



Periodic Review Report

LaGuardia Community College / City University of New York
 31-10 Thomson Ave. Long Island City, NY 11101
 Dr. Gail O Mellow, President
 Accreditation Reaffirmed 2012

June 1, 2017





Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680

Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

Certification Statement:

Compliance with MSCHE Requirements of Affiliation

[For use by institutions addressing the Accreditation Standards in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation* (12th ed., 2006)]

Effective August 1, 2015

CUNY-LaGuardia Community College
(Name of Institution)

is seeking (*Check one*):
☐ Initial Accreditation
☐ Reaffirmation of Accreditation through Self Study
☒ Reaffirmation of Accreditation through Periodic Review


An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation.

This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.

The undersigned hereby certify that the institution meets Requirements of Affiliation of the Middle States Commission on Higher Education as published in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation* (12th ed., 2006).

If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

☐ Exceptions are noted in the attached memorandum (*Check if applicable*)


(Chief Executive Officer)

May 12, 2017
(Date)


(Chair, Board of Trustees or Directors)

5/23/17
(Date)

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Middle States Committee Members

Karen Bria (Academic Affairs)

Georgina Capetanakis (Institutional Advancement, Academic Affairs)

Luke Cardaio (Student Affairs)

Erez Lenchner (Institutional Research, Information Technology)

Giaman (Carmen) Luong (Administration)

Ann Matsuuchi (Library)

Bernard Polnariiev, Ph.D. (Academic Affairs)

Jerrell Robinson (Student Affairs)

Michelle Valdez (Adult and Continuing Education)

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Joanne Pierre-Louis, Ph.D.
Middle States Periodic Review Report Chair &
Accreditation Liaison Officer

Section I. Executive Summary

Overview of the Institution

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

Located in Long Island City, Queens, LaGuardia educates more than 50,000 New Yorkers annually through more than 60 associate degree (A.A., A.S., A.A.S), and certificate programs, and numerous continuing education programs. Our guiding principle, "Dare to Do More," reflects our belief in the transformative power of education—not just for individuals, but for our community—creating pathways to economic opportunity. In 2015-16 the College served approximately 19,500 credit students and more than 30,000 non-credit students. LaGuardia's students are largely low-income—75% of students come from households earning less than \$25,000 annually—and the majority are foreign-born. The student population comes from over 140 different countries and speak more than 95 different languages. More than one-third of LaGuardia's students are over the age of 23 and 58% are female.

LaGuardia Community College's mission is "to educate and graduate one of the most diverse student populations in the country to become critical thinkers and socially responsible citizens who help to shape a rapidly evolving society." The mission has spurred the College to create dynamic, effective and progressive initiatives, which range from a challenging curriculum, an extensive network of support services, and an impressive array of engaging non-credit opportunities that addresses the challenges of the 21st century.

LaGuardia Community College has been accredited by the New York State Department of Education and the Middle States Commission on Higher Education since 1974. LaGuardia employs approximately 3,000 full- and part-time staff, including more than 1100 faculty, approximately 400 of whom are full-time.

The College is governed by the Board of Trustees of the City University of New York (CUNY) and operates under the rules and policies of the University. The College is led by the president and six vice presidents (one of whom is also the provost). There are six unions representing faculty, staff and Civil Service employees.

The College is supported through tuition and fees, governmental contributions, grants and contracts from the federal, state and city governments and private support from businesses, foundations and private individuals. Total operating costs in fiscal year 2014-15 were approximately \$211 million.

Approach to Preparation of the Periodic Review Report

The appointment of Dr. Joanne Pierre-Louis as Chair of the Periodic Review Report (PRR) Committee was made by LaGuardia's President, Dr. Gail Mellow, in January of 2015. In collaboration with Divisional Vice Presidents, committee members were carefully chosen to ensure the contributions and ideas of multiple areas and divisions of the College, which included Academic Affairs, Student Affairs, Institutional Research, Administration, Information Technology, Institutional Advancement, Adult and Continuing Education, as well as the Library. During this time, Dr. Pierre-Louis worked with key members of the institution, to learn the general requirements and practices involved in the Middle States re-accreditation process. This included a review of the 2012 Self-Study, speaking with others who had been involved in the submission of the previous decennial self-study and re-accreditation efforts, as well as attending the Middle States Periodic Review Report Workshop, held in March 2015, in Philadelphia,

Pennsylvania. At the end of the Spring 2015 term, the Committee was assembled and provided with an introduction to the re-accreditation process, a plan of action for the eventual submission of the PRR in June 2017, as well as relevant documents related to the re-accreditation process. After having been given committee assignments and standards to focus on, the team consequently used the summer of 2015 to acquaint themselves with the 2012 Self-Study report and to begin making inquiries regarding specific areas of interest with contact persons who would be essential in addressing the recommendations made in 2012.

With a focus on transparency and ensuring the involvement of the College community, the Periodic Review Report process has been a true collective effort, involving every academic department, and administrative division, and large numbers of faculty, staff, and students. During the commencement of the 2015 Fall I academic term, the committee shared with the stakeholders of LaGuardia, the intent of the institution to engage in a “period of self-reflection and improvement” captured through the Periodic Review Process. Additionally, the campus community was invited to be part of the process through the creation of a website, and various outreach efforts intended to educate the campus of the importance of re-accreditation and the role of the Middle States Commission on Higher Education. The website, supplemented by email use, also provided an avenue for correspondence, between the committee and the College community.

The committee spearheaded the Periodic Review Process by using a “top down” and “bottom up” approach to following-up on the standards (as defined by the Characteristics of Excellence) and the associated institutional and Middle States recommendations of interest. Specific key faculty and staff, from senior administrators to front-line staff, and where appropriate students, throughout the institution were contacted directly for follow-up. Updates were provided to the college’s leadership regarding developments and progress being made in addressing the recommendations. The Committee organized their efforts through monthly committee meetings, which provided a venue to exchange ideas, discuss institutional developments of interest and to determine gaps in the collection of data. In addition, individual meetings between the Committee members and the chair were frequently conducted to address questions and to provide guidance. In the Spring 2016 term, with considerable data in hand, the committee was organized into standard-specific sub-groups and began to draft and review narrative sections, of the Periodic Review Report. This approach, which involved documenting of responses to recommendations, while continuing to gather evidence, was supplemented by continued attendance at Middle States Commission conferences and communication with the Commission.

Committee members also received feedback, comments, and questions that were solicited continuously, from students, faculty, staff, and administrators, during a number of governance body meetings, campus-wide town hall meetings and student events. Working alongside the chair, Robert Jaffe participated in the editing of the final draft and a draft Periodic Review Report was shared with the whole college community. In-depth presentations of the Periodic Review Report process and the report’s findings was given to the Executive Council, College Senate, President’s Cabinet, and at campus-wide briefings. Based on this feedback and ongoing discussion with key stakeholders, the Committee incorporated necessary updates and corrections. Final revisions were completed in May 2017. Feedback not included in the report, was noted for the next Middle States study.

Summary of Major Institutional Changes and Developments

This section will cover important changes and developments made in the past five years. Many accomplishments are also referenced in Section III of the report: “Major Challenges and/or Opportunities.”

The College has taken a series of inter-related steps to enhance and measure student learning, strengthen efforts to retain and graduate students, and build an even stronger culture of assessment. These activities are in service to LaGuardia's mission, which continues to guide and inspire our faculty, staff, and students as we "seek to educate and graduate one of the most diverse student populations in the country to become critical thinkers and socially responsible citizens who help to shape a rapidly evolving society."

Central to our efforts to improve and measure student learning has been the intensive effort over the past five years to reimagine the student learning outcomes for the College's General Education. Hundreds of faculty, staff and students have worked together over a period of three years to identify, define, test, and begin to implement a new set of student learning outcomes. Focused on higher-order thinking capacities and communication proficiencies, our new framework includes three Core Competencies (Inquiry and Problem Solving; Integrative Learning and, Global Learning) and three Communication Abilities (Written Communication; Oral Communication, and Digital Communication).

With an emphasis on faculty professional development, new program curriculum maps, and assignment design workshops, we have made demonstrable progress in incorporating the new Core Competencies and Communication Abilities into each academic program, as well as into required General Education courses, and have laid an important foundation for 21st century student learning, with a particularly deep foundation in the College's ePortfolios.

In a concurrent process, the University-initiated Pathways project established a set of general education requirements for students that intended to improve student transfer within the CUNY systems. Both the changes to the general education requirements and the adoption of the Core Competencies, are significant changes that are anticipated to result in greater curricular coherence, improved learning outcomes, and higher rates of retention, graduation and transfer (Standards 12 and 14).

The College's laser focus on improving student success continues and has resulted in significant reorganization, including placing the Vice President of Student Affairs under the supervision of the Provost, shifting staff to create alignment around student success efforts, the hiring of significant number of advising staff, and the creation of various technology interventions. In turn, this has also allowed for better communication with students and the collection of data, to better assess student actions. These efforts have elevated the College's approach to student success, creating greater synergy between Divisions, and bringing faculty, professional advisors, as well as peer advisors to work together in academic major-based Advising Teams, to support student momentum towards degree completion (Standards 9 and 10).

One continuing area of focus for the College is the commitment to collect and use data for authentic assessment of student learning, and to continue along a path of improvement in all College initiatives. In our 2012 Middle States evaluation, the College received recognition for its assessment work, and specifically for being fully engaged in multiple efforts to assess both student learning and institutional excellence. Since then the College has taken important steps to expand this engagement in both academic and non-academic areas. Prompted by Middle States, the College has deepened movements beyond assessment of individual programs and completed a robust overhaul of all General Education requirements. New assessment protocols are in place to more routinely examine the College's work in relation to our academic and co-curricular missions, as well as to examine the work of the College's senior leadership team, the Executive Council, the Center for Teaching and Learning, and other governance bodies. Assessment of non-academic areas, given the strengths of the existing periodic review process undertaken by academic departments (Standard 14), was of special concern and has resulted in the creation of a regular assessment process to be implemented by non-academic divisions of the college. The College has continued to innovate new systems for sharing and disseminating assessment findings across the spectrum of academic and institutional programs, and has evolved its

philosophy to “close the loop” on prior goals making LaGuardia one of the nation’s leading examples of a “learning College” (Standards 4, 5, and 7).

Throughout LaGuardia’s Periodic Review Report are discussions of other changes that have advanced the College’s work. We’ve sought to further become an institution that is open and transparent, connected to our community’s workforce needs, innovative in creating new programs, and adapting older ones to new realities (Standards 6 and 11). This is done in an atmosphere of limited resources—financial, physical space, changing climates, and people—that challenge the College to most thoughtfully create and implement strategic plans, which help to guide and drive LaGuardia to realize its mission (Standards 1 and 2).

Abstract of Highlights of the PRR

The Periodic Review Report provides a lens into the responses of the institution to the 2012 Middle States Self Study. There was a total of 49 responses to recommendations that not only reflects the institution’s past and current unwavering commitment to the College’s mission, but highlights future areas that need more focus and attention for continued growth and development. With a focus on data and outcomes, all recommendations were addressed.

Of note, the narrative of section II (Institutional Responses to the 2012 Self Study Recommendations), is devoted to the responses of LaGuardia’s self-recommendations and Middle States Commission on Higher Education (MSCHE) evaluators’ recommendations. The College’s recommendations themselves (as shown in Appendix A), are numbered first by the relevant Standard and its order within the Standard is noted by a period followed by the relevant number (i.e. 7.2). In contrast, the MSCHE’s evaluators’ recommendation are numbered first by the relevant Standard and then its order is noted by a letter, if there is more than one evaluators’ recommendation for that Standard (i.e. 8a or 8b).

Section II. Institutional Responses to the 2012 Self Study Recommendations

Chapter 1: Standard 1 (Mission and Goals)

Chapter 1, LAGCC Recommendation #1.1: The College should implement its plans for disseminating the Mission and Goals throughout the campus. Some suggested methods are shown in Appendix 1.3 of the Self Study.

Response to Recommendation 1.1:

The College has adopted a number of varied and sustained approaches to disseminating the Mission and Goals of the College. The College’s mission is displayed prominently on the College’s “About Us” section of the website and in highly populated areas of the College. It is routinely integrated in college-wide publications and documents, including the College catalog and the Student Handbook and has been used to guide the College’s approach to marketing of the College to prospective applicants and informs curricular development. The mission statement is routinely shared with the College’s faculty, staff and students at college events, including student orientation and college-wide faculty and staff meetings. More specific examples can be found in Appendix B 1.2. Last, it is also the basis for the creation of the institution’s Core Values (see Appendix B 1.0: Core Values Final Report and Appendix B 1.1: Mission Committee Final Report). College-wide awareness and embracing of the mission statement and goals of the institution, are and will continue to be paramount to ensuring unity and connectivity, throughout LaGuardia Community College. (Please see Appendix B 1.4 for suggested methods of disseminating the Mission and Goals as mentioned above in Recommendation 1.1).

Chapter 1, LAGCC Recommendation #1.2: When developing goals for annual college targets in the Strategic Plan, divisions and departments should demonstrate how their initiatives support the College's mission.

Response to Recommendation 1.2:

As of 2013, the planning document used to establish the College's Strategic Plan (Appendix B 1.3: Strategic Plan Template) directly incorporates use of the mission statement. The Strategic Plan emerges from the College's mission and has as its overarching focus the goal of educating and graduating LaGuardia students. The documents used to incorporate college-wide input into the formulation of the Strategic Plan and the Plan itself are crafted to advance the College's mission, through several main strategies and activities, such as improving advising and a student's first year experience, advancing global learning, and strengthening the connection between college learning experiences and the changing labor market.

Chapter 2: Standards 2, 3, and 7 (Planning, Resource Allocation, and Institutional Renewal, Resources, and Assessment)

Chapter 2, LAGCC Recommendation #2.1: The College should report each year if a strategic plan target has been met and targets should remain on the strategic plan until met.

Response to Recommendation 2.1:

Since 2012, LaGuardia's Strategic Planning Committee, comprised of divisional liaisons and academic chairpersons, have been mindful to monitor and report on completion of strategic planning targets. If unmet, targets continue to remain as part of the strategic plan, annually, until they are met. For example, as demonstrated in Appendix B 2.1: 2014-15 PMP Final Outcomes Report showed that a University Goal was to increase the total dollar amount of research grants by 1 percent (page 1, #A2c), however, it decreased from \$665,985 to \$613,996. In response, this goal remained as part of LaGuardia's strategic plan for the 2015-2016 fiscal year (Appendix B 2.2: 2015-16 PMP-Strategic Plan, page 1, A2c). Although limited in number, there are several possible reasons why specific targets can either be or have been, removed and/or revised. As described in Appendix B 2.3, reasons include the fact that targets may no longer reflect goals of CUNY's Performance Management Process, divisions and departments may have either re-prioritized their focus towards other goals, and/or the existence of limitations in funding that may not have allowed an area to properly develop or address the goal in question. (Appendix B 2.0: Strategic Planning Committee - Evidence of Institutional and Area-Specific Goals and Appendix B 2.2: 2015-16 PMP-Strategic Plan for more specific examples of targets that have been removed or revised.)

Chapter 2, LAGCC Recommendation #2.2: The College should consider enhancing stakeholder input into the budget development process by providing the College community with an opportunity to comment on the Executive Council's proposals for prioritizing strategic plan initiatives before the funding decisions are finalized.

Response to Recommendation 2.2:

The strategic planning process of LaGuardia has functioned to not only support, but to reflect, through collaborative participation, the focused goals of the many constituent members of the institution. Constituent participation is embedded in the annual, systematic process, of identifying the goals, expected outcomes, needs, resources (including financial, human and physical space resources), and assessment approaches that the College will deploy to advance its mission. These are considered and discussed throughout the College, culminating with a final presentation to the President's Cabinet, College Senate, and the Student Government. Final strategic plan reports are provided to CUNY Central which will occasionally request further refinement before final approval of the College's plan is granted.

In response to recommendation 2.2, LaGuardia has improved stakeholder input into the budget development process. With a focus on increasing stakeholders' understanding of the budget development process and its implications on the strategic plan, since 2012, the College's Division of Finance and Administration has annually presented an outline and power-point of the budget process to key campus constituencies, including the Student Government Association, College Senate, and the President's Cabinet (Appendix B 2.4: LaGuardia's Budgeting Process).

In the Fall of 2015, a Strategic Planning and Budget community forum, was incorporated into the strategic planning process. The aim of the forum, hosted by the President and the Vice President for Administration and Finance, was two-fold. First, it provided stakeholders with the opportunity to learn more about the processes and mechanisms of the College's strategic plan, through a basic review of the strategic planning process. Additionally, the distribution of the strategic plan itself, along with a preliminary version of the funding recommendations, allows stakeholders to engage the College's leaders in providing input regarding the College's resource allocation, prioritization of items, and to additionally put forward new items for consideration.

An example of the robustness of this process is demonstrated in the process of the College advancing faculty and staff generated interventions, to improve student retention and graduation. At the Fall 2015 Budget and Finance Community Forum a funding recommendation was presented to the College (Appendix B 2.5), along with the 2015-2016 Strategic Planning and Budget presentation (Appendix B 2.6), as well as the 2015-2016 Strategic Plan (Appendix B 2.2). These items resulted in the release of an RFP that sought to solicit ideas and actions that impact student retention. A list of initiatives that were funded as a result of the 2015 October Budget Forum are listed in Appendix B 2.7: 23 Approved "LaGuardia Retention & Graduation Innovation Fund" Projects.

In 2016, to further enhance stakeholder input into the budget development and funding process, the College established a Budget Advisory Committee. Comprised of five elected members from the College Senate (two students, one faculty, and two staff members), a College Administrator and a senior faculty member, the committee meets at least three times a year to review LaGuardia's operating budget and the allocation of resources, prior to final funding decisions. Meeting times are coordinated with the timeline surrounding the process for developing the Strategic Plan.

The committee participates in all phases of the budget process, including reviewing the College's budget allocation from the University and providing input in the disbursement of budget requests and discretionary funds for new and expanded initiatives. (See Appendix B 2.7a; Budget Advisory Committee Meeting Agenda and Attachments). The Executive Council makes final decisions on allocation of resources informed by the input of the Advisory Committee. The final budget is shared with the campus community, specifically the College Senate and Student Government Association.

A list of sample funding allocations resulting from the input of the campus community and designed to support strategic plan initiatives during FY2013-2016 is provided (Appendix B 2.8: Sample funding allocations, FY2013-2016).

Chapter 2, LAGCC Recommendation #3.3: The College should devise a succession plan that takes into account the larger number of faculty and staff eligible for retirement in the coming decade.

Response to Recommendation 3.3:

The College's approach to succession planning for faculty and staff has evolved to ensure organizational performance by considering analyses of retirement patterns, departmental and programmatic needs and input from department chairs, faculty and program staff.

An example is the College's approach to faculty hiring, including the replacement of retirees, which is driven by the needs of individual departments and shaped by the College's priorities, student enrollment patterns and financial resources. As faculty retire or leave, or new faculty needs are identified, faculty line requests are submitted by the department chair to the Provost, who reviews such requests alongside the President. Approved requests are then considered as part of the recruitment and hiring plan for the following academic year. It is important to note that the University does not have mandatory retirement so it is not possible to determine exactly who will choose to retire in a given year, nor the discipline(s) in which recruitment will be needed. The ability to forecast retirement is challenged.

The purpose of succession planning also serves to ensure that the institution has the necessary senior leadership in place going forward. For faculty, the College addresses this in three primary ways. First, the College retains as adjuncts many retired faculty, allowing current faculty and staff to benefit from their experience and students to benefit from experienced instructors. As of May 2016, more than 40 retired faculty teach courses at LaGuardia. Second, the College offers a broad array of professional development opportunities for faculty. These begin with all newly-hired faculty participating in the New Faculty Colloquium which offers a broad perspective on the functioning of the College and faculty expectations. As faculty move ahead, they have the opportunity each year, in consultation with their chairperson, to participate in seminars on instructional priorities such as Writing Across the Disciplines, teaching in the First-Year Seminar, or programmatic assessment. Third, the reappointment, promotion, and tenure processes provide faculty with an assessment of how much they have been able to demonstrate personal growth and development in terms of instruction, research and scholarship and to identify areas of enrichment.

Succession planning for retiring staff is different. While the recruitment of almost all faculty occurs at the instructor or assistant-professor level, staff can be hired at a replacement level. This means that when a senior administrative staff member leaves, the College can choose to recruit at that same level.

While hiring external to the College obviously occurs, training for staff aims to promote the growth and development of in-house employees with the eventual goal of individuals taking on more responsibility. Professional development opportunities for non-teaching staff are robust. An example of the College's commitment to staff development would be the Leadership Development Program run by the College's Office of Human Resources. This intensive program, designed for promising employees, seeks to provide high-potential staff with the managerial knowledge and skills needed to take on greater responsibilities. This training has reached 111 personnel since 2011. Other examples are noted in Appendix B 2.10: Human Resources Professional Development Program.

Chapter 2, LAGCC Recommendation #3.4: College should assess the classroom allocation process and explore ways to ensure that faculty understands the process

Response to Recommendation 3.4:

The College has strategies to assess the level of, and the effective and efficient utilization of, institutional resources. This applies to the classroom allocation process. In 2012, the College was transitioning to a new enterprise software called CUNYfirst (2012 Self-Study), designed to serve as a single platform to

facilitate student administration, human resources, and the business needs of all CUNY Colleges. Since the implementation of this new college information system, there have been revisions and improvements to the classroom allocation process that meets both the academic and instructional needs of the institution. All classrooms were mapped and are now classified and consequently assigned, according to its maximum room capacity, specialty classes (e.g. Lab versus lecture hall), equipment specifications (i.e. smart room features), disabilities accessibility, location, and course capacity. Such improvements, supplements protocol and processes, which were in existence prior to 2012 and continues to depend upon the involvement of faculty, for continued efficiency. For example, annually, the Registrar's Office works with Academic Affairs, Adult and Continuing Education (ACE) and Information Technology to create a four-term operations schedule. This schedule lists approved production dates and deadlines, for implementing next year's course offering. Within this context, each term, the Associate Registrar for Systems and Scheduling distributes a report of classes and associated meeting times, called a "pass", to the Department Chairs. During the initial pass, departments are required to indicate the list of courses that will be taught by full-time faculty. The final allocation of classes is based on three passes, during which, each is an opportunity for departments to subsequently include classes that will be taught by additional part-time faculty, make further requests, and to verify scheduling, location and other classroom needs.

The process highlights the tradition of transparency seen at the college, as departments and associated faculty are involved in the assignment of classes from the first pass and are necessarily informed of issues and/or concerns, regarding the allocation of classes and availability of requests, on an immediate basis. In addition, transparency is maintained as policies and procedures are outlined in the Classroom Scheduling Policies and Procedures Manual (Appendix B 2.11a). Peak classroom utilization capacity and usage is now also communicated to faculty in the Institutional Profile, and the interests of faculty and staff are represented and attended to, by the Classroom Scheduling Business Process Re-Engineering (BPR) Committee. See Appendix B 2.12 (BPR Committee Notes), for an example of topics covered during regularly scheduled meetings. Members of this committee include representatives from the Registrar's Office, Academic Affairs, Adult and Continuing Education and Information Technology. Last, in order to ensure faculty understanding of the classroom allocation process, starting in the Fall of 2016, the "Scheduling Manual" and "Classroom Masterlist" were incorporated as part of the information given to chairs, supplementing the passes (Appendix B 2.11a and Appendix B 2.11b).

Since 2011, the process has shown positive results. Across the College, course schedules continue to be completed accurately and in a time efficient manner, despite increases in enrollment. As shown in the Fall 2015 Session I Classroom Occupancy (Appendix B 2.13) document, the College has improved classroom utilization peak time periods (Monday through Thursday, 9am through 4:35pm). This is demonstrated as the number of time periods in which room utilization has increased, exceeds 80% and virtually covers, all 24 of the time periods in peak times, compared with 18 out of 24 time periods, in Fall 2011. The College has also increased the number of class offerings during non-peak periods, enhancing room utilization and class scheduling, in additional time slots. For example, classroom utilization over the weekends has increased from a maximum of 58 concurrent classrooms utilized on Saturdays in Fall 2011, to a peak of 74 concurrent academic classrooms utilized on Saturdays in Fall 2015. Second, the Classroom Scheduling Business Process Re-Engineering (BPR) Committee, which acts as a mechanism for the monitoring and assessment of the classroom allocation process (Appendix B 2.12), has seen a decrease in the number of issues that have come up as discussion topics during the committee meetings. This is so much so, that the committee went from meeting on a weekly basis to once a month, and now quarterly.

Chapter 2, LAGCC Recommendation #2.5: The College should develop a more formal technology planning process that allows regular input from stakeholders on the priorities that the College has developed for the upgrading of all aspects of its technology interfaces and infrastructure.

Response to Recommendation 2.5:

The College maintains a technology planning process that allows timely, consistent, and effective input from stakeholders. Multiple venues and avenues for input exist throughout LaGuardia and in partnership with CUNY's Central Office. Together, these mechanisms provide an organic framework which encourages and obtains input from all constituents of the college to inform the technology planning process. These venues include long-standing campus and university steering committees, our professional development infrastructure and ad-hoc working groups. Representatives from college management, faculty, staff and students that serve within these groups, ensures participation and provides input from all stakeholders.

Informing the technology planning process are campus-wide groups which include the following: The President's Cabinet, Executive Council, the Provost's Cabinet, Faculty Senate, the Academic Chairs committee, and each of the individual academic departments. In addition, considerable discourse and input in technologically enhanced pedagogy is a welcome byproduct of the extensive professional development services offered to the faculty by our Center for Teaching and Learning. The Center's professional development work acts to identify the technology needs of faculty and given the breadth of the Center's professional development programs, allows faculty an important venue to recommend technology hardware and software that is needed to advance their teaching.

Student input occurs through meetings with the Student Government Association and with student representation on the College's Committee on Academic Technology Services (CATS) which is responsible for administering projects funded by the Student Technology Fee. The Committee meets regularly to prepare recommendations to the President and the Executive Council, regarding the student technology fee. (Please see Appendix B 2.19 for sample meeting minutes and topics of discussion.)

Since the technology the College employs is often guided and/or directed by the University (e.g. CUNYfirst for numerous purchasing, human resource and other administrative functions), the University has created numerous structures to allow for broad input. These include: The Council of Presidents; the individual councils representing, Academic Affairs, Student Affairs, Administration and the Libraries; the University Faculty Senate, the Information Technology Steering Committee, the Committee on Academic Technology and Services, and the Student Government Association.

At the most basic level, as reflected in response to LaGuardia Recommendation 3.6, the College is regularly informed in a timely way by the needs of individual users. The ongoing investments in technology hardware and software is guided by individual technology users, with patterns of need identified, and support delivered to advance the best interests of the college community at large. Analyses of data, including help and purchase requests and usage patterns, by the Division of Information Technology is used to identify technology needs and to make calculated decisions regarding technology investments. In addition, faculty and academic department councils regularly communicate their requirements directly to the Provost and senior leadership in the Division of Academic Affairs, and in turn, to the Vice President for Information Technology.

These processes ensure that the College regularly receives, in a real-time manner, broad input to design and implement technology improvements and investments.

Chapter 2, LAGCC Recommendation #3.6: The current uncoordinated system for the acquisition of faculty and staff computers should be assessed to determine if it meets the needs of the faculty and staff.

Response to LAGCC Recommendation 3.6:

The college has reviewed the current state and practices related to equipping faculty and staff with office computers. We found that individual requests for systems/software upgrades, when supported by an explanation of requirements, had without exception been allocated and provisioned in an expeditious manner. Surprisingly, unless a faculty member initiates a discretionary request for a replacement computer they often feel inconvenienced by arbitrary computer upgrades (e.g. having to replace computers on a regular three-year cycle).

Computer hardware and software requests by faculty and staff, are maintained through work order requests (Appendix B 2.9: Technology Work Order Requests Snapshot) submitted to the Information Technology Division. A centralized help desk ticketing system is used to track requests and keep users informed of the status of their requests. Service records dating back to 2012 indicate individual system repairs and software upgrades are performed in less than a single business day with very few exceptions. In cases, such as when an entire department is relocated, wholesale replacement of workstations is procured for the department. Similarly, installations of up-to-date software are deployed several times a year to assure compatibility of systems across campus.

Chapter 2, LAGCC Recommendation #7.7: The College should regularly assess the effectiveness of institutional resource allocation, including the budget process itself, to ensure that it is aligned with strategic objectives and initiatives

LAGCC Response to LAGCC Recommendation 7.7:

Mechanisms for assessing the effectiveness of institutional resource allocation and its alignment with strategic objectives and initiatives is centered in the strategic planning and budget process itself, which includes review by the Budget Advisory Committee, input from meetings with the Student Government Association and the Senate, and careful review and input from the College's Divisions and the Executive Council. The College's budget is also then reviewed and approved by CUNY Central to ensure it is meeting University-wide strategic goals and objectives.

To monitor budget activity, the College receives quarterly monitoring reports on revenue and expenditures from CUNY Central. This allows for a comparison with other CUNY campuses to show whether revenue or spending patterns are unique to LaGuardia or found elsewhere.

The College's Budget Office also regularly provides monthly Summary and Detail budget reports to the Executive Council and Divisional Budget Liaisons. These reports allow for the evaluation of spending patterns and making necessary spending and re-allocation of available budget funds, to further align with strategic objectives and initiatives. Appendix B 2.14: Tax Levy College-wide Report for February 29, 2016, for example, revealed that LaGuardia had underspent, at that point in time, compared to the actual budget allocated for Fiscal Year 2015-2016. The last two columns of this report point out the percentage of Year to Date spent and the percentage of unspent. At this point in the fiscal year, expected expenditures for all departments should have been around 67% of their overall budget. Therefore, the College had underspent by 5% as of February 2016. Such reports are shared with every department within a Division, so each department can be involved assessing their spending patterns and directly involved in the budget decision making process to ensure strategic objective and initiatives are being met.

One of many examples of how the College regularly assesses the effectiveness of institutional resource allocation is the commitment to finding administrative and budget efficiencies. A key College strategic

planning objective, as noted in the 2015-16 Strategic Plan (see Appendix B 2.2: 2015-16 Strategic Plan), is to “Use financial resources efficiently and prioritize direct student services.” To achieve that objective, the College engaged an outside consultant, in Spring 2016, to assess the performance of the Budget Office, including the work flow and processes within key areas of the office, including accounting, budget, purchasing and accounts payable. Among the findings and recommendations of the Business Office 2016 Assessment, (see Appendix B 2.15) was the suggestion that improvements could be made in providing higher quality and more timely information to departments and individual areas of the College. The report recommended, for instance, that the College enhance the number and timing of meetings held with departments to support more efficient department budget planning and allocations. The analysis also highlighted the need to identify and begin work early with departments and offices that submit excessive amounts of budget modifications throughout a given year and those who are slow in spending their allocations. This process is helping departments to more effectively expend the resources they need to fulfill strategic objectives, while also identifying spending shortfalls to allow a smarter re-allocation of unspent funds to meet strategic objectives.

Chapter 2, LAGCC Recommendation #7.8: The College should encourage all areas to file formal assessment designs and assessment results with IR&A. IR&A should maintain a centralized assessment library on Sharepoint and periodically update the College community on recent assessments.

Chapter 2, LAGCC Recommendation #7.9: Each Vice President should file an audit of assessment activities in his or her division each year with the President, providing the President with an overview of all assessment activities at the College. IR&A should provide an annual agenda of key assessment activities at the College to permit broad involvement in the design of the research and dissemination of the findings.

Chapter 2, Evaluators’ Recommendation for Standard 7: The College should develop an overall assessment strategy to provide a framework that emphasizes opportunities for cross-campus sharing of assessment activities and findings in order to encourage collaboration and to improve the efficiency and effectiveness of assessment activities.

Response to LAGCC Recommendation 7.8, LAGCC Recommendation 7.9, and Evaluators’ Recommendation for Standard 7:

In the Fall term of 2015, LaGuardia instituted a process whereby, the administrative divisions of the College are required to submit a plan of assessment, at least once every five years. As shown in Appendix B 2.16a: Divisional Assessment Schedule and Results, each area within the College’s six divisions periodically chooses a particular function that it wishes to assess and improve. These targets are then formally filed as assessment plans with the Office of Institutional Research and Assessment (IR&A), which addresses the response to LAGCC Recommendation #7.8. Some areas may choose to undergo a comprehensive assessment, parallel to that of the academic departments’ Periodic Program Review process. Other areas of the College may adopt an assessment framework that is designed around the needs of the College office, offers sufficient simplicity to make data collection and analysis possible, provides detail and data to improve operations, and ownership to be sustainable and that aligns with this area’s and the College’s strategic planning process.

The process itself, as described in the Appendix (Appendix B 2.17: Divisional Six-point Assessment Submission Outline and Description), highlights a six-point Assessment Submission outline. It includes the submission of relevant documentation at specific junctures as well as the collection and analysis of data, that corresponds with the strategic planning process, in time. Findings as well as the impact of the assessment (as shown in Appendix 2.16b) are later filed with the Office of Institutional Research and

Assessment, along with the initial assessment plans. This process offers clear realistic guidelines as well as a timetable, and is supported by appropriate investment of institutional resources for assessment.

The goal of this process is to ensure that LaGuardia has a system that continuously and comprehensively informs those responsible for delivering programs or services in a specific area and consequently, increases institutional effectiveness. In response to the Evaluators' Recommendation for Standard 7, this is assured through the filing of divisional assessment activities by each Vice-President, with the President, the Office of Institutional Research and Assessment, as well as available on a Sharepoint library. This provides for an overview of all assessment activities at the College and serves as a cross campus assessment resource. Last, to facilitate the cross campus sharing and discussion of assessment methods and activities, forums that are used includes the President's Cabinet, as well as Professional Staff, and Instructional Staff meetings.

While allowing for an increase in transparency and accountability for divisional initiatives, the process has been part of an exploratory effort to understand the benefits of both inter and intra-divisional assessments. A case in point is how results have been beneficial in helping divisions to identify effective and ineffective processes and mechanisms, inherent in their overall functioning. An example would be the assessment of nonacademic function by the Division of Institutional Advancement, during the 2015-2016 academic year. The Division provides support to the LaGuardia Community College Foundation, which raises private funds and works to provide support to students in the form of campus employment, scholarships, and stipends. The Division sought to understand whether such support produced significant influences on a student's academic performance, including changes in grade point average, the passing of courses, semester-to-semester retention, as well as graduation. Among the results (see Appendix B 2.18: The Impact of Scholarships), were that campus employment worked best, over time, to produce sustained influence on academic performance, even more so than the influence of scholarship support. Such findings led the Foundation to make greater investments in programs that employ students, such as the College's outreach team and the President's Society, both of which combine financial support with the kind of employment experience and social support that has been shown to improve student outcomes.

In sum, the College has put in place mechanisms to identify areas for assessment, guided by key stakeholders and the College's strategic priorities, and to effectively disseminate the findings to the campus community and the College's leadership.

Chapter 3: Standards 4, 5, and 6 (Leadership, Governance, Administration, and Integrity)

Chapter 3, LAGCC Recommendation #4.1: The College should define a periodic review process for college governance that includes a timetable and desired outcomes of governance.

Response to Recommendation 4.1:

Working alongside the President, as well as the administration of the college to support the institution's mission, the College Senate oversees many College policies, especially those central to the academic mission of the College, such as curriculum, course, and academic major revisions and approvals. Specific roles and responsibilities are highlighted in the LaGuardia Community College Governance Plan (2009) (Appendix B 3.0). Given the evolving nature of academic concerns and issues, often shaped by corresponding changes in social, economic, and technological climates, the need for a periodic, formal assessment is an issue the College Senate considered and has addressed in several ways.

In order to establish a formal review process of its activities, the Senate sought to make its committee system more efficient. To do so, the Senate Chairperson met with each individual Committee

Chairperson to both explain the relationship between the committees and the plenary body, and their role within the governance system, as well as to solicit their recommendations on how to enhance the College Senate's governance role. Several issues emerged. First, there was a recognition that the role of the Senate needed to be better understood on the campus. Steps were taken to increase the visibility of each individual committee and their role in the Senate to ensure the visibility of the Senate structure to the entire College campus. Second, to strengthen the role and activities of the Senate, faculty, staff and student senators, are now asked on an annual basis to create a list of questions and issues that they seek to have the Senate address. Informed by these questions and issues, the Senate Executive Committee then establishes issue priorities and refers them to the appropriate committees for review. Third, on an annual basis, the Senate Chairperson presents the accomplishments and challenges faced by the College Senate.

To make this process more systematic and to continue to assess its' effectiveness each year, the Senate has implemented the following: at the first Senate meeting each October, the Senate will review the responsibilities of the Senate and align the lists of issues and questions emerging from the Senator representatives with the mission of the Senate. Also, during each meeting, a representative from each committee presents a report of its activities. In mid-year, the Senate receives an update on all Senate activities in the Chair's report. In the final meeting each year, the Senate summarizes its yearly activities and reviews its effectiveness.

Personnel & Budget Committees are also referenced in the LaGuardia Governance Plan, and operate in accordance with the rules and parameters set forth in the CUNY By-Laws and therefore have mandated outcomes. These outcomes include votes on recommendations for appointment, salary offers, reappointment, letters of concern, tenure, promotion, and fellowship leave. The College-wide Personnel & Budget Committee reviews its processes every year to make changes as needed. As an example, it was recently agreed that the Instructional Staff form, which provides an outline of instructional staff college activities, achievement, and professional development, was redundant, and faculty were no longer required to fill it out as part of their annual evaluation paperwork. Such changes are undertaken in consultation and with the consent of the Academic Chairs, who then guide faculty and their Department Personnel & Budget committees to follow the new procedures. In these ways, an annual review process is in place to allow for a continuous, periodic review of the college governance.

Chapter 3, LAGCC Recommendation #4.2: The College should develop a formal orientation program for new College Senators.

Response to Recommendation 4.2:

The College Senate has acted to ensure its effectiveness by ensuring that despite changes in membership, Senators are always equipped, well trained, and adequately informed on the policies, procedures and mechanisms of the Senate. In response to recommendation 4.2, over the last three years the Senate has developed and refined the orientation process for new College Senators. At present, to orient new Senators, especially student members of the Senate, the Executive Committee hosts a meeting prior to their first Senate meeting, giving new Senators an opportunity to understand their roles. The agenda includes understanding the LaGuardia Community College Senate Governance document, (Appendix B 3.0: Governance Plan), including the Senator's role and responsibilities, the standing committees of the Senate, and the importance of curriculum. In 2016, the Senate Committee on Professional Development, whose role is to train Senators, hosted a "Meet and Greet" for new Senators to discuss their participation in Senate committees. In addition, starting in Spring 2017, the Senate designated a student senator mentor who will attend student meetings and provide assistance so students can successfully achieve their goals. Beginning in Fall 2017, the Senate Committee on Professional Development will also organize a New Faculty and Staff Senator Orientation to take place annually each year.

Chapter 3, LAGCC Recommendation #6.3: The College Senate should post minutes of its meetings online expeditiously.

Response to Recommendation #6.3:

The minutes and voting records for all meetings of the Senate and the Senate Executive Committee, are recorded and distributed to constituency members (see Appendix B 3.0: Governance Plan, Section III) of the Senate for review. In addition, Senate minutes are already maintained on the College Senate website by the Vice-Chairperson of the Senate and are posted within three days of approval, by the College Senate. In addition, all Senate planned agendas and meeting minutes are widely shared with the College community through the College's email systems.

Chapter 3, LAGCC Recommendation #5.4: The College should establish a formal charter and guidelines for the Executive Council.

Response to Recommendation 5.4:

A mission statement, adopted in 2016, serves as a formal charter and provides guidelines for the overall functioning of the Executive Council. The Mission Statement (Appendix B 3.1), identifies, identifies specific roles, responsibilities, and membership, and describes an annual assessment of function.

Chapter 3, LAGCC Recommendation #5.5: The Executive Council should develop a process to assess its effectiveness as a team.

Response to Recommendation 5.5:

As seen in Appendix B 3.2: Assessment of Executive Council, the Executive Council performed a self-assessment on June 22, 2016 to review the College's stated goals and priorities, for relevance to the College's mission. At this meeting, the Council reaffirmed its continued responsibility to adopt strategic and short-term goals, review progress and assess the College's budget, and recommend allocation priorities. More specifically, the Council determined that it would assume a primary role in coordinating an inquiry process to better understand current retention and graduation initiatives. The goal is to create greater connection and integration amongst College offices, programs, and interventions as well as to inform future strategic and operational planning.

Chapter 3, LAGCC Recommendation #6.6: The College should assess the effectiveness of communications on the competitiveness of entry to clinical programs and strive to improve applicant understanding.

Response to Recommendation 6.6:

LaGuardia has responded with several resources and initiatives to address both the effectiveness of communicating the competitiveness of gaining entry into clinical programs and improving applicant understanding. Students receive these essential messages and clear, personalized guidance at various points in their academic journey. These include:

- 1) Prior to Enrollment: Beginning in Fall of 2015, the College employed an advisor dedicated to reaching out to accepted students that selected a Health Sciences major prior to the beginning of the semester. Accepted students (high school or transfers) are invited to online chats with the faculty as well as to on-campus Candidacy Readiness events, which provides a broad overview, as well as clarification of the majors, that fall under the Health Sciences.
- 2) Upon Admission: The College holds New Student Advisement and Registration events for Health Science majors as well as for prospective majors, to receive program-specific advisement.

- 3) First Year: The College's major-focused, credit-based First Year Seminar (HSF090) regularly provides, over the semester, an opportunity to introduce students to the Health Science majors and concentrates on helping students understand clinical entry requirements as well as the skills and behaviors needed to successfully enter these competitive programs. Alternative educational paths for students are discussed and explored. As indicated in Appendix B 3.5, since 2014, 3,489 students have participated in the Health Sciences First Year Seminar.
- 4) Ongoing: Group advising sessions with program staff and faculty during program specific Health Sciences events are regularly offered. From Fall 2014 to Spring 2016, six group advising sessions by the Health Science Department, serving a total of 1,620 students, were held. Additionally, one-on-one advisement sessions, provided by individual faculty and staff, resulted in 3,285 students being seen in the 2014-2015 academic year and 3,095 students being seen in the 2015-2016 academic year.

A more detailed description of these initiatives can be found in Appendix B 3.5: Communication of Competitiveness into Clinical Programs. Additionally, in order to address the likelihood that students may not meet the qualifications for entry into competitive programs, the Health Sciences Department has also begun to hold parallel, program specific planning events, to introduce students to alternative majors.

