.0 Findings, [Project Outline and Related Documents- Advisement 2.0 857]

Upon exiting the FYS, students are assigned to an advisor as part of the College's advisement model. Students not provided with advisement as part of their enrollment in a special program are assigned to a Student Advising Services (SAS) advisor, faculty, or peer advisor. All advisors provide guidance and support for course selection, academic success, degree and transfer planning, and access to college services. Having an assigned academic advisor allows students to build a connection with their advisor; in addition, the advisor can identify and communicate with students who may not have registered for courses or graduation, communicate with a student on behalf of faculty requesting outreach, and address any academic concerns.

According to a Fall 2019 Advisement Experience survey of students enrolled in Fall 2019 and retained in Spring 2020, students' goals for seeking advisement vary. Of the 481 respondents, 17% selected course selection as their top reason, followed by 14% selecting transfer planning. Most respondents prefer in-person advisement sessions, with the majority determining who their advisor is through My LaGuardia. Finally, ESL students appear to be the less satisfied students, who experience more issues and take longer to register. However, due to the small number of respondents (n=16), the ESL results should be viewed with caution. [Summary for Fall 2019 Advisement Experience Survey 514]

Finally, in response to the shift to a virtual learning environment, the Advisement 2.0 model was put on hold and all students who are not in ASAP or College Discovery have been case-loaded and assigned to a Student Advising Services (SAS) advisor for advisement. The current caseload per SAS advisor is and consequently adversely affects the LaGuardia student experience.

Student advisement resources

LaGuardia has developed and adopted various tools, practices and policies that help students stay on track and graduate on time. The Student Advising Services webpage provides students with information about tools developed to help navigate the path to degree completion along with resources and information about: [992]

1. How to meet with an advisor
2. Student & Advisor Expectations & Responsibilities
3. Links to Admissions, Student Financial Services and the Registration Lab
4. Special programs
5. DegreeWorks and a GPA calculator

There are also videos that guide students in using DegreeWorks, understanding curriculum requirements, college readiness requirements transfer and CUNY's new course registration program, CUNY Schedule Builder. Finally, the website also displays information about the College's 15-to-Finish initiative that leverages LaGuardia's unique semester system, i.e one 12-week session plus one 6-week session, to facilitate the completion of 30 credits each year and ensure graduation in two years.

Key advising resources used in the LaGuardia student experience are:

- Funded through a 2018 *Grad NYC Innovation Fund Grant Recipient*, **LaGuardia Mobile** App is a free app designed to support student success and improve retention and completion. It provides students with eTools, course schedule, financial aid information, events and more.[LaGuardia Mobile App Features List_Spring 2019 1009]
- Degree Maps**,** developed for students to better understand how to navigate the path to degree completion. [Degree Maps_LaGuardia 338]
- **DegreeWorks**, a CUNY-wide web-based application that allows students to view their progress toward a degree, lists all requirements, including courses taken, courses currently being taken, skills assessment tests, and transfer credits. DegreeWorks also allows students to understand how grades impact GPA as well as how requirements change with a change of major. [LaGuardia Degree Works 498, LaGuardia Degree Works-Audit-Guide 499]
- **The Student Success Plan (SSP),** a digital tool that provides structure to the student advising experience and sends an advising record for the student to act on.

Honors program advisement

The Honors Student Advisory Committee (HSAC) the student arm of the Honors Program, holds peer advisement hours as well as offers events for all LaGuardia students on a range of topics including Transfer, Scholarship, Student Research and Civic Engagement. [Honors Program Academic program 363]

International student advisement

LaGuardia's international students, who hold temporary F-1 status, represent 159 countries around the world. International Student Services advisors provide assistance on immigration rules and procedures as well as help with personal and cultural adjustment problems. The

Office provides advocacy, intervention, educational and information sessions for F-1 students. [986]

Student veterans' advisement and support

Student veterans receive support and services through Veterans Services. They meet with an advising team and benefit from academic support, career counseling and referrals to community resources. [989]

Counseling

The Wellness Center, accredited by the International Association of Counseling Services, the Wellness Center provides counseling and wellness services that support and assist students in their intellectual, emotional, psychological, and social development while coping with the challenges of college and life stressors. The Wellness Center offers free and confidential counseling in a safe environment. Services include short-term individual counseling, crisis intervention, workshops, outreach and referrals to college community resources. [988]

4.1.d Processes supporting achievement of students' educational goals

The LaGuardia student experience includes integrated processes designed to support the achievement of educational goals. We describe some of the key resources below.