Recognizing that many students will have difficulty in gaining entry into competitive clinical programs, the College is offering new major options in the Health Sciences field. Health Care Management (Appendix B 3.7: Business Administration Option Side by Side), an option under Business Administration, became available in Fall 2016, and Therapeutic Recreation (Appendix B 3.8a, 3.8b: Therapeutic Recreation AS Letter; Therapeutic Recreation Proposal), is scheduled to be available in Fall 2017. The College is also currently working on proposing new majors in both Public Health and Medical Assistant. These new majors were created due to expanding opportunities in the health care job market. These new majors create additional opportunities for students to complete their degree, at LaGuardia, in high-demand occupations in the health care field.

To evaluate the effectiveness of improving the communication of the clinical requirements and competitiveness to students, Nursing, the largest Clinical Health Science major at the College evaluated the numbers of students applying and fulfilling the minimum requirements. In 2012, the number of students who applied and did not gain candidacy averaged over 70 per semester. As of Spring 2016, this number has since decreased to an average of 35 due to the increased efforts to communicate the requirements and competitiveness early.

Chapter 3, LAGCC Recommendation #6.7: The College should set standards for the information to be made available online on academic programs to include graduation, retention, transfer, employment, and graduate licensing rates.

Response to Recommendation 6.7:

LaGuardia Community College seeks to provide accurate, up-to-date information to prospective and current students regarding outcome data on academic programs.

The College began a process of instituting use of a standardized web page format, allowing for the uniform display of standard discipline-specific information to students, across all programs. An example is the Engineering webpage, (see Appendix B 3.3), which displays the consistent and standard information available. Information linked to specific programs, such as retention and graduation information, and where available and required, transfer, employment, and licensing rates are provided through a link, leading to LaGuardia's Office of Institutional Research and Assessment (Appendix B

3.4: Institutional Research Website). This is meant to complement the display of academic information (such as curricula and course descriptions) provided in the print and online versions of the college catalog. The standardized web page replaced the previously used formats, the contents of which were determined by the majors and/or program, resulting in differences in types of information displayed.

While standardization is important it is also necessary to align the information that is available and provided with specific majors. Not all majors, for example, require licensing. This is the case as only programs (i.e. Physical Therapist Assistant and Occupational Therapy Assistant) with outside accreditation are required to display graduation, retention, transfer, employment and graduation licensing rates. This is shown for example, with the display of graduates' licensing national certification examination pass rates, as well as employment information, on the Health Sciences majors website (except for Human Services), in their Self-Study Reports, as well as their program handbooks. (See the Nursing program website as an example, Appendix B 3.6.)

Such improvements for standardization was also made within programs as well. For information on State Board pass rates (graduate national certification examination pass rates), students of the Health Science Programs, were referred to the accrediting institution, for the particular program of interest. The Health Sciences Program Directors determined at their Fall 2015 meeting however, that all Health Science programs should use a standardized statement and/or chart on state exam pass rates and list it directly on each program page. This was completed in June 2016. This is demonstrated for example with Occupational Therapy, which provides the link to obtain program results from the National Board of Certification in Occupational Therapy on its program webpage and in its program handbook. Some Health Sciences programs, such as Veterinary Technology (<http://laguardia.edu/Veterinarytech/>) and Physical Therapist Assistant (<http://laguardia.edu/Academics/Majors/Physical-Therapist-Assistant/>), have their graduate licensing rates listed directly on their program page. Additionally, students are referred to and informed of the pass rates at advisement and information session events, prior to admission into the program.

More work continues in improving the collection and the display of employment information. Career information (not specific to LaGuardia graduates) relying on data from the Bureau of Labor Statistics is provided on each academic program's website. Currently, employment outcomes for LaGuardia graduates collected from New York State unemployment insurance data is only available through the University and the use of this information is restricted. This data also has severe limitations including potentially not accurately reflecting graduate's work out-of-state, the number of hours worked, and the kinds of employment. The College is exploring alternative methods to obtain discipline specific employment data including using steps being taken by Health Science programs to survey graduates, undertake outreach to alumni, utilize social media to identify and survey graduates and create alumni databases.

Chapter 4: Standards 8 & 9 (Student Admissions, Retention, and Support Services)

Chapter 4, LAGCC Recommendation #8.1: New Allied Health majors should be mandated to register for an Allied Health section of First Year Seminar in order to obtain essential information about the programs, including requirements and career options.

Response to Recommendation 8.1:

LaGuardia instituted a mandatory, non-credit bearing First Year Seminar course for all students enrolling in the Health Science majors. The course maintains a focus on providing essential discipline-specific

information helping students understand program requirements and career options. The course also focuses on helping students understand the behaviors and mindset necessary to be a successful college student.

The creation of the Health Sciences First Year Seminar (HSF090) (Appendix B 4.8: HSF090 Syllabus), has seen a growth in enrollment from 838 students in 2014 to 1038 students in 2015, a 24% increase in registrants (Appendix B 4.9: HSF090 Enrollment). The syllabus specifically includes sessions on career planning, setting educational goals and understanding program requirements.

Chapter 4, LAGCC Recommendation #8.2: The College should assess the effect of its Ability to Benefit (ATB) preparatory workshops on the pass rate of student taking (or re-taking) the ATB test.

Response to Recommendation 8.2:

The College has taken steps to assess the effect of its Ability to Benefit (ATB) preparatory workshops. The College gathered data on how many students took and needed to re-take the examination needed to meet the Ability to Benefit requirement. This allowed the College to assess the preparatory workshops' effect on student's pass rate. Based on available data of students who tested for Fall 2014 and Spring 2015, of the 79 students who initially tested and scored below the pass rate, six students took the ATB preparatory workshop and retested with a 100% pass rate. This limited intervention yielded positive results, however financial constraints and the small number of students impacted by the intervention have not allowed expansion of the program and further assessment has been suspended.

Chapter 4, LAGCC Recommendation #9.3: Gaps in advising continue to exist because of the decentralization of advising services. A study of these issues has been undertaken by Achieving the Dream and the recommendations from that committee should be implemented.

Chapter 4, Evaluators' Recommendation for Standard 8: The College should examine the alignment of advising across units so as to ensure a seamless transition for students and effectively address retention issues. This alignment will ensure that all cohorts of students are attended to and the advising responsibilities are clearly delineated across the College.

Chapter 4, Evaluators' Recommendations for Standard 9a: The College should implement improvements to procedures and processes of the advising system in order to support students throughout their academic career at the College and to insure alignment across Academic and Student Affairs.

Responses to LAGCC Recommendation 9.3, Evaluator's Recommendation for Standard 8 and Evaluator's Recommendation for Standard 9a:

Given the overlapping nature of these recommendations, the responses are combined in the following narrative.

In fulfilling the mission of LaGuardia Community College, the institution has placed particular focus on addressing institutional challenges (i.e. siloed support services resulting in communication problems and duplicated efforts) and student specific obstacles (i.e. academic under-preparedness, financial challenges) that may negatively impact retention and graduation.

In 2009, LaGuardia Community College became the first community college in New York State to participate in the Achieving the Dream Initiative, a nationwide project, aimed at exploring and implementing strategies to improve upon student success. LaGuardia remains a member of the Achieving the Dream network.

The Achieving the Dream (see Table 2) study found students often shuffle through a maze of advisement offices, with little structured faculty involvement and with no effective use of technology platforms. In addition, neither faculty nor staff had access to consistent advisement training.

Table 2. Achieving the Dream Recommendations

Recommendation #1: The College must re-think and re-organize its delivery of developmental advising services. The change should incorporate increased use of technological modes of advisement, professional development, as well as structural and procedural changes.	Recommendation #2: The College should create a robust on-line environment which is interactive, personalized, incorporates a single sign-on and articulates a clear pathway to graduation.	Recommendation #3: Undertake a two-part intervention to improve graduation rates for students with 45 credits or more. Issues to be addressed includes financial aid, career and transfer support, class availability, applying for a major, personal and family issues and intent to graduate.	Recommendation #4: The College should seek to identify and eliminate policies or procedures that negatively impact degree completion for students in in the College's graduation rate. The whole College, including students, faculty and staff, need to be actively engaged in developing and advancing a college-wide culture and agenda that holds degree completion to be our primary goal.	Recommendation #5: Senior leaders should foster the creation of a college-wide culture that supports achieving a dramatic increase in the college's graduation rate. Mechanisms should include college completion messages, the strategic plan, and regular college – wide forums. Faculty and staff should be involved in research and implementation.
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The College responded immediately with major steps towards planning, implementation, and assessment, which addressed all five of the Achieving the Dream recommendations (shown in more detail in Appendix B 4.0). Immediately following the 2012 Self-Study, beginning with the 2013-14 Strategic Plan itself (shown in Appendix B 4.1), and continuing today, the College has been relentless in advancing the recommendations emerging from the work with Achieving the Dream.

The Strategic Plan for FY 13-14, 14-15, and 15-16 focused on five College Area Focus Goals, the first three of which (Appendix B 4.1: see Strategic Plan for FY13-14) were “broad initiatives undertaken to improve retention and graduation.” They also served as a response to Chapter 3, Recommendation #9.3, Recommendation #9.5, the Evaluators’ Recommendation 8, and the Evaluators’ recommendation 9a. The College’s efforts to address the Achieving the Dream recommendations, specifically, the decentralization of advising services, has led to significant changes in how the College organizes and delivers advising services. These are described below.

In response to recommendation Chapter 3, Recommendation 9.3, Evaluators’ Recommendation 8, and the Evaluators’ recommendation 9a, the College President created a faculty and staff working group, known as the Alignment Initiative (see Appendix B 4.3), to assess and recommend concrete steps to strengthen the alignment between the Divisions of Academic Affairs and Student Affairs. The subsequent re-organization of professional staff roles and reporting relationships has led to the streamlining of services to students and the forging of much greater integration between the Divisions of Academic and Student Affairs. The re-organization advanced the Achieving the Dream recommendations in fundamental ways, including: the creation of a new Dean-level position in Student Affairs for advising and registration; the creation of a Senior Vice President and Provost; organizationally linking the Vice President of Student Affairs to a reporting relationship with the Provost; moving 75 staff level positions and student services programs to create greater organizational coherence and synergy between formerly siloed programs and

departments; creating an integrated Health and Wellness Center to meet student's physical, mental health and wellness needs; and, creating greater integration of advising processes between professional staff advisors and faculty through major-based Advising Teams.

In 2012, a new approach to advisement (see Appendix B 4.5: Advising by Major) that capitalized on the integration between units, falling under the auspices of either Students Affairs or Academic Affairs, was instituted. Led by a team of professionals, students receive advisement, using a roadmap that outlines specific needs at every juncture. Working together as advisement teams (as shown in Appendix B 4.6: Advising Teams--Personnel), faculty and staff trained to provide information, related to academics, financial literacy, career exploration, and transfer options, provide discipline based, holistic advisement and student support, throughout each of the junctures (e.g. 0-15, 15-30, 30-45, 45+ credits), of a student's academic journey and specific to their needs (i.e. first year, transfer, honors, evening, at-risk). Keeping in mind the everyday struggles that a diverse population of students often face, the new advisement model also uses alternative methods and technology (e.g. group advisement, informational sessions, online chat forums, and courses), to help facilitate the communication of such information. With an eye towards the attainment of a degree and post-graduation plans, the new advisement approach serves to graduate students who have benefitted from a well-developed sense of agency, continuity, and independence.

The alignment has responded directly to the recommendations emerging from the Self-Study as well as from the Achieving the Dream recommendations #1 and #2. The implementation of the new discipline-specific, team based (incorporating the involvement of academic advising and other support services staff, faculty and peers) advisement model provides more targeted advisement, and crucial support services to students at critical junctures.

Responding to Achieving the Dream recommendations #1 and #2, LaGuardia has developed a more robust, resource-rich First Year Experience (FYE), a comprehensive orientation program designed to engage students as they transition in and through the LaGuardia community. FYE provides foundational support, by integrating curricular and co-curricular programming, aimed at a student's journey from their pre-term to post graduation status. As explained in Appendix B 4.7, the four components, My New Campus (Appendix B 4.7a), My First Day (Appendix B 4.7b), My First Semester (Appendix B 4.6 c), and My Next Steps (Appendix B 4.7d), work to target students at specific junctures (and address Achieving the Dream recommendation #1).

A centerpiece of the First-Year Experience is the First-Year Seminar (the latter of which is described in Appendix B 4.7a, page 2). With a focus on bringing essential information, crucial to transitioning to college life and specific to the foundations of a new major, the college is ensuring that students new to the college are enrolled in a discipline specific First Year Seminar (which has in most majors, replaced the New Student Seminar). The Seminar addresses well-known research on student retention, showing that students are at risk, prior to the attainment of their first 15 credits. It also addresses the idea that a factor contributing to loss of students, may be the lack of information and connection that students have with their institution, in the first year.

Available data on the Seminar is highly positive. An outside evaluator with extensive work in assessing student success efforts, Dr. Ashley Finley, conducted a rigorous evaluation that meets the What Works Clearinghouse standards for Quasi Experimental Design, and found that Seminar participation strongly correlated with higher levels of academic achievement, including significantly improved retention and significantly accelerated progress towards the degree (Appendix B 4.10, Project Completa Year 2 Report).

Dr. Finley examined the impact of the First-Year Seminar by reviewing data gathered by LaGuardia's Office of Institutional Research and Assessment. She reviewed success data on students who entered

LaGuardia in Fall 2014, Spring 2015 and Fall 2015. Dr. Finley created a combined set of students incorporating those who entered in any of these semesters. She then compared their outcomes with those of a matched set of new and entering transfer students who did not take the First-Year Seminar. As described in her report to the U.S. Department of Education, her work controlled for selection bias by matching students on a set of seven characteristics, including age, gender, Pell eligibility, level of remedial needs and full-time/part-time status.

As Dr. Finley's Evaluation Report explains, her analysis found that students who participated in the Seminar had higher levels of achievement on every outcome measured. For example, in the area of retention, the research found that:

- First Year Seminar students had a one semester retention rate 11 percentage points higher ($p < .001$) than a matched set of students from the same department who did not take the Seminar.
- Similarly, Seminar students had a two-semester retention rate that was 9 percentage points higher ($p < .001$) than non-Seminar students.
- In the third semester, the Seminar was still showing a significant impact on retention, with FYS students retained at a rate 6 percentage points higher than non-Seminar students. ($p < .001$)

Other outcomes were equally striking, particularly the increased rate of progress towards the degree of First Year Seminar students, as measured by credit accumulation.

- After one semester, Seminar students had accumulated an average of 10.48 credits; the average for non-Seminar students was 8.10. Gain attributed to the Seminar was 2.38 credits. ($p < .001$)
- After two semesters, Seminar students had accumulated 17.21 credits; the average for non-Seminar students was 13.85. Positive gain for the Seminar students had grown to 3.36 credits. ($p < .001$)
- After three semesters, Seminar students had accumulated 23.18 credits, compared to 18.96 for non-Seminar students. Positive gain for the Seminar had grown to 4.22 credits. ($p < .001$)

On this measure, the impact on students' progress towards the degree seems not only to be persisting over time, but growing, suggesting that the First-Year Seminar experience had an enduring impact, building students' capacity for ongoing growth. Overall, Dr. Finley concluded:

This analysis also underscores the efficacy of the LaGuardia FYS program over time. High-impact practices, such as FYS, often demonstrate only short-term effectiveness; as students move forward and distance from that exposure increases, effects tend to dramatically wane or disappear. That does not appear to be the case for the LaGuardia FYS program. Up to three semesters past exposure, highly significant differences continued to be found across every indicator of student success, whether related to progress toward the degree or academic achievement. This suggests that the connections students are making in the FYS course through development of ePortfolios, introduction to their chosen major, team-based and peer advising, development of an education plan, and co-curricular experiences are creating lasting impacts on students' development.

At the other end of the spectrum, programming aimed at the 45+ credit population of students, addresses the concerns laid out by the Achieving the Dream Task force (recommendation #3 & #4), that advisement should target students who are close to graduation. A number of efforts, focused on identifying at risk students with 45 credits and implementing interventions to keep them in line towards graduation, have been carried out. Such initiatives have included more targeted programming, laid out in the *Advising by Major* advising plans of specific programs (such as the Business and Technology advising team planning document, Appendix B 4.11). Across advising teams, interest has been in helping students identify needed courses for graduation and to gain proficiency in understanding career goals, as well as correctly preparing for transfer and/or finding a job, after graduation. Methods employed have included group and

individual advisement sessions. For example, as part of transitioning students to the new Pathways curriculum, advisement during the Spring 2012, focused on an Opting-In Initiative, (see Appendix B 4.12). This targeted advisement to students who had 45+ credits, was done to inform them that changing their curriculum could result in a delay, in their graduation date. Another focus has been to address the non-academic issues that impact upon graduation. A sample initiative was the Tortora-Sillcox Scholarship Program, which provided funding for the population of students with 45 or more credits and experienced financial distress. An analysis of the program, has shown some success with increases in the number of credits earned towards graduation (see Appendix B 4.13: Comparative Study of the Tortora-Sillcox Scholarship,).

Another example of how populations of interest have been targeted for the streamlining of advisement services, but prior to the first year, has been to focus on at-risk, pre-admissions students. As described in Appendix B 4.20 (Project COMPLETA Back on Track Initiative) falling under the purview of Project COMPLETA, the Back on Track initiative, aims to help nontraditional adult students, immigrants, and out of school youths, obtain their High School Equivalency (HSE)/GED and transition smoothly into their first year of college. The idea is to provide support and guidance to students as they progress towards graduation.

The restructuring of advisement also necessitated the need for increased training and support for faculty, staff, and students, involved in the alignment process. This was consistent with the Achieving the Dream recommendation #1, which called for an alignment of Professional Development programming and support from the college. This ranged from the creation and expansion of Professional Development seminars for faculty and staff, such as the Art of Advising seminars (see Appendix B 5.0, page 1: Professional Development Seminar,), and the Foundations of Advising Seminars (Appendix B 5.0, page 15), to the creation of both the Frontline Staff Initiative (Appendix B 4.14), an effort to prepare staff for leadership positions, as well as the creation of a training program for Student Success Mentors. In total, more than 500 faculty and staff have participated in these professional development efforts. The latter has been especially beneficial as the Student Success Mentors act as mentors to students and help faculty with programming, for the discipline-specific First Year Seminar courses (see Appendix B 4.15).

In response to the Achieving the Dream recommendations (#1), support for student success can further be seen in the redesign of the Health and Wellness Center (Appendix B 4.3, page 5). The Health and Wellness Center was enhanced to respond to concerns expressed by faculty, regarding behaviors related to student stress and personal crises. While primarily designed to provide students with access to personal counseling in addition to basic medical services, it has also been crucial to providing faculty and staff with support in dealing with students whose range of presenting issues, are beyond the scope of everyday academic-related problems.

The alignment efforts have also resulted in the improved use of technology to more effectively address student advisement and support issues. Considering the different modes through which students communicate, advances in technology, and the limitations students have in physically accessing services, improvements in the advisement model have also led to greater focus on web-based and mobile platforms. Recognizing the need, as highlighted by the Achieving the Dream recommendation to create “a robust, on line environment which is interactive, personalized, incorporates a single sign-on and articulates a clear pathway to graduation” the College has moved ahead to create more coherent, user-friendly tools for students. As described in Appendix B 4.16 (Technology and Achieving the Dream Recommendation #2), this includes for example, the establishing of “My LaGuardia”, a “one-stop-shop” online tool designed to provide a secure, single sign-on for student access to LaGuardia’s applications, access to alerts and LaGuardia news, personalization of academic progress and needed services, in addition to opportunities for advisement. Other technological tools include, an online knowledge library (Ask LaGuardia), events calendar, academic progress applications, chat capabilities with advisors and peer

mentors, advising and registration tutorials, deliberate, targeted messaging to students, and an online graduation planning tool known as the Graduation Plan (described in detail in Appendix B 4.2, page 4: Accomplishment for College Area Focus Goals from 2014).

Responding to Achieving the Dream recommendations #1 and #2, and to better collect data, assess effectiveness and measure outcomes, the College has also implemented the Student Engagement Management System (SEMS), (see Appendix B 4.2, page 4: Accomplishment for College Area Focus Goals from 2014) as a method for faculty and staff to track student use of academic and non-academic support services, providing the capability to assess the effects of these services on retention. As shown in Appendix B 4.17 (Impact of Zero SEMS Visits), an analysis of degree students from Fall 2014, retained through Spring 2015 (or graduates of Fall 2014), showed the number of office visits, as recorded by SEMS, correlated with improved retention rates. Specifically, the retention rate for students who did not visit offices was 56% as opposed to 89% for students who visited over 19 times.

These initiatives are examples of the range of programming and restructuring that addressed the need for consistent student support across the different stages of a student's academic journey, from pre-admission through graduation. These efforts have seen significant success. As demonstrated by the Student Satisfaction Rating for Academic Advising Effectiveness (Appendix B 4.4, Project COMPLETA Report 10-5-15, page 28), a measure of the Noel Levitz Student Satisfaction Inventory (SSI), LaGuardia's Academic Advising Effectiveness increased from 4.5 in Spring of 2013 to 4.9 in the Spring of 2015, a higher mean increase compared to CUNY's. LaGuardia's student satisfaction score for academic effectiveness similarly increased by just over eight percent (+8.8%), whereas the CUNY mean improved by only four percent (+4.1%) for the same item, in comparing responses from Spring 2013 to Spring 2015. Last, as measured by Noel-Levitz, student satisfaction with LaGuardia's Registration Effectiveness and Administrative Services in Spring 2015, showed a gain of 8.5% and 10.8%, respectively, in comparison to findings from Spring 2013.

The restructuring efforts have resulted in an overall college-wide culture of support for degree completion and is consistent with the suggestions of the Achieving the Dream workgroup (recommendation #5). This focus on student retention and graduation is woven into the fabric of the structural changes seen in the alignment process, integrated instruction, and co-curricular activities at the college. From how the college allocates resources to how the college has structured the student experience, the success of students is central to the college's mission to "educate and graduate" our students.

Chapter 4, LAGCC Recommendation #9.4: The College should create a position and/or office whose sole responsibility is to supervise, manage, coordinate, and assess all retention initiatives at the College.

Response to Recommendation 9.4:

The more LaGuardia delves into how to improve student performance, the more we understand the complexity of retention and advisement for our students. Our analyses continue to reveal that improvement must not only be made in individual areas, but through a deepening and strengthening of the interconnections between academic and non-academic programs and departments (from across different areas of the College), over different periods of time, as determined by a student's unique set of circumstances, experiences, and academic profile.

Given what we've learned as we've successfully implemented a more connected approach to retention, it has since been determined that the response to this recommendation would not be served by the oversight of one individual or office over retention activities. More specifically retention efforts rely on the dynamic interaction between areas and divisions of the college, across time. The College strongly

believes that student success requires the whole College, all of its Divisions, and that by creating a position and/or office solely responsible for student success it would dilute rather than strengthen the College's efforts. We seek to extend responsibility for student success more broadly rather than concentrating it in a single office. Student success, the College recognizes, is complicated by the ongoing movement of variables that impact the everyday performance of students in and out of the classroom. These multiple variables require the College to engage all faculty and staff to actively participate in student success efforts. Therefore, the focus should be on continuing to improve the structure of advisement and strengthening the college-wide approach that form the basis for the supervising, managing, coordinating, and assessment of retention initiatives at the College.

Chapter 4, LAGCC Recommendation #9.5: The College should develop and mandate a comprehensive assessment methodology that can be used across all retention programs and initiatives.

Response to Recommendation 9.5:

LaGuardia Community College has created a powerful method for assessing the success of various retention programs. The technique focuses on a Stepwise Logistic Regression, a method of combining information on a student to calculate a probability of return for a target population. Essentially, as soon as the target population is identified, the Institutional Research and Assessment (IR&A) office can quickly calculate a baseline measure of the number of students who must be retained. A percentage improvement over the target score allows comparison among various programs and can demonstrate program or intervention effectiveness. Appendix B 4.18 describes the background, sample uses of the assessment methodology, and detailed methodology including target variables of interest.

The method has been used to examine successfully, the fall-to-fall return rate, as a function of the number of office and advising team visits (Appendix B 4.19; figure 9 and 13 respectively), as well as the success of retention intervention projects (Appendix B 4.18, figure 1) based on data collected by Student Engagement Management System. Such analyses have shown the positive impact of the new advisement model that capitalizes on the use of advisement teams, as demonstrated by higher return rates than predicted, for students who utilize services of the advisement teams. Such findings have also revealed the positive influences of more targeted advisement focused on at risk populations. For example, findings from the use of the Stepwise Logistic Regression method to analyze two semester return rates revealed that resources used with low-risk students at the College, may have more impact when used on high-risk students, where the opportunities for turning around students are greater (Appendix B 4.18). Another finding that resulted from use of the Stepwise Logistic Regression technique, was that students who engage in help-seeking behavior, as measured by number of office visits, show significant differences from those who do not, as determined by such variables as higher grade point average and credits earned (Appendix B 4.19, figure 9). The latter also demonstrates strongly, the positive impact of advising teams and offices and suggests the need for advising teams to seek out students and to continuing promoting advisement. (Summary and more detailed information regarding the findings, may be found in Appendix B 4.18 and Appendix B 4.19, respectively.)

Last, the technique also differentiates between the successes of retention intervention projects. As shown in Appendix B 4.28, students in two programs—College Discovery and the Accelerated Study in Associate Programs (ASAP)--showed higher actual two semester return rates compared to students of other retention intervention programs, such as Early Alert. Such findings are crucial in allowing for deeper analyses and recommendation for modifications to existing interventions or an understanding of the needs of specific targeted groups.

Further investigation on the adequacy of this assessment methodology is planned before the mechanism can be fully implemented as a mandate for assessment.

Chapter 4, Evaluators' Recommendation for Standard 9b: The College needs to ensure that all electronic and print media and communications meet the standards established by the Americans with Disabilities Act Standards for Accessible Design (2010) and Revised Regulations (2011).

Response to Evaluators Recommendation for Standard 9b:

The College continues to improve its ability to support students of varying abilities. In response to the evaluators' recommendation, in order to ensure that all electronic and print media and communications met the standards established by the Americans with Disabilities Act (ADA) Standards for Accessible Design (2010) and Revised Regulations (2011), in 2014 an ADA Work Group was created. The purpose of the ADA Work Group was to review and identify what practices were in place to support compliance with the ADA, and Sections 504 and 508 of the Rehabilitation Act in the delivery and accessibility of information to the College. The Work Group, comprised of faculty and staff, was charged to answer three critical questions:

1. Is LaGuardia's physical environment accessible?
2. Is LaGuardia's information technology environment accessible?
3. Does LaGuardia have the accommodations our students need to access our information technology environment?

As a result of the Work Group, the LaGuardia Website has been enhanced to include three new features. The website can now be "heard" through the "Listen to This Site" option, which links to Browse Aloud, a cloud-based product that vocalizes website content (available to website visitors at no cost). The "Text Only" feature allows visitors to view our website content in text only, which facilitates textual manipulation for size and darkness. Third, videos created at the College can now be captioned, using "Movie Captioner." This tool is also made available to all faculty members and staff members. (See Appendix B 4.21). Last, in order to provide technical support to faculty and staff, a half day training was provided in 2014, led by the staff of the CUNY Media Accessibility Project, a subdivision of the CUNY Assistive Technology Services (CATS). A total of 32 faculty and staff, learned to produce documents (.pdf, word, and ppt) accessible to all users for online learning tool platforms, regardless of their needs. Part of the training covered how to "caption" videos and uploading them to the internet. (Please see Appendix B 4.22 for information regarding training materials.)

Chapter 5: Standard 10 (Faculty)

Chapter 5, Recommendation #10.1: The College should support the faculty's ability to participate fully in service, scholarship, and professional development programs by encouraging and supporting, wherever possible, that these activities come with reassigned time for full-time faculty and funding for part-time faculty.

Response to LAGCC Recommendation 10.1:

LaGuardia Community College makes substantial investments in supporting its mission by maintaining a qualified body of professionals to oversee its instructional, research, and service programs, as required by the Characteristics of Excellence 37. In numerous ways, support is given to encourage faculty participation in service, scholarship, and professional development activity.

First and foremost is ensuring, within the resources available, that there are sufficient faculty to advance the College's work. Table 3 illustrates the dramatic increase in new faculty hiring since 2012. This large

investment in full-time faculty was done recognizing the need for new faculty with expertise in new majors and curriculum areas, as well as to fill vacancies created by retiring faculty and to accommodate increases in the student body.

Table 3. IPEDS Report of New Full-Time Faculty Hiring (2008-2016).

Fall Term Year	# of Faculty Hiring	Fall Term Year	# of Faculty Hiring
2008	21	2013	33
2009	19	2014	83
2010	47	2015	30
2011	22	2016	26
2012	73	2008-2016 (total)	354 (total)

LaGuardia places a great emphasis on professional development. The College's Center for Teaching and Learning offers a range of seminars, geared towards encouraging faculty in the areas of service, scholarship, and teaching. Since 2012, more than 1,125 faculty have participated in a wide range of seminar offerings (see Appendix B 5.1a and Appendix B 5.1b). Faculty are generally compensated either through release time or stipends. Release time is usually given as compensation to support faculty playing a leadership role in a professional development seminar.

The College also continues to identify ways of providing support to faculty to improve curricula and academic programs. Two distinct but closely connected examples include the integrating of ePortfolio across the curricula and faculty participation in the Periodic Program Review process. As it pertains to the latter, Professional Development seminars have worked to support faculty development of Program Assessment Grids to improve the Periodic Program Review by linking program outcomes to student learning processes. Examples include the refining of assignments and pedagogies that help faculty build students' Core Competencies or the development of rubrics needed for assessment of program goals. The Center for Teaching and Learning additionally, offered mini-grants of up to \$7,500 to support faculty work in these areas.

In response to faculty requests for longer-term opportunities to deepen the thinking, planning, development, and implementation of assignments grounded in the new core competency infrastructure, the Center for Teaching and Learning also offered mini-grants of up to \$6,000 to provide re-assigned time for a limited set of faculty. The funding was directed to support a faculty's 10-month commitment to the core competency process. For example, a funded project was one whose aim was used to develop or refine assignments that build upon a students' Competencies (e.g. Inquiry & Problem Solving, Global Learning, and Integrative Learning) and Abilities (e.g. Oral, Written, and Digital Communication) in all of the courses within a specific degree program. Another example are projects where faculty organize professional development workshops, such as the Bringing the Global Learning Competency into Your Classes Professional Development seminar (2012-17 CTL Professional Development Seminar and Topics, Appendix 5.1a, page 18), which brings together cross-discipline faculty to develop or enhance competency-related assignments for a common competency. Additionally, they support the implementation and the depositing of student artifacts in the assessment area of the ePortfolio system.

The College continues to provide institutional support to encourage research and scholarship. The Faculty Scholars Publication Workshop has served 15 faculty since 2013 and assists faculty in preparing their research for publication. Another example pertains to increasing faculty diversity, and fostering faculty retention and professional growth. LaGuardia promoted the participation of faculty in the Faculty Fellowship Publication Program and the Diversity Projects Development Fund, which support the publication of scholarly research projects. For the latter, this is especially relevant, as it relates to

research and educational projects that support diversity and are related to activities for or about, under-represented populations, within higher education. Since 2013, 20 faculty and staff have been award recipients of these programs (Faculty & Staff Diversity Strategic Plan, July 2013, page 3).

LaGuardia has also been active in providing fellowship leave to faculty, to work on a proposed and vetted scholarly project. The fellowship leave duration is either a full year at 80% salary rate, a one-half year leave at 80% bi-weekly salary rate, or a one-half year leave, at full (100%) pay.

Full-time teaching instructional staff, with one year of continuous service, can also apply for scholarship incentive awards to conduct their research. The award provides compensation, for up to 25% of the faculty member's annual salary. (For more information, please refer to page 31 of the Employee Handbook, Appendix B 5.4.)

As it relates to support for service, in Fall 2015, the President's Office offered a new funding opportunity for faculty to develop projects that support student involvement at the College and for the promotion of retention efforts. The aim of "The LaGuardia Retention and Graduation Innovation Fund", was to encourage the success of students with projects and/or ideas that would accelerate a student's progress towards retention and graduation. The opportunity provided compensation to 45 faculty during 2015-2016, which ranged from \$5,000 to \$25,000, and could be used, in part as a stipend or to fund reassigned time (see Appendix B 2.7).

The College also provides professional support of funds awarded through the Educational Development Initiative Team, a subcommittee of the College Senate's Committee on Professional Development. These funds are used to provide support for LaGuardia faculty and staff in designing and implementing professional development projects. These include activities that support the College's Strategic Plan, conference presentations (that require out of town travel), and research to be submitted for peer-reviewed scholarly publication. During the period of 2013-2016, \$72,890 was allocated to fund 177 proposals.

Funding opportunities and release time remain a concern for faculty and was expressed during the 2015 Collaborative on Academic Careers in Higher Education (COACHE) survey, administered university-wide at CUNY. This was especially relevant as it pertained to the ability of faculty to balance teaching, service, and research responsibilities and was noted, particularly for Associate Professors at CUNY, who sought promotion to full Professor. The surveys found that faculty in years 5 through 7, of their progress towards tenure, do not receive adequate scholarly support, such as release time. One of the responses, provided by CUNY and supported by LaGuardia, was the "Moving from Associate to Full Professor" Program, a workshop series and funding opportunity for CUNY Associate Professors, offered in the Spring terms of 2016 and 2017 (see Appendix B 5.2a). In addition, a new initiative, the Chancellor's Research Fellowship Program provides research support of two courses of release-time, to tenured full-time community college faculty members (see Appendix B 5.2c). LaGuardia itself, supplemented such efforts with additional opportunities, to support faculty research. In November 2016, the "Academic Affairs Research/Creative Work Award" was offered, designed to support the scholarly and creative work of sixth-year, tenure-track faculty by allowing faculty to apply for up to three hours of release time (see Appendix B 5.2b). Also, during the Fall of 2016, the institution responded with an increase in funding for conference travel. For an initial conference, registration fees for faculty attendance is covered at 100%, and other expenses at 40%. This remains unchanged. However, for a secondary conference, the registration fee will be covered at 75%, an increase from the previous 40%. All other expenses for the second conference will be covered at 40% (also unchanged).

These multiple efforts underline the College's continued investment in fostering an environment where faculty have the support and resources to invest in teaching, service and scholarship

Chapter 5, Recommendation #10.2: The College should reconsider the student instructional reports (SIRs) and investigate alternative methods of student evaluation of teaching, and, if a preferable alternative is found, implement a change to this alternative.

Response to Recommendation 10.2:

LaGuardia's support of faculty teaching also focuses on effective and varied assessment of student learning. Methods used to assess faculty teaching performance have included the use of peer observations, annual evaluations, and the student instructional reports (SIRs).

Faculty have expressed concerns about the use of SIRs data. These include the fact that student evaluations may be influenced by course difficulty, grade expectations, and lack of student seriousness in completing the assessment. An analysis provided by the vendor creating the student survey instrument found no evidence to substantiate these concerns. In response to faculty concerns and this recommendation, during the Fall 2015 and Spring 2016 Academic terms, under the direction of Provost Paul Arcario and with the guidance of the CUNY Academic Council, the College explored alternative methods for assessment. As explained in Appendix B 5.3, these included alternative ways of employing the SIRS, using online administration, developing an in-house alternative student survey, and providing new professional development workshops to help faculty devise better means of evaluating their own teaching effectiveness. In weighing these alternatives, the College-wide Personnel and Budget Committee noted drawbacks, including issues of reliability, validity, response rates, and difficulty in determining satisfactory comparisons. After extensive deliberation and consultation with the vendor, the College-Wide Personnel and Budget Committee along with the Provost, decided that the current method of assessment using the SIRs, which focuses on mean comparisons of LaGuardia faculty performance to those of national two-year colleges, was the best option.

In order to provide further support, the College sought to facilitate stronger faculty written evaluations of classroom instruction, as the third component of the assessment of teaching and student learning. In the Spring 2015 semester, two well-attended workshops for untenured faculty were offered by the College-wide Personnel and Budget Committee, on how to incorporate documentation of student learning into annual evaluations of teaching. Building on these workshops, the "Provost's Learning Space", a faculty professional development initiative, spent the year exploring ways to assess and document student learning for the purpose of continuous improvement of teaching, as well as strengthening the annual faculty submitted, self-evaluation write-ups. Led by the Provost, the initiative grew from two academic chairs, and 17 faculty members in 2015-16, to over 60 faculty and four academic chairs, in 2016-2017.

Chapter 5, LAGCC Recommendation #10.3: The College should develop a more efficient procedure for gathering accurate information about faculty professional activity, and it should improve communication with faculty so they understand the importance of reporting this activity to CUNY.

Response to Recommendation 10.3:

LaGuardia has taken important and effective steps to improve procedures for gathering accurate information about faculty professional activities. A new reporting system was introduced in March 2013, to streamline the process for faculty to report scholarly and professional activity as well as for the College to accurately gather, this information. The new online Sharepoint database provides one location for the reporting of scholarly work completed during the previous calendar year eliminating previously duplicative reporting requirements. The new database fulfills three functions for the College which includes, meeting CUNY's Performance Management Process reporting mandate of faculty professional activities, providing an organized and consistent method for compiling a list of honorees for the President's Annual Celebration of Faculty & Staff Scholarship, and providing a means of collecting this information, with standardized metadata fields, for publication in the annual Faculty & Staff Notes

newsletter. Prior to the introduction of this new database, the collection of this data was more haphazard and incomplete, as there were multiple requests from different sources, regarding the reporting of faculty scholarship. Findings from the use of the Sharepoint database revealed that there were demonstrable improvements in faculty reporting of “both unique submissions and percentage of unique faculty members who submitted scholarships”. In particular, the total number of unique faculty submissions increased from 104 during 2012 and 2013, to 170 in 2014. This system has also been re-evaluated and updated annually based on feedback received from the College community.

Chapter 6: Standard 11 (Educational Offerings)

Chapter 6, LAGCC Recommendation#11.1: The College should systematically collect and use information on the success of its transfer students and working graduates to improve curriculum and future employment prospects for its current students.

Response to Recommendation 11.1:

LaGuardia offers more than 60 majors (including options) to its credit students and more than 35 workforce training programs to its non-credit students. Throughout the College efforts are made to collect and assess the outcomes of its graduates in terms of transfer and employment. While a systematic approach is desirable the ability to obtain transfer and employment data varies.

Transfer data, including graduation outcomes from the senior college and G.P.A., are collected and made readily available to faculty and department chairs.

The Periodic Program Review process is a catalyst for academic programs to use transfer and employment data to inform curriculum and enhance articulation agreements. For example, Fine Arts, which has seen a 64% growth in A.A. degrees awarded (from 2011-2015) (see Appendix B 6.4: Degrees by Major), created ten new hybrid course sections, during FY2013 -2014, as part of its 2013 Periodic Program Review. Similarly, to address the GPA requirement for transfer to four-year Social Work programs, for their 2016 Periodic Review Report, the Human Services program established a new articulation agreement with the Human Relations program at the CUNY School of Professional Studies. (See Appendix B 8.3, LAGCC Closing the Loop Via PPR, for more information.)

The College also recognizes that an interdisciplinary approach is sometimes needed to strengthen the connection between our curriculum and the labor market. In 2014, the College retained a consultant to better understand LaGuardia’s place in the city’s technology ecosystem and to respond to the region’s need for skilled, credentialed STEM workers. The research prompted the College to hire a “tech czar” to coordinate engagement with tech employers leading to new professional development opportunities for faculty, including faculty being invited to participate in faculty learning opportunities with Google at their California-based campus and with other employers. The College routinely partners with area employers in order to ensure curricula reflects the latest industry trends, to develop job-specific training programs for companies eagerly seeking qualified candidates to fill job openings, and to identify channels for students to connect with and learn from professionals. Through collaboration with technology companies, computer science and technology offerings have been expanded to include concentrations in mobile app development, video game design, and other areas with current or expected job openings.

Much of the demonstrated improvements in the curriculum has been supported by the New York State Job Linkage Initiative, whose aim is to improve the alignment of technical and degree programs with the needs of local employers. Appendix B 6.5 (the Job Linkage Report of 2014-2015) highlights 15 specific programs that were linked with industry sectors.

Informed by employer input as of Fall 2016, new degree offerings include Healthcare Management, Environmental Science, Earth System Science and Environmental Engineering option, Industrial Design Technology, Japanese option, Therapeutic Recreation, Energy Technician, Music option, Political Science option, Computer Science Certificate, and Commercial Photography Certificate. New programs awaiting University and state approval are Public and Community Health and Science for Forensics. These enhancements to the curriculum of the College reflect projected growth in the job market industry. The creation of Therapeutic Recreation for example, is supported by the 12% projected growth in employment of recreational therapists (from 2014-2024), as indicated by the Bureau of Labor Statistics.

The Division of Adult and Continuing Education (ACE) is working to increase alignment with the Division of Academic Affairs for improved employment opportunities for students. LaGuardia's employer engagement strategy supports career pathways for students through collaborative programs that align non-credit and credit coursework. Workforce development trainings that aligns to a degree program provides an entryway for students seeking employment and/or industry credentials for post-secondary education. Through these trainings, non-credit students can "bank" credits that can be applied towards an Associate's degree at LaGuardia, should they choose to enroll as degree-seeking students. An example is the non-credit Community Health Worker training that led 30% of program graduates to enroll in the Human Services degree program at LaGuardia, post the non-credit training.

ACE also offers post-degree certificate programs that give students who are nearing graduation and alumni the opportunity to earn industry-recognized certificates that will give them an advantage in the job market. Informed by employers, the College created post-degree certificate educational opportunities for Radiologic Technology graduates. To date, four certificate courses in Mammography and MRI were offered and have trained 32 students, 31 of whom were LaGuardia students and alumni.

Another example of a successful employer-informed program is a partnership with Weill Cornell Medicine. LaGuardia offers a free six-month Medical Billing Certificate Program, designed to establish a reliable pipeline of highly qualified candidates for medical billing positions at this and other academic medical center (See Appendix B 6.3, Alignment with Weill Cornell Medical Center).

Chapter 6, LAGCC Recommendation #11.2: The College should strive to address the funding and staffing issues affecting the efforts of the tutorial programs and the Library to better serve our students. In particular, the College should explore ways of ensuring that the implementation of new programs is accompanied by budget allocations to fund library resources recommended to support the program.

Response to Recommendation 11.2:

As determined by the 2012 Self Study, the library as a "central learning and informational resource, provides excellent support for the College's educational programs".

Funding for the Library comes from a variety of sources, including tax levy funding, University allocations, and resources directed by the College. Table 5 below illustrates, the Library Operating expenses from 2011-2016 and shows considerable growth. This includes the annual Other Than Personnel Spending (OTPS) expenses (i.e. library books, electronic databases, and subscriptions), as well as for personnel. The College also allocates an annual budget to the Library for purchases of books, print journals and electronic databases. For the last two years, that amount has been approximately \$155,000 annually. Of this amount, the library can shift the allocation of resources to meet corresponding shifts or changes in the number of students who belong to a specific major.

Table 5. FY 2011-2016 LaGuardia Community College Operating Expenses

	FY	FY	FY	FY	FY	FY
	2011	2012	2013	2014	2015	2016
Expenses						
Total Personnel Expenses	\$2,218,898	\$2,086,423	\$2,218,767	\$2,365,768	\$2,562,311	\$2,453,800
Total OTPS Expenses	\$226,723	\$239,182	\$349,730	\$374,339	\$378,481	\$418,702
Student Head Count	18,623	19,289	19,770	20,327	19,517	16,613
Expenses per Student	\$131.32	\$120.57	\$129.92	\$134.80	\$150.68	\$172.91
Total Operating Expenses	\$2,445,621	\$2,325,605	\$2,568,497	\$2,740,107	\$2,940,792	\$2,872,503

As shown above, expenditures have increased since 2011. For example, the expenses per student have been increasing at the College. In FY2011, it was \$131 per student, while in FY2016 it stands at nearly \$173 per student, an increase of 32%. While in certain years' reductions in the budget will occur over a six-year period the increase remained stable. Growth in expenses per student are consistent. Additionally, a review of staff hiring during this period, shows that librarian FTEs increased from 17 in 2010-11 to 19.1 in 2015-16.

Over the last 5 years, CUNY has also contributed to the library's funding through a program called the Textbook Funding Initiative, which was part of the Student Financial Aid Initiative program. This was a \$2 million CUNY-wide annual fund designed to alleviate the burden of textbook and other curriculum material costs for students. Each year for the past five years, college libraries received a percentage of the funding to help purchase textbooks circulated to students through reserve lending libraries and to enhance various library collections (i.e. loan books, media, online databases, and electronic books). The library's share of that money during 2015-2016 was \$227,000. The library was told by the University that the funding for student textbooks, through the Textbook Funding Initiative will not be continued after the 2015-2016 academic year. In response to recommendation 11.2, the College will continue to provide the additional funding for textbook loaners (such as books on reserve) during the 2016-2017 year, replacing the same amount that was reduced by CUNY (approximately \$22,000).

The College is committed to further supporting students by making library resources more readily available. The physical expansion of the library is a major institutional investment--at a cost of approximately \$12 million. The just completed project provides a 58% increase in library space (and a 75% increase in total student seating) to the existing library space. Students have access to an increased number of technology resources, including laptops, study, space and updated medial labs. Additionally, (see Appendix B 8.3: LAGCC Closing the Loop Via PPR), a recommendation of the Library's 2016 Periodic Program Review was for the College to support the mission of the Library and meet the research and instruction needs of the College community. In support of this goal, the Library applied for and was the recipient of a Center for Teaching and Learning mini-grant. Funding was used on supplies and a chat subscription service to increase outreach of reference services.

As the College weighs the creation of new academic programs, it also assesses the impact of new programs on all of the College's resources and facilities. Decisions to create new academic programs are

made with attention paid to the impact on the College's budget, faculty and staff demands and needs, physical space, technology needs and, of course, the impact it has on the Library. The College seeks to balance student need, faculty interest and community need with available and future resources to make smart, strategic decisions about creating new academic programs. The College will continue to seek to strike this balance and is cognizant of the need to pay particular attention to the need for additional resources for the library as academic programs are launched.

The College is strongly committed to providing learning supports and tutoring services to students with a wide range of services available, cutting across most academic department and programs. The nature of the services varies, based on funding stream (for example, some are University-mandated such as for College Discovery students) and the nature of how the services are organized and delivered (for example, some tutoring is required as part of a class and other tutoring supports are available on a voluntary basis for students to use). The 2016 CUNY Student Experience Surveys indicate a high-level of student satisfaction with tutoring services as 67% of student were satisfied (41%) or very satisfied (26%) with the College's tutoring services, compared to 55% of all CUNY students (35% were satisfied and 20% were very satisfied).

The College devotes significant resources to deliver learning supports to LaGuardia students. It is estimated that in Academic Year 2016 the College expended a total of \$2.05 million for tutoring labs.

There have been several changes made since the 2012 self-study that have impacted the efforts of two of the major tutorial programs, The Writing Center and The Math Lab. The Writing Center's critical challenge in delivering services to students has been the issue of hiring staff that is qualified to tutor in this area. Generally, the College has a requirement that tutors should be hired from the current student body, but this presents some challenges in the area of writing, as second year college students have frequently not developed the skill set needed to tutor in writing. To address this issue, the college has waived the requirement for hiring LaGuardia students as tutors for the Writing Center to allow them the flexibility to hire more highly qualified staff. The Writing Center has moved to a larger facility since the self-study, increasing its capacity to serve more students. The result is that the combination walk-in and appointment-based center, provides services to students from all disciplines, six days a week.

The Math Lab, reported to be understaffed in the 2012 Self-Study, had a different set of challenges, compared to the Writing Center, pertaining to budget and math lab usage. The Math, Engineering, and Computer Science (MEC) Department undertook an analysis of lab utilization to optimize expenditures, allowing for the hiring of additional tutors and college assistants. Coinciding with implementation of the college's Student Engagement Management System (SEMS), improvements have been seen in the scheduling for tutoring in the Math Lab; the lab staff has been able to more accurately monitor lab usage, including peak times and which classes have greater need. This has greatly increased their ability to schedule staff in an efficient manner and to monitor the number of hours per tutor, depending on the available budget. The Math Lab has also been allowed to increase staff salaries from between \$13-\$17 an hour for professional tutors and up to \$18 an hour for faculty, which allows the Lab to hire a more motivated, higher level staff. The hiring of professional tutors and adjunct faculty (as tutors), provides high quality tutoring services, across a wide span of courses, which was previously limited. Finally, funds have been added for review, for a number of classes, including MAT099, MAT117, MAT200, MAT120. (See Appendix B 6.6.)

Chapter 6, LAGCC Recommendation #11.3: New course and program proposals and proposals for revisions should require a short reflection on how the proposed effort is aligned with the College mission.

Response to Recommendation 11.3

LaGuardia's development of new course and program proposals always take into account the College's mission to "educate and graduate students to become critical thinkers and socially responsible citizens who help to shape a rapidly evolving society." Program and course proposals are tightly connected to the College's Core Competencies that are the foundations upon which the College advances its mission. Program and course proposals must show how they will advance student learning, thereby aligning with the College's mission. In addition, program proposals must also indicate how the program responds to labor market demand and how the programs will, when appropriate, articulate with four-year academic institutions. These requirements reinforce that when new academic programs are launched, they hold the College's mission at the center of their work.

Chapter 6, Evaluator Recommendation, Standard 11: The College should continue to make progress with closing-the-loop type activities in regard to assessments of academic programs. The College should use assessment results in a systemic fashion as part of the periodic program revisions.

Response to Evaluators' Recommendation for Standard 11:

Due to an overlap between the College's Recommendation 14.4, 14.5, and Evaluators Recommendation for Standard 12b (of Chapter 8) with the Evaluator's Recommendation for Standard 11, a detailed response to this recommendation can be found under the responses to recommendations in Chapter 8. However, the following more specifically provides a summative response to Evaluators' Recommendation for Standard 11.

The College has deepened its strong commitment to a "Closing the Loop" assessment process for academic programs, and continued its effective and routine process of Periodic Program Reviews (PPRs) to ensure recommended actions are addressed by programs every five to seven years. LaGuardia's outcomes assessment plan, including Periodic Program Reviews, Learning Matters Mini-grants, and faculty professional development, is designed to address student growth toward the College's General Education Core Competencies, as well as each major's programmatic competencies. With an increasing commitment to the academic, personal, and career development of the "whole" student, our system of authentic assessment seeks to integrate student growth across the spectrum of the academic and co-curricular. A central feature of the assessment plan is an emphasis on inter-disciplinary skills development, in that required core competencies are to be developed and assessed across all disciplines. Programmatic competencies are assessed as part of their Periodic Program Reviews. Additionally, our "Closing the Loop" philosophy utilizes faculty expertise to evaluate pedagogies across all academic programs. For General Education, the College has successfully organized two faculty-led Benchmark Readings that have scored new student artifacts in the new Competencies and Abilities, and which have successfully scored such work with newly designed rubrics carefully calibrated to national norms for two-year colleges based on the Degree Qualification Profile (DQP) standards. Please refer to the detailed response in Chapter 8, recommendation 12.1, for more information.

Chapter 7: Standard 13 (Related Educational Activities)

Chapter 7, LAGCC Recommendation #13.1: Basic Skills: In order to facilitate enrollment in ESL Learning Communities, the College should provide targeted advisement for ESL student who have declared specific majors.

Response to Recommendation 13.1:

As of Fall 2013, ESL learning communities are no longer being offered at LaGuardia. The ESL Learning Communities sought to accelerate student progress by having students earn credits while pairing or linking an ESL class with another basic skill class or a course in the student's area of interest. Despite efforts to boost enrollment in the Learning Communities, class enrollment remained low. Students found the block scheduling required under the program, to be overly limiting and it became untenable to offer these paired and linked classes. The program therefore was discontinued in Fall 2013.

To address the continuing need for students to receive advising support to maintain momentum towards graduation several approaches are being taken. These include:

- 1) ESL Advising Days are hosted each semester by Student Advising Services and the ESL faculty to guide students who are currently enrolled in or exiting ESL classes. During those Advising Days, faculty and staff review recent ESL test scores, and recommend appropriate courses for the upcoming term. In fall 2015, 231 ESL students received academic advising via the ESL Advising days, while 184 students were served in the Spring 2016 term.
- 2) The Chair of Education and Language Acquisition (ELA) is using the Student Engagement Management System to identify trends in student engagement, academic performance and retention. The purpose is to identify challenges that may be specific to ESL students and create appropriate interventions.

Chapter 7, LAGCC Recommendation #13.2: The ACE Curriculum Committee should add a preamble or more explicit mission-related criteria to its application documentation for new courses.

Response to Recommendation 13.2:

The non-credit certificate programs are a significant part of the LaGuardia educational offerings. These non-credit courses and programs have clearly articulated program goals, objectives, and expectations of student learning, and are designed, approved, administered, and periodically evaluated. Course proposal forms for new courses, experimental courses, and changes in existing courses (as shown in Appendices 7.3, 7.4, and 7.5a and 7.5b) now include a more explicit reference to the Division of Adult and Continuing Education (ACE) mission. The statement reads:

"Please keep in mind the ACE Mission Statement as you complete this form. The mission of LaGuardia's Division of Adult and Continuing Education is to serve as a force for social and economic advancement in the community and city. We are committed to responding to the educational, business, workforce and career-related needs of the many diverse communities of the New York City metropolitan area by offering the highest quality programs and services."

Chapter 7, LAGCC Recommendation #13.3: The College should establish periodic assessment procedures for certificate program student support services.

Response to Recommendation 13.3:

Within the Division of Adult and Continuing Education (ACE), the Career Development Center functions as a hub for all of the Division's training programs' support services and offers a menu of services

dependent on specific program needs. Some of the services offered include intake screening to assess suitability for training, resume creation and revision, interviewing skills and mock interviewing, career assessment and exploration, college advisement, employment screening and placement, and various job readiness workshops.

In addition to working with certificate program cohorts, ACE's Career Development Center also accepts referrals and walk-ins from individual students. After completing an intake form, these students meet with a career counselor to determine the services needed and to develop a plan of action to work with students individually if deemed appropriate. When appropriate, referrals to other organizations are provided. Assessment of student support services is essential. To better inform the staff, of the Career Development Center, an evaluation form is completed by students, following service delivery. This allows the Career Development Center to assess the quality of services that they provide.

In addition to this evaluation, many of the training programs also give a separate evaluation to their students at the end of their course to further evaluate the course instruction and support services provided. See the following appendices for samples of evaluation forms used by ACE to gain student feedback: Appendix B 7.0 (EMT Student Feedback Form), Appendix B 7.1a (Workshop Evaluation Form1), and Appendix B 7.1b (Workshop Evaluation Form2).

A recent assessment of services provided by the Career Development Center revealed an overall satisfaction with the quality of services provided for Employment Services, ACE Advisement, and Career Counseling. As shown in Appendix B 7.2, of the percentage of students who rated the helpfulness of workshops offered, most highly rated were services focused on Job Readiness (100%), Admissions (91%), and the Career Counseling (98%) workshops.

Chapter 7, Evaluators' Recommendation for Standard 13: In the online program, the College should institute uniform and consistent course design practices, implement effective support services aimed at student success in online courses, and implement assessment methodology.

Response to Evaluator's Recommendation for Standard 13:

LaGuardia's institutional efforts to build online coursework have focused most closely on the creation of effective hybrid or blended instruction. The vast majority of LaGuardia's online coursework is offered in this modality, in which between 33% and 80% of instruction is delivered online. Since Fall 2015, faculty have taught, on average, 202 hybrid sections and 18 online sections per semester.

In an effort to increase uniformity and consistency in course design practices, all faculty teaching hybrid and online courses must attend a professional development seminar through the college's Center for Teaching and Learning, where student access to course information, records, privacy, and identity verification issues are addressed. Additionally discussed are ways to improve modes of delivery, to students of varying abilities. However, in order to address discipline specific needs and strengthen the offering of hybrid and online courses, in 2014-2015 LaGuardia's Center for Teaching and Learning redesigned its professional development program for hybrid and online course development. Rather than working with individual faculty members, the Center for Teaching and Learning sought to capitalize on the existing structures within academic departments and instead solicited proposals from faculty teams representing departments or academic programs, to support year-long projects designed to meet specified goals aimed at: 1) strengthening the quality and quantity of LaGuardia's online offerings through good course design and pedagogical practice; 2) strengthening departmental and program-based organization and practice in hybrid/online instruction; and, 3) collaboratively share results.

Support for hybrid and online courses also focuses on helping departments institute more uniform course design. Four projects were funded during 2014-2015, representing Communication Studies, Natural

Sciences, Business and Technology, and Linguistics. Three of the four met their articulated project goals. The Linguistics team developed a coordinated model of hybrid course design using Blackboard, collaborating on assignments, resource development, assessment strategies, and technology utilization. The result was a shared approach across sections of ELL 101, Introduction to Linguistics, and a strong base for further development of hybrid instruction in this large, multi-section course. Encouraged by their Chairperson, the Natural Sciences team created a “Hybrid Course Guide for Faculty”. Based on work undertaken in the Center for Teaching and Learning program and on the nationally accepted practices codified in the Quality Matters Rubric Standards, the science faculty team has provided departmental faculty (and potentially faculty across the College) with comprehensive documentation of good hybrid course design practice. The Business and Technology team pursued an approach centered on professional development and faculty training, specifying clear criteria for new hybrid or online instructors to meet, a coaching protocol, and (like the Science faculty) a careful adoption of Quality Matters standards. Unfortunately, the Communication Studies project was not successfully completed owing largely to unexpected personnel changes.

In 2015-16, twelve faculty from four departments were funded to transition their traditional classroom-based courses to an online or hybrid course through the Center for Teaching and Learning Hybrid/Online Seminar. Each department had two or more representatives; goals were defined based on the recommendations set forth by Middle States. Math faculty redesigning MAT 200 and MAT 120 worked toward creating standards across the hybrid/online offerings and providing more uniform teaching. They achieved this by creating a hybrid syllabus with weekly lessons plans and online resources and activities, and they identified a platform for sharing these materials with colleagues. English faculty worked toward redesigning ENG102 to be taught as a hybrid, integrating student advisement and registration, and creating an instructional support training program. The Education and Language Arts (ELA) team redesigned ELL101 and ELN101 with a focus on digital literacy. Their redesign plan included strengthening assessment, faculty development, and student supports; they also created a survey for student feedback. Faculty in Communications Studies worked toward identifying a student success profile for students taking HUC106 hybrid/online classes by evaluating student learning outcomes. The Center provided individual support to faculty with assignment design and assessment.

The 2016-17 seminar offering focuses on adapting participants’ individual courses for the hybrid/online environment. Six faculty in three departments are participating, with a focus on syllabus re-design that emphasizes the online nature of the course. Participants are redesigning assignments or lessons for the hybrid component of the course that provide scaffolded instruction, explicit deadlines for activities, and active learning strategies. Faculty participating in this seminar are in the implementation phase. The Center for Teaching and Learning Hybrid/Online Seminar has offered consistent information and design support for teaching hybrid online courses, and provides a process for making this transition while developing instructional materials that create active learning in hybrid and online courses. The tools and methodologies used to facilitate standardization are the Quality Matters Rubric; peer-to-peer collaboration and sharing; peer feedback; and more recently, the Assignment Charrette process. The Assignment Design Charrette is a significant element in this design approach; it is a proven faculty engagement process developed by Pat Hutchings of the Carnegie Foundation and the National Institute for Learning Outcomes Development. Various technology tools are introduced for facilitating course management, online discussion, video-recording of lectures and presentations, and instructional presence.

Chapter 8: Standard 12 & 14 (Assessment of Student Learning and General Education)

Chapter 8: Evaluators' Recommendation 12a: The College should review and account more clearly for how the College's general education program, as it is currently designed, approximates the minimum content requirement of 15 credit hours of an associate's degree.

Response to Evaluators' Recommendation 12a:

In the Fall of 2013, CUNY implemented the Pathways to Degree Completion (Pathways) initiative across its undergraduate colleges. Pathways is a new, CUNY-wide system of general education requirements and transfer guidelines. Its implementation reinforces CUNY's trend for educational excellence while easing student transfer between CUNY colleges.

As part of the Central CUNY project on standardizing general education requirements across the university, and in response to Evaluator's recommendation 12a, the College reorganized and restructured the curriculum framework for all its academic programs, beginning in Fall of 2012 and implemented in Fall 2013. The new structure was designed to prescribe 12 credits in the Required Core (English, Math and Quantitative Reasoning, and Life and Physical Sciences), and 18 credits in the five categories of the Common Core. Additional credits may be granted for programs that have a high number of math or science course requirements (STEM waiver), for degree completion. CUNY must approve all Pathway STEM waivers. Courses approved for the Pathways Common Core are designated as Liberal Arts courses. As such, the courses and academic disciplines that constitute this "Common Core" curriculum comprises a general education program of 23-30 credits, depending on the academic program. The review and accounting of the courses that constitute this minimum content requirement are part of the significant transition of the College and the University's streamlining of its curriculum infrastructure. The process included the participation of faculty from every Academic Department, across the College.

The efforts of the University required a thorough review of the College's general education program and strengthens the foundation upon which students' progress towards a degree. LaGuardia has also engaged in a process of restructuring the College's competencies. This is described below, in response to Chapter 8, LAGCC Recommendation 12.1, which highlights the College's work on the updating of student learning outcomes and creating effective assessment tools.

Chapter 8, LAGCC Recommendation #12.1: Institute a faculty process to regularly review and update the College's core competencies to better reflect changing standards in higher education.

Chapter 8, Evaluators' Recommendation 12b: The College should ensure that student learning of values, ethics, and diverse perspectives, and of the competency of technological literacy, is accounted for and included in each student's general education program.

Response to LAGCC Recommendation #12.1 and Evaluators' Recommendation 12b:

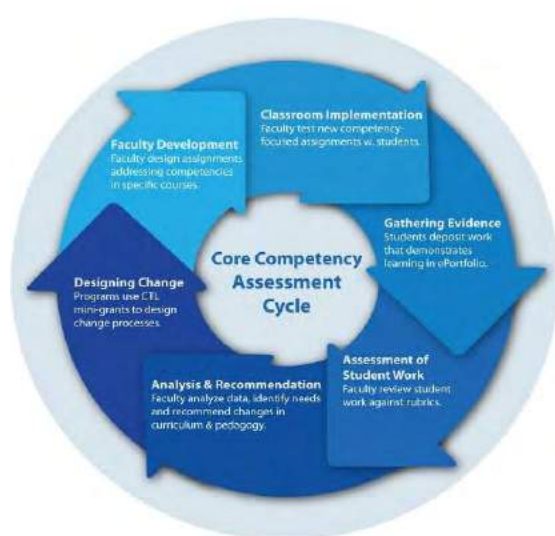
Given the overlapping nature of these recommendations, the responses are combined in the following narrative.

The recent history of the College's continued innovation in Outcomes Assessment reflects an institutional regard for governance, professional development, and signature work. Responding to Middle States, in 2013 Provost Paul Arcario charged a task force with rethinking the College's Core Competencies (Appendix B 8.0-*Learning Matters: Report of the Core Competency Task Force*, p2). Beginning with an online "Jam" that solicited input from all sectors of the College, the Task Force assembled dozens of

constituents of the college (which included faculty and academic chairs, College Senate members and Student Affairs professionals), gathering input from more than 250 participants, reviewed best practices, and designed a plan, considering the College’s mission, to prioritize the kinds of learning “LaGuardians” value most. Because of the Task Force recommendations, in 2014, the College adopted three General Education Core Competencies: Inquiry and Problem Solving; Global Learning; and Integrative Learning to be demonstrated through three communication abilities: Written, Oral, or Digital Communication. These are reflected below in Figure 1a (Core Competency Assessment Cycle) and 1b (Core Competencies and Abilities) below.

Figure 1 a & b. Outcomes Assessment at LaGuardia Community College

a. Core Competency Assessment Cycle



b. LaGuardia’s Core Competencies and Abilities

Competency	Definition
Inquiry & Problem Solving	refers to the ability to design, evaluate, and implement a strategy or strategies to answer an open-ended question or achieve a desired goal.
Global Learning	is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people’s lives and the earth’s sustainability.
Integrative Learning	is an understanding & a disposition that a student builds across the curriculum & co-curriculum, from making simple connections among ideas & experiences to synthesizing & transferring learning to new, complex situations within & beyond the campus.
Abilities	Definition
Written	is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images.
Oral	serves to negotiate meaning with others, impart knowledge clearly, foster understanding, and/or influence opinion.
Digital	is the ability to create, evaluate, present, and communicate using a range of digital technologies. It requires one to manipulate and adapt digital media in order to effectively express ideas to others. For our purposes, digital communication emphasizes multi-media forms of expression, such as text, image, and/or video, as well as various platforms for digital interaction, including discussion threads, instant messaging, and social media.

In response to the evaluators' recommendation for Standard 12b, the Core Competencies include an emphasis on student learning of values, ethics, and diverse perspectives and these are incorporated into LaGuardia's Global Learning competency. The institution's Global Competency, as shaped by the Association of American College and Universities (AAC&U) recommended rubrics, states that "Global learning focuses on transnational economic, political, environmental, physical, social and cultural issues and their implications" and necessarily incorporates these diverse perspectives, which are in turn reviewed and assessed formally, as part of the college's rubrics for the Global Learning competency.

These new Competencies and Abilities have been reinforced at the early stage of student learning in the First-Year Seminar along with ePortfolios, which support the assessment process as a platform for Integrative Learning, Digital Communication, and demonstrating student growth over time. It should be noted that the Middle States Commission found LaGuardia's leadership in Outcomes Assessment, including ePortfolios, so effective that the College's system was highlighted as one of the "model practices" used in preparing Middle States' examiners.

The Core Competencies and Communication Abilities are described on the College's webpage and "...are designed to build and use knowledge with the higher order thinking processes essential to success in advanced education and careers. The competencies and abilities articulate key benchmark goals for general education and programmatic learning, structure assessment in both areas, and reflect the College's collective vision for student learning." Designing this new system of Outcomes Assessment has involved the collaboration of hundreds of faculty and staff since the designation of the new Core Competencies and Abilities. In January of 2014, more than 150 faculty and staff worked on drafting, reviewing, testing, and revising a set of clear and well-crafted rubrics for the newly-established Competencies and Abilities (see Appendix B 8.4), in design workshops (see Appendix B 8.1).

Each academic program identifies through a curriculum map where in its curriculum the Core Competencies and Abilities (as described in Figure 2ab, above) are being addressed, throughout the three main junctures of a student's accumulation of credits, at the college (i.e. baseline/early: 0-15, midpoint: 16-44, & late: 45+). To allow for proper assessment, each academic program designates specific courses as targets for depositing student work.

More than 90 faculty and staff took part in the Summer 2015 benchmark reading process, drawing from over 10,000 student artifacts, to provide invaluable feedback and guidance for an extensive revision process, aimed at simplifying and strengthening the provisional rubrics. This initial Benchmark Reading revealed the need to streamline the rubrics and better align them with national standards for two-year colleges.

After revision, the College's Assessment Leadership Team, composed of faculty, staff, as well as senior level administrators, created a long-term Strategic Plan for strengthening the connection between classroom assignments and the new Core Competencies and Abilities. This action reflected the fact that 54% of initial Benchmark Reading comments pointed to the need for a sustained professional development designed to help faculty create assignments with a more intentional connection to the core competencies and abilities. In response, LaGuardia launched the use of a professional development structure known as a "Charrette" (a structure developed by the National Institute for Learning Outcomes Assessment) to facilitate shared work on strengthening assignments and their productive linkage to specific Core Competencies and Abilities. In addition to on-going Charrettes, the Assessment Leadership Team has continued its focus on assignment development and revision through close collaboration with the Center for Teaching and Learning seminars, as well as through Learning Matters Mini-grants, workshops, and Periodic Program Reviews. Moreover, the Assessment Leadership Team has successfully hosted its first "Assignment Showcase" in which faculty presented and discuss newly-designed assignments linked to the Competencies and Abilities. Furthermore, the most recent Benchmark Reading

from February 2017 revealed student work in all Competencies and Abilities has improved since 2015, both over the trajectory of student movement through their degree and in the percentage of student artifacts achieving valid scores (Please see Appendix B 8.5).

Chapter 8, Evaluators' Recommendation #14b The College should update all curriculum information related to assessment, including all program outcomes, course learning outcomes, and curriculum maps.

Response to Evaluators' Recommendation 14b:

Curriculum information for all 44 programs is up-to-date. All courses that went through the Pathways submission process (approximately 200 courses as of summer 2016), have updated program outcomes and course learning objectives. Given the nature of implementing a revised assessment framework, Academic Affairs has worked over a period of two-years to guide all program directors in revising curriculum maps. However, mapping of new core competencies to curricula is still a work-in progress; as course selections are finalized, the institution will continue to work with faculty members, department chairs, and the curriculum committees to revise course proposals. As part of CUNY's transition to Pathways, syllabi for all courses were also updated to reflect course learning outcomes. Last, as will be mentioned in response to recommendations 14.4, 14.5, and the evaluators' recommendation 14c, a periodic update to program outcomes is built into the outcomes assessment process as the CUNY-mandated Periodic Program Review (PPR), requires that all majors undergo a self-study, with student learning outcomes as a primary focus, every 5-7 years.

Chapter 8, LAGCC Recommendation #14.2: Pilot ePortfolio assessment using the entire ePortfolio rather than individual pieces on a student's ePortfolio.

Response to LAGCC Recommendation 14.2:

LaGuardia faculty, students, and staff have begun working together to re-invent ePortfolio practice: rather than ask students to build a new ePortfolio from one class to another, we are inviting students to build a primary, or Core, ePortfolio that they can use throughout their LaGuardia journey. This work is currently in progress (Spring 2017), in our First-Year Seminar Courses. Through this shift, the hope is to leverage the power of ePortfolio more effectively to connect different parts of the student learning experience, as well as collect rich artifacts of students' growth as learners over time.

LaGuardia's ePortfolio vendor, Digication, is completing a re-design of the ePortfolio interface, and the college is actively involved in testing components of this new platform, which will preserve a function for students to deposit the entire ePortfolio as a learning artifact. This functionality allows the institution to assess students on their development in the Digital Communication Ability and Integrative Learning Core Competency using the established, faculty-created rubrics. In the most recent college-wide benchmark reading process, some of the selections in these two areas included entire ePortfolios. The idea is that by encouraging students to use the core ePortfolio to document, reflect on, and to deepen their learning in multiple courses and co-curricular experiences, this creates new possibilities for assessment of learning; therefore, starting this Spring semester, staged prompts highlighting students' growth as integrative learners and their facility in digital communication, have been built into the new ePortfolio architecture.

Implementation of the Competencies and Communication Abilities across curricula highlights the ePortfolio's capacity to connect diverse experiences and strengthen student-centered online learning. To push this work forward, the Center for Teaching & Learning invited a group of 40 faculty, staff, and students to meet on January 19, 2017. At this "Design Retreat," participants from the ePortfolio Leadership Team and working groups of faculty and staff involved in the advising redesign shared their

goals, plans, and progress, and then designed prompts to guide students as they connect one experience to other key points in their academic journeys. At the same time, we have continued to support faculty practice and student learning in the current ePortfolio platform. In the Center's Connected Learning seminar, participants learn to apply ePortfolio pedagogy by actively exploring key concepts in the field, such as integrative learning, reflective practice, and social pedagogy. The seminar intentionally models a classroom environment in which principles of inquiry, reflection, and integration organize participants' activities and learning design. Fifty-one faculty have participated in the seminar since 2012-13, with fourteen participating in the last two years.

By the time LaGuardia students arrive at the Capstone course (post-45 credits) in their majors, they have accumulated a wealth of education and experiences. The Capstone and Integrative Learning seminar brings faculty together to study best practices in Capstone courses nationwide and strengthen and refresh our own Capstone curriculum here at LaGuardia. Five years ago, the college focused on "Rethinking the Capstone Experience." Out of that work, many revised Capstone courses emerged, focused on integration and transition. In 2015-16, the Divisions of the Student Affairs and Academic Affairs, using the team approach of the College's advising model, collaborated to put into place a sustained effort to strengthen integrative learning through advising and the Capstone Studio Hour. As a result of this collaboration, the Center for Teaching and Learning launched a new seminar structure; currently, six faculty are participating in the seminar. Finally, faculty from Business, Natural Science, Health Science as well as Education and Language Acquisition (ELA), are embedding longitudinal ePortfolio practice into programmatic curricula. Supported with Mini-Grants from the Center for Teaching and Learning and piloting their assignments in Spring 2017, these projects will engage students with a discipline-based "Core ePortfolio" at multiple points from First Year to Capstone.

Chapter 8, LAGCC Recommendation 14.3: Reinforce the beginning point for collecting entry-level data in the ePortfolio assessment database. While the College has done significant work over the past five years with capstone and advanced level ePortfolios, the beginning point of ePortfolios (in First Year Academies) has not continued as a robust collection site. The College needs to return its attention to the first year and the vital role it plays in collecting a baseline for student work to be assessed.

Response to Recommendation 14.3:

Assessment of student achievement has been reinforced by establishing the First-Year Seminar as an entry point of data collection, since the First-Year Seminar is now a mandated, discipline-based, credit-bearing first-year course, included in a program's core requirements. Discipline-based faculty teach the course in collaboration with student affairs professionals. Students, as part of the course and supplemented by a mandated computer-based "lab hour" are required to begin their ePortfolio, allowing LaGuardia to systematically use this course as a student's baseline for assessment of learning. All academic programs and the related curriculum maps now collect evidence of student learning by evaluating student work at three points: early/baseline (0-15 credits), midpoint (16-44 credits), and endpoint (45+ credits).

In 2014-15, 78 faculty members served 4,270 students in almost 200 sections of the First-Year Seminar. As per the College's 2015-2016 Strategic Plan (Appendix B 2.2), the First-Year Seminar is now nearly universally taken by students across all departments, enrolling 6,000 students in 260 sections (see Appendix B 8.2 for more information regarding goals for supporting first year students– *The First in the World* 2015 annual report). In 2016-17 an estimated 7000 students will participate in the Seminar and will begin their ePortfolio.

Chapter 8, LAGCC Recommendation #14.4: Programs should continue their efforts regarding the assessment of programmatic competencies.

Chapter 8, LAGCC Recommendation #14.5: Strengthen faculty's ability to work with data.

Chapter 8, Evaluator's Recommendation #14c: The College should ensure that all PPR projects occur on LaGuardia's established cycle, and that general education competencies continue to be assessed on an institutionally established schedule

Response to Chapter 8, LAGCC Recommendation 14.4, 14.5 and the Evaluator's Recommendation 14c:

Given the overlapping nature of these recommendations, the responses are combined in the following narrative.

LaGuardia Community College's outcomes assessment process is supplemented through the CUNY-mandated Periodic Program Review process. Each academic program develops a statement of programmatic competencies, describing the specific knowledge and skills they expect their students to achieve. Programs are required to devise and implement an assessment methodology that allows them to make comparisons between student assignments from introductory-level courses and capstone courses (post-45 credits), to help assess student achievement of overall programmatic and general education goals. Data from Periodic Program Reviews are immediately used for program improvement. The Office of the Provost provides small grants to departments to devise and evaluate activities aimed at improving elements of the program that the Periodic Program Review found to be lacking. In this way, the competencies are accounted for and included in each student's general education program.

LaGuardia maintains currency in its academic programs through a cyclic assessment of programmatic competencies, through collection of data, analysis, and implementation. A total of 24 programs were assessed from 2012 through 2016 (see Appendix B 6.2: Periodic Program Review calendar).

Data collected through the Periodic Program Review process, as well as the assessment of student work throughout a student's time at LaGuardia, are effective ways for faculty to learn about the importance of data and data analysis, in contexts that are meaningful to their professional lives. Faculty at LaGuardia are actively involved in the Periodic Program Review process, whose structure was revised in 2013. The Periodic Program Review process is now conducted over a five-year period (as compared to the previous 5-7-year period): one year to prepare for the inquiry work and request data (in direct collaboration with an Institutional Research staff), one year to actively review the data and write the report, and three years to implement appropriate data-driven recommendations in consultation with their department chair and other Academic Affairs leaders. In 2013, Academic Affairs collaborated with Institutional Research staff to streamline data requests for the Periodic Program Reviews. Standard data requests include program-specific enrollment, demographics, retention, and graduation and transfer rates. Faculty are typically provided with these data in early fall of their active review year and are provided with several opportunities to discuss it with the learning outcomes assessment directors. Faculty consequently interpret the data and send their Periodic Program Review draft by December of their active review year, to both the outcomes assessment directors and their designated Assessment Leadership Team (ALT) Periodic Program Review liaison (typically based on department affiliation). The Assessment Leadership Team and the outcomes assessment directors provide feedback to the faculty teams to further enhance the Periodic Program Review's rigor in data collection, data interpretation, and recommended action steps.

LaGuardia's outcomes assessment plan is designed to assess overall student achievement of the College's general education core competencies as well as each major's programmatic competencies; the plan allows

for the improvement of pedagogies and academic programs. In line with LaGuardia's commitment to the academic, career, and personal growth and development of every student, the assessment system uses a variety of assessment tools to evaluate the effectiveness of learning and teaching. A central feature of the assessment plan is an emphasis on inter-disciplinary skills development, in that required core competencies are to be developed and assessed across all disciplines. Programmatic competencies are assessed as part of their Periodic Program Reviews. Each program is required to address the following two chief points during the PPRs:

1. Map the general statement of expected competencies onto the curriculum. In other words, are the overall goals of the program reflected in the curriculum? Any lack of congruency should result in either a revision of the overall goal statement and/or the curriculum itself.
2. Provide evidence that the curriculum is current with career and industry expectations, and/or national practices in the discipline. Examples of evidence include review by outside experts; review by site visit experts; point-by-point comparison to national and/or industry standards.

The 16 academic programs that completed Periodic Program Reviews from 2012-16 all revised their curricula and/or course assignments as a direct result of the findings of the review (as shown in Appendix B 8.3, LAGCC Closing the Loop Via PPR). All Periodic Program Reviews—at every phase of the academic review, were included in the college's annual Strategic Plan (as part of Priority Area III: Engage LaGuardia's Outcomes Assessment process to improve student learning), and along with related updates, were required to be posted on the college's strategic plan website. Periodic Program Reviews and final updates were additionally used for a final Strategic Plan outcomes report, shared with the college community and CUNY Central. Two Periodic Program Reviews examples are presented in greater detail below: Occupational Therapy Assistant (completed in 2013) and Business Administration (completed in 2015).

Occupational Therapy Assistant

In the Occupational Therapy Assistant's program's Periodic Program Review, one data point was particularly noteworthy: Although the sample size was small, there was a noteworthy decrease in the Quantitative Reasoning scores when comparing artifacts at 25 credits or less vs. 45+ credits (5.28 vs. 4.6 on a scale of 8). Quantitative Reasoning skills are essential for the occupational therapy assistants to be successful in the health care environment, and are an integral part of the new Accreditation Council for Occupational Therapy Education (ACOTE) accreditation standards for the Occupational Therapy program (specifically Standard B.1.7. – *Use of Statistics, Tests, and Measurements: Articulate the importance of using statistics, tests, and measurements for the purpose of delivering evidence-based practice*). Quantitative Reasoning is also a component of questions related to evidence-based practice on the certification examination that students must pass in order to become authorized to practice in New York State. This finding became a priority area for improvement of the Occupational Therapy curriculum. Assignments and grading rubrics were reviewed, developed and/or revised for two courses; one early in the clinical program (SCO214 – Occupational Therapy Skills and Functional Activities I) and one in the final semester of the clinical program (SCO175 – Clinical Reasoning in Occupational Therapy). The Occupational Therapy faculty reviewed the clinical curriculum, revising the Quantitative Reasoning assignments and grading rubrics for SCO214. The research assignment and grading rubric for SCO175 were revised to reflect higher order objectives and integration of Quantitative Reasoning concepts. All changes were implemented by Spring I 2014. The program received a Center for Teaching and Learning, *Learning Matters!* mini-grant to continue to refine assignments based on the new college general education Core Competencies and Communication Abilities. The work being done around Quantitative Reasoning was shifted naturally into the Inquiry and Problem Solving Core Competency.

The OTA Program curriculum map was revised to reflect the movement toward the new Core Competencies and Abilities. The first round of artifacts was deposited in the Fall I 2015 semester.

Benchmark readings against the Inquiry & Problem Solving Core Competency rubric and the Written Communication Ability were conducted in Fall II 2015 by the program faculty and their report was submitted in February 2016. Based on the Benchmark readings, continued revision of assignments, piloting of assignments, and assessment of student work, the need to continue the process was identified. The OTA Program is currently doing this work with the support of a second Learning Matters II mini-grant.

Business Administration

Faculty members leading this Periodic Program Reviews found that artifacts deposited by students with 45+ credits and scored against the two general education competencies (specifically, *Critical Thinking* and *Research and Information Literacy*) showed minimal improvement: 0.29 points or 5.1% and 0.1 points or 2.5%, respectively, over students' time in the Business Administration program. (Please note that the current General Education competencies were approved as part of the Outcomes Assessment plan in 2014. However, beginning with the 2001-2002 academic year, Critical Thinking, Research and Information Literacy, Oral Communication, as well as Quantitative Reasoning formed the general education competencies of the College.) In order to improve the degree based on this data, the faculty revised assessment assignments associated with both of these competencies and developed a new discipline-based, credit-bearing First Year Seminar for Business --BTF101 as the baseline course for assessing these competencies. The Business Administration faculty members received a *Learning Matters!* mini-grant from Center for Teaching and Learning in Spring 2015. As part of this mini-grant, a departmental team was created to develop and implement a comprehensive plan to build and assess students' skills in the College's new core competencies and the communication abilities. The team's revised syllabi, and created and/or revised assignments to emphasize writing and research assignments to enhance student learning in *Critical Thinking* and *Research and Information Literacy*. The departmental team has collaborated with library faculty to embed research and information literacy workshops into BTF101 First-Year Seminar for Business. This is to ensure that students are introduced to proper business research and citation techniques early in the curriculum.

Consistent with the response to the Periodic Program Reviews' recommendation 14.3, the Business Administration Program will use courses from the Liberal Arts Required Core and the Urban Study requirement for midpoint assessment of the writing ability and the Problem Solving & Inquiry and Global Learning competencies, while BTI121 People, Work and Organizations will be the midpoint assessment course for the digital and oral abilities and the Integrative Learning competency. The program's capstone course, BTM103 Principles of Management, will be used as the final course to assess students' competencies. Full implementation of the assignments developed through the mini-grant took place in 2015-16. The Business Administration program will now be able to evaluate the effectiveness of these changes in 2016-17.

Chapter 8, LAGCC Recommendation #14.6: Improve communication about assessment and its role at the College. Building on the Program Director's meetings, the Benchmark Assessment reading, the student flyer, the website, and college-wide presentations, the Assessment Leadership Team needs to continue to improve communication about assessment.

Response to Chapter 8, Recommendation 14.6:

The College continues to take steps to make assessment of student learning an integral part of the College's DNA. Being part of the College's strategic plan, updated information is posted on the College's strategic plan website (<https://wp.laguardia.edu/StrategicPlan>). The Provost and Academic Affairs divisional leaders regularly communicate with department chairpersons, program directors, and faculty members regarding assessment and learning outcomes in countless meetings and emails. This includes the President's Cabinet, as well as college-wide Instructional and Professional Staff meetings.

Last, the importance of assessment has been emphasized through celebration and acknowledgement. For example, during the May 2013 Instructional Staff Meeting, all programs engaged in creating a 2012-2013 Periodic Program Review were honored, as they presented their Periodic Review Report data and “Closing the Loop” implementation plans. The communication regarding assessment is constant and faculty deeply understand the important role that assessment plays in all aspects of their work, from enhancing student learning to improving program and institutional assessment.

Section III. Major Challenges and/or Opportunities

Opportunities

New Academic Majors (Standards 2, 11)

Over the last five years, the College has created several new majors and options in many disciplines. They include: Aviation Management Option (Business Administration), Healthcare Management Option (Business Administration), Fine Arts Photography Option (Commercial Photography), Criminal Justice, Environmental Science, Civil Engineering, Electrical Engineering, Mechanical Engineering, Earth System Science and Environmental Engineering Option (Engineering Science), Industrial Design Technology, Japanese Option (Liberal Arts Social Science and Humanities), Writing and Literature, and Creative Writing. As of Spring 2017, the College offers 45 degree programs, among which includes four certificate programs, as well as 18 program options.