Connect to Completion

Connect to Completion (C2C) is a digital system that allows faculty to communicate with students, request advisor support, and more. The features and functions of the platform are especially important to support student success in the remote learning environment.

Learning Communities

Designed to enrich the student experience and promote retention and graduation, Liberal Arts Learning Communities are groupings of two or more courses, often surrounding a common theme. There are two types of Learning Communities, Clusters (consisting of three or more classes) and Pairs (consisting of two classes). Students make connections among courses, form a community with classmates, work closely with faculty, have greater academic success, and are more likely to stay in school and graduate. [Liberal Arts Cluster 985] Students learn about learning communities through NSAR. From Fall 2017 through Spring 2020, 656 students have participated in 40 Learning Communities. [Learning Communities 2017-2020 891]

Academic Momentum Campaign

In late 2017, CUNY launched the Academic Momentum Campaign to improve graduation rates at all 18 of its senior and community colleges. According to Fall 2012-Fall 2016 data, the three-year graduation rate of first-time full-time freshmen steadily increased from 20.0 % to 28.5%. Additionally, the percentage of full-time freshmen completing 30 credits in the first year for first-time full-time freshmen rose from 9.2 % in 2013 to 15.4 % in 2018. (Academic Momentum Campaign LaGuardia Interpretation) [CUNY Momentum Campaign LaGuardia Interpretation

870 CUNY 2019 Momentum Campaign Report 436]. The campaign builds on a major strategic goal of CUNY outlined in the PMP and detailed in chapters I and VI. [CUNY PMP Performance Management Process Handbook 2019-2020 613, CUNY Master Plan 5] Building on this campaign is the "15 to finish" effort at LaGuardia. Using LaGuardia's unique semesters, that is a 12-week session and a 6-week session, 15 to Finish offers students options for taking 30 credits each year, with guidance from advisors. [LaGuardia 15 to finish 487]

The Center for Career and Professional Development

The CCPD provides students and alumni the knowledge, skills, values and opportunities that are essential to fulfilling their career goals. [Center for Career and Professional Development 496] Through partnerships with employers, faculty and staff, CCPD prepares students for their 21st century job search and to succeed in today's job market. CCPD offers coaching sessions with career advisors, in-class workshops and presentations and a range of events. In 2019-20 1,184 first year students completed the Career Coach Assessment, 348 participated in 1-1 Coaching sessions with Career Advisors and 43 FYS Presentations were delivered. Additionally, CCPD provides students with opportunities to explore career options through networking opportunities and career-related experiences, including through participation in LaGuardia's 2019-20 inaugural CUNY Service Corps cohort. In spite of the many challenges presented by the pandemic, 85 out of the 100 participants completed the program. [AES Executive Summary Assessment Reports 874]

4.2 Transfer of academic and experiential or alternative learning credits

LaGuardia Transfer Services helps student with transferring in or graduating and transferring out. The guidelines and contacts for evaluating and accepting transfer credits are well documented in the LaGuardia Student Handbook 2020 [125] and Transfer Credit Policy [996] found on the Transfer Services webpage. The details of transfer credit policy and transcript evaluation guidelines can vary by major and program specific information can be found in the College Catalog. [LaGuardia College Catalog 28] Students can also find important transfer credit resources such as CUNY-to-CUNY credit evaluation, articulation agreements, and information about transfer to four-year CUNY college transfer on the Transfer Services webpage [Articulation Agreements 491]

Transfer Services' credit evaluators review and evaluate students' courses for transfer-in credits from accredited higher education institutions, College Now courses, Joint Services Transcript (JST) evaluations, military, and advanced placement programs, and CLEP (College Level Examination Program) credit evaluations. [Student Handbook 125]. LaGuardia accepts a maximum of 30 credits if the student earned credits at other accredited colleges or universities, either in the U.S. or the equivalent earned outside the U.S. According to monthly reports, Transfer Services has helped up to approximately 1,200 students each month with credit evaluation and transcript reviews and transfer out services. [February 2018 Transfer Services Monthly Report 560]

It is important to note that 2017 Transfer Services Gap Analysis found that 85% of Transfer Advisors time is spent in 30-minute one-on-one student meetings. This leaves little time for other responsibilities and identifies a need for greater institutional collaboration, if additional staffing is not an option. [562]

To transfer to a four-year college, transfer advisors offer one-on-one advising as well as provide students with guidance around transfer plans and scholarship and application process and essays. LaGuardia Transfer Services coordinates and hosts transfer fairs in the Fall and Spring semesters. In addition to transfer fairs, individual four-year college advisement sessions, information sessions by four-year colleges provide critical information about their transfer credit evaluations, application procedures, academic programs, admissions, financial aid, and scholarship opportunities. The five-week long summer program, Vassar College Exploring Transfer program gives student to explore the transfer opportunities while experiencing education at a four-year residential college. [Student Handbook 125]

The CUNY Pathways Initiative was designed to provide transfer students with a smooth transition from one CUNY campus to another by easing the transfer of most general education requirements. [CUNY Pathways 465, CUNY Pathways How Credits Transfer 467] In this way, students who have completed two-year degrees, for instance, can move more seamlessly to a four-year college and, in most cases, start working immediately on their major requirements.

4.3 Procedures for securing student information

The College demonstrates strict adherence to University and Federal guidelines regarding privacy and security of student information. In addition to being accessible through the College Catalog and Student Handbook FERPA Notification of Student Rights and FERPA Guidelines for Student Records Access are available on the Consumer Information webpage. [LaGuardia Consumer Information 116 CUNY FERPA Guidelines For Implementation 453 CUNY FERPA Model Notification of Rights 454] The CUNY records retention and disposition schedule details the minimum length of time that officials must retain their records before the records may be disposed of legally. [468]

As required under FERPA, and described in the FERPA Guidelines for Student Records Access document, the College gives students control over their personal information. [CUNY FERPA Guidelines For Implementation 453] Students have access to the FERPA release form. [CUNY FERPA Release Form 455] LaGuardia's Office of the Registrar maintains strict security protocols around the release of transcripts, diplomas, and other student records. In an effort to increase students' access to their records during the pandemic, the Office of the Registrar started to provide live virtual Registrar's Office Assistance in Spring 2020.

4.4 Regulation of student life, and co-curricular activities

At LaGuardia, Student Life and the Division of Student Life oversee co-curricular activities, following CUNY guidelines. The college offers students a wide variety of ways to engage with their peers, campus and local community via student clubs, organizations, and peer mentors. Participation in these groups provides students with leadership opportunities and develops their civic engagement. These skills help to enhance the student's academic and professional skills and offers them an opportunity to be a part of the dynamic campus community. The Campus Life website advertises opportunities for students, including Student Advisory Council, Student Clubs and Student Government, as well as listings on campus resources such as emergency support, as well as physical and mental health resources. [Campus Life 494]

The College also lists opportunities for students to connect with each other and to serve in student government via its Student Services website. The clubs help students "to expand their

networks, enhance their communication and organizational skills and grow as leaders." [Student Services 1,000]

LaGuardia students also represent the College by serving in CUNY's University Student Senate which also has its own Constitution and Bylaws. [CUNY USS 483] Furthermore, information describing rules around student groups, and clubs is listed in the Student Handbook. [LaGuardia 2020 Student Handbook 125]

Student Activity Fees fund activities and clubs on campus. [LaGuardia Student Clubs and Organization 186] *Fiscal accountability of Student Activity Fees*, including student government fees are managed according to CUNY regulations. [CUNY Student Affairs Activity Fee 481] [CUNY Fiscal Handbook for Control and Accountability of Student Activity Fees 456] Students who participate in Student Government are also bound by CUNY Bylaws Article XVI. [448]

To support students in their out of classroom experiences, the college has created a Co-curricular Funding program. The initiative was developed to "spark collaboration between faculty by providing funding and resources to develop innovative, co-curricular programs and projects for students within their respective department." [Co-curricular Funding 495] Guidelines for funding opportunities are listed on the Co-Curricular Funding webpage.