Core Competencies and Learning Assessment (Standards 1, 7, 8, 10, 12, 14)

As described in Chapter 8, the College has focused college-wide attention on transforming its student learning outcomes and embedding them into programmatic and General Education curricula. Tapping the enthusiasm and commitment of faculty, the College embarked on an extensive rewriting of its Core Competencies, resulting in the unanimous adoption by College governance of a set of competencies essential for 21st century learners. Engaging hundreds of faculty, staff, and students, this work continues as faculty seek to align curricular paths for majors, coursework and assignments to improve student learning and to allow for systemic assessment of learning outcomes. This on-going process will not only strengthen LaGuardia’s ability to “close the loop,” it also deepens and provides powerful focal points for a college-wide focus on student learning.

Development of General Education Requirements (Standards 8, 9, 10, 11, 12, 14)

In Fall 2013, CUNY implemented the Pathways initiative across its undergraduate colleges, which established general education requirements and transfer guidelines. Pathways is a system of core competency requirements that is intended to ease student transfer between CUNY colleges. LaGuardia’s implementation of Pathways was a labor-intensive process that required extensive work by faculty and staff to align course offerings with the Pathways model. Taking into account the severe reservations communicated by faculty, Pathways was successfully implemented. Careful advisement ensured the timely advisement of continuing students through its implementation and all students entering the College since Fall 2013, are required to adhere to the Pathways model. Work continues, in order to fully implement Pathways and to assess its benefits for students transferring from LaGuardia.

Enrollment Increases (Standards 2, 3, 8, 13)

Undergraduate enrollment rose from 18,623 in 2011 to 19,517 in 2015. Annual non-credit registrations in the College’s Division of Adult and Continuing Education rose from 58,343 in 2011 to 58,974 in 2015. Enrollment trends are difficult to predict given changes in the political, social and economic landscape. For instance, the recent enactment by New York State of the Excelsior Scholarship Program, which

promises free tuition to full-time students to attend public colleges, could impact enrollment at LaGuardia.

Faculty and Staff Growth (Standards 2, 3, 9, 10)

LaGuardia continued to invest in hiring full-time faculty. Fifty-eight percent of full-time faculty at the College hold Ph.D.'s in their field, an exceptional rate in community colleges nationwide. LaGuardia's faculty has grown from 325 in 2011 to 395 in 2015. Staff growth has also occurred with full-time staff, growing from 403 in 2011 to 530 in 2015.

Student Success Initiatives (Standards 1, 2, 3, 7, 8, 9)

LaGuardia has made significant investments in supporting student success. The effort to create a more cohesive experience for students mobilized the College to forge greater alignment between the Divisions of Academic Affairs and Student Affairs. The Division of Student Affairs was placed under the direction of the Provost; more than 90 faculty and staff positions were redeployed and new advisors and peer mentors have been hired and trained.

The College has redesigned its student orientation, seeking to connect what has been a one day experience to a series of linked events, occurring over the course of the first semester, that address student needs for career and transfer guidance, financial literacy, and advising support. In the past five years, the College has reimagined its First-Year Seminar, turning what had been a generic, non-credit introduction to the College into a mandatory, credit-based class that is connected to a student's discipline. LaGuardia has brought this program to scale with more than 7000 students enrolling in the First-Year Seminar, during the 2016-17 academic year. Initial outcomes are strong as students in the First-Year Seminar show greater likelihood of returning, higher cumulative GPA's and are taking more credits in the subsequent semester.

Student advising has also been reorganized over the past five years. Advising is now situated with major-based advising teams comprised of faculty, professional advisors, and peer mentors. This model creates greater clarity for students as they can more readily identify those people at the college that can assist them in course advising, career and transfer planning, and more. While still a work in progress, the advising team approach has galvanized faculty and staff to work in ways previously not seen at the campus. Faculty and professional advisors are strategizing together about how to improve retention, they participate in joint professional development exercises, and are collectively seeking to provide a more robust and cohesive advising structure, within limited resources, for LaGuardia students.

Finally, technology does play, and will play a growing part, in propelling students towards graduation. The College is piloting a new technology platform, Connect to Completion (C2C) that will facilitate engagement between student, faculty, and advisors. In addition, the introduction of the Student Engagement Management System (SEMS) is allowing the College to better track student interaction with various programs and departments, giving us essential data to continuously improve service delivery.

Integration of CUNYfirst (Standards 2, 3, 8, 9)

CUNYfirst is the upgraded data system that has replaced an outdated model to manage students' education and records, faculty and staff employment and benefits information, and all college business operations. CUNYfirst plays a key role in the promotion of an integrated CUNY. LaGuardia was in the second wave of CUNY campuses to implement the new system and our communications, outreach, and rollout provided user-specific training for faculty, staff, and students. CUNYfirst is now fully implemented across the College. As with any introduction of a suite of new software, the integration can be bumpy. This certainly occurred at LaGuardia, but with time, appropriate training, and the creation of new workflow processes, the adoption of CUNYfirst has moved ahead with limited disruption.

Growing External Support (Standards 2, 3, 8, 9, 10, 11, 13)

In 2014, LaGuardia was awarded a highly competitive \$2.9 million “First in the World” Grant intended to improve student retention and graduation rates among low income and minority students. With this funding, LaGuardia launched, Project *COMPLETA*, *Comprehensive Support for Student Success*, which will advance three interlocking core activities to help low-income and under-represented college students succeed. *COMPLETA* aims to strengthen academic and co-curricular engagement from the moment of admission through the first college year and beyond, creating a comprehensive support and assessment structure to speed students to graduation.

In 2015, the College was awarded a federally funded \$2.6 million Title V grant to implement *Project AVANZAR*, a comprehensive program designed to improve science technology, engineering and mathematics (STEM) students’ path to degree completion and fulfill the growing demand for STEM workers. *Project AVANZAR* links curricular restructuring with workforce needs, new support systems, and broad change in pedagogy, from developmental math to discipline-based capstones to deliver a coordinated and complementary redesign of the educational experience. Scaffolding students’ research experiences and engaging them with discipline faculty, *AVANZAR* will speed students to completion and prepare them for advanced STEM education and careers.

In 2016, LaGuardia received \$4 million in grant funding for STEM CONNECT: Building A Guided Pathway to STEM Success. The grant is funded by the US Department of Education through 2020 and in collaboration with York College and New York City College of Technology. The program will focus on expanding access to STEM initiatives, use digital academic support services to strengthen STEM learning, and improve transfer effectiveness between institutions.

Finally, the College has seen important growth in private support for the LaGuardia Community College Foundation, which provides scholarship support to students. Over the past five years, the College has seen growth in the Foundation’s annual support of more than 557% growing from raising \$464,862 in FY 2011 to \$3,054,199 in FY 2016.

Increased Visibility for LaGuardia (Standard 3, 9)

Increased attention for LaGuardia—in the media, amongst policy officials and community leaders—has leveraged additional support for the College’s students. In 2014, The New York Times published an eye-opening three-part series on the challenges inherent in serving underprepared students. The coverage galvanized private support for LaGuardia, leading to increased contributions from donors. The College has also hosted numerous government and business leaders, including top Cabinet officials, the CEOs of Goldman Sachs, Twitter, and Warren Buffet. This unprecedented level of attention for the College has enhanced LaGuardia’s ability to generate support to address student needs, including a \$2 million gift from the Goldman Sachs Gives, a donor-advised fund.

Challenges

Potential Budget Challenges (Standards 2, 3)

LaGuardia’s budget is shaped by many forces, including budget decisions made by government leaders and student enrollment. To date, government funding for the state’s public institutions has been relatively stable. Enrollment plays a critical role in driving the College’s budget, both in terms of tuition revenues and state funding, which is driven by the number of full-time equivalent students registered. Meeting enrollment projections may potentially be more challenging in coming years as the population of high school students entering college is projected to shrink. The College maintains reserves to offset any budget shortfalls, however stable enrollment is key to not depleting these resources.

Space Constraints & Construction Costs (Standards 2, 3)

The lack of sufficient physical space is an extraordinary challenge for the College. Competing interests for campus space is intense. The Space Committee reviews the College's space needs and recommends priorities. Priority is given to classrooms and laboratories, academic advising, and other programs that directly impact student success. The College is further constrained in meeting capital needs by the high costs of construction, as costs in New York City are among the highest in the nation.

Changes in Immigration Policy (Standards 2, 3, 8, 9)

More than 60% of LaGuardia's students are foreign born and recent, potential changes in immigration policy, may require the College to provide additional supports to students, including access to legal assistance, scholarship support and more. In addition, the changes could potentially make it harder for foreign born students to enroll at the College.

Faculty Support (Standard 10)

A challenge that was highlighted in the response to recommendation 10.1 was for the College to effectively address supporting the "...faculty's ability to participate fully in service, scholarship, and professional development programs...with re-assigned time for full-time faculty and funding for part-time faculty". As explained in the response, the College has addressed this with a variety of appropriate allocations of funding and reassigned time, for service, scholarship, and professional development activities. The challenge remains in more deeply understanding the specific needs of faculty and addressing those concerns in a timely way.

The administration of the Spring 2015 Collaborative on Academic Careers in Higher Education (COACHE) survey to CUNY faculty, highlighted a number of institution specific concerns affecting the work satisfaction of junior level faculty, at LaGuardia. Such concerns ranged from dissatisfaction with the amount of time spent on service as well as gender and inter-departmental biases, to lack of transparency regarding the tenure and promotion process. In response, the College has fully supported responses from the University to provide increased funding and release time opportunities, for associate level and tenure track faculty. LaGuardia Community College has also taken a number of steps to continue to delineate and address the issues of concern expressed in the survey. These include further investigation of the underlying variables at play in the findings of work dissatisfaction, and providing additional support for faculty research endeavors. The latter includes increased funding for faculty conference presentations as well as the offering of support for the scholarly and creative work of sixth-year, tenure-track faculty. Additionally, the College has responded with a renewed commitment to fully engage, work with, and support faculty in their continued development and growth, as part of the fabric of the institution. (Please see Appendices C1, C2, C3 for more information regarding concerns and responses to the COACHE survey.)

Section IV. Enrollment and Finance Trends and Projections

As shown in Table 6 below, LaGuardia Community College Historical Enrollment and Finance Trends and Projections, the College projects a small (4% in terms of annual full time equivalents, FTEs) enrollment decline following the 2016-17 fiscal year because of a forecast decline in New York City high school graduations in our service area.

To counter the projected decline, as mentioned in the response to Standard 9 recommendations, a majority of programming at LaGuardia Community College, has been aimed at retention. Retention strategies, including the revitalized First Year Seminar, enhanced advising, improved alignment between the Divisions of Academic Affairs and Student Affairs and close assessment of retention initiatives are supporting this work. With a nontraditional student population, characterized by part-time attendance,

work and family responsibilities, the retention initiatives are in line with research and best practices adopted at other community colleges. While improvements in retention will happen incrementally, slight increases can counter the anticipated declines in the number of enrollees coming directly from high school.

In addition, the College has had early success in improving its applicant yield with pre-admission programs, which includes family days and career exploration fairs for applicants. Such findings are in keeping with research that shows that a factor in the recruitment and retention of students is the role support networks outside of the school can play in successfully admitting and retaining students. Pre-admission programs are new to the College and show promise. Testing to assess college readiness and registration of applicants went from 24% in Fall 2015 to 28% in Fall 2016. (Note, because students apply to the City University and are then allocated to multiple colleges, yield percentages cannot be compared outside the system.) Improved retention and an effort to improve the College's yield rate are critically important to having a stable financial picture for the institution. It must be noted that projections of retention of continuing students, New York City high school graduations and transfer rates are conservatively estimated.

Table 6. LaGuardia Community College Historical Enrollment and Finance Trends and Projections

					Projection		
Enrollment history, projection	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Headcount	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
First-time students	3,200	2,995	2,981	2,841	3,000	2,850	2,850
New Transfers	1,375	1,733	1,593	1,364	1,600	1,510	1,710
Continuing/ Readmits	11,060	11,772	12,232	11,521	11,206	11,273	10,870
Non-Degree	414	774	919	739	1,154	1,154	1,154
	16,049	17,274	17,725	16,465	16,960	16,787	16,584
FTE Enrollment, College Now excluded, Fall & Spring Average	13,009	13,508	13,677	13,326	13,339	13,001	12,798
Financial history, projection	IPEDS			Projection			
Revenue Source							
Tuition and fees	\$35,795,036	\$31,666,646	\$30,630,350	\$31,833,895	\$31,865,040	\$31,989,242	\$31,489,845
State appropriations		\$44,265,875	\$45,453,580	\$45,453,580	\$45,453,580	\$45,453,580	\$45,453,580
Local appropriations		\$39,588,419	\$39,965,733	\$42,430,525	\$41,883,380	\$40,415,178	\$39,474,575
Government appropriations	\$80,363,631						
Government grants and contracts	\$61,816,279	\$67,125,565	\$68,195,382	\$72,000,000	\$74,160,000	\$76,384,800	\$78,676,344
Private gifts, grants, and contracts	\$3,825,397	\$3,592,069	\$6,997,634	\$8,000,000	\$8,240,000	\$8,487,200	\$8,741,816
Investment income	\$20,308	\$12,522	\$15,361	\$15,000	\$15,450	\$15,914	\$16,391
Other core revenues	\$18,030,859	\$20,275,892	\$19,520,676	\$20,000,000	\$20,600,000	\$21,218,000	\$21,854,540
Total core revenues	\$199,851,510	\$206,526,988	\$210,778,716	\$219,733,000	\$222,217,450	\$223,963,914	\$225,707,091
Expense function							
Instruction	\$94,097,465	\$96,224,379	\$115,699,722	\$118,000,000	\$119,180,000	\$120,371,800	\$121,575,518
Research	\$713,268	\$1,111,067	\$1,132,671	\$1,200,000	\$1,212,000	\$1,224,120	\$1,236,361
Public service	\$11,253,661	\$12,367,126	\$8,839,692	\$9,000,000	\$9,090,000	\$9,180,900	\$9,272,709
Academic support	\$13,518,800	\$19,430,911	\$21,015,606	\$22,000,000	\$22,220,000	\$22,442,200	\$22,666,622
Institutional support	\$39,150,727	\$36,492,746	\$31,574,105	\$32,000,000	\$32,320,000	\$32,643,200	\$32,969,632
Student services	\$19,438,935	\$19,459,605	\$21,391,966	\$22,000,000	\$22,220,000	\$22,442,200	\$22,666,622
Other core expenses	\$19,185,201	\$36,784,319	\$16,913,500	\$15,000,000	\$15,150,000	\$15,301,500	\$15,454,515
Total core expenses	\$197,358,057	\$221,870,153	\$216,567,262	\$219,200,000	\$221,392,000	\$223,605,920	\$225,841,979

Financial projections are based on conservative assumptions because of three variables. First, University-driven modifications in budget policy and allocation methodologies shape LaGuardia's funding. For example, in 2015-16 and 2016-17, with very limited exceptions, budgets for CUNY's community colleges were frozen under the University's guidelines.

Second, tuition and fees revenue projections correspond to changes in full-time equivalent (FTE) enrollments and an actual tuition increase of 6.7% for Fall 2015 and a projected 3% increase for Fall 2017. However, such changes are subject to authorization from the state. Importantly, the current funding formula buffers enrollment changes by using a weighted, three-year average with major portions of the budget tied to incumbent staffing, rather than enrollments.

Third, year-to-year budgets also depend on city and state financial health and allocation rules used by the City University. Currently, both the city and state are enjoying reasonable growth in revenue, and both have recovered from the 2008 recession. However, following the 2016 election and potential reductions in federal support for states and local governments there is great uncertainty regarding the potential impact on higher education budgets.

Revenues not tied to City University allocations simulate growth at a nominal 3% per year, while expenditures are estimated to grow at one-third that rate, to maintain balance.

Section V. Organized and Sustained Processes to Assess Institutional Effectiveness and Student Learning

With a focus on its mission to "... to educate and graduate one of the most diverse student populations in the country to become critical thinkers and socially responsible citizens...", LaGuardia holds central the need for continued improvements to student learning and institutional effectiveness. LaGuardia has done

this by creating a culture for assessment, that includes participation from faculty, staff, and higher administration. This is evident when considering that during 2015-2016, the Institutional Research & Assessment (IR&A) office completed 219 research reports (shown in Appendix D-1), for clients across the College. That is, more often than four times per week, an office or project from across the College, ranging from admissions to advising, freshman year seminars to the ACE Bridge program, requested a study for the assessment of their area and outcomes. Many of these reports are posted on the Institutional Research & Assessment web page (<http://www.laguardia.edu/IR/IR-facts/>) as internal research studies, available to the college community for study and institutional improvement. The active culture of research and assessment at the institution, is due to investment of resources by the institution, contributions of faculty and institutional leaders, a reliance on measures to ensure accountability and transparency, as well as the existence of sustained and organized processes. The end product is that it drives the institution's mission and goal and helps LaGuardia maintain its tradition of excellence, with a focus on improvement and accountability.

The framework for Institutional Assessment itself, has been strengthened with the newly instituted, six-point non-academic divisional assessment process (discussed in response to recommendation 7.8-7.9). As explained, it provides a cross campus overview and resource, for assessment activities and results, at the institution. Furthermore, as shown in Appendix B 2.16b (List of Non-Academic Assessments and Impact), it ensures that the institution engages in continual improvements and follow-up, to meet the mission of the College. Most specifically, it helps divisions to identify effective and ineffective processes and mechanisms, inherent in their overall functioning and has increased institutional effectiveness. This was shown most effectively with the assessment of the impact of scholarships, by the Division of Institutional Advancement. As mentioned in the response to the evaluators' recommendation for Standard 7, a result of the non-academic assessment of the impact of scholarships by the Division of Institutional Advancement, is that the College will strengthen its work on retention by increasing support for institutional employment of college students. As it pertains to cross divisional findings, the response to the evaluators' recommendation for Standard 7 also showed that the assessment framework provides benefit to divisions on their individual ability to assess variables of interest, as a function of need.

Although not all areas of the College have switched over to the focused assessment methodology, the new process asks each division to put all their areas on a regular schedule to find a point in their processes where existing information points to a strong possibility of improvement. Previous massive, office-wide assessments, too often resulted in long reports that produced minute if any change towards improvement. Focused assessments begin with the idea that "we know something is wrong," and ask each area to find the root causes of the problem, recommend solutions, engage in implementation and, finally, assess the effectiveness of the implementation. However, as noted in Appendix B 2.16b, there are limitations among which includes the fact that this necessitates an investment in time, to identify and confirm problem areas, which may not be conducive to immediate use and overall function of assessment findings.

LaGuardia's six-point assessment framework supplements its existing assessment activities, most specifically LaGuardia's assessment of institutional effectiveness compared to the University. As demonstrated in Appendix D-2, LaGuardia's examination of the Five-Year CUNY Performance Management Program (PMP) Trends for the University, CUNY Community Colleges, and LaGuardia, showed uniformity in performance. As measured by the PMP performance indicators, improved performance on 40% of the measures at all levels, for the University, CUNY Community Colleges and LaGuardia, were seen over time. However, decreases in performance, ranging from 22-26%, for all three, highlights possible disadvantages to annual versus long term assessments and supports conclusions mentioned above, of LaGuardia's instituting of an annually based assessment framework.

In reference to institutional effectiveness, noted examples of assessment activities that have improved upon its connection to strategic planning and the overall mission of the College, includes the instituting of the Strategic Planning and Budget community forum and the Budget Advisory Committee (response to LAGCC recommendation 2.2), as well as the changes made to the overall functioning of the governing bodies of the College. The latter includes the establishment of the Executive Council Charter and the Senate's periodic assessment of function (responses to recommendations 5.5 and 4.1, respectively).

Sustained and Organized processes are seen for the assessment of student learning as well. As highlighted in the responses under recommendations for Standard 14, LaGuardia has made great effort in building a solid framework for the assessment of student learning. This is seen in the interweaving of the general education core competencies into the CUNY mandated, scheduled programmatic assessments of student learning (highlighted in Standard 14) which ensures that course and department level assessments meet the mission of the College. This leads directly to continual, institutional improvements as follow-up activities work effectively to "close the loop" (see Appendix B 8.3: LAGCC Closing the Loop via PPR). Previously mentioned under the response to recommendation 14.4, this was strongly illustrated for the Periodic Program Review follow-up changes, instituted to the Business Administration and Occupational Therapy Assistant programs, which focused on improvements to either courses and/or programs. Noted recent improvements in the assessment of student learning, include as well, the increased focus on first year students in order to provide a three-point data assessment framework (entry level, midpoint, and endpoint). The pinpointing of an entry point, midpoint, and endpoint more accurately allows for an analysis of a student's academic development, at the College. Of note, is that, this as well as benchmark readings (facilitated by faculty and other college leaders) and the use of ePortfolio to collect student data, has effectively made the assessment of student learning, a process that is owned by the constituents of the college. Led by the Assessment Leadership Team, assessment relies on the contributions of faculty, staff, and students.

Last, the importance and impact of the assessment of student learning is well communicated and supported. This is seen with the contractual requirements for the assessment of administrative and teaching positions, necessary for advancement within the institution (i.e. tenure and promotion). Tenure and promotion activities, for example require data driven, continuous self, peer, and student evaluations of teaching (commensurate with the instructor's employment level and status). Support for the assessment of student learning is also seen in the wide range of Professional Development offerings (see response to recommendation 10.1) made available to faculty and staff, as well as through email communications with the college community, or on the College's website. Such methods complement the ongoing sharing of assessment outcomes, by Assessment leaders with the constituents of the College. For example, the Provost and other Academic Affairs leaders frequently communicate with department chairpersons, program directors, and faculty members regarding assessment and learning outcomes in college-wide and smaller meeting forums. A case in point, is that highlighting Periodic Program Review work, as part of the Spring Instructional Staff meeting, has become a tradition since 2013. Additionally, the Fall Instructional Staff meeting is often used to discuss and present other assessment information, as appropriate.

Section VI. Linked Institutional Planning and Budgeting Processes

LaGuardia integrates three strategic processes into the budget development cycle: assessment: grant and contract procurement: and, strategic planning. As noted elsewhere in this report, the College uses a five-year cycle to assess administrative functions, as well as a five-year cycle of academic program review. The budgetary impact of the assessment depends on the outcome of the assessment. For example, the Finance Office underwent an assessment in the current year, using an external evaluator, and will be developing methods to decrease the need for budget adjustments, thereby relieving workload on the

Budget Office. The assessment of the College's scholarship program is leading to a shift from student scholarship support to student work support. Last, academic program reviews resulted in the decision to eliminate ENG 098, a lower level developmental English course, because it was not effective as an intervention. [More information on the aforementioned examples are detailed in the responses to recommendations 7.7, evaluators' recommendation for Standard 7, and Appendix B 8.3 (LAGCC Closing the Loop via PPR), respectively.]

The grant and contract procurement process is another area that informs college budgeting. Appendix E1a lists all active grants, contracts, and related activity.

Every grant and contract proposal must be approved by the Executive Council. The Council requires that proposals be within the strategic aims of the College and that possible resource issues (hiring, office space, IT needs, assessment support, and other infrastructure requirements) be noted and indicate how these will be addressed. Table 7 lists the IPEDS submissions from the 2013-2015 fiscal years and shows the budgetary impact of these strategic initiatives, averaging around 6% of expenses.

Table 7. FY2013-2015 IPEDS Submission and Budgetary Effects of Strategic Plan Initiatives

IPEDS submissions	2012-13	2013-14	2014-15
Research	\$713,268	\$1,111,067	\$1,132,671
Public service	\$11,253,661	\$12,367,126	\$8,839,692
Research % of core expenses	0.4%	0.5%	0.5%
Public service % of core expenses	5.7%	5.6%	4.1%

Finally, and most significantly, the strategic plan development process directly influences the budget. The strategic plan establishes the core objective for the College—from creating new academic programs to enhancing retention and graduation efforts—and guides the allocation of funding. An example of the strategic plan process impacting budgeting can be found in Appendix E-1b which shows the strategic plan budget worksheets for 2013-14 and 2014-15. Each area of the College is given responsibility for individual initiatives in the strategic plan, either individually or in cooperation with other divisions. Part of the task of developing a work plan for each initiative is to develop a proposed budget to support the initiative. Requests may be for one-time or continuing funds.

Under the leadership of the Vice President for Finance and Administration, and with the input of the Budget Advisory Committee and other College input, the Executive Council must then approve, turn down or request modifications of the proposals, based on the degree of alignment with strategic initiatives and the availability of discretionary resources.

In both years, careful financial management has allowed the funding of a large number of strategic projects. In 2013-14 nearly \$2 million in additional projects were proposed with over \$1.2 million being directly tied to strategic plan items.

Similarly, in 2014-15, over \$3.4 million in requests above the baseline budget were funded with over \$2.6 million tied directly to strategic plan items (the remainder were mostly capital infrastructure items).

At LaGuardia, guided by the strategic plan, as well as grant and contract development process, and a strategic assessment process, the result is the making of strategic budget investments and alterations each year. These investments and alterations are made with the strategic plan serving as the College's blueprint for priorities. Each year, millions of dollars in investments and changes are made to align the College's budgeting with these strategic priorities.

Appendix A

Table A1. LaGuardia Self and MSCHE Self Study Recommendations

Recommendation		No.	Suggestion	Page
LAGCC	MSCHE			
✓		1.1	The College should implement its plans for disseminating the Mission and Goals throughout the campus. Some suggested methods are shown in Appendix 1.3.	1
✓		1.2	When developing goals for annual college targets in the Strategic Plan, divisions and departments should demonstrate how their initiatives support the College's mission.	2
✓		2.1	The College should report each year if a strategic plan target has been met and targets should remain on the strategic plan until met.	2
✓		2.2	The College should consider enhancing stakeholder input into the budget development process by providing the college community with an opportunity to comment on the Executive Council's proposals for prioritizing strategic plan initiatives before the funding decisions are finalized.	2
✓		3.3	The College should devise a succession plan that takes into account the large number of faculty and staff eligible for retirement in the coming decade.	4
✓		3.4	The College should assess the classroom allocation process and explore ways to ensure that faculty understands the process.	4
✓		2.5	The College should develop a more formal technology planning process that allows regular input from stakeholders on the priorities that the College has developed for the upgrading of all aspects of its technology interfaces and infrastructure.	6
✓		3.6	The current uncoordinated system for the acquisition of faculty and staff computers should be assessed to determine if it meets the needs of the faculty and staff.	7
✓		7.7	The College should regularly assess the effectiveness of institutional resource allocation, including the budget process itself, to ensure that it is aligned with strategic objectives and initiatives.	7
✓		7.8	The College should encourage all areas to file formal assessment designs and assessment results with IR&A. IR&A should maintain a centralized assessment library on SharePoint and periodically update the College community on recent assessments.	8
✓		7.9	Each Vice President should file an audit of assessment activities in his or her division each year with the President, providing the President with an overview of all assessment activities at the College. IR&A should provide an annual agenda of key assessment activities at the College to permit broad involvement in the design of the research and dissemination of the findings.	8
	✓	7	The College should develop an overall assessment strategy to provide a framework that emphasizes opportunities for cross-	8

			campus sharing of assessment activities and findings in order to encourage collaboration and to improve the efficiency and effectiveness of assessment activities.	
LAGCC	MSCHE	No.	Suggestion	Page
✓		4.1	The College should define a periodic review process for college governance that includes a timetable and desired outcomes of governance.	9
✓		4.2	The College should develop a formal orientation program for new College Senators.	10
✓		6.3	The College Senate should post minutes of its meetings online expeditiously.	11
✓		5.4	The College should establish a formal charter and guidelines for the Executive Council.	11
✓		5.5	The Executive Council should develop a process to assess its effectiveness as a team.	11
✓		6.6	The College should assess the effectiveness of communications on the competitiveness of entry to clinical programs and strive to improve applicant understanding.	1
✓		6.7	The College should set standards for the information to be made available online on academic programs to include graduation, retention, transfer, employment and graduate licensing rates.	12
✓		8.1	New Allied Health majors should be mandated to register for an Allied Health section of New Student Seminar in order to obtain essential information about the programs, including requirements and career options.	13
✓		8.2	The College should assess the effect of its Ability to Benefit (ATB) preparatory workshops on the pass rate of students taking (or re-taking) the ATB test.	14
✓		9.3	Gaps in advising continue to exist because of the decentralization of advising services. A study of these issues has been undertaken by Achieving the Dream and the recommendations from that committee should be implemented.	14
✓		9.4	The College should create a position and/or office whose sole responsibility is to supervise, manage, coordinate, and assess all retention initiatives at the College.	19
✓		9.5	The College should develop and mandate a comprehensive assessment methodology that can be used across all retention programs and initiatives.	20
	✓	8	The College should examine the alignment of advising across units so as to ensure a seamless transition for students and effectively address retention issues. This alignment will ensure that all cohorts of students are attended to and the advising responsibilities are clearly delineated across the College.	14
	✓	9a	The College should implement improvements to procedures and processes of the advising system in order to support students throughout their academic career at the College and to insure alignment across Academic and Student Affairs.	14

LAGCC	MSCHE	No.	Suggestion	Page
	✓	9b	The College needs to ensure that all electronic and print media and communications meet the standards established by the Americans with Disabilities Act Standards for Accessible Design (2010) and Revised Regulations (2011).	21
✓		10.1	The College should support the faculty's ability to participate fully in service, scholarship, and professional development programs by encouraging and supporting, wherever possible, that these activities come with reassigned time for full-time faculty and funding for part-time faculty.	21
✓		10.2	The College should reconsider the SIRs and investigate alternative methods of student evaluation of teaching, and, if a preferable alternative is found, implement a change to this alternative.	24
✓		10.3	The College should develop a more efficient procedure for gathering accurate information about faculty professional activity, and it should improve communication with faculty so they understand the importance of reporting this activity to CUNY.	24
✓		11.1	The College should systematically collect and use information on the success of its transfer students and working graduates to improve curriculum and future employment prospects for its current students.	25
✓		11.2	The College should strive to address the funding and staffing issues affecting the efforts of the tutorial programs and the Library to better serve our students. In particular, the College should explore ways of ensuring that the implementation of new programs is accompanied by budget allocations to fund library resources recommended to support the program.	26
✓		11.3	New course and program proposals and proposals for revisions should require a short reflection on how the proposed effort is aligned with the College mission.	29
	✓	11	The College should continue to make progress with closing- the-loop type activities in regard to assessments of academic programs. The College should use assessment results in a systemic fashion as part of the periodic program revisions.	29
✓		13.1	In order to facilitate enrollment in ESL Learning Communities, the College should provide targeted advisement for ESL students who have declared specific majors.	30
✓		13.2	The ACE Curriculum Committee should add a preamble or more explicit mission-related criteria to its application documentation for new courses.	30
✓		13.3	The College should establish periodic assessment procedures for certificate program student support services.	30
	✓	13	In the online program, the College should institute uniform and consistent course design practices, implement effective support services aimed at student success in online courses, and implement assessment methodology.	31

LAGCC	MSCHE	No.	Suggestion	Page
✓		12.1	Institute a faculty process to regularly review and update the College's core competencies to better reflect changing standards in higher education. In particular, the faculty team may want to consider including new core competencies such as diversity and integrative learning and devising a process for developing new rubrics for any new competencies. The faculty team will need to assess what technological literacy means in 2012 and moving forward. The team will need to develop a process for revising the College's rubrics in conjunction with the recommendations made by the Benchmark Assessment faculty reading teams.	33
✓		14.2	Pilot ePortfolio assessment using the entire ePortfolio rather than individual pieces in a student's ePortfolio. In order to gain the richest picture of student development at the college, the College should consider how the PPRs and the Benchmark Assessment Teams might regularly review entire ePortfolios, not just selected artifacts from student ePortfolios deposited in the ePortfolio assessment database. Additionally, when possible, these should be evaluated in terms of a cohort of students who have both beginning and capstone ePortfolios to document growth and change over time in the same students.	36
✓		14.3	Reinforce the beginning point for collecting entry-level data in the ePortfolio assessment database. While the College has done significant work over the past five years with capstone and advanced level ePortfolios, the beginning point of ePortfolios (in First Year Academies) has not continued as a robust collection site. The College needs to return its attention to the first year and the vital role it plays in collecting a baseline for student work to be assessed.	37
✓		14.4	Programs should continue their efforts regarding the assessment of programmatic competencies. Programs should clearly spell out the evaluation criteria for all of their programmatic competencies; refine and revise assessment methodologies to strengthen the consistent use of direct assessment measures for programmatic competencies; and implement changes and revisions based on assessment data.	38
✓		14.5	Strengthen faculty's ability to work with data. The PPR process demonstrates that while faculty teams are able to assess programs and make recommendations for strengthening programs, sometimes this process happens anecdotally. Instead each of the recommendations should be correlated to the data provided in the PPR report. The PPR process can be strengthened significantly by working with faculty to use data to support recommendations and conclusions about core, programmatic, and course competencies.	38
✓		14.6	Improve communication about assessment and its role at the college. Building on the Program Director's meetings, the Benchmark Assessment reading, the student flyer, the website, and college-wide presentations, the Assessment Leadership Team needs to continue to improve communication about assessment.	40

LAGCC	MSCHE	No.	Suggestion	Page
	✓	12a	The College should review and account more clearly for how the College's general education program, as it is currently designed, approximates the minimum content requirement of 15 credit hours of an associate's degree.	33
	✓	12b	The College should ensure that student learning of values, ethics, and diverse perspectives, and of the competency of technological literacy, is accounted for and included in each student's general education program.	33
	✓	14a	The College should create an updated, comprehensive assessment approach to ensure that remaining program majors develop competency statements and that all course documentation reflects student learning outcomes.	40
	✓	14b	The College should update all curriculum information related to assessment, including all program outcomes, course learning outcomes, and curriculum maps.	36
	✓	14c	The College should ensure that all PPR projects occur on LaGuardia's established cycle, and that general education competencies continue to be assessed on an institutionally established schedule.	38

Appendix B

Appendix 1.0

LaGuardia Community College Core Values Final Report (3 Pages)



MEMORANDUM

To: Gail Mellow, President, LaGuardia Community College, CUNY
From: Rosslynn Pieters and Evelyn Burg, Co-Chairs, Core Values Project
Date: December 1, 2014
Re: LaGuardia Community College's Core Values Final Report
CC: Team Members—Olga Calderon; David Croft-Ogawa; James Grantham; Lenore McShane; Rudhra Meangru; Emad Nasser; JoAnne Pierre-Louis; Ari Richter; Rosemary Talmadge (facilitator)

This memorandum is submitted on behalf of the LaGuardia Core Values Team, which has been meeting under your charge of 10/6/14 in order to: "Create and guide a process which will engage faculty, staff, and students throughout the campus in discovering the college's core values." You requested that we use new media to collect data. You further emphasized that the Team should not design new or aspirational values, but rather uncover those values that the institution had sustained since its earliest years.

Project Timeline:

- Kick-off meeting (October 6)
- Identify top 3-4 values (by November 5)
- Share with Cabinet (November 7)
- Report to President (December 1)
- Professional Staff video (December 1)
- Results to be shared at the Professional Staff meeting (December 3)

Process:

The Team has met every week except for 11/24/14, when the co-chairs met instead with Carlos Freire, the Marketing and Communications video producer, to review and edit the collected video material.

In order to fulfill the charge within the allotted time, the Team planned two modes of data collection: An open-ended survey that would be completed by selected faculty and staff in various academic and service departments and with a range of tenures via SurveyMonkey (10/20/14 - 10/26/14); A Poll Everywhere poll (10/29/14 - 11/2/14), intended to reach a wide cross-section of the college including hundreds of students (Appendices 1 and 2).



The survey questions were left open-ended so that participants could respond in depth. Initial questions provided demographic information and substantive questions followed. These, along with the comments by the Team, many of whom are LaGuardia graduates, provided the baseline value terms.

The Core Values Team distilled the results from Survey Monkey and Poll Everywhere into selected terms (Appendix 3). The co-chairs then shared their findings with President Mellow's Cabinet in a meeting on 11/7/14. In this meeting, Cabinet members from across the college participated in breakout sessions to consider the drafted core values and provide feedback to the Team.

In the following Team meeting, Rosemary Talmadge reported that Cabinet members expressed the desire for both "care" and "responsibility" to be included in some manner. Associate Deans Bret Eynon and Jane MacKillop also emailed the co-chairs, suggesting ways that "everyone" and other terms might be incorporated. In another email, Nate Dickmeyer of Institutional Research commented that the values generated attitudes and thus kinds of activities.

Simultaneously, the co-chairs worked with Carlos Freire to capture the comments by those members of the college community who were unusually eloquent when responding to our survey questions and were also willing to speak on camera. To accommodate schedules, in a few cases we substituted individuals from the same department to participate in the video (Appendix 4).

After reviewing formats of other various institutional core values from the academic, business and non-profit sectors around the U.S., the Team decided on a presentation that would state five values and then characterize their meanings in terms specific to LaGuardia Community College.

At this point, the Team worked together to craft and refine the five terms and their descriptors in a way that was consistent with the college's traditions, inclusionary of the various stakeholders' perspectives, yet retained a modicum of literary grace. These follow:

**LaGuardia Community College's Core Values (Recommended)****Education**

We foster a creative and collaborative learning environment that stimulates the intellect, inspires the imagination, and enlarges our vision of the world

Diversity

We embrace everyone's unique experience and cultural inheritance, valuing these as a rich source of knowledge

Opportunity

We invest in everyone's capacity to fulfill their potential by the joyful exercise of individual talent and effort

Community

We take personal and social responsibility for everything we do in caring for students, each other, and our city

Innovation

We honor the "pioneering spirit" of our institution—its traditions, creativity, and shared commitment to academic and teaching excellence

We found avoiding aspirational descriptors was especially challenging, especially since we drew from individuals with differing positions and tenures at the institution. Yet we felt it was necessary to incorporate the thoughts of older and newer members when looking for what values have endured. We also wanted to see whether these values had been reframed in new terms; we found a remarkable consistency. Overall, we saw a common enthusiasm among all sectors for working within an educational institution committed to helping students, often first generation college students facing many hurdles, to move forward in their educational careers.

Appendix 1.1

LaGuardia Community College Mission Committee Final Report (4 Pages)

**DARE TO DO MORE**

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

Mission Committee Final Report

In January 2016, President Gail O. Mellow appointed a committee to examine LaGuardia's Mission and identify the need for revision as called for in the 2012 Middle States Self-Study.

Over the course of several months the committee members conducted College-wide outreach to gather information in support of their charge.

The committee found that the LaGuardia community is proud of the mission as it stands presently and believes that the mission embodies what the College represents and strives to achieve.

Information Gathering

- In support of LaGuardia's mission statement, the College developed Core Values through a comprehensive college-wide process in 2015 that identifies how we live the mission each day.
- The Mission Committee reached out to members of the 2012 Mission Committee to speak with those that helped to write the mission as it stands. The six 2012 Mission Committee members unanimously agreed that the mission statement lives on as it was written years ago.
- The Mission Committee prepared and issued college-wide emails to over 1,700 faculty and staff, as well as to 17,822 students. All members of the community were invited to share their thoughts about if and how the mission is lived or represented at LaGuardia.
- Members of the LaGuardia community were also invited to share thoughts and feedback on various social media platforms using #LAGCCMission
- LaGuardia's mission was the focus of an activity at the June 2016 Professional Staff Meeting, where members of the College community were invited to share with each other how the mission is represented in their view.

College Wide Feedback

February 2016: Feedback from the 2012 Mission Committee Members

- I'm extremely proud of the mission statement we developed five years ago; and definitely feel it is as representative of the college today as it was when we first wrote it. I'd also point out the training we have been providing to LaGuardia staff college-wide through the Center for Teaching and Learning under Dean Howard Wach is developed through the lens of our mission statement's core values. I believe this helps demonstrate we are mindful of, and actively using this statement on a daily basis. (Steven Hitt)
- Yes, this mission statement still stands! The web page looks great. (Liesl Fores-Iza)
- This remains our mission. (Richard Lieberman)
- I agree with our colleagues that the mission statement is as applicable today as it was 5 years ago. The website looks excellent! (Andrea Francis)
- The mission statement still represents!! Awesome mission page! (Paul West)
- The Mission statement still stands strong-as does LaGuardia Community College. I am proud of the document that was developed and share it with my students every time the opportunity presents itself. I believe that it will live at the College for some time to come! (Claudia Baldonado)

March 2016: Feedback from the College-at-Large

- I do not submit these letters below to self-aggrandize, but to give you examples of how our students respond to the many helpful practices and programs we have here as teachers at LaGuardia.
Are these appropriate for the examples you asked for from Students? I hope so.

1) Soser below is from Columbia, and just beginning English. He has contributed much to our Foundations of Speech class in Comm. Studies, a div. of the Humanities Dept.:

Thank you, Dr Robin

The University is a great challenge and a great change of life, which I have felt very deeply. And I think it provides great value and meaning in my acts of life, spiritual growth and intellectual development daily.

For me this is the best moment of my life, and I give thanks to the LaGuardia Community College and their professors, professors like you who communicate to us an invaluable value and meaning in every class we receive.

Again thank you very much Dr. Robin.

Soser

2) Umit is another non-native speaker, with whom I worked in the English Language Clinic (TELC), which is a wonderful Workshop for students whose first language is not English. We work with them on writing and speaking.

Hi Robin.

It's Umit, from Laguardia Writing Clinic. I'm so glad, that you are a great teacher, and I admire you very much, when I met you.

I would like to tell you a few stories about my life but first I should learn English very well. There is a metaphor, which I love, living like a drawing compass. As you know, one leg of the compass is static, rooted in a place. The other leg draws a wide circle, constantly moving. Like [my story] is as well. One part of it is rooted in Istanbul, with strong Kurdish roots, but the other part would travel the world, connecting to different cultures. In that sense, I like to think of my fiction as both local and universal, both from here and everywhere. If I learn in English. I hope so, I'll do that. However, these are my ideas.

And I would like to finish my soul mate Maya Angelou quotes; "I have learned that people'll forget what you said, people'll forget what you did, but people'll never forget how you made them feel".

You made me want to climb a mountain. It means very much for me. I never forget.

Hope to see you soon

Be well, Stay warm. :)

Umit Turku CAKAR

(Robin Levenson)

- Dear all,
Sometimes, it is difficult to express our feelings, but to be one of LaGuardia's students was an honor.
I cannot deny that I learned a lot even though the courses were overwhelming, especially that I am a full time worker, but what is important are the results. What I have taken, and what will stay with me I what matters. I was inspired by a variety of professors especially in my English classes. But one was really remarkable – not only did she help students, but understood them and put us on the right track.
Thanks to all. (Zoubida Jabbahikone)
- I am currently a student at LaGuardia and wanted to share my thoughts. I want to start with my academic journey. I am a former specialized high school student and I did not take advantage of the opportunity given to me. I got admitted to CCNY but left after 3 semesters because I wanted a fresh start and I was in danger of getting dismissed. I was on a mission. I was skeptical of community college at first but LaGuardia has changed me as a person. I understand the value of education. I love the professors and staff here in this institution. The bursar office works so diligently and quickly. I honestly feel that LaGuardia is an institution that all CUNY schools can learn from. I've had the opportunity to learn to Chinese, help adults taking the GED and simply enjoy my academic experience. I'm getting ready to apply to schools that I didn't have the qualifications to apply to back in high school. Thank you LaGuardia. (anonymous student)

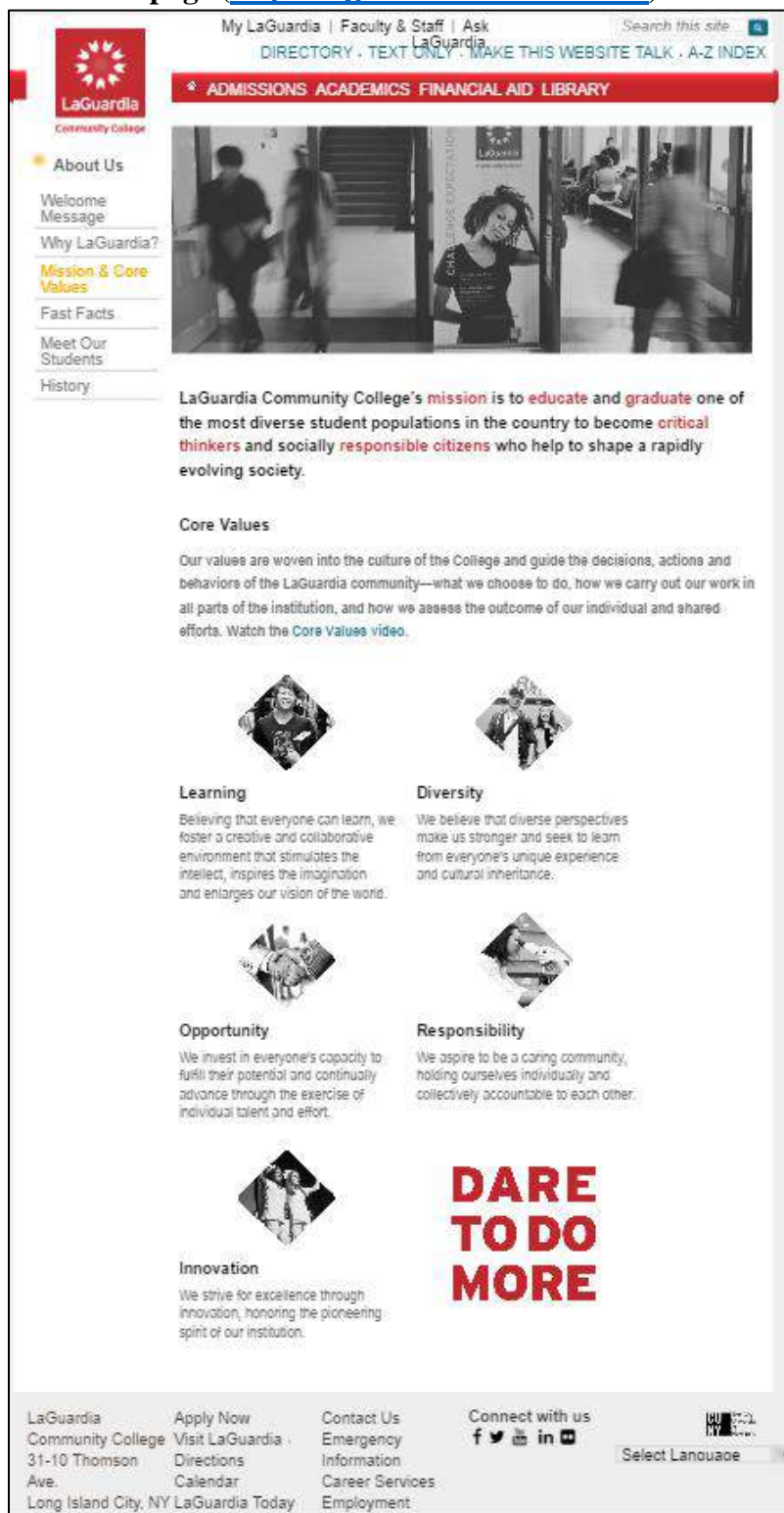
June 2016: Feedback from the College-Wide Professional Staff Meeting

“Think, Pair, Share” Activity

- Part of living this mission is training our students in learning about research, asking questions and evaluating information because that will be part of their career and their life, actually, as responsible citizens. (Julie Koken)
- For us, critical thinking is listed in all of our syllabi. Right now we are training FEMA certificate students in disaster preparedness, to help their communities as responsible citizens. And we talk about something called ‘college knowledge’, to help our students understand. (Mimi Blaber)
- I think in our courses we try to lead our students to see where they’re at and subsequent growth promotion over time in small steps. And also really trying to make [students] be self-aware about their space and place in society, to be socially responsible and understand the larger and greater needs of the community. (Justin Brown)
- I think that one of the key ways that we live our mission is by creating super-unique opportunities for our students, like the Street Team, the President’s Society, and the Peer Advisor Academy, to take learning outside of the classroom and really instill upon our students the values that we believe in. (Gina Taraskewich)

Appendix 1.2

LaGuardia Community College Mission Visibility Examples

1.2a Mission Webpage (<http://laguardia.edu/mission>)

The screenshot displays the LaGuardia Community College mission webpage. At the top, there is a navigation bar with links for 'My LaGuardia', 'Faculty & Staff', 'Ask LaGuardia', and a search function. Below this is a red banner with navigation links: 'ADMISSIONS', 'ACADEMICS', 'FINANCIAL AID', and 'LIBRARY'. The main content area features a large image of students in a hallway. To the left of the image is a sidebar with links: 'About Us', 'Welcome Message', 'Why LaGuardia?', 'Mission & Core Values' (highlighted), 'Fast Facts', 'Meet Our Students', and 'History'. The main text states: 'LaGuardia Community College's mission is to educate and graduate one of the most diverse student populations in the country to become critical thinkers and socially responsible citizens who help to shape a rapidly evolving society.' Below this is a section titled 'Core Values' with a paragraph and a link to a video. Five core values are listed with icons and descriptions: Learning, Diversity, Opportunity, Responsibility, and Innovation. A large red graphic on the right says 'DARE TO DO MORE'. The footer contains contact information, a 'Connect with us' section with social media icons, and a 'Select Language' dropdown.

My LaGuardia | Faculty & Staff | Ask LaGuardia | Search this site

DIRECTORY . TEXT ONLY . MAKE THIS WEBSITE TALK . A-Z INDEX

ADMISSIONS ACADEMICS FINANCIAL AID LIBRARY

LaGuardia Community College

About Us

Welcome Message

Why LaGuardia?

Mission & Core Values

Fast Facts

Meet Our Students

History

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

Core Values

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

Learning

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

Diversity

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

Opportunity

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

Responsibility

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

Innovation

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

DARE TO DO MORE

LaGuardia Community College
31-10 Thomson Ave.
Long Island City, NY

Apply Now
Visit LaGuardia
Directions
Calendar
LaGuardia Today

Contact Us
Emergency Information
Career Services
Employment

Connect with us
f t in

Select Language

1.2b College Catalog, page 4 (<http://laGuardia.edu/Academics/Catalog>)**MISSION STATEMENT**

LaGuardia Community College of the City University of New York is named for Fiorello H. LaGuardia, New York City's New Deal mayor, who inspired a city of immigrants. Located at a transit hub that links Queens, the city's most ethnically diverse borough, with the world center of finance, commerce and the arts, the College provides access to higher education and serves New Yorkers of all backgrounds, ages and means.

Mission

LaGuardia Community College's mission is to educate and graduate one of the most diverse student populations in the country to become critical thinkers and socially responsible citizens who help to shape a rapidly evolving society. These are the foundational elements that sustain our commitment:

Our Students

Our students are the energizing force behind the College. They seek knowledge, skills and credentials to transform their own lives, as well as impact their families and communities. Their dedication to the journey of lifelong learning and the richness they bring to the classroom and campus life are what define LaGuardia. Our alumni take an active role in the College community by sharing their stories and resources with current students and developing lasting relationships with the College.

Our Faculty & Staff

Our faculty and staff are passionate professionals constantly reflecting upon their training, experience, practice and goals to create challenging and engaging learning environments. They cherish their connections with students and enjoy learning with them and from them. Our faculty and staff are engaged in scholarly and artistic activities that reflect their intellectual excitement and rigor, their commitment to disciplinary knowledge and discovery, and their deep respect for all the communities of our city.

Our Programs

We offer a broad range of rigorous academic programs that promote inquiry, openness and a willingness to take on challenges. Areas include urban studies, liberal arts, business, the sciences, health, technology, developmental education, college and transfer preparation, experiential education, continuing education classes, workforce training and Honors programs. Our leadership in technology-based learning has earned national and international recognition.

Our Community

We cultivate partnerships with businesses, civic and community groups, government, and public schools to enhance the economic, cultural, and educational development of Queens and New York City and State. We aspire to set an example as advocates of sustainable practices that contribute to a healthy urban environment.

ACCREDITATION

LaGuardia Community College/CUNY is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, (267) 284-5000. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

1.2c Adjunct Faculty Handbook, page 3

(<http://laguardia.edu/humanresources/Faculty-Staff-Handbooks>)

Mission Statement

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1.2d Instructional Staff Handbook, page 2 (<http://laguardia.edu/humanresources/Faculty-Staff-Handbooks>)**OUR MISSION****Description**

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1.2e President's Welcome Letter to New Students

<<Date>>

«first_name» «last_name» «phone»
«address_line_1» «address_line_2»
«city», «state» «zip»

Dear «first_name»:

Congratulations on your admission to LaGuardia Community College! You have taken the first steps on your journey to fulfill your dreams. I am pleased and honored to count you as one of our students. At LaGuardia, you will be part of a group of students who come from over 150 countries. You will enjoy the diversity on our campus.

LaGuardia Community College has a world-class faculty who care about you. Our dedicated faculty and staff have prepared an exciting program of study and will provide valuable services to support you. Whatever your educational goals, we have the programs and services you need to succeed.

LaGuardia Community College opens up a world of opportunity for you. Our graduates succeed at the jobs they take after graduation and at the senior colleges to which they transfer. Leading universities and employers across the nation recognize the LaGuardia degree.

To keep your enrollment moving smoothly, we need you to email us as soon as possible at infonow@lagcc.cuny.edu. Send the e-mail from your preferred account, and include your name and contact information. The Admissions Office will send you the username for your personalized VIP page on the LaGuardia website.

Log in to your VIP page as soon as you get your username. There you will find directions for completing your enrollment, and important information regarding required documents, testing, and registration. If you have any questions, please contact our Admissions Office at (718) 482-7206.

LaGuardia Community College's mission is to educate and graduate one of the most diverse student populations in the country to become critical thinkers and socially responsible citizens who help to shape a rapidly evolving society -- and we are excited to welcome you to our community. We are committed to help you write your own future and turn your dreams into realities.

Sincerely,



Dr. Gail O. Mellow
President

Connect with us:

Facebook - [LaGuardiaCC](#)

Twitter - [@LaGuardiaCC](#)

1.2f Recruitment Ad Campaign Examples



1.2g Identity Standards and Applications (page 3)



INTRODUCTION

Our “brand” is more than a mere logo or tagline. It’s the promise of our mission. It’s the collection of perceptions people hold about our organization. It’s how they think and feel about the work we do and how we do it.

From students and alumni to policymakers and the news media, LaGuardia Community College stands for certain values in the minds of its audiences, and we want our key messages to capture and help communicate who we are, what we do, and what sets us apart from other schools and organizations that offer similar programs.

Taken together, the following messages represent a platform for talking about ourselves in a manner that is consistent with our mission, vision and values. Going forward, speeches, presentations, proposals, brochures, catalogues, our website, news releases and other materials should align with these major themes and supporting points to the greatest extent possible.

Consistency is one of the cardinal rules of effective branding and its rewards can be great. A strong LAGCC brand will enhance our effectiveness and help support our mission. Specifically, a strong LAGCC brand:

- Helps prospective students, policymakers and thought leaders understand more clearly the importance of our organization.
- Builds familiarity and strengthens our emotional connection with students, alumni, faculty, staff, donors and employers.
- Demonstrates the enduring value of our research, education and thought leadership.

Appendix 1.3

LaGuardia Community College Strategic Plan Template (introduction, page 1)

Strategic Planning Template, 2014-15

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

The City University of New York follows a performance management process (PMP) that links planning and goal setting by the University and its colleges and professional schools, measures annual progress towards key goals, and recognizes excellent performance. The college targets reflect differences in campus missions, resources and circumstances, and recognize that the colleges all start from different performance baselines.

We are able and encouraged to develop our own targets based on our specific needs, goals, and mission. Our Strategic Plan is largely grounded in the CUNY PMP. The purpose of the PMP is to:

- To ensure clarity about University and college priorities and expectations for the year.
- To recognize and acknowledge progress at all levels.
- To unite a diverse set of colleges into an integrated University.
- To introduce more accountability into the system.
- To ensure that the Master Plan guides the plans and priorities of the colleges while each retains its own identity, mission, and governance.

www.cuny.edu/about/administration/chancellor/performance-goals.html

Appendix 1.4-2012 Self Study Appendix 1.3 (page 8)

LaGuardia Community College

Periodic Review Report

Appendix

Appendix 1.4**LaGuardia Community College 2012 Middle States Self-Study Appendix (Page 8)****Appendix 1.3****Suggested Methods for Improving the Visibility of the Mission Statement**

- making the Mission Statement more prominent on the college's website
- including the college's Mission Statement in literature handed out at various events and classes on campus, including Opening Sessions, the New Faculty Seminar, and the Freshman Seminar (a required course for all students in their first semester)
- e-mailing the college's Mission to all college constituencies at the beginning of each academic year
- integrating the Mission Statement with important college documents, such as course proposal forms
- The mission statement should guide the college's marketing strategies, including branding
- developing a visual presence for the Mission and prominently displaying it in populated areas of campus
- referencing the college's Mission Statement when departments create their own Mission Statements

Appendix 2.0 FY14-15 Strategic Plan (7 pages)

Proposed LaGuardia 2014-15 Strategic Plan (updated 6-25-14)		Lead (partners)
A. University Goals		
1. Increase opportunities for students to be taught by full-time faculty		
A1a. The percentage of annual instructional FTEs taught by full-time faculty will increase by 4 percentage points from 41% to 45% (year 3 of three-year goal).		AA
A1b. Ratio of Student FTEs to Full-time Faculty will improve from 40.8 to 39.3.		AA & SA
2. Increase faculty scholarship and research impact		
A2a. LaGuardia will maintain the high level of faculty scholarship and creative activity (3-year weighted rolling average).		AA (IT)
A2b. Number of funded research grants will increase from 2 to 3.		ACE (All)
A2c. Total dollar amount of research grants (3-year weighted rolling average) will increase from \$678,197 to \$684,979.		ACE (AA)
3. Ensure that students make timely progress toward degree completion		
A3a. Average number of credits (equated credits) earned in one year will increase from 20.9 to 22.		AA & SA
A3b. Percentage of students who earn 30 credits (equated credits) per year will increase from 17.6% to 18.6%		AA & SA
A3c. Increase the difference between actual and predicted one-year retention rates of full-time, first-time freshmen from 1.6% to 3.1%.		ALL
A3d. Indicator: Enhance SEMS (Student Engagement Management System) to integrate team-based student advisement calendars, email, chat, texting, and workflow (year 1 of multi-year).		IT (AA & SA)
A3e. Indicator: Launch and assess a weekend college for Mathematics, Engineering, and Computer Science's <i>Network & Computer Security</i> program.		AA (ACE)
A3f. Indicator: Institute and assess retention rates for students who participate in loan default management program based on three key intervention points.		SA (IT)
A3g. Establish baseline enrollment and persistence of students with disabilities.		SA (IT & IA)
4. Increase graduation rates		
A4a. Increase the difference between the regression adjusted predicted and actual four-year graduation rate of full-time first-time freshman by a 0.2 percentage point from 3.8% to 4%.		ALL

proposed FY14-15 Strategic Plan, 2

A4b. Increase our six-year graduation rate of first-time freshmen from 28.9% to 30%.	ALL
A4c. Indicator: In collaboration with two senior CUNY colleges, implement the 'reverse transfer process' in order to award Associate Degrees to former students who stopped out before degree completion.	SA (IT & AA)
5. Improve student satisfaction with academic support and student support services	
A5a. Even years: Colleges will report on policies, practices, and activities intended to increase student satisfaction with academic and student support services.	SA & AA
A5b. Odd years: Student satisfaction with Academic Advising Effectiveness and Campus Support Services as measured by Noel-Levitz SSL.	SA & AA
6. Improve student satisfaction with administrative services	
A6a. Even years: Colleges will report on policies, practices, and activities intended to increase student satisfaction with administrative services; assess and renovate 10 classrooms in the C & Shenker buildings.	ADM
A6b. Odd years: Student satisfaction with Recruitment and Financial Aid Effectiveness, Registration Effectiveness, and Service Excellence as measured by Noel-Levitz SSL.	SA & AA (IT)
A6c. Indicator: Testing Office will continue to establish a baseline to enhance the delivery of services, staffing and website (year 2 of multi-year).	SA (IT, IA, & AA)
A6d. Enhance LaGuardia's infrastructure through several projects: begin construction of the Library, Center 3 façade project, build new faculty offices in building C, replace the gym and pool roofs, gym floor, renovate the seating of the Main Stage Theater, cafeteria's in the Shenker & B buildings, replace chillers in Shenker Hall, move computer servers (phase II), and also design two multipurpose state-of-the-art rooms for the 10,000 Small Business' program.	ADM (ACE, AA)
7. Increase revenues	
A7a. Increase alumni-corporate fundraising (voluntary support) 3-yr weighted rolling average -- increasing the anticipated gain by 5% from \$1,537,500 in FY 14 to \$1,614,375 in FY15.	IA
A7b. Grants and contracts 3-yr weighted rolling average will increase by 1 percentage point.	ACE (ALL)
A7c. Alternative revenue sources 3-year weighted rolling average will increase based on: a) Food service commissions, b) Parking lot revenue, c) Pouring Rights royalties, d) facility rental income, and Fee for Service.	ADM, IA, & ACE
8. Use financial resources efficiently and prioritize spending on direct student services	
A8a. Spending on instruction, research, student services as a percentage of tax-levy budget will be maintained at 59%?	ADM

proposed FY14-15 Strategic Plan, 3

A8b. We will maintain the end fiscal year with 3% of allocated budget as reserve.	ADM
9. Increase the proportion of full-time faculty from under-represented groups	
A9a. Increase the percentage of full-time faculty from under-represented groups (total minority, women, Italian Americans).	AA (All)
B. Sector goals - Goals for Community Colleges	
1. Create more efficient remediation pathways	
B1a. Increase the percentage of students fully proficient by the end of the first year (of those initially needing any remediation) by 2.2 percentage points (over three years) from to 44% to 46.2% (year 1 of 3 year goal).	AA
B1b. Increase pass rate in mathematics by 3.6 percentage points from 42.4% to 46% within three-years through several initiatives including: a pilot for 4 sections combining MAT95 & 96, 4 sections combining MAT96 & 115, the continued expansion of Statway (combining MAT96 & 120), 6 sections of MAT108 -- Quantitative Literacy (as an alternative to algebra or statistics), the Maximizing Mathematics Achievement (MaxiMA) project which pairs minority students in basic math courses with advanced math students (i.e. those with 45+ credits) who will collaborate with select faculty members on research to improve participants math success, retention, graduation, and transfer rates (year 1 of 3 year goal).	AA
B1c. Improve and assess math tutoring services via SEMS (Student Engagement Management System) and comparing effectiveness of ALEKS and EDUCCO online math platforms using the Common Elementary Algebra Final Examination (CEAFE) scores, course pass rates scores, and both student and faculty surveys.	AA (IT)
B1d. Increase pass rate in reading by 3.5 percentage points from 41.8% to 45% within three-years through improved advisement, tutoring services, workshops, and several accelerated courses including ESC99 & ESE99 (year 1 of 3 year goal).	AA (SA)
B1e. Increase pass rate in writing by 3.7 percentage points from 44.1% to 47.8% within three-years through professional development for faculty and improved enrollment process for Accelerated Learning Program (ENA101) (year 1 of 3 year goal).	AA (SA)
2. Prepare students for transfer to baccalaureate programs	
B2a. Increase percentage of first-time freshmen transferring to any within CUNY baccalaureate program within 6 years (over three years) from 23.9% to 25.5% (year 1 of 3 year goal).	SA & AA
B2b. Increase transfer rate of AA/AS graduates to any baccalaureate program from 50.9% to 51.9%.	SA & AA
B2c. Maintain mean first-semester GPA of baccalaureate transfers from CUNY community colleges at 2.71.	SA & AA

proposed FY14-15 Strategic Plan, 4

B2d. Indicator: Launch and track the number of students who enroll in the Mechanical Engineering option with a transfer opportunity to CCNY; create new Computer Engineering option as articulated with CCNY.	AA
B2e. Revise the Nursing program's curriculum to include Statistics (MAT120) and Community Health (SCN195) to support transfer to Lehman and York Colleges as part of the dual-joint articulation.	AA
3. Increase (or maintain high) pass rates on professional licensure exams	
B3a. Professional licensure pass rates	AA
> Increase pass rates for rate of Nursing students taking the NCLEX-RN from 79.3% to 82%.	AA
> Maintain /Increase pass rates for PN from 89.4% to 90%	AA
> Maintain pass rates for Paramedic from 95% to 90+%	AA
> Maintain /Increase pass rates for PTA from 93% to 90+%	AA
> Maintain /Increase pass rates for Veterinary Technology to 80+% from 94%	AA
> Maintain /Increase pass rates for Radiologic Technology from 93% to 90+%	AA
> Maintain /Increase pass rates for OTA from 84% to 85%	AA
> Increase pass rates for Dietary Tech. from 33% to 53%	AA
C. College Focus Area Goals	
1. Strengthen Advisement, First Year Experience, and other Alignment initiatives	
C1a. Indicator: Implement and assess the re-designed advising model to establish an integrated and comprehensive system (year 2 of multi-year).	AA & SA (IT)
C1b. Indicator: With support from all divisions, CTL will develop, deliver, and assess sustainable, comprehensive professional development programs for at least 80 faculty and staff (including front-line staff), and 125 peer mentors to support implementation of the new advisement model and the First-Year Seminar program.	AA (ALL)
C1c. Indicator: Increase awareness of Knowledge Management on campus via various marketing campaigns.	SA (IA, IT, AA)
C1d. Indicator: The Library will continue to contribute to the Knowledge Management project by adding missing content, updating existing content and identifying new content subjects.	AA, All
C1e. Indicator: The Library will assess its class presentations for the Liberal Arts <i>First-Year Experience</i> seminar to improve student information literacy skills.	AA
C1f. Indicator: Increase the number of non-credit students transitioning to credit programs by 10% from 1300 to 1430 through targeted recruitment efforts.	ACE (SA, AA, IA)

proposed FY14-15 Strategic Plan, 5

C1g. Launch and assess the implementation of over 60 sections of a First-Year Seminar for the Business & Technology, Health Sciences, and Natural Sciences departments, and also for the Liberal Arts programs; prepare select faculty for an Engineering specific First-Year Seminar.	AA (SA, IT)
C1h. Indicator: Develop a comprehensive cycle-specific recruitment plan to increase market share yield of first-time full-time freshmen applications by 3% over fall 2013 baseline with 22,982 applications; transfer and special population student applications will also increase by 3% over fall 2013 baseline of 5619 (year 1 of 2 year goal).	SA (AA, IA, IT)
C1i. Indicator: Establish persistence baseline of registered veterans in degree and ACE based non-degree programs. Create a full services Veteran Affairs office to provide and track benefits, mental health, academic, and career counseling services to degree and ACE non-degree veteran students to increase persistence to degree.	SA (ACE & IT)
C1j. Through an improved and targeted referral system, we will increase semester to semester re-enrollment rates of full-time public benefits eligible students who utilized the Single Stop Benefit Access program by 2 percentage points from 61% (as a baseline) to 63%; and increase the number of students who change enrollment status from part-time to full-time by 2 percentage points from 16% to 18%.	SA (AA, IT)
2. Enhance the use of Digital Technology to support student learning and success.	
C2a. Indicator: Deploy LaGuardia Community College Mobile App to provide students with current information about College events, campus facilities, classes, locate class rooms, look-up Faculty/Staff directory information and access the existing mobile version of the MyLaGuardia Student Portal. A mechanism to measure utilization will be developed and used to assess activity.	IT (ADM, & IA)
C2b. Indicator: In order to better familiarize and acclimate students with the college's technology-related services and requirements, I.T. will augment the current workshop, "Navigating Technology for Student Success at LaGuardia", with an online video. A mechanism to measure utilization will be developed and used to assess activity.	IT (IA AA-CTL, SA)
C2c. Indicator: Increase the number of online/hybrid sections from 24 from 49 based on increased offerings from specific program in Health Sciences, Humanities, Mathematics, Engineering, & Computer Sciences, and Natural Sciences departments; increase simulation activities for 11 Health Science courses in various programs. ACE increase hybrid /online offerings from 2 to 4 and will develop and implement online catalog with links to online registration system for tuition-based courses.	AA
C2d. Indicator: The Library will introduce the 3D-printing capability and technology at workshops open for students and faculty; also they will work with the Office for Students with Disabilities to introduce new assistive software that will be available to help students in the Media Lab.	AA & SA

proposed FY14-15 Strategic Plan, 6

C2e. Indicator: CTL will offer 2 professional development seminars (to 30 faculty) focused on integrative and reflective ePortfolio pedagogy, and social pedagogies enabled through ePortfolio and other Web 2.0 technologies; and offer 1 minigrant program to up to four departmental or program-based faculty teams to develop or revise a minimum of 5 online /hybrid courses in each department, specifically focused on the increased use of technology.	AA
C2f. Indicator: Convert two areas into student lounge space fully networked for digital access.	ADM (IT)
C2g. Indicator: Support student enrollment and retention rates by increasing LaGuardia's social media presence -- including increasing Facebook likes from 1,100 to a minimum of 15,000.	IA (AA, IT, SA)
3. Engage LaGuardia's Outcomes Assessment process to improve student learning.	
C3a. Indicator: Develop and pilot six assessment rubrics for our general education competencies based on LaGuardia's values on learning, Association of American Colleges & Universities Liberal Education and America's Promise [LEAP] learning outcomes, Pathways learning objectives, Middle States, and our First-Year Experience recommendations (year 2 of multi-year).	AA (SA)
C3b. Indicator: The Center for Teaching and Learning [CTL] will collaborate with the Assessment Leadership Team [ALT] to offer mini-seminars to faculty from all academic programs in order to map out the revised curriculum, design, and implement appropriate assignments and activities based on our new general education competencies and abilities (year 1 of multi-year).	AA (SA)
C3c. Indicator: Prepare the following programs for PPR's: Commercial Photography, English as a Second Language [ESL], Nursing & Practical Nursing, Philosophy, Physical Therapy Assistant [PTA], Spanish Translation, and Writing.	AA (IT)
C3d. Indicator: Conduct PPRs for the following programs: Accounting; Dietetic Technician; Food Service Mgmt.; Music Recording Technology; and Travel, Tourism & Hospitality Mgmt.	AA (IT)
C3e. Indicator: Academic Affairs and CTL will support faculty and programs implement year one PPR recommendations with mini-grants for the following programs: Business Administration; Business Management; Communication Studies; Modern Languages; Library; Criminal Justice; and Writing and Literature. Implement year two PPR recommendations for the following programs: Basic Skills Math, Fine Arts; Human Services: Gerontology & Mental Health; New Media Technology; and Occupational Therapy Assistant. Implement year three PPR recommendations for the following programs: Paralegal Studies, Education, and Engineering Sciences.	AA (IT, ADM & IA)
C3f. Indicator: Implement the Enhanced Taxi Training program, with LaGuardia as the lead across a five-campus partnership.	ACE (IT)

proposed FY14-15 Strategic Plan, 7

4) Strengthen the connection between college learning experiences and the evolving labor market.	
C4a. Indicator: Select programs from Humanities and Natural Sciences will provide increased contact between full-time faculty and students engaged in project based experiential learning that is major-specific and also revise curriculum to reflect the new Experiential Learning course.	AA
C4b. Indicator: The Library will present a minimum of three lifelong learning/career -related workshops and create research guides and tutorials to help students plan careers and seek job information promote its role in lifelong learning for the changing labor market through promotion of several databases including Ferguson's Career Guidance Center, the Job and Career Accelerator and Learning Express.	AA (IA, ACE & SA)
C4c. Indicator: Implement an employment and internship pipeline for students in ACE and credit programs by engaging 50 small businesses and achieving a 70% job fill rate by the end of the year.	ACE (AA & SA)
C4d. Indicator: Academic Affairs will collaborate with ACE to enhance internship opportunities, attract potential employers to join Academic Advisory Boards as part of the Jobs Linkage initiative, expand the Career Ladders program, create new certificates in Mammography, Cat Scan (CT), & MRI; revise Programming & Systems curriculum; create new Finance, AS program grounded in the Business Management PPR recommendation to develop majors connected to in-demand jobs.	AA & ACE
C4e. Indicator: Increase enrollment and retention of women in STEM fields.	AA
C4f. Indicator: Faculty from Mathematics, Engineering, & Computer Science, Natural Sciences, and Social Science departments will hold conferences drawing recognition for academic quality while connecting students to faculty research and to the job market.	AA (SA)
5) Advance Global Learning – prepare students to address our signature competency and develop as global citizens.	
C5a. Indicator: Hire a Global Initiatives program manager who will identify external partners, at least one grant to support study abroad, and collaborate with the Internship program manager to identify potential internship sites connected to global learning.	AA (IA & ACE)
C5b. Indicator: Partner with College Now High Schools and the International High School to offer more students heritage language courses, recruit students for both the Japanese Studies program and also the Henry Luce Foundation scholarship.	AA (IA)
C5c. Indicator: CTL will offer mini-workshops (See target C3b) related to the curriculum mapping assessment process to support the development of lessons, activities and units that address global learning issues.	AA

Appendix 2.1 2014-2015 PMP Final Outcomes Report (11 pages)

2014-15 PMP Final Outcomes Report:

LaGuardia Community College



- A. Along with the University Goals and Sector Goals for FY 14-15, LaGuardia's College Focus Area Goals for this reporting period reflect the Campus' deep and sustained commitment to the following long-term goals: 1) **Alignment** between Academic Affairs and Student Affairs in an effort to strengthen advisement and enhance the First Year Experience; 2) Use of **Technology** to support learning and success; 3) Assessment to improve learning; 4) Enhancement of **Labor Market Connections** to LAGCC learning experiences; and 5) Advancement of **Global Learning** to prepare students to develop as global citizens.

University Goals

1. Increase opportunities for students to be taught by full-time faculty
 - a. The percentage of annual instructional FTEs taught by full-time faculty will increase by 4 percentage points from 39.4% to 43.4% (year 3 of three-year goal)
Partially Achieved - The percentage of annual instructional FTEs taught by full-time faculty increased by 1 percentage point from 39.4 to 40.4.
 - b. Ratio of Student FTEs to full-time faculty will improve from 40.8 to 39.3
Achieved - The ratio of student FTEs to full-time faculty improved from 40.8 to 36.6
2. Increase faculty scholarship and research impact
 - a. LaGuardia will maintain the high level of faculty scholarship and creative activity (3-year weighted rolling average)
Achieved - LaGuardia's 3-year weighted average was maintained at 0.3.
 - b. Number of funded research grants will increase from 2 to 3
Surpassed - The number of funded research grants increased from 2 to 4.
 - c. Total dollar amount of research grants (3-year weighted rolling average) will increase by 1 percent.
Not Achieved - the total dollar amount of research grants (3-year weighted rolling average) decreased from 665,985 to 613,996. However, the amount remains significantly higher than all other CUNY Community and Comprehensive Colleges.
3. Ensure that students make timely progress toward degree completion
 - a. Average number of credits (equated credits) earned in one year will increase from 20.9 to 22.
Achieved - the average number of equated credits earned in one year by associate full-time freshmen increased from 20.9 to 22.2.
 - b. Percentage of students who earn 30 credits (equated credits) per year will increase from 17.6% to 18.6%
Surpassed - The percentage of associate students who earned 30 equated credits per year increased from 17.6% to 20.3%.
 - c. Increase the difference between actual and predicted one-year retention rates of full-time, first-time freshmen by 1.5.
Partially Achieved - The difference between actual and predicted 1-year retention rate of associate full-time first-time freshmen was increased by 0.6 from 0.9 to 1.5, though our one-year retention rate did increase by 3.1%.
4. Increase graduation rates
 - a. Increase the difference between the regression adjusted predicted and actual four-year graduation rate of full-time freshmen by a 0.2 percentage points.
Not Achieved - the difference between the regression adjusted predicted and actual four-year graduation rate of full-time freshmen was reduced by 0.1% from 5.1% to 5.0%.
 - b. Increase our six-year graduation rate for first-time freshmen from 28.9% to 30%

- Not Achieved – the six-year graduation rate decreased from 28.9% to 26.2%.
5. Improve student satisfaction with academic support and student support services
 - a. Even years: Colleges will report on policies, practices, and activities intended to increase student satisfaction with academic and students support services
 - b. Odd years: Student satisfaction with *Academic Advising Effectiveness and Campus Support Services* as measured by Noel-Levitz SSI
 Achieved – As measured by Noel-Levitz, student satisfaction with Academic Advising Effectiveness was increased from 4.5 to 4.9 and student satisfaction with Campus Support Services increased from 4.6 to 5.1.
 6. Improve student satisfaction with administrative services
 - a. Even years: Colleges will report on policies, practices, and activities intended to increase student satisfaction with administrative services; assess and renovate 10 classrooms in the C and Shenker buildings
 Achieved – Ten classrooms were renovated in the M building and 16 classrooms were renovated in the C building. Currently, 18 classrooms in the C building and 11 classrooms in the Shenker building are being renovated.
 - b. Odd years: Students satisfaction with *Recruitment and Financial Aid Effectiveness, Registration Effectiveness, and Service Excellence* as measured by Noel-Levitz SSI
 Achieved – As measured by Noel-Levitz, student satisfaction with Admissions and Financial Aid was increased from 4.4 to 4.9, student satisfaction with Registration Effectiveness increased from 4.7 to 5.1, and student satisfaction with Service Excellence increased from 4.6 to 5.1.
 7. Increase revenues
 - a. Increase alumni-corporate fundraising (voluntary support) 3-year weighted rolling average – increasing the average gain by 5%.
 Surpassed– The alumni-corporate fundraising 3-year weighted rolling average was increased from \$2,236,787 in the 2011-2013 period to \$2,994,979 in the 2012-2014 period, a 33.9% increase.
 - b. Grants and contracts 3-year weighted rolling average will increase by 1 percentage point
 Not Achieved – The grants and contracts 3-year weighted rolling average decreased from \$15,649,870 to \$15,020,894, though our grants total remains significantly greater than all other CUNY Community and Comprehensive Colleges.
 - c. Alternative revenue sources 3-year weighted rolling average will increase based on: a) Food service commission, b) Parking lot revenue, c) Pouring Rights royalties, d) facility rental income, and Fee for Service
 Data available July 2015
 8. Use financial resources efficiently and prioritize spending on direct student services
 - a. Spending on instruction, research, and student services as a percentage of tax-levy budget will be maintained at 59%
 Data available July 2015
 - b. We will maintain the end fiscal year with 3% of allocated budget as reserve.
 Data available July 2015
 9. Increase the proportion of full-time faculty from under-represented groups
 - a. Percentage of full-time faculty from under-represented groups (total minority, women, Italian Americans)
 Achieved - The percentage of full-time faculty from under-represented groups increased from 38% in fall 2013 to 40.7% in fall 2014.
- B. Sector Goals
1. Create more efficient remediation pathways
 - a. Increase the percentage of students fully proficient by the end of the first year (of those initially needing any remediation) by 2.2 percentage points (over three years) from 44% to 46.2% (year 1 of 3-year goal)

Achieved – The percentage of students fully proficient by the end of the first year of those initially needing remediation increased from 44.0% to 45.8%.

2. Prepare students for transfer to baccalaureate programs

- a. Increase percentage of first-time freshmen transferring to any baccalaureate program within 6 years from by 1.5 percentage points (year 1 of 3 year goal)

Not Achieved – the percentage of first-time freshmen transferring to any baccalaureate program within 6 years decreased from 31.9% for the fall 2007 cohort to 30.2% for the fall 2008 cohort.

- b. Increase transfer rate of AA/AS graduates to any baccalaureate program by 1%.

Surpassed – The percentage of AA/AS graduates to any baccalaureate program decreased from 65.1% to 69.5%.

- c. Maintain mean first-semester GPA of baccalaureate transfers from CUNY community colleges at 2.77.

Partially Achieved – Mean first-semester GPA of baccalaureate transfers dropped slightly from 2.77 to 2.76, however this GPA is higher than all other CUNY Community or Comprehensive Colleges.

3. Increase (or maintain high) pass rates on professional licensure exams

a. Pass Rates on Professional Licensure Exams

Program	2012	2013	2014
RN Nursing	81%	80%	85% (NYS 77%)
LPN Nursing	83%	84%	86% (NYS 80%)
Dietetic Tech	63%	33%	55%
OT	83%	84%	71%
PT	90.0%	96.9%	94.7%

LAGCC's Dietetic Technician Program recognizes that the current pass rate of 55% is below target and is currently preparing a progress report and action plan to be submitted to the accrediting body, Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics in fall 2015. Similarly, the Occupational Therapy program is addressing the current year drop in pass rate with a plan of correction due to the Accreditation Council for Occupational Therapy Education (ACOTE) June 25, 2015. Pass rate for Vet Tech was 95% and pass rate for Rad Tech was 92%.

Pass rate for Vet Tech was 95% and pass rate for Rad Tech was 92%.

C. College Focus Area Goals

1. Strengthen Advisement, First Year Experience, and other Alignment initiatives

- a. Implement and assess the re-designed advising model to establish an integrated and comprehensive system (year 2 of multi-year)

Achieved – Our 2011 Achieving the Dream study found students often shuffle through a maze of advisement offices, with little structured faculty involvement and with no effective use of technology platforms. In addition, neither faculty nor staff had access to consistent advisement training. To address this problem, LaGuardia activated a comprehensive and shared model of advisement, consisting of teams of faculty, staff, and peer mentors. Trained by LaGuardia's Center for Teaching and Learning (CTL) and empowered with a strong digital advisement foundation developed in the First Year Seminar ePortfolio, advisement teams have begun to guide students more effectively to graduation, transfer and career.

Our advisement structure has been developed and implemented as follows: there are seven Advisement Councils in Business and Technology, English and Language Acquisition, HS, Humanities, Liberal Arts, Social Sciences, and STEM. Each Council has two co-chairs one co-chair is a Faculty Advisor and the other is the Academic Advisor – and the Councils oversee 48 Advisement Teams. Advisement teams

consist of Program Directors, Faculty Advisors, Academic Advisors, as well as dedicated resource advocates from the Center for Career and Professional Development, ASAP, College Discovery, the Wellness Center, and Admissions. In November of 2014, primary responsibility was shifted to these teams, and they have now begun to operate at full scale.

Additionally, the College created a series of "Spotlight on Alignment" events to highlight what advising teams are doing for each of the responsibilities in the "Expectations of Advising Teams". AskAnAdvisor student requests, single sign-on access to e-tools, data for advising teams, and training videos were implemented to improve the advisement experience. Metrics are being developed that assess the utilization of the Advisor Portal. Working with Marketing & Communications, the two advising websites were merged. The current site reflects the advising team model. The site lists the names of all advisors, includes advising guides, and provides student-centered videos that introduce students to LaGuardia.

- b. With support from all divisions, CTL will develop, deliver, and assess sustainable, comprehensive professional development programs for at least 80 faculty and staff (including front-line staff) and 125 peer mentors to support implementation of the new advisement model and the First Year Seminar program
Achieved - 236 faculty, staff, and peer mentors participated in CTL's professional development aimed at supporting the implementation of the new advisement model as well as New to College faculty development seminars that train faculty to teach the First Year Seminar in their discipline.
- c. Increase awareness of Knowledge Management on campus via various marketing campaigns
Achieved - Marketing campaign soft launch began in February 2015 to support early application for financial aid for the 2015-2016 academic year. From February 2015 to present, there have been over 149,000 site visits, about 2700 visits per week. Campaign to continue through summer. Process mapping for Student Advising and Registrar in progress.
- d. The Library will continue to contribute to the Knowledge Management project by adding missing content, updating existing content, and identifying new content subjects
Achieved - The Library hired a full-time Metadata Librarian to manage content in the Knowledge Base.
- e. The Library will assess its class presentations for the Liberal Arts First Year Experience seminar to improve information literacy skills
Achieved - Students who attended a library session were significantly more likely to answer information literacy questions correctly: 36.6% of the students responded correctly to both questions in post survey sessions, compared with nearly 18.7% in pre survey sessions. More than 80% of the students responded correctly to at least to one of the survey questions, compared with 64.5% in the pre-survey group (n=688).
- f. Increase the number of non-credit students transitioning to credit programs by 10% from 1300-1430 through targeted recruitment efforts
Data forthcoming - 2014-15 enrollment report in October 2015 will reveal if we have met the target. However, 669 students who have or could transition from credit to non-credit programs were surveyed. The Advisement Center staff offered application workshops to 504 students. Ten thousand copies of a new brochure, outlining the steps to transition from non-credit to credit were printed and distributed to pre-college, youth and training program classes, as well as small businesses.
- g. Launch and assess implementation of over 60 sections of a First Year Seminar (for the Business & Technology, Health Sciences, and Natural Sciences departments, as well as for the Liberal Arts programs; prepare select faculty for an Engineering specific First Year Seminar
Achieved - In FY 2014-15, 115 FYS faculty served 4,200 students in 167 sections. Additionally, 42 faculty from the following programs - Engineering & Computer Science, Criminal Justice, Liberal Arts Math & Science, and Psychology are currently being trained to teach FYS starting this fall semester. Preliminary data show that students who participated in FYS achieved an average higher cumulative GPA than students who were eligible but did not take the course, 2.69 vs. 1.60 respectively. On the following

deep learning scale CCSSE questions, students in the FY15 responses were between 14 and 27 percentage points higher than the overall college mean:

- How much has your work in this course emphasized synthesizing and organizing ideas, information, or experiences in new ways?
- How much has your work in this course emphasized applying theories or concepts to practical problems or in new situations?
- How much has your experience in this course contributed to your knowledge, skills, and personal development in writing clearly and effectively?
- How much has your experience in this course contributed to your knowledge, skills, and personal development in understanding yourself?
- How much has your experience in this course contributed to your knowledge, skills, and personal development in working effectively with others?