In the 2019-2020 fiscal year, LaGuardia spent over $94,000 on more than 47 co-curricular proposals, ranging from attendance at the Urban Justice Conference, an Asian Heritage Mini Conference, Writing Symposiums, and a project on Current Advances in Natural Sciences. [Co-Curricular 2019-2020 Data Sheet 532] These 2019-20 statistics are trending up from the 24 proposals approved in 2018-19.[Co-Curricular 2018-19 Report 534]

The College monitors student life and extracurricular activities regulated by guidelines, by-laws and policies from CUNY's Office of Student Affairs. The CUNY Office lists their mission as assisting "the Student Affairs Divisions of each College to provide quality services and programs, which support the academic mission of the University and enhance student learning and development." [CUNY Student Affairs 188, CUNY Bylaws and Policies Articles XV and XVI 448]

4.5 If applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers

N/A

4.6 Periodic assessment of student support programs

LaGuardia's mission puts students at the center of our practices. To that end, the college engages in robust assessment tools to receive feedback from students and staff and to review programming and services for students. The assessments are also an opportunity to test the viability of innovative programs. The LaGuardia Office of Institutional Research and Assessment believes in transparency in the assessment process. To this end, it has developed a new Assessment website that contains information that can be accessible to all staff, students and the greater public. [LaGuardia Assessment 26]

Periodic and annual assessment connects to every area of LaGuardia. The College has embedded periodic assessment into its operations by tying it into their Institutional Effectiveness Plan, ensuring that all assessment tools tie back to the College's Mission and Strategic Plan goals and CUNY's Strategic Plan. As one of the twenty-five City University of New York (CUNY) institutions, LaGuardia must align its assessments to the CUNY Performance Management Process (PMP). The PMP forms the University's four-year Strategic Framework. As an assessment tool, it links planning, goal setting, and measures against annual progress towards those goals. However, it is also flexible enough for each CUNY campus to retain its own identity, mission and governance. [CUNY PMP Performance Management Process Handbook 2019-2020 613, LaGuardia Institutional Effectiveness Plan with Appendices 486]

A key assessment tool the college utilizes to drive and review its day-to-day work are the college's Division Strategic Plan Reports 2019-20 and Division Strategic Work Plans 2020-21. [811,812] The Division of Student Affairs' work plan assesses their efforts regarding the student experience. These annual periodic assessment tools must include measurable outcomes and objectives that are tied to the institution's Strategic Plan. The Strategic Plan connects its Mission-based goals to planning, assessment, and resource allocation within divisions and departments to support units, programs and courses. Staff and faculty from across the college collaborate with the [College's Office of Institutional Research and Assessment (OIRA) 35] to develop goals and measures that support student growth and development even if secondarily, and address Student Learning Outcomes.

The process helps ensure that the College's Strategic Plan goals are always in focus when creating goals for academic and administrative units. The systematic review and examination of the outcomes evidence allows for greater collaboration and the reduction of silos across the college.[LaGuardia Institutional Effectiveness Plan with Appendices 486] [General Education Assessment Guide 279]

Some highlights of the College's 2019-20 Strategic Plan Reports include a collaborative project between Academic Affairs and the Division of Adult and Continuing Education to create MOUs that support students moving to degree programs; development of a core e-Portfolio for the Liberal Arts AA and AS Degrees through a Center for Teaching and Learning (CTL) mini-grant, that incorporated a re-imagining of the First Year Experience and finally training and evaluating Student Success Mentors to facilitate more than 300 FYS and Capstone Studio Hours. [Division Strategic Plan Reports 2019-20 811] More information about the First Year Experience is found earlier in the chapter.

Beginning in 2018, LaGuardia developed a regular assessment process to systematically assess its administrative and educational support units or **AES** after it became a focus of the MSCHE process. The assessment of administrative units via the College's AES process has allowed administrative units, who were already working towards area goals that aligned with the College's mission and Strategic Plan goals, a systematic way to evaluate their effort. [Assessment Plans and Reports for the AES Units 1, General Education Assessment Guide 279,LaGuardia Institutional Effectiveness Plan with Appendices 486]

Before the AES process, each administrative unit engaged in its own ongoing assessment that provided continuous evaluation and improvement of its services. These actions were done in a vacuum and results were siloed to each individual area. For a number of the administrative areas these evaluations did not tie into student learning outcomes. The systematic approach of

the AES process allows for greater coordination across all units, and the ability to share learning and institutional outcomes.