Data on retention is forthcoming.

- h. Develop a comprehensive cycle-specific recruitment plan to increase market share yield of first-time freshmen applications by 3% over fall 2013 baseline with 22,982 applications; transfer and special population student applications will also increase by 3% over fall 2013 baseline of 5619 (year 1 of 2 year goal) – Cross divisional efforts are ongoing. Recruitment plan development is in progress.
- i. Establish persistence baseline of registered veterans in degree and ACE based non-degree programs. Create a full services Veteran Affairs office to provide and track benefits, mental health, academic, and career counseling services to degree and ACE non-degree veteran students to increase persistence to degree

Partially Achieved – A Veteran Affairs space has been designated. Veteran Service Coordinator was hired May 2015. Late hire of program coordinator delayed SEMS database development. SEMS module will be launched in September 2015. New Veteran Coordinator will begin work with IR to establish current registration and return rate baselines and data collection protocol by September 2015.

- j. Through improved and targeted referral system, we will increase semester to semester re-enrollment rates of full-time public benefits eligible students who utilize the Single Stop Benefit Access program by 2 percentage points from 61% (as a baseline) to 63%; and increase the number of students who change enrollment status from part-time to full-time by 2 percentage points from 16% to 18%

Achieved - Single Stop Manager has been hired and staff training modules have been created. Return rate has been established.

2. Enhance the use of Digital Technology to support student learning and success
 - a. Deploy LaGuardia Community College Mobile App to provide students with current information about College events, campus facilities, classes, locating classrooms, looking up Faculty/Staff directory information and accessing the existing mobile version of the MyLaGuardia Student Portal. A mechanism to measure utilization will be developed and used to assess activity

Achieved – Mobile Application is completely deployed, all activities completed. Currently in maintenance and enhancement mode.

- b. In order to better familiarize and acclimate students with the College's technology-related services and requirements, I.T. will augment the current workshop "Navigating Technology for Student Success at LaGuardia" with an online video. A mechanism to measure utilization will be developed and used to assess activity

Achieved – Online self-based tutorial released: <http://laguardia.edu/TSMD/TechnologyResources/>. Since its inception, 461 students have visited the site.

- c. Increase the number of online/hybrid sections from 24 to 49 based on increased offerings from specific programs in Health Sciences, Humanities, Mathematics, Engineering & Computer Sciences, and Natural Sciences departments; increase simulation activities for 11 Health Science courses in various programs.
- Partially Achieved** -16 new hybrid or online courses have been added in FY 2014-15. The College has also increased the use of online components within courses. For example, our Natural Sciences

Department tested various virtual lab simulation programs for General Chemistry and selected one to customize and implement in fall 2014. Online tutoring and homework programs were also chosen and used starting fall 2014 in General Chemistry I and II and Organic Chemistry I and II. After initial efforts showed strong outcomes like better pass rates and higher retention rates for participants, the College has also expanded the number of sections of MAT119, the accelerated course for non-STEM students based on the Carnegie Foundation Statway model. This course, which has a significant online component, combines Introduction to Algebra and Introduction to Statistics and incorporates the pedagogy of “Productive Persistence,” helping students develop a resilient approach to difficult mathematical problems. This year, Math faculty adapted this basic skills integration strategy to accelerate STEM success by creating MAT117, which will cover topics from both elementary (MAT096) and intermediate algebra (MAT115). This course will be piloted in the fall of 2015.

- d. The Library will introduce the 3D-printing capability and technology at workshops open for students and faculty; also they will work with the Office for Students with Disabilities to introduce new assistive software that will be available to help students in the Media Lab.

Achieved - The Library introduced the 3D-printing capability and technology at multiple workshops open for students and faculty. Library 3D printer was incorporated into MAE101: Engineering Lab and SCB115: Principals of Biology. The Library continues to work with the Office of Students with Disabilities to provide assistive software for disabled students. The Library has contracted a company called LearningAlly to provide accessible audiobook versions of textbooks for blind, visually impaired and dyslexic students.

- e. CTL will offer 2 professional development seminars (to 30 faculty) focused on integrative and reflective ePortfolio pedagogy, and social pedagogies enabled through ePortfolio and other Web 2.0 technologies; and offer 1 mini-grant program to up to 4 departmental or program-based faculty teams to develop or revise a minimum of 5 online/hybrid courses in each department, specifically focused on the increased use of technology

Achieved – More than 30 faculty participated in ePortfolio seminars and mini-grant activities. Two CTL seminars, “Design for Social Pedagogy” (DSP) and “Connected Learning,” enabled faculty to build capacity for online instructional methods. The DSP Seminar served 9 faculty members (from the departments of Business and Technology, English, Library, Math, Natural Sciences, and Social Science), who explored and implemented a variety of web platforms (WordPress, Twitter, ePortfolio, collaborative concept maps with Google Tools, Wikipedia authoring, and Instagram), building capacity to deliver hybrid and online instruction. In the Connected Learning seminar, 11 participants developed and practiced ePortfolio pedagogical strategies in English, Education, Biology, Nursing, Math, ESL, and Deaf Studies courses. The Hybrid/Online Mini-Grant program directly engaged 12 faculty in the development and redesign of 12 hybrid course sections in Business, Communication Studies, Chemistry, Anatomy and Physiology, and Linguistics. Mini-grant participants also formulated and implemented departmental policies for course design, peer review, student preparation, and professional development.

- f. Convert two areas into student lounge space, fully networked for digital access

Not Achieved – project currently on hold.

- g. Support student enrollment and retention rates by increasing LaGuardia’s social media presence – including increasing Facebook likes from 1,100 to a minimum of 15,000

Partially Achieved – The development of the Social Media Plan is in progress and it will be completed by the end of June 2015. We have increased Facebook likes to 2,200. The Health Sciences Dept. developed a Twitter account that has over 100 followers. Events, news and updates are provided, and it is now linked to the College’s website. The Occupational Therapy Assistant program also launched a Twitter account.

- 3. Engage LaGuardia’s Outcomes Assessment process to improve student learning

- a. Develop and pilot 6 assessment rubrics for our general education competencies based on LaGuardia’s values on learning, Association of American Colleges & Universities Liberal Education and America’s

Promise [LEAP] learning outcomes, Pathways learning objectives, Middle States, and our First-Year Experience recommendations (year 2 of multi-year)

Achieved – In the service of LaGuardia's outcomes assessment plan, all 44 programs have completed curriculum maps emphasizing the scaffolded development of the general education competencies. Additionally, the College has engaged in the successful creation and piloting of the 6 rubrics, one for each general education competency. <http://www.lagcc.cuny.edu/assessment/>. Benchmark readings using these rubrics are scheduled for semester end. Rubric revision and finalization is planned for full fall implementation and continued outcomes assessment.

- b. The Center for Teaching and Learning will collaborate with the Assessment Leadership Team (ALT) to offer mini-seminars to faculty from all academic programs in order to map out the revised curriculum, design, and implement appropriate assignments and activities based on our new general education competencies and abilities (year 1 of multi-year)

Achieved - 24 mini-grants were offered to faculty to 1) Develop or refine assignments to build students' competencies and abilities in all of the courses designated in the program's Curriculum Map, 2) Organize professional development for faculty who will be working with those assignments, supporting implementation and the depositing of student artifacts in the assessment area of the ePortfolio system, 3) Revise curriculum maps and assignments for implementation in Fall 2015 and beyond, drawing on what was learned from the Spring 2015 rubric testing process. In addition, 40 faculty participated in CTL-led mini-seminars focused on the intricacies of developing specific competencies through specific courses and assignments as designated by each program's curriculum map.

- c. Prepare the following programs for PPRs: Commercial Photography, English as a Second Language (ESL), Nursing & Practical Nursing, Philosophy, Physical Therapy Assistant (PTA), Spanish Translation, and Writing

Achieved – All programs participated in a series of meetings to prepare faculty teams for their PPR. Each team identified program issues, created a final list of questions for IR, and developed a written plan for an inquiry assessment project to be carried out as part of the PPR process.

- d. Conduct PPRs for the following programs: Accounting, Dietetic Technician, Food Service Mgmt., Music Recording Technology, and Travel, Tourism & Hospitality Mgmt.

Achieved – PPRs were successfully conducted and final PPR reports submitted by the four programs.

- e. Academic Affairs and CTL will support faculty and programs implementing year one PPR recommendations with mini-grants for the following programs: Business Administration, Business Management, Communication Studies, Modern Languages, Library, Criminal Justice, and Writing and Literature. Implement year 2 PPR recommendations for the following programs: Basic Skills Math, Fine Arts, Human Services: Gerontology & Mental Health, New Media Technology, and Occupational Therapy Assistant. Implement year 3 PPR recommendations for the following programs: Paralegal Studies, Education, and Engineering Sciences

Achieved – Four mini-grants were awarded to departments implementing year 1, 2, & 3 PPR recommendations: the Library, Nursing, Modern Languages, and Urban Studies. CTL held quarterly meetings with all mini-grant leaders to ensure completion of project goals helping faculty advance PPR recommendations and/or programmatic implementation of ePortfolio practice. Through the mini-grant process, programs were able to 'close the loop' by making targeted improvements. For example, Criminal Justice identified inconsistencies in their learning objectives, course descriptions and prerequisites of the four program courses and their equivalent at John Jay College of Criminal Justice. They moved forward by rewriting course proposals, communicating new prerequisites to the registrar, and providing faculty with new learning objectives and course descriptions. Through this process, the program was able to better prepare students for professional growth and potential transfer to John Jay.

- f. Implement the Enhanced Taxi Training program, with LaGuardia as the lead across a five-campus partnership

Not Achieved – In January 2015, the College received notice that the TLC will not be providing CUNY with the Notice to Proceed on the new contract. Therefore, the Enhanced Taxi Training program will not be implemented.

4. Strengthen the connection between college learning experiences and the evolving labor market
 - a. Select programs from Humanities and Natural Sciences will provide increased contact between full-time faculty and students engaged in project based experiential learning that is major specific and also revise curriculum to reflect the new Experiential Learning course
Achieved - The Theater and Fine Arts Programs passed Experiential Learning through College Senate and will begin to offer the course in fall 2015. Humanities will also begin to offer internships through their Internship course with faculty being the point of contact. A new course, Research in Natural Sciences was developed in fall 2014. The course will be offered in fall 2015. Academic Affairs hired an Experiential Learning Manager to advance this college priority.
 - b. The Library will present a minimum of 3 lifelong learning/career-related workshops and create research guides and tutorials to help students plan careers and seek job information. The Library will also highlight the role of lifelong learning for the changing labor market through promotion of several databases including Ferguson's Career Guidance Center, the Job and Career Accelerator and Learning Express
Achieved – Workshops created and conducted in fall 2014 and spring 2015. In support, Library Faculty created an online career resource: <http://guides.laguardia.edu/career>.
 - c. Implement an employment and internship pipeline for students in ACE and credit programs by engaging 50 small businesses and achieving a 70% job fill rate by the end of the year
Achieved - We have engaged with 70 small businesses (EMT, accounting, hotel, green and other industries) for internships and employment with an average fill rate of 75%, and a fill rate of nearly 100% for the 10 EMT companies we have engaged through this process. Student Affairs will implement NACElink/Symlicity (career management platform and employer contact CRM) in its Center for Career & Professional Development in July, and this tool will be leveraged to support the pipeline.
 - d. Academic Affairs will collaborate with ACE to enhance internship opportunities, attract potential employers to join Academy Advisory Boards as part of the Jobs Linkage initiative, expand the Career Ladders program, create new certificates in Mammography, Cat Scan (CT), & MRI, revise Programming & Systems curriculum, create new Finance, AS program grounded in Business Management PPR recommendation to develop majors connected to in-demand jobs
Achieved – An Experiential Learning Manager in Academic Affairs was hired to work with ACE and develop external employment partnerships. A cross-divisional committee has been assembled to support this effort. The first mammography certification course was offered by ACE in collaboration with the Radiologic Tech. A new Finance major is being finalized and the New Media Technology program has launched with plans for new tracks in Game Development and Mobile Development.
 - e. Increase enrollment and retention of women in STEM fields
Partially Achieved – Enrollment of women in STEM areas increased from 935 in fall 2013 to 1,054 in fall 2014. Next-semester retention rates of women in STEM, however, dropped from 76% in spring 2014 to 73% in spring 2015. A *Women in STEM Day* was held in fall 2014 led by female students at LAGCC. A *Women in STEM* workshop was held in spring 2015 highlighting career paths and research interests. A *Women in STEM* Facebook page was created for outreach and communication. STEM faculty have begun collaborating to apply for grants aimed at increasing enrollment and retention of women in STEM fields.
 - f. Faculty for Mathematics, Engineering, & Computer Science, Natural Sciences, and Social Science departments will hold conferences drawing recognition for academic quality while connecting students to faculty research and the job market
Achieved - Two LaGuardia STEM faculty were the only community college faculty recipients of "Research in the Class-room Idea Grants." LaGuardia's Environmental Science, Biology, and Chemistry students investigated water quality in nearby Newtown Creek, the biological activity of new antioxidants from natural sources, the cell biology of starfish, and Laminin gene expression at the protein level in a

mouse model of Alzheimer's disease. One current and two former LAGCC students, Brian Miller, Joserichsen Mondesir and Timothy Slater are now published authors of the article "Returning to School After Incarceration: Policy, Prisoners and the Classroom" as a result of their collaboration with Associate Professor Jodi Schwartz. As a result of research activities at LAGCC, 5 student researchers accompanied faculty to the Society of Hispanic Professional Engineers (SHPE).

Conferences and Events:

- Undergraduate Research Symposium hosted by Humanities, MEC, Natural Sciences and Social Science
 - Fourth Annual Social Science Student and Faculty Conference featuring symposium on 'Global Perspective on Education: Student Agency and Transformation'
 - Departments featuring student research conducted with faculty
 - The MEC Department and Math Society hosted Dr. Hong Zhong Zhang of Columbia University to give a talk titled, "From linear equations to risk-neutral measures – an introduction to financial derivative pricing"
 - Faculty Research Colloquium, hosted by the Committee on Professional Development featured – 1) Lee Boyar (Business & Technology) "The Roll of Accountants in Sustainable Development," 2) Dr.s Praveenkumar Khethavath and Yun Me (MEC) "The Real-Time Decision Support System for Emergency Dispatch in NYC," 3) Dr. Alioune Khoulé (MEC) "Emphasis on Conceptual Knowledge and its Impact on Mathematics Anxiety for Community College Students"
 - Engineering Colloquium on Light Polarization Studies of Aerosols
 - 4th annual Pi day took place on March 11, 2015 with nearly 300 participants
5. Advance Global Learning – prepare students to address our signature competency and develop as global citizens
- a. Hire a Global Initiatives program manager who will identify external partners, at least one grant to support study abroad, and collaborate with the Internship program manager to identify potential internship sites connected to global learning
- Achieved** - Dr. Padmini Biswas, Global Manager for Academic Affairs, is continuing her outreach to faculty, the general student population and students involved in the LUCE Heritage Language Scholars program.
- Additionally, Dr. Biswas worked with Assistant Dean Howard Wach to apply for a National Endowment for the Humanities Challenge Grant that will create an endowment in support of global initiatives at LaGuardia. The challenge grant will go towards faculty development seminars focused on global learning, research fellowships for faculty engaged in global scholarship, the curation of experiential opportunities for students that use New York City as a local laboratory for global learning, and conference funding. She identified and facilitated global learning internships located both abroad and in the U.S. for students in the Luce Heritage Language Scholars program. Dr. Biswas also worked with the Center for Teaching and Learning on seminars relevant to the college-wide implementation of the global learning competency, and managed LaGuardia's partnership with the Pulitzer Center on Crisis Reporting which enhances opportunities for students to engage global issues in the classroom as well as in the field.
- b. Partner with College Now High Schools and the International High School to offer more students heritage language courses, recruit students for both the Japanese Studies program and also the Henry Luce Foundation Scholars program.
- Achieved** –In fall 2014, The Education and Language Acquisition Department offered Elementary French, Elementary Italian, Arabic, Mandarin Chinese, Bengali, and Spanish. Overall ELA is serving 191 students in high school language classes. College Now High School students tested at a high proficiency level in their heritage language, making them ineligible for entry into the LUCE Heritage Language Scholars program.
- c. CTL will offer mini-workshops (See target C3b) related to the curriculum mapping assessment process to support the development of lessons, activities and units that address global learning issues

Achieved - 40 faculty participated in seminars focused on the new competencies. In spring 2015, 24 mini-grants were granted to faculty engaged in creating and assessing assignments designed to help students develop global learning competency. CTL also implemented a brown bag series called Global Conversations designed to complement LaGuardia's commitment to cultivate global awareness and learning in LaGuardia students. Faculty from Philosophy, Social Science, English, and Psychology, as well as a representative from the President's Office, considered the definition of global learning adopted by LaGuardia, offered definitions, research projects, and individual approaches to implementation in the classroom and across the campus.

Additional Items Connected to Sector Goals

Create more efficient remediation pathways

- b. Increase pass rate in mathematics by 3.6 percentage points from 42.4% to 46% within three years through several initiatives including: a pilot for 4 sections combining MAT95 & 96 & 115, the continued expansion of Statway (combining MAT96 & 120), 6 sections of MAT108 – Quantitative Literacy (as an alternative to algebra or statistics), the Maximizing Mathematics Achievement (MaxiMA) project which pairs minority students in basic math courses with advanced math students (i.e. those with 45+credits) who will collaborate with select faculty members on research to improve participants math success, graduation, and transfer rates (year 1 of 3 year goal).

Partially Achieved – Math pass rate increased from 42.4% in fall 2013 to 44% in fall 2014.

Reem Jaafar and Shenglan Yuan are supervising 5 undergraduate students engaged in research.

Professor's Jaafar student, Gabriel Romero, presented his work at the C3IRG (Collaborative Incentive Research Grant) workshop at John Jay College. Gabriel also presented his work at the MAA 12th Annual Garden State Undergraduate Mathematics Conference in April 2015. Professor Yuan's student presented her work titled "Classification of Some Cases of a Single-Vertex Flat-Foldable Origami" at MAA METRONY Section in May. Profs. Jaafar and Yuan's research students also presented their work at LaGuardia during the Undergraduate Research Symposium in May. Students also met with Karen Dubinsky for mentoring opportunities outside of LaGuardia.

Three faculty were sent to attend Statway workshop. Dr. Milena Cuéllar, Dr. Glenn Henshaw, and Dr. Shenglan Yuan attended the Pathways National Forum during on July 2014. Drs. Cuéllar and Shenglan gave a presentation at the National Forum describing LaGuardia's unique implementation of Statway in MAT119 and the results of our pilot for the last year. In addition, Dr. Nana O. Bonsu, Dr. Milena Cuéllar, Dr. Henshaw, Dr. Marina Nechayeva, and CTL Associate Director Roslyn Orgel attended the Winter Orientation Institute to prepare for scaling MAT119 in Spring and Fall of 2015. Workshops were run for faculty who will teach this course. A MAT119-Statway flyer had been produced to distribute to students, advisors, and faculty. Worked with Registrar to create these sections. Inform students of this new model to attract qualified students.

- c. Improve and assess math tutoring services via SEMS (Student Engagement Management System) and comparing effectiveness of ALEKS and EDUCO online math platforms using the Common Elementary Algebra Final Examination (CEAFE) scores, course pass rates scores, and both student and faculty surveys.

Training was provided for all new hired tutors by the Tutoring Center Coordinator as well as well as veteran tutors. In addition four 5-hour training sessions were offered during the spring semester designed to help tutors with MAT 120 material and techniques and to provide topic-based instruction to small groups especially for MAT 095 and 096. SEMS was adopted starting in fall 2014. The system is now fully operational and the Office of Institutional Research analyzed data collected in fall 2014 using the SEMS system. A similar analysis will be performed at the end of the spring semester.

There were 11 MAT95 ALEKS sections and 15 MAT96 offered in Fall I 2014 The ALEKS pilot was expanded in Spring I 2015 to cover 15 MAT95 sections and 21 MAT96 sections.

The Redesign project will be completed in Fall I 2014; the new model will be implemented in Spring I 2015. The Student Support Team of the Developmental Math Board is currently working on the redesign project. A new tutoring model was designed and implemented in 5 sections of MAT95 and 6 sections of MAT96 during Spring I 2015.

- d. Increase pass rate in reading by 3.5 percentage points from 41.8% to 45% within three-years through improved advisement, tutoring services, workshops, and several accelerated courses including ESC99 & ESE99 (year 1 of 3 year goal).

Not Achieved – Pass rates in reading decreased from 41.8% in fall 2013 to 38.9% in fall 2014.

- e. Increase pass rate in writing by 3.7 percentage points from 44.1% to 47.8% within three-years through professional development for faculty and improved enrollment process for Accelerated Learning Program (ENA101) (year 1 of 3 year goal).

Not Achieved – Pass rates in writing decreased from 44.1% in fall 2013 to 42.4% in fall 2014. However, pass rates in ENA101 were improved from spring 2014 at 65.99% to fall 2014 at 69.83%.

Appendix 2.2 2015-2016 PMP Strategic Plan (6 pages)

LaGuardia 2015-16 Strategic Plan (updated 9-17-15)

c	Lead (partners)
A. University Goals	
1. Increase opportunities for students to be taught by full-time faculty	
A1a. Maintain the percentage of annual instructional FTEs taught by full-time faculty at 40.4% .	AA
A1b. Ratio of Student FTEs to Full-time Faculty will be maintained at 36.6 or better .	AA & SA
2. Increase faculty scholarship and research impact	
A2a. LaGuardia will maintain the high level of faculty scholarship and creative activity (3-year weighted rolling average) at 0.3.	AA (IT)
A2b. Number of funded research grants will be maintained at 4.	ACE (All)
A2c. Total dollar amount of research grants (3-year weighted rolling average) will be maintained at 639,228 or higher, a figure significantly higher than all other CUNY Community and Comprehensive Colleges .	ACE (AA)
3. Ensure that students make timely progress toward degree completion	
A3a. Average number of credits (equated credits) earned in one year will be maintained at 22.2 or higher .	AA & SA
A3b. Percentage of students who earn 30 credits (equated credits) per year will be maintained at 20.3% or higher .	AA & SA
A3c. Increase the one-year retention rates of first-time, full-time freshmen actual (from 66.1 to 67.1) and difference between actual and predicted (from 1.5% to 2.5%).	ALL
A3d. Institute and assess retention rates for students who participate in loan default management program based on three key intervention points.	SA (IT)
A3e. Evaluate enrollment and persistence of students with disabilities.	SA (IT & IA)
4. Increase graduation rates	
A4a. Increase the 3-year graduation rate of first-time freshman completed at college of entry (from XX% to XX%) and completed anywhere (from XX% to XX%)	ALL
A4b. Increase the 4-year graduation rate of first-time freshmen, completed at college of origin actual (from 24.2 to 25.0) and difference between the actual and regression adjusted (from 5.0% to 5.2%); and completed anywhere (from XX% to XX%).	ALL
A4c. Increase the six-year graduation rate of first-time freshmen, completed at college of origin, from 26.2% to 27.2%; and completed anywhere, from XX% to XX %	ALL
A4d. Indicator: In collaboration with two senior CUNY colleges, implement the 'reverse transfer process' in order to award Associate Degrees to former students who stopped out before degree completion.	SA

proposed FY14-15 Strategic Plan, 2

5. Improve student satisfaction with academic support and student support services	
A5a. Even years: Colleges will report on policies, practices, and activities intended to increase student satisfaction with academic and student support services. See College Area Focus Goals: C1. Strengthen Advisement, First Year Experience, and other Alignment initiatives	SA (IT, IA, & AA)
6. Improve student satisfaction with administrative services	
A6a. Even years: Colleges will report on policies, practices, and activities intended to increase student satisfaction with administrative services: Enhance LaGuardia's infrastructure through several projects: continue construction on Library, Center 3 façade project, build new faculty offices in building C, renovate the seating in Main Stage Theater, cafeterias in the Shenker & B buildings, move computer servers, and design two multipurpose state-of-the-art rooms for the 10,000 Small Businesses program.	ADM
A6c. Indicator: Testing Office will continue to enhance the delivery of services, staffing and website (year 3).	ACE (ALL)
7. Increase revenues	
A7a. Maintain alumni-corporate fundraising (voluntary support) 3-year weighted rolling average at \$3 million or higher.	IA
A7b. Grants and contracts 3-year weighted rolling average will be maintained at the high rate of \$15 million or better.	ACE
A7c. Alternative revenue sources 3-year weighted rolling average will increase based on: a) Food service commissions, b) Parking lot revenue, c) Pouring Rights royalties, d) facility rental income, and Fee for Service.	ADM
8. Use financial resources efficiently and prioritize spending on direct student services	
A8a. Spending on instruction, research, student services as a percentage of tax-levy budget will be maintained at 59%.	AA (All)
A8b. We will maintain the end fiscal year with 3% of allocated budget as reserve.	ADM
9. Increase the proportion of full-time faculty from under-represented groups	
A9a. Increase the percentage of full-time faculty from under-represented groups (total minority, women, Italian Americans) from XX% to XX%	AA
10. Increase Faculty Satisfaction	
A10a. Increase faculty satisfaction with nature of work (research, teaching and service), tenure and promotion policies and processes, and interdisciplinary work collaboration and mentoring, as measured by the COACHE survey.	AA

proposed FY14-15 Strategic Plan, 3

B. Sector goals - Goals for Community Colleges	
1. Create more efficient remediation pathways	
B1a. Increase the percentage of students fully proficient by the end of the first year (of those initially needing any remediation) by 2.2 percentage points from 44% to 46.2% (year 2).	AA (SA)
B1b. Increase pass rate in mathematics by 3.6 percentage points from 42.4% to 46% through several initiatives including: the continued expansion and assessment of both MAT117 (which combines MAT096 & 115), and also Statway-MAT119 (which combines MAT96 & 120; year 2).	AA (SA)
B1d. Increase pass rate in reading by 3.5 percentage points from 41.8% to 45% within three-years through improved advisement, tutoring services, workshops, and several accelerated courses including ESC99 & ESE99 (year 2).	SA & AA
B1e. Increase pass rate in writing by 3.7 percentage points from 44.1% to 47.8% within three-years through professional development for faculty and improved enrollment process for Accelerated Learning Program (ENA101) (year 2).	SA & AA
2. Prepare students for transfer to baccalaureate programs and the workforce	
B2a. Increase percentage of first-time freshmen transferring to any within CUNY baccalaureate program within 6 years by 1.5 percentage points from 31.9% to 33.4% (year 2 of 3 year goal).	AA
B2b. Maintain high transfer rate of AA/AS graduates to any baccalaureate program at 69.5% or higher.	AA
B2c. Maintain mean first-semester GPA of baccalaureate transfers from CUNY community colleges at 2.76 or higher.	AA
B2d. Increase the percentage of graduates employed within 6 months of graduation from XX% to XX%	SA & AA
B2d. Finalize the dual-joint agreements between LaGuardia's Nursing program and both York and SPS colleges Nursing programs, and present to CAPRA.	AA
3. Increase (or maintain high) pass rates on professional licensure exams	
B3a. Professional licensure pass rates	AA
> Maintain/Increase pass rates for NCLEX-RN at 85% or higher (NYS 77%).	AA
> Maintain /Increase pass rates for PN at 86% or higher (NYS 80%).	AA
> Maintain/Increase pass rates for Paramedic at 90% or higher.	AA
> Maintain /Increase pass rates for PTA at 85% or higher.	AA
> Maintain /Increase pass rates for Veterinary Technology at 90% or higher.	AA
> Maintain /Increase pass rates for Radiologic Technology at 90% or higher.	AA
> Increase pass rates for OTA from 71% to 76%.	AA
> Increase pass rates for Dietary Tech. from 55% to 60%.	AA & SA (IT)

proposed FY14-15 Strategic Plan, 4

C. College Focus Area Goals	
1. Strengthen Advisement, First Year Experience, and other Alignment initiatives	
C1a. Indicator: Implement and assess the re-designed advising model to establish an integrated and comprehensive system (year 3).	SA & AA (ACE & IA)
C1b. Indicator: With support from all divisions, CTL will develop, deliver, and assess sustainable, comprehensive professional development programs for at least 100 faculty, staff (including front-line staff), and peers advisors to support implementation of the new advisement model and the First-Year Seminar program.	AA (SA, IT)
A3d. Indicator: Enhance SEMS (Student Engagement Management System) to integrate team-based student advisement calendars, email, chat, texting, and workflow.	IT (AA & SA)
C1c. Indicator: Increase awareness of Knowledge Management on campus via marketing campaigns.	SA (AA, IA, IT)
C1d. Indicator: Increase the number of non-credit students transitioning to credit programs by 10% from xxxx to xxxx through targeted recruitment efforts. Data not in from last year until October 2015. Update date goal in Oct.	SA (ACE & IT)
C1e. Implement and assess the implementation of over 260 sections serving 6,000 students of a First-Year Seminar for the Business & Technology, Health Sciences, Engineering & Computer Sciences, Natural Sciences, Criminal Justice, Psychology, Social Sciences, Liberal Arts (AA and AS) programs.	SA (AA, IT)
C1f. Indicator: Develop a comprehensive cycle-specific recruitment plan to increase market share yield of first-time full-time freshmen applications by 3% over fall 2013 baseline with 22,982 applications; transfer and special population student applications will also increase by 3% over fall 2013 baseline of 5619 (year 2).	SA
C1g. Indicator: Evaluate the persistence of registered veterans in degree and ACE based non-degree programs. Implement a full services Veteran Affairs office to provide and track benefits, mental health, academic, and career counseling services to degree and ACE non-degree veteran students to increase persistence to degree.	SA
C1h. Through an improved and targeted referral system, we will increase semester to semester re-enrollment rates of full-time public benefits eligible students who utilized the Single Stop Benefit Access program by 2 percentage points from 63% (as a baseline) to 65% ; and increase the number of students who change enrollment status from part-time to full-time by 2 percentage points from 18% to 20% .	AA

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2. Enhance the use of Digital Technology to support student learning and success.	
C2a. Indicator: Increase the number of online/hybrid sections by 15 from 165-180 based on increased offerings from specific programs in English (focus on ENG102), Communication Studies (focus on HUC106), Math (focus on MAT200 and MAT120), and Linguistics (focus on ELL101)	AA (IT)
C2b. CTL will offer ongoing professional development/mini-grant seminar to 100 faculty and staff focused on creating a clear, scaffolded trajectory for the meaningful development of the student's ePortfolio throughout their program experience.	AA (SA)
C2c. Indicator: Support student enrollment and retention rates by increasing LaGuardia's social media presence -- including increasing Facebook likes from 2,200 to 5,000.	IA
3. Engage LaGuardia's Outcomes Assessment process to improve student learning.	
C3a. Indicator: Finalize and implement six assessment rubrics for our general education competencies based on LaGuardia's values on learning, Association of American Colleges & Universities Liberal Education and America's Promise [LEAP] learning outcomes, Pathways learning objectives, Middle States, and our First-Year Experience recommendations (year 3).	AA (IT & SA)
C3b. Indicator: The Center for Teaching and Learning [CTL] will collaborate with the Assessment Leadership Team [ALT] to implement the mini-seminars to faculty from all academic programs in order to map out the revised curriculum, design, and implement appropriate assignments and activities based on our new general education competencies and abilities (year 2).	AA (SA & IT)
C3c. Indicator: Prepare the following programs for PPR's: Computer Operation: Network Admin and Security Option, Computer Science, Computer Technology, and Programming and Systems programs.	AA (IT)
C3d. Indicator: Conduct PPRs for the following programs: Commercial Photography, English as a Second Language [ESL], Food Service Mngt., Nursing & Practical Nursing, Physical Therapy Assistant [PTA], Spanish Translation, and Composition & Literature.	AA (IT)
C3e. Indicator: Academic Affairs and CTL will support faculty and programs implement year one PPR recommendations with mini-grants for the following programs: Accounting; Music Recording Technology; and Travel, Tourism & Hospitality Mgmt. Implement year two PPR recommendations for the following programs: Business Administration; Business Management; Communication Studies; Modern Languages; Library; Criminal Justice; and Writing and Literature. Implement year three PPR recommendations for the following programs: Basic Skills Math, Fine Arts; Human Services: Gerontology & Mental Health; New Media Technology; and Occupational Therapy Assistant.	AA (IT)

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4) Strengthen the connection between college learning experiences and the evolving labor market.	
C4a. The Experiential Learning Task Force will establish a definition of experiential learning and use it to identify, assess and expand the number of experiential learning opportunities available to students.	AA (SA, ACE, IA)
C4a. The Experiential Learning Manager will collaborate with faculty from A.A.S degree programs, Student Affairs, and ACE to increase, enhance, and track student internship opportunities and attract industry partners to join Academic Advisory Boards as part of the Jobs Linkage initiative. The Experiential Learning Manager will spearhead a cross-divisional team to forge a community presence at LaGuardia via the web.	AA (SA, ACE, IT)
C4b. Indicator: Implement an employment and internship pipeline for students in ACE and credit programs by engaging 50 small businesses and achieving a 70% job fill rate. Update measures?	AA (ACE, SA)
C4c. Indicator: Expand the Career Ladders program, launch and assess the new certificates in Mammography, Cat Scan (CT), & MRI; revise Programming & Systems curriculum; implement the new Finance, AS program grounded in the Business Administration PPR recommendation to develop majors connected to in-demand jobs.	AA (SA, ACE)
C4d. Indicator: Increase enrollment and retention of women in STEM fields by strengthening advisement	AA (SA, IA & ACE)
5) Advance Global Learning – prepare students to address our signature competency and develop as global citizens.	
C5a. The College will participate in the American Council on Education Internationalization Lab to create a strategic plan related to internationalization	AA (SA)
C5b. Indicator: CTL will continue to offer mini-workshops (See target C3b) related to the curriculum mapping assessment process to support the development of lessons, assignments , activities and units that address global learning issues.	AA (SA)

Appendix 2.3 FY13 &14 PMP Goals and Targets (4 pages)



Office of Academic Affairs
535 East 80th Street
New York, NY 10075

MEMORANDUM

To: PMP liaisons
From: Cheryl Littman, Acting University Director of the Performance Management Process
Date: February 19, 2013
Subject: 2012-13 year-end PMP and 2013-14 goals and targets

This memo contains important information about the upcoming PMP cycle. Presidents received a memo containing similar but less detailed information, along with the 2013-14 PMP grid, last week from Chancellor Goldstein.

Changes to 2012-13 Year-End Process

There are three key changes that are being implemented for the current (2012-13 year-end) PMP cycle. First, we have changed the process for determining performance fund allocations. As you are aware, until now, each year we ranked the colleges based on their overall PMP scores and determined the quintile of each college's score. A college's quintile placement, as well as the size of the college (faculty and staff FTEs), determined the proportion of the PMP funds the college received. In most years, \$1,000,000 was divided up among the 22 colleges in this way.

Beginning with year-end 2012-13, we will not rank colleges or establish quintiles. Instead, colleges will be awarded funds for each PMP objective for which the college meets or exceeds the university and college targets, as determined by the PMP review team's review of the year-end materials. A set amount of money (X) will be awarded for each objective for which the college "meets most" targets, 50% more money will be awarded for each objective for which the college "meets all and exceeds some" targets, and 100% more will be awarded for each objective for which the college "exceeds all" targets. Colleges will receive no money for objectives for which most targets are not met. The value of X will be somewhat different for each college in order to account for differences in college size (faculty and staff FTEs).

As in the past, objectives 4 (persistence) and 8 (revenues and expenditures) will be double-weighted (the amount of money awarded for these two objectives will be doubled). For example, consider a hypothetical college that "exceeds all" targets for objective 1, "meets all and exceeds some" targets for objectives 2, 3, 8, and 9, and "meets most" targets for objectives 4, 5 and 7, does not meet most targets for objective 6, and that X=\$4,000 for this college. This hypothetical college would be awarded \$8,000 for objective 1, \$6,000 for objectives 2, 3 and 9 each and twice that for objective 8, and \$4,000 for objectives 5 and 7 each, and twice that for objective 4, or $(\$8,000 \times 1) + (\$6,000 \times 5) + (\$4,000 \times 4) = \$54,000$ in performance funds for the year. The table at the bottom of this section shows the specific amount each CUNY college is eligible to receive for each objective, for each of the three awarded outcome categories.

This new reward structure will accomplish the same goal as before, rewarding colleges for progress toward meeting the university's goals and objectives. However, the amount of money that a college receives will be independent of the performance of every other college. This type of reward structure should create

greater incentive for continuous improvement at each CUNY college, and less competition among colleges, which should encourage even greater cooperation and collaboration among colleges going forward.

The second change to the year-end process is the introduction of an electronic report template. Nine colleges have volunteered to pilot a report template this year that combines the year-end report with the goals and targets report for the following year. Although the two reports will be combined in a single template, there will still be two separate deadlines for submitting each part (see submission deadlines at the end of this memo). The template, with input from many PMP liaisons, has been designed to both enhance and focus the information that colleges submit in the reports, and allows for the submission of multi-year targets. In addition, the template should make report development more efficient for colleges and tighten the relationship between the year-end and goals and targets reports, and across a college's reports over time. For colleges not participating in the pilot this year, the reporting process remains as it has been in the past, however, all colleges should be prepared to use the final template by year-end 2013-14.

The third and final change for the 2012-13 year-end cycle is that colleges will not need to submit academic program review (APR) forms with their PMP reports. Instead, colleges are asked to submit 1) an updated calendar of program review activity by program and/or department, and 2) a set of program review materials for a single, recently-completed APR (self-study report, external review report, plan of action). These materials will be reviewed by staff from the central Office of Academic Affairs in order to evaluate colleges on Target 1.3 for 2012-13 ("Colleges will improve the use of program reviews...to shape academic decisions and resource allocations"). This change should reduce the reporting burden on the colleges because they will no longer need to create new documentation specifically for the PMP; existing documentation for a single program will simply be shared with the central office for review.

- **OIRA Data Book:** By May 31, ^{the} central Office of Institutional Research and Assessment (OIRA) will make available the preliminary 2012-13 year-end PMP data for those areas in which the University collects data. As in the past, these data will be organized into a PDF document with one indicator per page and one row per college. The final PMP data book will be published in early July after the 2013 fiscal data become available. The reports will be made public and posted on the OIRA website (<http://cuny.edu/ir>) under the "Accountability" link.
- **President's Letter:** Letters should include noteworthy events and achievements of the past year, ongoing challenges as informed by PMP data and strategies for meeting them, and your campus's particular role in the collaborative, integrated university. The president's letter should include the formal consultation process he or she went through with campus constituents to develop campus goals and targets. Letters should be no more than four pages.
- **2012-13 Year-end Performance report:** Colleges piloting the report template should submit their customized template with columns K-Q completed. For all other colleges, the report should be divided into sections according to the nine PMP objectives, with the number and a brief title indicated for each objective. There is no page limit for those using the template. However, the contents of the qualitative cells should be brief. Colleges not using the template continue to be limited to 12 8½ x11 pages with a minimum font size of 10.
- **Faculty Scholarship Collection:** The faculty scholarship collection will occur as it has for the last several years. A separate communication has already been sent to the Chief Academic Affairs Officer of your college with specific instructions regarding that collection. This year, the relevant metrics will be included in the PMP data book prepared by OIRA.

Performance Awards Per PMP Objective, by College			
College	Meets Most (X)	Meets All Exceeds	
		Some (1.5X)	Exceeds All (2X)
Baruch	\$5,600	\$8,400	\$11,200
BMCC	\$6,400	\$9,600	\$12,800
Bronx CC	\$4,000	\$6,000	\$8,000
Brooklyn	\$6,400	\$9,600	\$12,800
City	\$8,000	\$12,000	\$16,000
Graduate School	\$2,400	\$3,600	\$4,800
Hostos CC	\$3,200	\$4,800	\$6,400
Hunter	\$8,000	\$12,000	\$16,000
John Jay	\$4,000	\$6,000	\$8,000
J-School	\$1,600	\$2,400	\$3,200
Kingsborough CC	\$5,600	\$8,400	\$11,200
LaGuardia CC	\$5,600	\$8,400	\$11,200
Law School	\$1,600	\$2,400	\$3,200
Lehman	\$4,800	\$7,200	\$9,600
Medgar Evers	\$3,200	\$4,800	\$6,400
Macaulay Honors College	\$800	\$1,200	\$1,600
New Community College	TBD	TBD	TBD
NYCCT	\$4,800	\$7,200	\$9,600
Queens	\$6,400	\$9,600	\$12,800
Queensborough CC	\$4,000	\$6,000	\$8,000
School of Professional Studies	\$1,600	\$2,400	\$3,200
Staten Island	\$4,800	\$7,200	\$9,600
York	\$3,200	\$4,800	\$6,400

Changes to 2013-14 University Goals and Targets

In general, we have made an effort to reduce the amount of PMP reporting, and to provide clearer guidelines for reporting outcomes related to the university targets for 2013-14. In most cases, the elimination of a target, as highlighted below, is less a reflection of a change in the university's priorities, and more an acknowledgement of the challenge of presenting valid evidence of progress in that target.

- Under objective #1, we eliminated target 1.2 (recognition for academic quality and responsiveness to the academic needs of the community) and renumbered targets accordingly. We clarified the reporting guidelines for targets 1.1 (external accreditation) and the new 1.2 (use of program reviews).
- Under objective #2, we changed the language of target 2.2 to re-emphasize the importance of creating a first-class research environment at CUNY.
- Under objective #3, we have eliminated targets 3.1 (general education and Pathways) and 3.5 (faculty-driven assessment) and renumbered targets accordingly. We believe additional focus on the Pathways process will not be needed during 2013-14. Also note that the indicators for ESL and SEEK student success have changed for 2013-14, a USIP participation rate indicator is being introduced, and the process-focused CLA indicator has been eliminated in favor of setting a baseline for a more appropriate outcome metric.

- Under objective #6, we are introducing a new indicator to measure the extent to which DegreeWorks is utilized by students to help evaluate progress in improving access to academic advisement.
- Under objective #7, we have eliminated references to Pathways communication for target 7.2 (program cooperation), and instead, emphasize the importance of outcomes relating to articulation agreements and joint programs.
- Objective #8 has been restructured to combine the current seven targets into two new targets: 8.1) Colleges will increase revenues; and 8.2) Colleges will prioritize spending for student academic and support services. Many of the existing representative indicators will remain pertinent to these targets, but several new indicators are also introduced.
- Under objective #9, we have eliminated targets 9.3 (compliance) and 9.4 (CUNYfirst implementation), and renumbered targets accordingly. For target 9.3 (sustainability), we will focus on two specific sustainability metrics – energy use intensity and recycling.

Important Deadlines

- April 1 Submission of college calendar of academic program reviews showing at least past three and future three years, as well as current year (optional template attached).
- May 1 Submission of APR materials for single, recently completed program review (self-study report, external review report, plan of action)
- June 12 Submission of president's letter and 2012-13 year-end performance report
- June 26 Submission of 2013-14 college goals and targets report (numeric targets required for all standard quantitative indicators)

Please ensure that all written communications between your campus and the central office have your president as an author, a c.c., or a recipient. Submit documents electronically (as Excel if using the template, otherwise as Word documents) indicating the name of your college in the file name of each document (please do not send PDFs, hard copies, or supplemental reports unless specifically requested to do so). Submit all materials to me (cheryl.littman@mail.cuny.edu) and copy Barbara Cura (barbara.cura@mail.cuny.edu) in the Chancellor's Office.

Do not hesitate to contact me by email (cheryl.littman@mail.cuny.edu) or phone (212-794-5765) if you have any questions. Thank you for your attention to the details of this process.

Attachments

C: Presidents
Alexandra Logue, Executive Vice Chancellor and University Provost
PMP Review Team
Colin Chellman, Associate Dean for Institutional Research
Barbara Cura, Executive Assistant to the Chancellor

Appendix 2.4 LaGuardia Budgeting Process (<https://www.laguardia.edu/business-office/>)

***LaGuardia Community College
Preparation of the Fiscal 2017
Operating Budget***



Appendix 2.5 FY2016 Funding Recommendations

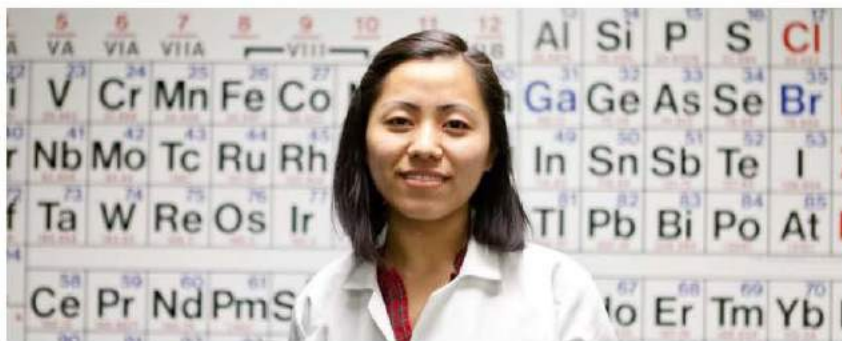
FY 2016 Compact Funding Plan as Recommended by the Executive Council

October 1, 2015

Ref #	Div.	Strat Ref #	Description	Budget	Notes
1	AA		Computer classrooms: Conversion of existing classrooms to flex classroom equipped with new furniture laptops and other IT equipment. Cost includes IT and Electrical wiring	\$ 200,000	
2	AA		Construction of a new Science/Bio Lab (E Building 3rd floor)	\$ 100,000	
3	AA		Renovation of E341 classroom to house Natural Science Equipment. Room: The classroom will continue to be scheduled with classes. Renovation will include change from tablet chairs to tables and chairs. A proposed room would be E341. Estimated cost, \$40,000	\$ 40,000	
4	AA		Staff position: Theater-based professional development/trainer	\$ 59,608	Recurring Expense
5	AA		Staff position: Establish a HEO Assistant Line for all scheduling and coordinating for the Student Success Mentors and ePortfolio Consultants (currently grant funded)	\$ -	Recurring Expense - To be funded under the Compact allocation for Road to Success Initiative
6	AA		Mini-grants, workshops, OTPS & stipends to support the next phase of the Learning Matters process: connecting the competencies back to the classroom, thru assignment development and the revision of programmatic curriculum maps.	\$ 30,000	
7	SA	A3	Student Financial Services - Hire two Financial Aid Advisors to follow-up with students. To assist with SAP requirement and other FA related issues. Last year 2,856 did not make federal requirements and 420 failed to meet state aid requirements. Last year 2,917 student eligible for Tap did not enroll full-time to receive the award. We need to provide more direct contact and follow-up with students.	\$ 45,000	Recurring Expense
8	SA	A6	Student Financial Services - Continue to pursue the automation of Title IV verification to enable Financial Aid Advisor to perform financial literacy presentation and seminars to help student get on track to financial wellness.	\$ 118,000	Recurring Expense
9	SA	A6	Student Information Center -Increase the number of Tele-counselors throughout the week and add office hours on Friday and Saturday to provide students with needed access to information and support to enrollment services. In addition these funds will be used to increase staffing at the Welcome Center and provide Saturday hours where none are currently available.	\$ 20,000	Recurring Expense
10	SA	A6	Furniture for Campus Life	\$ 50,000	
11	SA	A7	Print Ads - Subway, Bus, Phone including Print and Installation	\$ 200,000	Additional \$50K To be funded under the Compact allocation for Road to Success Initiative
12	SA	A3	Hire a Road to Success Specialist- HEa (\$62K) and 2 college assistants (\$40k)	\$ -	Recurring Expense - To be funded under the Compact allocation for Road to Success Initiative
13	ACE		Central Intake/Student Information Systems Director - Director (HEO), Central Intake and SIS (liaison bet. business needs and IT/technical requirements)	\$ 92,000	Recurring Expense
14	ACE		Labor Market Software Licenses (EMSI, Burning Glass, Prove It)	\$ 60,000	Recurring Expense
15	ACE		ACE Enrollment Management Call Center Coordinators (1 HE a Positions @ \$43k/yr. ea.)	\$ 43,000	Recurring Expense
16	ACE		IT Networking and Electrical Wiring for Taxi Testing Lab (C261) - Wiring and networking hardware and labor to install computers in taxi testing lab	\$ 10,000	
17	IA	A4	Team Graduation - Personnel Cost (a a-HEO Coordinator position @ \$45,000 annual salary and College Assistant lines for LaGuardia Students (\$129,600)). In addition \$17K is requested for equipment software and supplies	\$ -	Recurring Expense - To be funded under the Compact allocation for Road to Success Initiative
18	IA	C1	Video Production- Hire a manager (aHEO) and provide equipment, software and supplies	\$ -	To be funded under the Compact allocation for Road to Success Initiative
19	IA	C1	Replace existing Micro-perforated College poster in B Building Exterior	\$ 15,000	
20	IT		New or replacement PC workstations for Info Sys, Inst. Research, ACE IT, and Proj Mgmt. Office	\$ 56,500	
21	IT	A3d - C2	Software (Xamarin) compiler for building native cross-platform Mobile Apps in C# for iPhone, Android, Windows Phone, and Mac OS X. (2 Licenses)	\$ 11,990	Recurring Expense
22	IT	A6a	Library Expansion Project IT Infrastructure Equipment	\$ 333,130	
23	IT	A6	Campus-wide Wi-Fi Access Points Upgrade	\$ 100,000	Recurring Expense
24	ADM	A6	Library first floor renovations	\$ 100,000	
25	ADM	A6	Middle Management Training	\$ 50,000	
26	ADM	A6	Hire a purchasing agent level 2	\$ 52,000	Recurring Expense
TOTAL				\$1,786,228	

SUMMARY OF FY16 COMPACT FUNDING COMMITMENTS & PLAN AS RECOMMENDED BY THE EXECUTIVE COUNCIL

	Final Allocation
	Total
FY15 Approved Compact Hires to be included in FY16	\$ 1,003,397
Road to Success Allocation (inclusive of \$200,000 completion innovation fund)	\$ 1,200,000
FY16 Requests	\$ 1,786,228
Total Budget for the Recommended Plan:	\$ 3,989,625

Appendix 2.6 Forum Presentation (<http://www.laguardia.edu/business/>)

Strategic Planning & Budget Forum October 2, 2015



Appendix 2.7 FY16 - 23 Approved "LaGuardia Retention & Graduation Innovation Fund" Projects

FY16 - 23 Approved "LaGuardia Retention & Graduation Innovation Fund" Projects

#	Proposed Project	Requested Budget	Department	Submitted By	Amount Funded
1	In-Service Spring Break	\$ 17,818	ACE/CUNY Start (60008/104)	Alicia Greene	\$17,818
2	Science & Sandwich	\$ 2,000	Natural Sciences(10208/759)	Ana Lucia Fuentes	\$2,000
4	Retention Initiative for Science Students (RISS)	\$ 16,255	Natural Sciences(10208/759)	Ingrid Veras	\$10,650
9	Peer Activist Learning Community	\$ 23,504	Social Science Department (10280/808)	Eduardo Vianna	\$11,752
11	Project Weekly Wellness	\$ 4,222	Wellness Center/Student Affairs (60171/466)	Frank LaTerra-Bellino	\$4,222
13	Promoting Service Learning in the Community and Research in the Classroom	\$ 14,095	Natural Sciences(10208/759)	Holly Porter-Morgan	\$14,054
14	Pathways to Success: A STEM Career Panel, Transfer Fair, and Networking Event	\$ 4,525	Natural Sciences(10208/759)	Holly Porter-Morgan	\$4,065
15	Mentoring, Motivation and Matriculation	\$ 10,257	Natural Sciences(10208/759)	Howard Motoike	\$10,156
16	Molecular Beauty: Substitution, Elimination and Addition Reactions	\$ 18,590	Natural Sciences(10208/759)	Janet Gonzalez	\$5,472
18	ASSIST: Advising, Strategic Solutions, and Institutional Support for Theatre Majors	\$ 15,000	Humanities/Theatre (10158/695)	Jarrod San Angel	\$10,428
19	Parallel Planning for Candidacy-based Health Science Majors: A Proposal for Events and Individual Advising	\$ 5,000	Student Advising Services (75001/082)	Jill Janosfky	\$5,000
20	Young Men of Color, Trauma & Retention in College	\$ 4,964	Humanities-Communication Studies (10158/695)	Jean Schwartz	\$4,964
25	Improving Student Retention Through Literary LaGuardia	\$ 8,248	English (10102/ 650)	Lucy McNair	\$4,939
26	GradPlan	\$ 23,115	Academic Advising/Student Affairs (75001/082)	Luke Cardaio	\$25,088
27	STEM CLUB	\$ 9,864	Natural Sciences(10208/759)	Maria Entezari	\$8,316
28	Equations For Success	\$ 9,348	Academic Affairs (70001/221)	Marsha Oropeza	\$9,945
29	Creation of Writing & Literature Major Advising Team and Advising Day Event	\$ 9,800	English (10102/ 650)	Michelle Pacht	\$2,895
31	Microscope Clinics for Biology Students	\$ 11,500	Natural Sciences(10208/759)	Olga Calderon	\$11,695
33	Student Engagement and Community Activism: Research and Applications	\$ 11,000	Humanities Philosophy (10158/695)	Payal Doctor	\$4,000
36	Innovative Demonstrations to Enhance Active Learning	\$ 9,400	Natural Sciences/Physics (10208/759)	Roman Senkov	\$7,030
38	The College Discovery Civic Scholars Program	\$ 20,000	College Discovery (65014/587)	Sophia Ward	\$13,100
39	Credit for Prior Military Courses & Experiences	\$ 8,000	Veteran Services/Student Affairs (75027/359)	Stephen Clark	\$8,926
40	Proactively realizing the dream: The community college student comes of age	\$ 15,500	Natural Science/Biology Program (10208/759)	Thomas M. Onorato	\$11,890
		\$ 272,005	\$ -	\$ -	\$ 208,405

Appendix 2.7a Budget Advisory Meeting (5 pages)

MEETING AGENDA – SEPTEMBER 29, 2016
BUDGET ADVISORY COMMITTEE MEETING

MEETING INFORMATION

Date: September 29, 2016 **Location:** E409A
Time: 2:30 pm

AGENDA ITEMS

- 1) Review of FY16 college budget
- 2) Review of CUNY allocation
- 3) Review and discussion of FY17 requests
- 4) New Business – Everyone (15 minutes)

OTHER NOTES OR INFORMATION

Budget Advisory Committee Discussion Notes - Draft

All \$ are in 000's

Divisional Requests for Funding	Request for FY17	FY18 Recurring Expenses	Budget Advisory Committee's Preliminary Comments as of 9/29/2016
Academic Affairs -			
CTL: Prof. Development in support of expanding Peer Mentoring program	\$ (75)	\$ -	Support this using grant funds
Student Affairs			
Consulting Support for the Redesign of Divisional Dean Portfolios	\$ (50)	\$ -	Undecided on tax levy funding
Adult and Continuing Education -			
Continuing Education non-credit to Credit Transition Advisor HEa	\$ (58)	\$ (58)	No. Use existing advising staff.
Renovate M142	\$ (30)	\$ -	Use non-tax levy source & inhouse labor.
Institutional Advancement			
Support of the Street Team (Approx. 15 college student hired on P/T)	\$ (150)	\$ (150)	Support this request thru Foundation
Information Technology			
1. Going to scale w/ Connect-to-Completion (C2) project			
1a. Software - Citrix VDI Licenses	\$ (10)	\$ (10)	Generally supportive
1b. Software - Calendar & Scheduling	\$ (18)	\$ (4)	Generally supportive
1c. Software - SharePoint Migration	\$ (4)	\$ -	Generally supportive
1d. Software - SharePoint Management	\$ (41)	\$ (6)	Generally supportive
1e. Disk Storage	\$ (55)	\$ (11)	Generally supportive
1f. SharePoint Consulting	\$ (140)	\$ (70)	Generally supportive
1g. Staff Overtime	\$ (45)	\$ -	No
1h. Staff Training	\$ (6)	\$ (6)	Ok
1i. Project Manager	\$ (61)	\$ (61)	Ok
1j. New Staff - End User Tech Support (2)	\$ (90)	\$ (90)	Can existing IT/ Blackbaud support staff handle this?
2. Upgrade of Campus Wifi (phase 2)	\$ (150)		Perhaps Student Tech Fee budget can support this request.
3. Construction of Backup Server Space in M151	\$ (65)	\$ -	Use non-tax levy source & inhouse labor
Division of Administration			
Renovation of newly leased space in the 8 Bldg (formerly copying store) space to be available for use in February 2017	\$ (140)	\$ -	Use non-tax levy source & inhouse labor
Total	\$ (1,188)	\$ (466)	
Tax Levy Budget Status as of Allocation #1			
FY17 Anticipated Base Budget Potential	\$ 100,963		
FY17 Budget allocation received	\$ 101,722		
Net budget received	\$ 759		
FY17 Additional Expenses provided			
Potential budget deficit	\$ (558)		
Software license for C2 project	\$ (50)		
Hired a Road to Success Specialist (HEa)	\$ (46)		
Hired a Student Career Advisor (HEa)	\$ (56)		
Hired a Theater based Trainer (HEa)	\$ (52)		
Additional Matching Funds (College Workstudy)	\$ (35)		
Library Textbook	\$ (227)		Possibly shift cost to Foundation
Tuition Waiver	\$ (189)		Possibly shift cost to Foundation
Total Additional Expenses	\$ (1,212)		
Net Deficit as of 9/21/2016	\$ (453)		
Summary			
Net Deficit for FY17	\$ (453)		
New Divisional Requests for FY17	\$ (1,188)		
Total Projected Deficit	\$ (1,641)		Target deficit is \$700K

**Budget Advisory Committee Meeting
Thursday, September 29, 2016
2:30 - 4:20 pm in E409A
Minutes**

Present: Shahir Erfan, Eneida Rivas, Patricia Sololski, Yeamin Ahmed, Carmen Luong, and Patricia Quesada

Starting time: 2:40pm

1. Review of FY16 college budget

Shahir Erfan mentioned that LaGuardia CC enrollment is down by 5% from last year that effects the College's budget. Last year the College received Compact Funding from the State but the College will not receive it for FY17.

2. Review of CUNY allocation

FY17 is from July 1, 2016 until June 30, 2017. The College received the budget from CUNY on August 19, 2016. CUNY receives the funding from the City then CUNY takes a portion for fringe benefits and other shared service expenses. Then the College distributes the funds to the departments and the Advisory Committee provides input for the President's review.

3. Review and discussion of FY17 requests

See attached Divisional Request for Funding

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3. Review and discussion of FY17 requests

See attached Divisional Request for Funding

Shahir Erfan

From: Eneida Rivas
Sent: Wednesday, October 05, 2016 12:06 PM
To: Shahir Erfan; Patricia Sokolski
Subject: RE: Budget Advisory Committee Discussion Documents

Hi Shahir,

The Executive Committee agreed with the Budget Committee's recommendations. There were concerns about lack of classroom space and how enrollment will affect our budget, but no objections to how we voted or our recommendations.

Best,

Eneida

*Eneida Rivas
Manager
External Affairs
LaGuardia Community College
Tel: (718) 482-5058
Mobile: (718) 208-5971
Email: Eneidar@lagcc.cuny.edu*

From: Shahir Erfan
Sent: Wednesday, October 05, 2016 12:02 PM
To: Eneida Rivas <ENEIDAR@lagcc.cuny.edu>; Patricia Sokolski <psokolski@lagcc.cuny.edu>
Subject: RE: Budget Advisory Committee Discussion Documents

Hi Eneida and Patricia,

At our last Budget Advisory meeting, it was stated that the Executive member of the senate will provide input by COB Wednesday (today) on Divisional Requests. Please let me know if there are any updates.

Thanks,
Shahir

From: Shahir Erfan
Sent: Friday, September 30, 2016 9:27 AM
To: 'yeamin.ahmed@live.lagcc.cuny.edu'; Eneida Rivas; Patricia Sokolski; Giaman Luong
Cc: Karen Miller; Patricia Quesada; Loretta Capuano
Subject: Budget Advisory Committee Discussion Documents

Attached please find the documents requested at yesterday's Budget Advisory Meeting. In the file named "FY2017 Divisional Requests for Additional Funds" I added notes of our discussions. Please let me know if you require additional documents and/or have any questions.

Thanks,
Shahir Erfan

Shahir Erfan

From: Shahir Erfan
Sent: Friday, September 30, 2016 9:27 AM
To: 'yeamin.ahmed@live.lagcc.cuny.edu'; Eneida Rivas; Patricia Sokolski; Giaman Luong
Cc: Karen Miller; Patricia Quesada; Loretta Capuano
Subject: Budget Advisory Committee Discussion Documents
Attachments: FY2017 Divisional Requests for Additional Funds.pdf; FY2017 CC Initial Budget Allocation with Model.pdf

Attached please find the documents requested at yesterday's Budget Advisory Meeting. In the file named "FY2017 Divisional Requests for Additional Funds" I added notes of our discussions. Please let me know if you require additional documents and/or have any questions.

Thanks,
Shahir Erfan

Vice President of Administration
LaGuardia Community College/CUNY
31-10 Thomson Avenue - E409
Long Island City, NY 11101

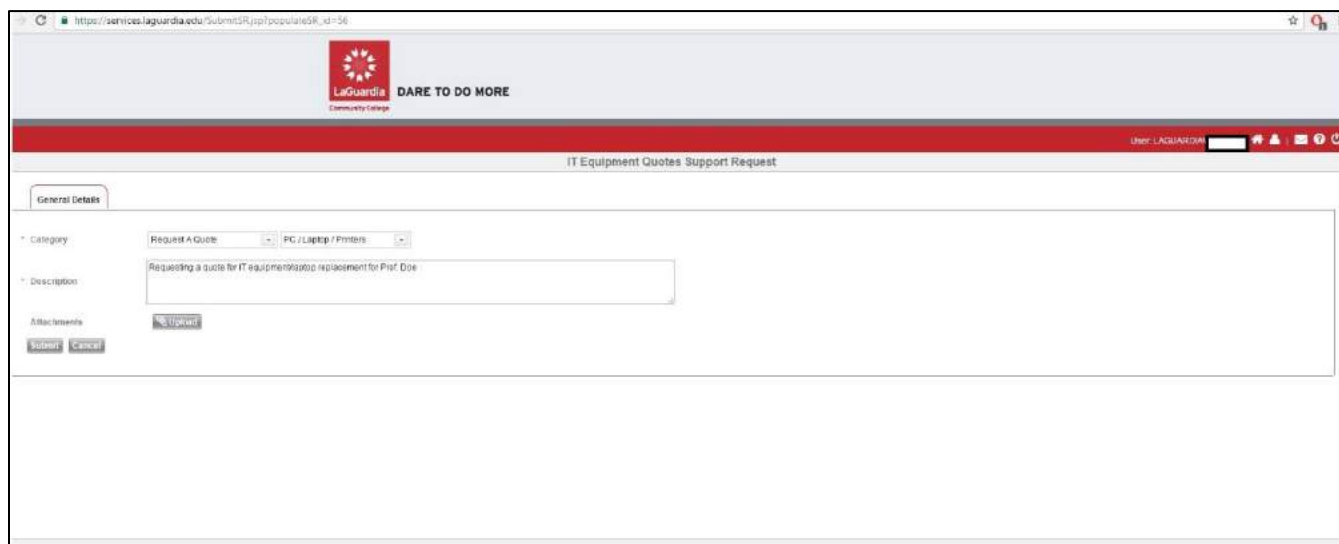
(718) 482-5501
(718) 482-5496 fax
serfan@lagcc.cuny.edu

Appendix 2.8 Sample Funding Allocations 2013-2016**Sample FY2013-2016 Strategic Plan Funding Allocations**

LaGuardia's Strategic Plan is comprised of input from faculty, students and staff. Every year, using the plan, Executive Council allocates all available funds earmarked for strategic initiatives. The following are a few examples of the allocations based on the Strategic Plans:

- In FY 2014 and FY 2015 a total of 49 (20 and 29, respectively) new faculty positions were created to increase the number of classes taught by full time faculty. Total annual recurring funding of \$1,325,000 was provided.
- In FY 2015, 11 administrative support positions were funded to provide administrative support to faculty and academic departments. The total annual recurring funding provided was \$553,000.
- In FY 2013 and 2014, \$500,000 in funding was provided to upgrade the College's core system IT network in order to increase system capacity and access for students, faculty and staff. This enabled the College to increase its wired and wireless access to all users.
- In FY 2014, Information Technology received \$50,000 in its annual budget earmarked for staff development and training. The training program is geared to improving technical skills and customer service.
- In FY2015 funding of \$250,000 was provided to the Center for Teaching and Learning/Division of Academic Affairs for training and professional development of faculty and academic staff.
- In FY2015, the College allocated \$275,000 for the installation and upgrade of various IT software programs including MS exchange, SharePoint, On-line Archive and Single Sign-on. This funding enabled replacement of outdated email exchange servers and software. In addition, it allowed all users to have a single sign-on access to various network software and enterprise programs.

Appendix 2.9 Technology Work Order Requests



Appendix 2.10 The Human Resources Professional Development Program

The Human Resources Professional Development Program

The Staff Development & Training Program, developed and implemented by the Department of Human Resources, focuses on leadership development, managerial skills and customer service skills.

The goal of this program is to provide faculty and staff with training and professional development opportunities that will develop and enhance the skills necessary to be successful and productive employees.

Leadership & Supervisory Training Programs

The goal of the LaGuardia Leadership Development Program is to provide a select group of faculty and staff of the College with a greater understanding of leadership knowledge, skills, and abilities to enable them to take on greater leadership responsibilities. This program is offered to higher level HEO staff, tenure-track faculty and classified managerial staff. The LEAD (Leadership Essentials for Administrative Assistant Development) Program is offered to clerical and support staff and the STEP (Supervisory Training to Advance Productivity) is offered to new and entry level supervisors and managers in the HEO Series titles and Information Technology Titles.

PATH (Publication and Tenure Highway) to Success Program

The PATH program is a professional development course for new and relatively new tenure track faculty at the College. It is a month long course dedicated to learning the basics of scholarly writing and writing for the world of academic publishing. The program also guides participants to take the next steps to present the writing at academic conferences and ultimately achieving tenure and academic success.

Informational Sessions/Customer Service/Basic Writing Skills

The Human Resources Department offers Informational Sessions, Customer Service and Basic Writing Skills workshops which are open to all faculty & staff. These sessions are presented by Human Resources staff and staff from other departments of the College.

Appendix 2.11a Classroom Scheduling Policies and Procedures Manual (pg. 1, 2, 4)

REGISTRAR'S OFFICE

CLASSROOM SCHEDULING POLICIES AND PROCEDURES 2015 - 2016

DIVISION OF STUDENT AFFAIRS

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OVERVIEW

Classroom scheduling is a dynamic process requiring evaluation of class size, equipment specifications, and pedagogical changes each term. Since teaching facilities are a finite resource; every effort will be made to ensure that classrooms are assigned fairly, used appropriately, and accommodate the College's academic and instructional needs.

The mission of the Registrar Office's scheduling team is to provide accommodations within the space utilization requirements of the entire College. Our primary goal is to maximize seat utilization as well as apply scheduling policies in a consistent and equitable manner.

To optimize classroom space use, the Derwent Dawkins, Associate Registrar, Systems and Scheduling will match as closely as possible capacities of classrooms to the maximum enrollment capacity indicated by the department. He/she will make every effort to accommodate specific room and resource requests.

These objectives and classroom utilization expectations apply to all academic departments, ACE and specialized College and CUNY programs (i.e. College Now, ASAP, etc.)

Appendix 2.11b LAGCC Master List of Classrooms (6 pages)

ARCHIBUS Data Transfer

Building Code	Floor Code	Room Id	Room Name	Room Area	Room Categ	Room Type	Division Code	Department Code	Capacity	Room Use
1 LGCC-E	01	E-107	Classroom - Smart Level 2	541	100	110	ACA	GE200	27	01
2 LGCC-E	01	E-108	Classroom	733	100	110	ACA	GE200	36	01
3 LGCC-E	01	E-113	Classroom	464	100	110	ACA	GE200	23	01
4 LGCC-E	01	E-114E	Classroom	296	100	110	ACA	CO215	15	01
5 LGCC-E	01	E-114F	Classroom	313	100	110	ACA	CO215	16	01
6 LGCC-E	01	E-114H	Classroom - Smart Level 2	321	100	110	ACA	CO215	16	01
7 LGCC-E	01	E-129	Classroom - Smart Level 2	457	100	110	ACA	GE200	23	01
8 LGCC-B	01	B-116	Classroom - Smart Level 2	604	100	110	ACA	GE200	30	01
9 LGCC-E	01	E-150	Classroom - Smart Level 2	449	100	110	ACA	GE200	22	01
10 LGCC-E	02	E-212	Classroom - Smart Level 2	399	100	110	ACA	GE200	31	01
11 LGCC-E	02	E-213	Classroom - Smart Level 2	357	100	110	ACA	GE200	27	01
12 LGCC-E	02	E-216	Classroom - Smart Level 2	486	100	110	ACA	GE200	24	01
13 LGCC-B	02	B-209	Classroom - Smart Level 3	925	100	110	ACA	EN228	36	01
14 LGCC-B	02	B-210	Classroom	929	100	110	ACA	EN228	36	01
15 LGCC-E	01	E-144	Classroom - Smart Level 2	457	100	110	ACA	GE200	23	01
16 LGCC-E	01	E-145	Classroom - Smart Level 2	466	100	110	ACA	GE200	23	01
17 LGCC-E	01	E-146	Classroom - Smart Level 2	472	100	110	ACA	GE200	24	01
18 LGCC-E	01	E-147	Classroom - Smart Level 2	576	100	110	ACA	GE200	29	01
19 LGCC-M	01	M-106	Classroom - Smart Level 2	857	100	110	ACA	GE200	43	01
20 LGCC-M	01	M-107	Classroom - Smart Level 2	856	100	110	ACA	GE200	43	01
21 LGCC-M	01	M-108	Classroom - Smart Level 2	741	100	110	ACA	GE200	37	01
22 LGCC-B	02	B-202	Writing Center Classroom - Smart Level 2	633	100	110	ACA	EN227	32	01
23 LGCC-B	02	B-219	Computer Classroom - Smart Level 3	869	100	110	ACA	GE200	34	01
24 LGCC-B	02	B-220	Classroom - Smart Level 2	801	100	110	ACA	GE200	36	01
25 LGCC-B	02	B-229	Classroom - Smart Level 2	882	100	110	ACA	GE200	30	01
26 LGCC-B	03	B-321	Classroom - Smart Level 3	814	100	110	ACA	GE200	44	01
27 LGCC-B	03	B-322	Classroom - Smart Level 2	783	100	110	ACA	GE200	40	01
28 LGCC-B	03	B-301	Classroom - Smart Level 2	773	100	110	ACA	GE200	38	01
29 LGCC-B	0A	B-A13	Classroom - Smart Level 2	583	100	110	ACA	GE200	27	01
30 LGCC-B	0A	B-A14	Classroom - Smart Level 2	803	100	110	ACA	GE200	38	01

31	LGCC-B	0A	B-A17	Classroom - Smart Level 2	860	100	110	ACA	GE200	40	01
32	LGCC-M	01	M-104	Classroom - Smart Level 2	889	100	110	ACA	GE200	44	01
33	LGCC-E	02	E-225	Classroom - Smart Level 2	546	100	110	ACA	GE200	27	01
34	LGCC-E	02	E-227	Classroom - Smart Level 2	546	100	110	ACA	GE200	27	01
35	LGCC-E	02	E-229	Classroom - Smart Level 2	545	100	110	ACA	GE200	27	01
36	LGCC-M	01	M-110	Classroom - Smart Level 2	612	100	110	ACA	GE200	31	01
37	LGCC-M	01	M-135	Classroom - Smart Level 2	653	100	110	ACA	GE200	33	01
38	LGCC-M	01	M-136	Classroom - Smart Level 2	573	100	110	ACA	GE200	29	01
39	LGCC-B	01	B-130	Classroom - Smart Level 2	854	100	110	ACA	GE200	28	01
40	LGCC-B	02	B-227	Classroom - Smart Level 2	576	100	110	ACA	GE200	30	01
41	LGCC-B	01	B-126	Classroom - Smart Level 2	601	100	110	ACA	GE200	30	01
42	LGCC-B	01	B-128	Classroom - Smart Level 2	531	100	110	ACA	GE200	20	01
43	LGCC-B	01	B-129	Classroom - Smart Level 2	1037	100	110	ACA	GE200	42	01
44	LGCC-M	01	M-137	Classroom - Smart Level 2	668	100	110	ACA	GE200	33	01
45	LGCC-M	01	M-138	Classroom - Smart Level 2	634	100	110	ACA	GE200	32	01
46	LGCC-M	01	M-156	Classroom - Smart Level 2	854	100	110	ACA	GE200	43	01
47	LGCC-M	01	M-157	Classroom - Smart Level 2	619	100	110	ACA	GE200	31	01
48	LGCC-M	01	M-158	Classroom - Smart Level 2	746	100	110	ACA	GE200	37	01
49	LGCC-M	03	M-309	Classroom - Smart Level 2	443	100	110	ACA	GE200	22	01
50	LGCC-M	03	M-312	Classroom - Smart Level 2	486	100	110	ACA	GE200	24	01
51	LGCC-M	03	M-313	Classroom - Art Studio	670	100	110	ACA	HS237	34	01
52	LGCC-M	03	M-317	Classroom - Smart Level 2	647	100	110	ACA	GE200	32	01
53	LGCC-M	0B	M-B44A	Classroom	397	100	110	ACA	MA243	10	01
54	LGCC-M	0B	M-B64	Classroom	673	100	110	ACA	GE200	31	01
55	LGCC-M	0B	M-B65	Classroom - Smart Level 2	689	100	110	ACE	AC274	28	01
56	LGCC-M	0B	M-B68	Classroom - Smart Level 2	596	100	110	ACA	GE200	30	01
57	LGCC-M	0B	M-B69	Classroom - Smart Level 2	613	100	110	ACA	GE200	31	01
58	LGCC-M	0B	M-B70	Classroom - Smart Level 2	582	100	110	ACA	GE200	29	01
59	LGCC-M	0B	M-B73	Classroom	723	100	110	ACA	GE200	36	01
60	LGCC-M	0B	M-B77	Classroom - Smart Level 2	591	100	110	ACA	GE200	30	01
61	LGCC-M	0B	M-B97	Classroom - Math Resource Center	766	100	110	ACA	MA243	27	01
62	LGCC-C	01	C-115	Classroom - Smart Level 2	480	100	110	ACA	GE200	24	01
63	LGCC-C	01	C-117	Classroom - Smart Level 2	470	100	110	ACA	GE200	24	01
64	LGCC-C	01	C-119	Classroom - Smart Level 2	522	100	110	ACA	GE200	26	01

65	LGCC-C	01	C-128	Classroom - Smart Level 2	510	100	110	ACA	GE200	26	01
66	LGCC-C	02	C-218	Classroom - ACE - Smart Level 2	778	100	110	ACE	AC274	39	01
67	LGCC-C	02	C-222	Classroom - Smart Level 2	425	100	110	ACA	GE200	21	01
68	LGCC-C	02	C-228	Classroom - Smart Level 2	639	100	110	ACE	AC274	32	01
69	LGCC-C	02	C-229	Classroom - Smart Level 2	571	100	110	ACE	AC274	29	01
70	LGCC-C	02	C-234	Classroom - Smart Level 2	800	100	110	ACA	GE200	40	01
71	LGCC-C	02	C-236	Classroom - Smart Level 2	778	100	110	ACA	GE200	39	01
72	LGCC-C	02	C-243	Classroom - Smart Level 2	532	100	110	ACE	AC274	25	01
73	LGCC-C	02	C-245	Classroom - Smart Level 2	532	100	110	ACA	GE200	27	01
74	LGCC-C	02	C-246	Classroom - Smart Level 2	632	100	110	ACA	GE200	32	01
75	LGCC-C	02	C-251	Classroom - Smart Level 2	740	100	110	ACA	AC273	37	01
76	LGCC-C	02	C-261	Classroom	1080	100	110	ACE	AC274	35	01
77	LGCC-C	02	C-262	Classroom - Smart Level 2	539	100	110	ACA	GE200	27	01
78	LGCC-C	02	C-263	Classroom - Smart Level 2	535	100	110	ACA	GE200	27	01
79	LGCC-C	02	C-265	Classroom - Smart Level 2	535	100	110	ACA	GE200	27	01
80	LGCC-C	02	C-268	Classroom - Smart Level 2	635	100	110	ACA	GE200	32	01
81	LGCC-C	03	C-318	Classroom - Smart Level 2	800	100	110	ACE	AC274	40	01
82	LGCC-C	03	C-319	Classroom - Smart Level 2	568	100	110	ACE	AC274	28	01
83	LGCC-C	03	C-320	Classroom - Smart Level 2	638	100	110	ACE	AC274	32	01
84	LGCC-C	03	C-322	Classroom - Smart Level 2	515	100	110	ACE	AC274	26	01
85	LGCC-C	03	C-327	Classroom - Smart Level 2	612	100	110	ACE	AC274	31	01
86	LGCC-C	03	C-328	Classroom - Smart Level 2	498	100	110	ACE	AC274	25	01
87	LGCC-C	03	C-331	Classroom - Smart Level 2	619	100	110	ACE	AC274	31	01
88	LGCC-C	03	C-332	Classroom - Smart Level 2	626	100	110	ACE	AC274	31	01
89	LGCC-C	03	C-334	Classroom - Smart Level 2	626	100	110	ACE	AC274	31	01
90	LGCC-C	03	C-336	Classroom - Smart Level 2	569	100	110	ACE	AC274	28	01
91	LGCC-C	03	C-340	Classroom - Smart Level 2	636	100	110	ACA	GE200	30	01
92	LGCC-C	03	C-341	Classroom - Workforce Education	762	100	110	ACE	WO200	21	01
93	LGCC-C	03	C-356	Classroom - Smart Level 2	433	100	110	ACE	AC274	22	01
94	LGCC-C	03	C-359	Classroom - Smart Level 2	573	100	110	ACA	GE200	29	01
95	LGCC-C	04	C-409	Classroom - Smart Level 2	384	100	110	ACE	AD202	23	01
96	LGCC-C	04	C-422	Classroom - Workforce - Smart Level 2	424	100	110	ACE	AC274	32	01
97	LGCC-C	04	C-425	Classroom - Smart Level 2	644	100	110	ACE	AC274	32	01
98	LGCC-C	04	C-426	Classroom - Smart Level 2	644	100	110	ACA	GE200	32	01

99	LGCC-C	04	C-427	Classroom - Smart Level 2	641	100	110	ACA	GE200	32	01
100	LGCC-C	04	C-431A	Classroom - Smart Level 2	676	100	110	ACA	GE200	34	01
101	LGCC-C	04	C-431B	Classroom - Smart Level 2	740	100	110	ACA	GE200	37	01
102	LGCC-C	04	C-431C	Classroom - Smart Level 2	779	100	110	ACA	GE200	39	01
103	LGCC-C	04	C-443	Classroom - Smart Level 2	631	100	110	ACA	GE200	30	01
104	LGCC-C	04	C-444	Classroom - Smart Level 2	587	100	110	ACA	GE200	30	01
105	LGCC-C	04	C-446	Classroom - Smart Level 2	783	100	110	ACA	GE200	39	01
106	LGCC-C	04	C-448	Classroom - Smart Level 2	693	100	110	ACA	GE200	35	01
107	LGCC-C	04	C-450	Classroom - Smart Level 2	693	100	110	ACA	GE200	35	01
108	LGCC-C	04	C-451	Classroom - Smart Level 2	710	100	110	ACA	GE200	36	01
109	LGCC-C	04	C-452	Classroom - Smart Level 2	669	100	110	ACA	GE200	35	01
110	LGCC-C	04	C-453	Classroom - Smart Level 2	701	100	110	ACA	GE200	36	01
111	LGCC-C	04	C-456	Classroom - Smart Level 2	503	100	110	ACA	GE200	25	01
112	LGCC-C	04	C-461	Classroom - Smart Level 2	745	100	110	ACA	GE200	37	01
113	LGCC-C	04	C-462	Classroom - Smart Level 2	669	100	110	ACA	GE200	33	01
114	LGCC-C	04	C-463	Classroom - Smart Level 2	683	100	110	ACA	GE200	34	01
115	LGCC-C	04	C-464	Classroom - Smart Level 2	684	100	110	ACA	GE200	34	01
116	LGCC-C	04	C-466	Classroom - Smart Level 2	503	100	110	ACA	GE200	25	01
117	LGCC-C	04	C-467	Classroom - Smart Level 2	643	100	110	ACA	GE200	22	01
118	LGCC-C	07	C-708	Classroom - Smart Level 2	561	100	110	ACA	GE200	28	01
119	LGCC-C	07	C-709	Classroom - Smart Level 2	555	100	110	ACA	GE200	28	01
120	LGCC-C	07	C-712	Classroom - Smart Level 2	430	100	110	ACA	GE200	22	01
121	LGCC-C	07	C-713	Classroom - Smart Level 2	551	100	110	ACA	GE200	28	01
122	LGCC-C	07	C-714	Classroom - Smart Level 2	431	100	110	ACA	GE200	22	01
123	LGCC-C	07	C-715	Classroom - Smart Level 2	559	100	110	ACA	GE200	28	01
124	LGCC-C	07	C-716	Classroom - Smart Level 2	525	100	110	ACA	GE200	26	01
125	LGCC-C	07	C-717	Classroom - Smart Level 2	544	100	110	ACA	GE200	27	01
126	LGCC-C	07	C-718	Classroom - Smart Level 2	516	100	110	ACA	GE200	26	01
127	LGCC-C	07	C-719	Classroom - Smart Level 2	493	100	110	ACE	AC274	25	01
128	LGCC-C	07	C-720	Classroom - Smart Level 2	561	100	110	ACA	GE200	28	01
129	LGCC-C	07	C-721	Classroom - Smart Level 2	539	100	110	ACA	GE200	27	01
130	LGCC-C	07	C-722	Classroom - Smart Level 2	509	100	110	ACA	GE200	25	01
131	LGCC-C	07	C-723	Classroom - Smart Level 2	550	100	110	ACA	GE200	28	01
132	LGCC-C	07	C-724	Classroom - Smart Level 2	480	100	110	ACA	GE200	24	01