The work of the AES mirrors the assessment work of the faculty-led Assessment Leadership Team (ALT). Since 2013, the ALT has facilitated broad efforts to shape learning, teaching and assessment associated with the new Core Competencies. They lead the annual Benchmark Readings and meet monthly to discuss the College's on-going initiatives in Outcomes Assessment. The ALT is a crucial vehicle propelling the College to "Close the Loop" on Momentum and Completion goals by using assessment data to inform actions designed to improve student learning." A review of both processes shows that there are few connections between the ALT and AES for collaboration, input and review. [LaGuardia Institutional Effectiveness Plan with Appendices 486, Interview with ALT Dean Eric Hoffman 1002, Interview with OIRA Dean Nava Lerer 1001] More information about the AES may be found in Standard V.

Highlights from the recent AES reports include results the College's Career and Technical Education Assistance Center (CTEA) which sits in the Division of Adult and Continuing Education. In FY 20, the CTEA Center conducted pre- and post- job readiness surveys to measure student learning outcomes as part in Spring 2018. Data found 60% of the students (15 students / 30 surveys) were very confident compared with only 20% feeling this way prior to the workshop. 54.1% of learning questions were responded to correctly prior to the workshop while 80.8% were responded to correctly post workshop. In order to implement these surveys at a larger scale during the pandemic, the CTEA Center pivoted to make changes to how they facilitated the surveys in two ways; to be more remote friendly by using Zoom polls, and to provide the survey to students in one-on-one sessions and smaller groups. [AES Executive Summary Assessment Reports 874]

Another AES results highlight comes from the Writing Center which was covered in depth above. As part of their AES goals, they decided to incorporate Student Learning Outcomes into their assessment process. This meant comparing writing assignment scores before and after their intervention as well as surveys to students on what they learned. [The Writing Center Assessment Initiative 834, AES Executive Summary Assessment Reports 874] By making this change to their assessment process, the Writing Center incorporated information from the assessment results to review services to students and to ensure that the student was enriched by participation in the service.

Student Surveys also compose a vital component of the college's assessment tools. They not only give students a voice, but also provide vital information to help shape and improve curriculum. The college uses CUNY Student Experience Surveys as an assessment tool, including the 2018 CUNY Student Experience Survey highlighted in Standard II. [797]

In response to the pandemic, a new survey was conducted by the CUNY Office of Institutional Research and Assessment in November - December 2020. Students were surveyed to determine their experience with distance learning, including courses, instructions, personal difficulties and technology. In addition to obtaining information about their academics, students were also surveyed about their experiences with the support services and various financial, emotional and other needs. The survey response rate for LaGuardia's students were 10% (6,462 invited, 647 responded), which is comparable with the overall response rate at CUNY

(9.7%), and at the other community colleges [Distance Learning Experience and the Pandemic Impact on Education CUNY and LaGuardia 875]

As the survey report notes, "Overall, the experiences of LaGuardia's respondents with distance learning were similar or slightly more favorable compared to all community colleges and mostly more favorable compared to senior colleges.

- 86% of LaGuardia's students experienced online learning for the first time in response to COVID – a higher percentage compared to all community colleges (82%) and all senior colleges (78%).
- Similar to faculty responses at the same semester, a third of the LaGuardia students preferred in-person teaching. However, considerably more respondents preferred hybrid and online synchronous teaching while more faculty preferred online asynchronous or a mix of asynchronous and synchronous fully online teaching modalities.
- Similar to all community colleges, about a third of LaGuardia respondents indicate that they learned less with distance learning compared to in-person, while a quarter indicate that they learned more. However, responses for senior colleges are considerably more favorable to in-person teaching.
- About 70% of the respondents at LaGuardia and all community colleges indicated that they know what they are supposed to do get good grades in most or all of their classes, higher proportions compared to senior colleges.
- The biggest challenges for respondents were paying attention and feeling motivated, and finding quite spaces (about 60% LaGuardia and all community college respondents).
- The largest challenges with instructions are that courses lessons or activities did not translate well to remote environment, unclear expectations around course assignments and requirements and library resources.
- In both the current Fall 2020 CUNY survey and the LaGuardia administered Spring 2020 survey respondents indicated that they are more familiar with the required technologies or applications than their instructors.
- In both the current Fall 2020 CUNY survey and the LaGuardia administered Spring 2020 survey, LaGuardia respondents' top concern was grades and performing well in class (82% in Spring 2020 and 60% in Fall 2020). The concerns that followed were possible delays in graduating, not being able to communicate with instructors, and missing out on extracurricular activities, and were selected by approximately a third of the students in both surveys.
- While 40% of the LaGuardia and all community college respondents were planning on transferring before the pandemic, close to 40% indicated the pandemic affected their transfer plans. The top reason for changing the plans were uncertainty in personal life, followed by not wanting to make big changes during the pandemic, and uncertainty about job opportunities." [Distance Learning Experience and the Pandemic Impact on Education CUNY and LaGuardia 875,The Pandemic Impact On Support Services and Student Needs 880]

These surveys are an effective tool for determining student needs. However, review of these surveys makes the impact of the pandemic on special populations unclear. For example, it is unclear if the needs of evening and weekend students' are being met.

Conclusion

The College's policies related to enrollment, retention, transfer credit, graduation, educational cost, financial aid, the security of student records, and student life are clear and accessible to students through multiple sources and formats, allowing diverse audiences to access and engage with the College. Furthermore, a heightened focus on support of the student experience through the College's Mission and Strategic Plan Priorities have resulted in a number of initiatives designed to increase diversity, student and faculty engagement, and recruitment based on early career interests and workforce trends. Finally, LaGuardia has robust assessment processes that connect to the College's and CUNY's mission. The systematic structure of the assessments means that results are regularly reviewed and reported back to faculty, administrative units and even executive leadership in order to inform institutional decision-making. The new AES assessment process, launched in 2018, provides a clearer way for associated administrative units to evaluate the daily work they do and analyze how it connects to the student experience in a formal way.

Strengths

Range of Student Services. The College realizes that its student population faces numerous challenges that can impede their success and offers a wide range of support services designed to keep students on track with their educational goals.

The Success of the FYS. The implementation of a discipline-specific FYS provides students with comprehensive supports, including a unique opportunity to form connections with a faculty member in their chosen major and a Student Success Mentor. These connections lead to significant gains in retention and completion.

Peer Mentor Support. LaGuardia students can avail themselves of a diverse range of student mentoring programs including programs designed to serve particular populations.

Integrated Assessment Processes. LaGuardia has assessment processes that connect to the College's and CUNY's Mission. The systematic structure of the assessments means that results are regularly reviewed and used to inform decision-making. The new AES assessment process, initiated in 2018-19 and fully implemented in 2019-20, provides a clearer way for associated administrative units to evaluate the daily work they do and analyze how it connects to the student experience in a formal way.

Challenges

Communicating the Availability of Student Resources and Services. CUNY's pandemic survey of LaGuardia students shows that despite current communication and marketing efforts across the college, students may not be aware of vital resources for them like the LaGuardia Cares food pantry.

Connecting the ALT and AES around Assessment. While both the ALT Council and AES Assessment Council work towards "closing the loop" and provide both of their respective

audiences, there are currently no opportunities where the two councils connect outside of the Center for Teaching and Learning, which is a part of the ALT assessment processes and is an administrative unit under the AES process.

Recommendations

1. Develop a centralized student feedback system to uncover gaps in communication, accessibility, etc. with the goal of strengthening support of the LaGuardia student experience.

2. Create a current inventory of communication and marketing mechanisms across the campus, including ACE, with the goal of identifying gaps and developing a centralized student-focused communications plan that enhances awareness of college resources available to students.

3. Charge a college-wide committee to investigate the needs and interests of evening/weekend students to provide services/resources that are equitable to services/resources available to day students.

4. Strengthen communication and collaboration between administrative units and academic programs regarding assessment to ensure that objectives incorporate the student experience.