133	LGCC-C	07	C-725	Classroom - Smart Level 2	558	100	110	ACA	GE200	28	01
134	LGCC-C	07	C-726	Classroom - Smart Level 2	507	100	110	ACA	GE200	25	01
135	LGCC-C	07	C-727	Classroom - Smart Level 2	578	100	110	ACA	GE200	29	01
136	LGCC-E	02	E-258	Classroom - Smart Level 2	665	100	110	ACA	GE200	33	01
137	LGCC-E	02	E-260	Classroom - Smart Level 2	565	100	110	ACA	GE200	28	01
138	LGCC-E	02	E-262	Classroom - Smart Level 2	565	100	110	ACA	GE200	28	01
139	LGCC-E	02	E-264	Classroom - Smart Level 2	591	100	110	ACA	GE200	30	01
140	LGCC-E	02	E-265	Classroom - Smart Level 2	579	100	110	ACA	GE200	29	01
141	LGCC-E	02	E-266	Classroom - Smart Level 2	565	100	110	ACA	GE200	28	01
142	LGCC-B	03	B-307	Classroom - Tiered - Smart Level 3	938	100	110	ACA	GE200	38	01
143	LGCC-M	01	M-142	Classroom	358	100	110	UNA	UN317	15	15
144	LGCC-M	01	M-151	Classroom - Smart Level 2	804	100	110	ACA	GE200	40	01
145	LGCC-E	03	E-336	Classroom - Smart Level 2	427	100	110	ACA	GE200	21	01
146	LGCC-E	03	E-338	Classroom - Smart Level 2	758	100	110	ACA	GE200	38	01
147	LGCC-E	03	E-340	Classroom - Smart Level 2	613	100	110	ACA	GE200	31	01
148	LGCC-E	03	E-341	Classroom - Smart Level 2	646	100	110	ACA	GE200	32	01
149	LGCC-E	03	E-361B	Classroom	322	100	110	ACA	NA254	16	01
150	LGCC-M	01	M-152	Classroom - Smart Level 2	843	100	110	ACA	GE200	42	01
151	LGCC-E	04	E-401	Classroom - Smart Level 2	625	100	110	ACA	GE200	31	01
152	LGCC-B	03	B-300	Computer Classroom - Tiered - Smart Level 3	799	100	110	ACA	GE200	30	01
153	LGCC-B	03	B-308	Classroom - Tiered - Smart Level 3	941	100	110	ACA	GE200	32	01
154	LGCC-B	03	B-318	Classroom - Tiered - Smart Level 2	786	100	110	ACA	GE200	36	01
155	LGCC-B	03	B-319	Classroom - Smart Level 2	742	100	110	ACA	GE200	38	01
156	LGCC-B	03	B-336A	Photography Classroom - Smart Level 2	537	100	110	ACA	HS237	24	01
157	LGCC-B	0A	B-A01	Classroom - Smart Level 2	622	100	110	ACA	GE200	30	01
158	LGCC-B	0A	B-A03	Classroom - Smart Level 2	684	100	110	ACA	GE200	34	01
159	LGCC-B	0A	B-A04	Classroom - Smart Level 2	839	100	110	ACA	GE200	40	01
160	LGCC-B	0A	B-A05	Classroom - Smart Level 2	654	100	110	ACA	GE200	32	01
161	LGCC-B	0A	B-A07	Classroom - Smart Level 2	678	100	110	ACA	GE200	30	01
162	LGCC-B	0A	B-A18	Classroom - Smart Level 2	758	100	110	ACA	AL235	36	01
163	LGCC-B	0A	B-A19	Classroom - Smart Level 2	820	100	110	ACA	AL235	40	01
164	LGCC-B	01	B-120	Classroom - Smart Level 2	926	100	110	ACA	GE200	30	01
165	LGCC-C	02	C-240	Classroom - Smart Level 2	710	100	110	ACE	AC274	36	01
166	LGCC-C	02	C-241	Classroom - Smart Level 2	504	100	110	ACE	AC274	25	01

167	LGCC-C	02	C-253	Classroom - Smart Level 2	547	100	110	ACA	GE200	27	01
168	LGCC-C	02	C-254	Classroom - Smart Level 2	514	100	110	ACE	AC274	24	01
169	LGCC-C	04	C-410	Classroom - Smart Level 2	727	100	110	ACE	AD202	36	01
170	LGCC-C	04	C-411	Classroom - Smart Level 2	735	100	110	ACA	GE200	36	01
171	LGCC-C	04	C-412	Classroom - Smart Level 2	731	100	110	ACA	GE200	36	01
172	LGCC-C	04	C-413	Classroom - Smart Level 2	735	100	110	ACA	GE200	36	01
173	LGCC-C	04	C-414	Classroom - Smart Level 2	739	100	110	ACA	GE200	36	01
174	LGCC-C	04	C-438	Classroom - Smart Level 2	712	100	110	ACE	AC274	36	01
175	LGCC-C	04	C-440	Classroom - Smart Level 2	710	100	110	ACE	AC274	36	01
176	LGCC-E	02	E-234	Classroom - Smart Level 2	620	100	110	ACA	GE200	31	01
177	LGCC-B	0A	B-A10	Classroom - Smart Level 2	914	100	110	ACA	GE200	45	01
178	LGCC-M	01	M-161	Classroom - Smart Level 2	709	100	110	ACA	GE200	35	01
179	LGCC-B	01	B-115	Classroom - Smart Level 2	1004	100	120	ACA	GE200	36	01
180	LGCC-C	01	C-103	Lecture Hall - Fixed Seats - Smart Level 2	1560	100	120	ACA	GE200	114	01
181	LGCC-B	03	B-302	Lecture Hall - Smart Level 2	984	100	120	ACA	GE200	45	01
182	LGCC-B	03	B-306	Lecture Hall - Tiered - Smart Level 2	1147	100	120	ACA	GE200	53	01
183	LGCC-C	04	C-431D	Classroom - Smart Level 2	968	100	120	ACA	GE200	48	01
184	LGCC-B	01	B-101	Classroom - Smart Level 3	982	100	120	ACA	GE200	36	01
185	LGCC-B	0A	B-A11	Classroom - Smart Level 2	1035	100	120	ACA	GE200	45	01
186	LGCC-E	04	E-400	Classroom / Seminar - Smart Level 2	388	100	130	ACA	GE200	19	01
187	LGCC-E	05	E-502	Classroom / Seminar - Smart Level 2	265	100	130	ACA	GE200	13	01
188	LGCC-M	01	M-155	Classroom / Seminar - Smart Level 2	386	100	130	ACA	GE200	19	01
189	LGCC-C	03	C-323	Classroom / Seminar - Smart Level 2	317	100	130	ACE	AC274	16	01
190	LGCC-C	03	C-324	Classroom / Seminar - Smart Level 2	353	100	130	ACE	AC274	18	01
191	LGCC-C	03	C-325	Classroom / Seminar - Smart Level 2	316	100	130	ACE	AC274	16	01
192	LGCC-C	03	C-326	Classroom / Seminar - Smart Level 2	359	100	130	ACE	AC274	18	01
193	LGCC-E	02	E-221	Classroom / Seminar - Smart Level 2	382	100	130	ACA	GE200	19	01
194	LGCC-E	02	E-222	Classroom / Seminar - Smart Level 2	329	100	130	ACA	GE200	16	01
195	LGCC-E	01	E-135	Classroom / Seminar - Smart Level 2	358	100	130	ACA	GE200	18	01
196	LGCC-C	01	C-130	Classroom / Seminar - Smart Level 2	342	100	130	ACE	AC274	17	01
197	LGCC-C	01	C-132	Classroom / Seminar - Smart Level 2	299	100	130	ACE	AC274	15	01
198	LGCC-M	0B	M-B58	Classroom / Seminar - Smart Level 2	365	100	130	ACA	GE200	18	01
199	LGCC-M	0B	M-B62	Classroom / Seminar - Smart Level 2	373	100	130	ACE	AC274	19	01

Appendix 2.12 BPR Committee Notes 2009 (2 pages)**Progress on Classroom Scheduling**

- Established Cross-Divisional Classroom Scheduling project team to address short term (Fall-2009 Planning) and long term (BPR - Business Process Re-engineering)
 - EMSD: Reine Sarmiento, Tom Murasso, Deborah Nibot, Derwent Dawkins
 - IT: Henry Saltiel, Brad Orcutt, Juan Genao, Theresia Litvay-Sardou, Bill Lindner, Tony Mieses
 - AA: Bruce Hoffacker
 - ACE: Jane MacKillop, Cris Stewart
 - Admin: Eileen Murray
- Meetings held weekly (started 4/7)
- Applying structured project management methodology to redeveloping operational practices, descriptive data controls, room assignment requests, and problem reporting.

Planned Activities - Short Term

- Campus instructional rooms walkthrough to validate room features and student capacity - 5/1/09
- Complete chairs review/revision, and registrar update of Fall Course Master in SIMS - 5/5/09
- Run scheduler software to match Fall sections to rooms to determine capacity feasibility - 5/6/09
- Adjust course section schedule and/or room assignments to eliminate course section offerings missing room allocations - 5/6/09 to 5/13/09
- Online Student Registration Opens - 5/18/09

Planned Activities - Longer Term

- Roll out online room request ticketing web site to faculty chairs to better manage the large number of requests made to the Registrar
- Upgrade room scheduling software to include "Web Viewer" for faculty chairs to determine available space and time to fit in additional sections when planning their section schedule.
- Evaluate and revamp "room feature" to "course offering" codes and logic within the room scheduling software and bridge programs to be more streamlined, easier to

maintain, and accommodate long standing successful room assignment practices from semester to semester

- Establish predetermined annual calendar milestones for iterative running of room scheduling software so that course schedule with ___% accurate room assignments is published ___ days prior to the first day of classes each semester.
- Establish structured processes to review / update course and room features with their seating capacities in all relevant systems four times per year, at least ___ days prior to first run of the schedule or on demand whenever rooms are removed, added, or radically altered.
- Formalize processes and procedures for accommodating instructor constraints.

Appendix 2.13 Fall 2015 Session I Classroom Occupancy

LaGuardia Community College/CUNY

Institutional Resources
SpaceFall 2015 Session I Classroom Occupancy
166 Academic Classrooms

Appendix 2.14 Tax Levy College Wide Report for February 29, 2016

LaGuardia Community College Tax Levy College Wide Budget Vs. Actual Report -Summary For the Period Ending February 29, 2016						
	Y-T-D Budget	Y-T-D Actual	Y-T-D Open Encumbrance	Budget Balance Available	% Spent/ Encumbered	% UnSpent/ UnEncumbered
Expenses						
PS Expenses						
Full-Time	\$75,059,957	\$47,344,611	\$0	\$27,715,346	63%	37%
Adjuncts	\$20,669,706	\$11,489,883	\$0	\$9,179,823	56%	44%
Part-Time	\$6,839,062	\$4,091,071	\$0	\$2,747,991	60%	40%
Other PS	\$2,220,680	\$837,549	\$0	\$1,383,131	38%	62%
Total	\$104,789,405	\$63,763,115	\$0	\$41,026,290	61%	39%
OTPS Expenses						
Regular OTPS	\$4,594,877	\$1,496,953	\$1,049,537	\$2,048,387	55%	45%
Library	\$876,530	\$183,570	\$61,235	\$131,726	65%	35%
Information Technology	\$1,460,219	\$526,856	\$348,006	\$585,457	60%	40%
College Wide Services	\$480,058	\$158,827	\$143,433	\$177,797	63%	37%
Labor Contracts	\$3,228,239	\$1,654,027	\$1,310,825	\$363,387	89%	11%
Service Contracts	\$812,293	\$259,058	\$396,983	\$166,253	80%	20%
Other Contracts	\$3,615,063	\$1,198,490	\$849,135	\$1,567,438	57%	43%
Other OTPS	\$8,122,258	\$4,633,089	\$1,454,757	\$2,034,402	75%	25%
Scholarships, Award & Stipends	\$1,489,140	\$140,518	\$180,000	\$1,168,623	22%	78%
Total	\$24,278,777	\$10,251,397	\$5,783,911	\$8,243,469	66%	34%
Total Expenses	\$129,068,182	\$74,014,512	\$5,783,911	\$49,269,759	62%	38%

Appendix 2.15 Business Office Assessment 2016 (2 pages)**OVERVIEW OF PROJECT-- SCOPE**

The Business Office initiated a 3-month project to assess current business practices for Accounting, Budget, Purchasing and Accounts Payable departments; and identify opportunities for improvement.

SUMMARY OF RECOMMENDATIONS

Recommendations are presented as a high level summary.
Common themes include:

- ▶ Improving communication lines with stakeholders
- ▶ Encouraging good budget management practices at the department level
- ▶ Streamlining the process of 'generating budget reports for record keeping purposes' in order to free staff for more value-added activities
- ▶ Performance tracking and reporting using KPIs
- ▶ Improving training and reference materials

Please refer to the Summary of Recommendations Matrix or the Project Report for more detail on recommendations and implementation strategies.

Appendix 2.16a Divisional Assessment Schedule and Results (3 pages)

LaGuardia Community College City University of New York											
Comprehensive Administrative Programmatic/Services Review Schedule											
Programs/Services	FY 15		FY 16		FY 17		FY 18		FY 19		
Division	Focus of Assessment	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Division of Academic Affairs											
Pre-college programs											
	College Now course success	X									
	High schools transfer and graduation rates	X									
Archives											
	Acquisition of Legislator Archives	X	X								
Center for Teaching and Learning											
	Tutoring			X	X						
	Theatre					X	X				
Division of Adult and Continuing Education											
All programs											
	Development of transfer to credit tracking system	X	X	X	X	X	X				
	Transfer to credit assessment system							X	X	X	X
Division of Student Affairs											
Enrollment Management Services											
	Enrollment Processing Strategies		X								
Admissions											
	-Recruitment Plan			X							
	-Enrollment Goals & Targets			X							
Testing											
	-Processing & Outcomes	X									
Financial Aid											
	-Compliance					X					
Student Information Services											
	-Communication				X						

Advising, Records and Registration**Student Advising Services**

- Expansion of Online Advising		X								
- GradPlan Initiatives						X				

Center for Career & Professional Development

- Definition & Expansion of Employment		X								
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Registrar

- CUNY Compliance			X							
- End of Term Processing			X							

Transfer Services

			X							
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Student Development and Campus Life**Early Learning Childhood Center**

							?			
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Disabled Student Program (OSD)

- Accommodations			X							
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Campus Life**-Leadership Commons**

- Student Government/Elections			X							
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-Multi-cultural Exchange

-BMEC			X							
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-Student Connections

-New Student Orientation		X								
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Health and Wellness**-Health Services**

- MMR Compliance		X								
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-Wellness Center (Counseling)

-CLASS/SASS Prevention Program-						X				
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-Athletics and Recreation

							?			
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Division of Administration**Human Resources**

Efficiency & Effectiveness of Hiring Process		X	X	X					X	X
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Budget Allocation

Effectiveness				X		X		X		X
Building Operations & Administrative Services										
Student Satisfaction of Facility Improvements			X	X				X	X	
Accounting, Purchasing, Accounts Payable & Budget										
Workflows, policies & procedures		X	X	X	X	X				
Public Safety										
Crime prevention awareness					X	X			X	X
Environmental Health and Safety Assessment										
Improve chemical tracking							X	X		
Bursar										
Student Satisfaction of Services							X	X		

Division of Information Technology**Information Services**

Client responsiveness

X	X									
		X	X							
				X	X					

Network support

Instructional Services (ISMD)

Institutional Research & Assessment

Strategic information presentation

Project management

						X	X			
								X	X	

Division of Institutional Advancement

All areas

Improvement of scholarship award effectiveness

X	X	X	X	X	X	X	X	X	X	X
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Appendix 2.16b List of Non Academic Assessments and Impact (3 pages)**Nonacademic Assessment Framework: Conclusions and Implementations**

The nonacademic assessment framework has provided an exploratory mechanism to understand how assessment could be used, across divisions and as a model for future large scale assessments. An analysis of the findings and follow-up actions, as demonstrated in this summary, suggests limitations in annually choosing variables of interest to study, in and of themselves. Instead, it highlights that:

1. Follow-up actions to assessments may have to be taken after a consecutive number of years, during which divisions identify sets of variables to focus on. (In other words, one year's worth of analysis does not provide a comprehensive and conclusive understanding of how a division should move forward. This was shown most effectively for the divisions of ACE, Academic Affairs, and Information Technology. The results from all three divisions revealed that the variables of interest and/or functions were too complicated too be analyzed in one year. In all three cases, the analyses would have benefited from more time to complete the analysis (ACE) or a better understanding of the variables of interest, as a function of time and changes in the political, economic, and social climate.
2. It merely provides a hint of what may be identified as areas of strengths and weaknesses in the future. With changes in student population (i.e. demographics), the economy and the institution's budgetary status, and etc., this approach shows that overtime, it can be used to inform strategic plans and initiatives. As it also provides a hint of strengths and weaknesses, the framework may also be used as a basis for quickly identifying how divisions may/not contribute to cross campus collaborations.

Table XXX. Summary of Findings and Implementations for the Non-Academic Assessment of Function across divisions.

Area	Focus	Stage	Impact
ACE	Support Services for ACE Students Transitioning to Matriculated Degree Programs	Design completed	Services for students transitioning to degree programs will be carefully assessed to fully meet remedial educational needs. Based on transitioning student performance, ACE will be able to assess whether students are prepared for college level coursework.
Academic Affairs/Archives	New archive acquisition process	Completed	Changed process to bring College leaders in earlier.
Academic Affairs/College Now	Whole program	Completed	32 recommendations, highest importance on high school relationships, moving developmental to spring and summer only and strengthening of support to former CN students at LaGCC.
Academic Affairs/Early College	Comprehensive: three high schools	Completed	Focus on stronger support to improve student performance in college courses.
Academic Affairs/Liberty Partnership Program	Comprehensive	Completed	Most recommendations focused on improving data collection for future assessments.
Student Affairs/Admissions	Review of previous assessment and recommendations	Completed	Removing silos between admissions, registration, and advising improved new student experience, but more work is needed on smoothing transition steps for students in admissions process.
Student Affairs/Advising	Review of previous assessment and recommendations	In process	Set goals, noted activity, still working on Ask-an-advisor design.
Student Affairs/Testing	Review of previous assessment and new recommendations	Completed	Recommendations for new space, software and faster process for inviting students to NSAR.
Student Affairs/Health Service	Review of previous assessment and recommendations	Completed	Larger budget needed to purchase vaccine.

Institutional Advancement/ Scholarships	Effectiveness of scholarships on student success	Completed	Supporting on-campus employment had the largest positive effect.
Information Technology/Helpdesk Services	Review of all helpdesk service requests submitted by faculty and staff.	Completed	Current helpdesk processes meets faculty needs.
Administration/ Budget office	External review of processes	Action plan in response to external review being completed.	Need to develop strategy to decrease the number of budget modifications.

Appendix 2.17 Divisional Six Point Assessment Submission Outline and Description (3 pages)**Standard 7: Institutional Effectiveness
Scheduling and Documentation**

Each division is in the process of submitting a schedule that demonstrates that every administrative area of the college undergoes assessment at least once every five years. While some areas may choose to undergo a comprehensive assessment parallel to our academic departments' PPR process, LaGuardia is now favoring an administrative assessment framework that aligns with its strategic planning process. In this process each area within a division periodically chooses a particular function that it wishes to assess and improve.

The goal of this process is to provide evidence to a visiting team that LaGuardia has a system that continuously and comprehensively improves the college's vitality and that causes the college to assess everything it does in a way that keeps increasing institutional effectiveness. Also, to respond to a 2012 visiting team recommendation, centralized documentation will provide an assessment resource such that offices may share assessment methods and help each other find what works and what does not.

This paper suggests a document submission schedule and a short description of what might be appropriate to include. Documents should be submitted to Christina Jaquez and Nate Dickmeyer. Ms. Jaquez is the librarian for the Middle States 2017 PRR. She will be maintaining a SharePoint library for the project.

Suggested Documentation Submission Schedule

- **Strategic Plan Entry**
 - March/April (in academic year before): Divisional strategic plan liaisons should enter into the strategic plan an intention to assess each area on the schedule for the coming year.
- **Assessment Design**
 - August 1 (now approaching the academic year): How initial problem assessments will be undertaken.
- **Assessment Data**
 - Fall semester (September-November): Data gathered to assess the dimensions of the challenge to be addressed—what is the cause of the problem?
- **Solution-finding Process**
 - Fall/Spring semester (December-February): Document the process of devising alternate solutions and deciding on solution.
- **Implementation Design**
 - Spring semester (March-June): Design and implement a solution.
- **Assessment of Implementation**
 - Summer (July-August): Assess your solution.

Note: An area might decide to expand the calendar and take two or even three years to complete the cycle. Perhaps an area needs to spend an entire year just understanding the challenge.

Also, March in the year before would be a good time to recommend changes to the division's assessment calendar in case more pressing assessment needs come to the fore.

Suggested Documentation for Each Step

Strategic Plan Entry

This year the chancellor moved back the strategic plan goals deadline to October 15. The timing for the campus process is thus in flux.

This step requires no additional documentation. Whatever is submitted as part of the strategic plan process for an improvement to an administrative system or process listed for that year on the assessment schedule that begins and ends with an assessment will suffice.

Assessment Design

An assessment design answers these three questions:

- 1) How does the system or process that you will be studying work? What is inside the black box that actually makes the difference between a successful system and an unsuccessful system? Flow diagrams are sometimes helpful here.
- 2) How will you find out what's wrong with the system or process you have chosen to improve? What information/evidence do you need to understand the extent of any challenges in the system you are studying?
- 3) How will you measure the success of any changes you make to the system or process?

Assessment Data

These documents might include the results of surveys or analyses conducted by your department or IR&A. These documents should show that LaGuardia bases its search for improvements on an evidence-based understanding of the cause of the problem, not just the symptoms.

Solution-finding Process

Too often colleges start with a solution and try to find a problem that fits. The documentation for this stage can include the charge to the solution-finding group, meeting agendas and meeting minutes of that group.

- 1) What method will you use to find solutions to the problem and its cause as identified in the initial assessment?
- 2) Who will be on the design team? (Should people from outside the office or outside the division be included?)

- 3) What is your schedule?
- 4) What criteria will you use to choose the best solution?

Implementation Design

The team that finds the solution may also be the group that designs the implementation. Once again group agendas and minutes make good documentation of this stage of assessment/improvement.

- 1) How will you manage the implementation of your solution? Who will head the implementation team? Who will be on the team? What is the implementation schedule? What critical junctures will there be? What is your communications plan?
- 2) How well does your new system conform to the College's Core Values?
- 3) How will you include in your new system a flow of information that alerts you to new challenges in this system when you are done, for example, on-going exit surveys?

Assessment of the Implementation

The third point of the "Assessment Design" above calls for a way to assess the success of fixing the problem. This assessment should be carried out as soon as outcomes data are available. Then the assessment report may be placed with the other documents.

Nate Dickmeyer
IR&A
September 16, 2015

Appendix 2.18 The Impact of Scholarships (6 pages)**The Impact of Scholarships, Stipends and Paid Employment Supported by
The LaGuardia Community College Foundation**

Nathan Dickmeyer
Institutional Research & Assessment
September 16, 2016

Introduction

The LaGuardia Community College Foundation supports students with scholarships, stipends and payroll funding for tutoring and other student support activities. Each of these forms of support was tested to see if the support enabled recipients to improve their grade points, succeed in passing more courses, return and take more courses the next semester, and/or graduate. Comparisons were made against matching control groups. Results are also shown for students on college payrolls, including federal work study, not supported by the Foundation. Scholarship impact was also tested by the size of scholarship.

Findings

Working with one semester's awards did not produce large enough numbers of recipients to allow statistical significance of impact of financial benefit on students with the exception of the current semester outcomes of higher GPA and successful completion of credits. Retention and graduation did not appear to be affected.

While we could have analyzed a larger group by combining semesters, that would not have allowed us to see whether new award practices in Spring 2016 had an impact.

Analysis summary

Eight types of support were tested for impact on outcomes as shown in Tables 1-8.

1. All scholarships
2. Scholarships of less than \$500
3. Scholarships equal to \$500
4. Scholarships more than \$500
5. Stipends
6. Foundation-support payroll
7. Non-foundation-support payroll
8. All forms of support combined

Data from Spring 2016 only were used in the analysis.

For each of the eight types of support a control group was formed in which every recipient student exactly matched at least one student in the treatment (e.g., receiving a scholarship is a "treatment") group on nine characteristics shown in the "Data and Methodology" section at the

end of this paper. Each treatment group had a control group with exactly matching characteristics. Weighting was used to make the contributions to outcomes by members of each control group proportional to those of the matching treatment group.

Detailed Results

All scholarships-Table 1

Students on any scholarship did better on many outcome measures, but only the “success rate” or percentage of semester equated credits passed was significant at the $p < .05$ level and the change from part-time to full time at the $p < .10$ level.

	Semester GPA	% Semester Credits Passed	Number Credits Earned	Credits Attempted Next Semester	% Graduated	% Attend Next Semester	% Attend or Grad	% Remain Fulltime	% Change from Part- time to Full-time
Any Scholarship	2.99	86%	11.38	8.22	24%	62%	86%	82%	17%
Control group	2.91	83%	10.99	8.44	21%	66%	86%	77%	25%
Significant difference?	No	Yes	No	No	No	No	No	No	Almost
(Yes= $p < .05$, No= $p > .1$, Almost= $p > .05 \& < .1$)			N= 674						

Table 1

Scholarships less than \$500-Table 2

Smaller scholarships did not provide significant improvement in outcomes for recipients over the control group.

	Semester GPA	% Semester Credits Passed	Number Credits Earned	Credits Attempted Next Semester	% Graduated	% Attend Next Semester	% Attend or Grad	% Remain Fulltime	% Change from Part- time to Full-time
Scholarship < \$500	2.73	75%	9.87	10.61	3%	82%	85%	83%	25%
Control group	2.61	72%	9.52	10.91	5%	79%	84%	83%	35%
Significant difference?	No	No	No	No	No	No	No	No	No
(Yes= $p < .05$, No= $p > .1$, Almost= $p > .05 \& < .1$)			N= 176						

Table 2

\$500 scholarships-Table 3

\$500 scholarships provide positive effects on success rate and the number of credits earned. Significantly more students graduated, but fewer attended the next semester, but significantly more remained fulltime.

	Semester GPA	% Semester Credits Passed	Number Credits Earned	Credits Attempted Next Semester	% Graduated	% Attend Next Semester	% Attend or Grad	% Remain Fulltime	% Change from Part- time to Full-time
Scholarship = \$500	3.10	91%	12.38	7.99	33%	57%	89%	85%	22%
Control group	2.99	87%	11.70	7.70	26%	62%	87%	75%	31%
Significant difference?	No	Yes	Yes	No	Yes	No	No	Yes	No
{Yes= p<.05, No=p>.1, Almost=p>.05&<.1}			N= 261						

Table 3*Greater than \$500 scholarships-Table 4*

Larger scholarships did not appear to have a positive effect on students.

	Semester GPA	% Semester Credits Passed	Number Credits Earned	Credits Attempted Next Semester	% Graduated	% Attend Next Semester	% Attend or Grad	% Remain Fulltime	% Change from Part- time to Full-time
Scholarship >\$500	3.05	88%	11.43	6.70	31%	52%	83%	78%	0%
Control group	3.04	87%	11.32	7.43	28%	60%	87%	73%	11%
Significant difference?	No	No	No	No	No	Almost	No	No	No
{Yes= p<.05, No=p>.1, Almost=p>.05&<.1}			N= 236						

Table 4*Stipends-Table 5*

There were too few stipend recipients to do an independent assessment.

	Semester GPA	% Semester Credits Passed	Number Credits Earned	Credits Attempted Next Semester	% Graduated	% Attend Next Semester	% Attend or Grad	% Remain Fulltime	% Change from Part- time to Full-time
Stipends	3.54	98%	13.52	5.20	52%	41%	93%	73%	33%
Control group	3.25	92%	12.22	5.06	43%	45%	87%	63%	36%
Significant difference?	Yes	No	No	No	No	No	No	No	No
{Yes= p<.05, No=p>.1, Almost=p>.05&<.1}			N= 44						

Table 5*Foundation-supported payroll positions-Table 6*

There were too few Foundation-supported payroll recipients to do an independent assessment.

	Semester GPA	% Semester Credits Passed	Number Credits Earned	Credits Attempted Next Semester	% Graduated	% Attend Next Semester	% Attend or Grad	% Remain Fulltime	% Change from Part- time to Full-time
Payroll (Foundation)	3.29	94%	10.92	4.83	53%	38%	92%	74%	25%
Control group	3.30	93%	11.08	4.21	51%	40%	91%	59%	17%
Significant difference?	No	No	No	No	No	No	No	No	No
(Yes= $p < .05$, No= $p > .1$, Almost= $p > .05 & < .1$)			N= 60						

Table 6*Non-Foundation-supported payroll positions-Table 7*

The group was again too small to show any positive outcomes.

	Semester GPA	% Semester Credits Passed	Number Credits Earned	Credits Attempted Next Semester	% Graduated	% Attend Next Semester	% Attend or Grad	% Remain Fulltime	% Change from Part- time to Full-time
Payroll (non-Foundation)	3.14	89%	10.87	5.88	34%	45%	79%	79%	20%
Control group	2.95	84%	10.09	5.63	33%	50%	82%	64%	14%
Significant difference?	No	No	No	No	No	No	No	No	No
(Yes= $p < .05$, No= $p > .1$, Almost= $p > .05 & < .1$)			N= 85						

Table 7*Any form of support (scholarship, stipend payroll)-Table 8*

Students on any form of support tended to do well in the current semester on GPA, success rate and number of credits earned. They also tended to remain full-time in significantly larger numbers. A larger proportion graduated, but not by a statistically significant amount. They did not attempt more credits the next semester, nor did they remain enrolled in higher numbers.

	Semester GPA	% Semester Credits Passed	Number Credits Earned	Credits Attempted Next Semester	% Graduated	% Attend Next Semester	% Attend or Grad	% Remain Fulltime	% Change from Part- time to Full-time
All forms of support	3.01	86%	11.29	7.90	27%	59%	85%	82%	21%
Control group	2.92	84%	10.87	7.97	23%	63%	86%	75%	23%
Significant difference?	Yes	Yes	Yes	No	No	No	No	Yes	No
(Yes= $p < .05$, No= $p > .1$, Almost= $p > .05 & < .1$)			N= 800						

Table 8**Data and Methodology**

Institutional Advancement provided lists of students receiving scholarships, stipends or pay supported by the Foundation. The validated lists included 725 scholarship recipients, 46 stipend recipients, and 62 students on Foundation payrolls. Also, 89 students were found to be on non-Foundation payrolls. Multiple scholarship disbursements within one semester were summed.

There was a further loss of study individuals when matching controls were sought. In all but one sample, between 3% and 7% of treatment students could not be matched exactly with a control. The exception was the scholarships >\$500 group, which lost 12%. “Unmatched” recipients were not included in the study.

The use of nine characteristics for determining a match is quite rigorous. All are known to predict the retention and performance outcomes. All else being equal, for example, women are more likely to persist. A higher cumulative GPA at the start of the semester and higher number of college credits earned also predict better outcomes. Students with an F-1 visa must maintain certain standards or lose their visa. Continuing students are more likely to return than new transfers who, in turn, are more likely to return than first-time students. Students who have completed developmental education face one less stumbling block to graduation.

Because some awards were made to students in Session II, we also matched on whether a student had enrolled in both sessions in a treatment semester. Sometimes an unforeseen incident puts additional pressure on a student, not visible in the student’s cumulative GPA or credits earned. This is reflected in a lower credit load during the semester the student received the scholarship. This was also a controlling variable.

“SEMS visits” indicates the number of times a student visited a number of critical offices around the college. Matching on this variable was an attempt to control for “motivation,” since an “applied for a scholarship” variable was not available. Students who did not visit offices or visited only once were matched against similar, perhaps “less motivated” students. The distribution of visit numbers suggested that three groups made sense: zero to one visit; two to five visits; and more than five visits.

No students on any type of support were included in any control group, regardless of the category.

The control group was formed by matching each treatment student exactly on these nine characteristics.

1. Gender
 - Male
 - Female
2. International
 - No F-1
 - F-1 Visa
3. Credits earned after Fall 2015
 - 0 credits
 - 1-5 credits
 - 6-11 credits
 - 12-29 credits
 - 30-44 credits

- 45+ credits
- 4. Cumulative GPA after Fall 2015
 - Null GPA
 - < 2.00
 - ≥ 2.00 & < 2.50
 - ≥ 2.50 & < 3.00
 - ≥ 3.00 & < 3.50
 - ≥ 3.50
- 5. Student status
 - Continuing
 - First-time
 - New transfer
 - Re-admit
- 6. Number of visits to SEMS monitored offices
 - SEMS visits
 - 2-5 SEMS visits
 - 6+ SEMS visits
- 7. Spring 2016 attempted equated credit load
 - <6 cr load
 - 7-11 cr load
 - 12+ load
- 8. Developmental status
 - No development left
 - Need development
 - Unknown
- 9. Sessions attended
 - Session I only
 - Session II

Appendix 2.19 CATS Memo for Student Technology Fee

Fiorello H. LaGuardia Community College
THE CITY UNIVERSITY OF NEW YORK
31-10 THOMSON AVENUE, LONG ISLAND CITY, N.Y. 11101 •

Committee for Academic Technology Services

Date: May 11th, 2015
To: President Gail Mellow

**RE: Recommendations and Proposed Allocations for
The Student Technology Fee FY/2015-2016**

Background

The Student Technology Fee (STF) was established at LaGuardia Community College in 2002; pursuant to the February 25, 2002 C.U.N.Y. board resolution 4(a). This resolution approved the establishment of a technology fee which consists of \$100 per semester for full-time students, and of \$50 per semester for part-time students. The college will seek to improve computer services for students and faculty with the revenue from this fee, an estimated \$2.4 million based on the enrollments of 2015 and 2016. In exceptional cases of financial hardship, the college may waive the technology fee for individual students.

Methodology

A Committee for Academic Technology Services (CATS) was convened on April 22 and May 7th, 2015 and formulated a 1-year plan that included decision parameters and a forecast of projects and expenditures to be funded by the STF. Details on the composition of the committee are outlined in Appendix-A.

The objective of CATS is to assist the college by making recommendations to the President and the Executive Council on how to use the STF technology resources by coordinating its efforts with the goals of the college. As such, CATS's recommendations place emphasis on technological resources directly utilized by students at LaGuardia. These resources include computers, software products, and related infrastructure such as networks, Internet, and other means of technological enhancement to the curriculum and student life experience.

Recommendations and Proposed Allocations
for the Student Technology Fee FY/2015-2016

The following are the recommended planning parameters for use of the FY 2015-2016 STF allocations.

Decision Parameters:

1. Supplementing, rather than supplanting, institutional support for academic, instructional, and learning technologies, and
2. Supporting “general, learning purpose” technology resources (i.e., laboratories and technologies utilized by or affecting a large percentage of the student population before those for a small percentage of the student population), and
3. Supporting direct access before mediated access (i.e., technologies directly utilized by students for learning before those employed by faculty and staff to deliver instructional or other services to students), and
4. Supporting academic or instructional technologies before non-academic or non-instructional technologies, and
5. Supporting the use, maintenance, or upgrade of existing instructional, learning, and technological resources before investing in new ones, and
6. Encouraging a continued and enhanced pursuit of traditional funding from CUNY, the LaGuardia Foundation, federal, state, local and private sources.

What follows in detailed format are the recommended expenditures for the upcoming year. A general category of expenditure is followed by more specific line-by-line purchase recommendations.

Respectfully submitted,

Theresia Litvay-Sardou, Chair

Recommendations and Proposed Allocations
for the Student Technology Fee FY/2015-2016

Appendix A

Committee on Academic Technology Services (CATS)

Theresia Litvay-Sardou, Committee, Chair (non-voting member)
Information Technology Division/
Instructional Services and Media Distribution Services
Director

Henry Saltiel, Ex-Officio (non-voting member)
Information Technology Division
Vice President

Billy Lau (non-voting member)
Information Technology Division
Network Administration
Director

Weijie Liang
Vice President – Student Government Association
Student

Katherine Gutierrez
Governor of Political Awareness - Student Government Association
Student

Tiona Wilson
Governor of Part-time and Evening Affairs - Student Government Association
Student

Md Talukder
Governor of Academic Affairs - Student Government Association
Student

Kartik Chowdhury
Parliamentary - Student Government Association
Student

Jiahui Zheng
Treasurer - Student Government Association
Student

Kile Graham
Governor of Public Relations- Student Government Association
Student

Ros Orgel
Academic Affairs /Center for Teaching and Learning
Instructional and Designed Development Specialist

Recommendations and Proposed Allocations
for the Student Technology Fee FY/2015-2016

Rudy Meangru
Mathematics Department
Professor

Scott White
Library
Chairperson

Jhony Nelson
Office of Students with Disabilities
Director

Committee on Academic Technology Services (CATS)

Proposed Student Technology Fee Allocation Summary

Academic Calendar Year

2015-2016

Staff Costs

Laboratory Technicians (8)

Mosquera, Luz (IT Support Assistant)	\$	38,028
Fland-Aviles, Milady (IT Support Assistant)	\$	36,804
Rahman, Md. A. (IT Support Assistant)	\$	36,804
Dieme. Serge (IT Support Assistant)	\$	36,804
Tarfaia, Adel E. (IT Support Assistant)	\$	36,804
Pintado Quito, Edgar (IT Assistant)	\$	46,528
Corniel, Heriberto (IT Assistant)	\$	46,528
Adam Volin	\$	46,528
Vargas, Melina (IT Assistant)	\$	46,528
Laboratory Tutors (15)	\$	195,324
Fringe	\$	142,080
Subtotal	\$	708,760

QTY

Hardware, Software, Peripherals

Dell Server to Domain Controllers	1	\$	106,676
Backup Solution and storage for Student Server	1	\$	20,000
Students Computer Upgrades	1	\$	40,804
New Backup Library	1	\$	20,000
Subtotal		\$	187,480

Printer Scanners

Recommendations and Proposed Allocations
for the Student Technology Fee FY/2015-2016

HP – Laser Jets	10	\$	10,520
Subtotal		\$	10,520
Routers/Hubs/Wiring			
Cisco Maintenance	1	\$	60,000
Cisco Switches for Computer Labs	1	\$	10,000
Wireless Upgrade - College Wide	1	\$	20,000
Subtotal		\$	90,000
Software			
Online Training Library (site licensing)	5	\$	5,000
SAP2000	30	\$	15,000
Matlab	25	\$	2,500
COMSOL	1	\$	3,000
Multisim	25	\$	1,500
Subtotal		\$	27,000
Library Electronic Database			
eBrary e-books subscription	1	\$	5,725
ProQuest	1	\$	13,130
Access Science	1	\$	2,611
EBSCO (Criminal Justice)	1	\$	1,680
Gale Group	1	\$	3,936
EBSCO (Magil Online Literature Plus & History)	1	\$	3,855
Artstore	1	\$	1,700
Subtotal		\$	32,637
Furniture			
Computer Laboratory Redesign		\$	25,000
Computer		\$	25,000
Construction			
Laptop Classrooms - Electrical	1	\$	10,000
Smart Classroom Improvements	20	\$	20,000
Subtotal		\$	30,000
Faculty Development and Training			
Student Mentoring Program and Faculty training		\$	250,000
Subtotal		\$	250,000

Recommendations and Proposed Allocations
for the Student Technology Fee FY/2015-2016

Miscellaneous

CUNY Enterprise Student Tech initiative/Project 10% of STF IT
Steering Committee will Reallocate the funds by Oct, 2012

Subtotal

\$ 240,000

\$ 240,000

ADA Support

\$ 20,000

Paper

\$ 20,000

Toner

\$ 40,000

Subtotal

\$ 80,000

**Enterprise Initiatives Blackboard, Email, Academic Advisement,
Etc.)**

UWI

1 \$ 718,603

Subtotal

\$ 718,603

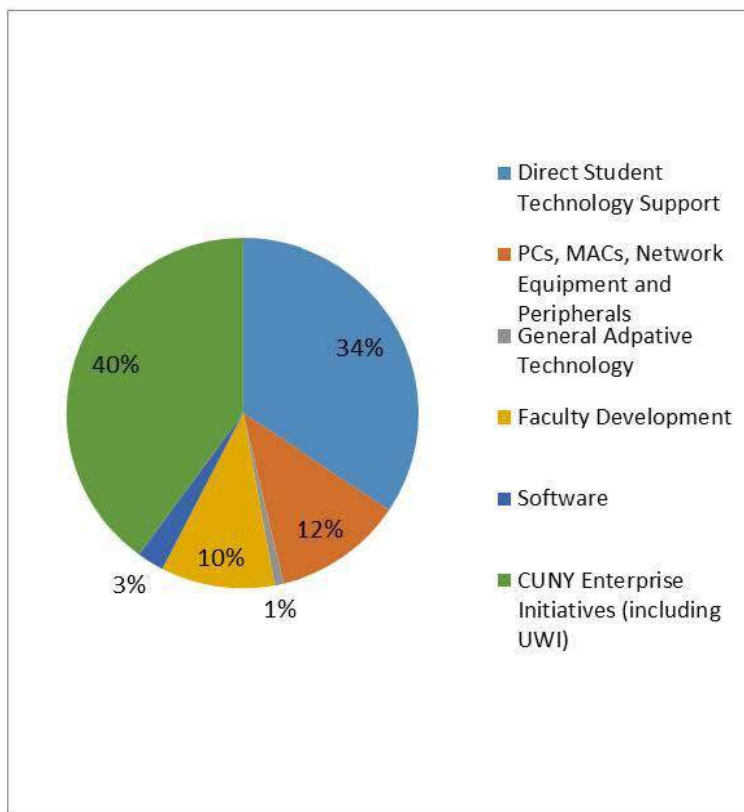
TOTAL

\$ 2,400,000

Project #	Allocation 15 - 16
1	\$ 708,760
2	\$ 200,000
3	\$ 50,000
4	\$ 20,000
5	\$ 20,000
6	\$ 20,000
7	\$ 15,000
8	\$ 32,637
9	\$ 25,000
10	\$ 20,000
11	\$ 50,000
12	\$ 240,000
13	\$ 20,000
14	\$ 60,000
15	\$ 718,603
	\$ 2,400,000

Recommendations and Proposed Allocations
for the Student Technology Fee FY/2015-2016

Direct Student Technology Support	\$ 823,760
PCs, MACs, Network Equipment and Peripherals	\$ 288,000
General Adaptive Technology	\$ 20,000
Faculty Development	\$ 250,000
Software	\$ 59,637
CUNY Enterprise Initiatives (including UWI)	\$ 958,603
Total	\$ 2,400,000



Appendix 3.0 Governance Plan (18 pages)

1

LaGuardia Community College Governance Plan (2009)**PREAMBLE**

The first comprehensive governance plan of Fiorello H. LaGuardia Community College was created in 1978 with the goal of translating into practical form the ideals and mission of the College, built around a core belief in making the best of higher education and professional opportunity available to all those who seek them. Through the ensuing years of its growth as an individual institution with a tradition of innovation, and as a vital part of the City University of New York, the College has remained constant in both its ideals and its mission.

The principles embodied in the 1978 governance plan included: governance of the College is participatory and shared among the faculty, the staff, the students, the alumni, and the administration; the governance body provide an arena for the voices of elected representatives of all constituencies to be heard; the leadership of the governance body is elected by its members. In line with these principles, the LaGuardia Community College Senate draws its members from the faculty, the staff, the alumni, and the student body, working in collaboration with the President of the College and the administration to carry forth the LaGuardia mission. This governance plan reaffirms these long-held principles.

ARTICLE I. POWERS AND FUNCTIONS OF THE COLLEGE SENATE**SECTION I – Responsibilities of the College Senate**

The College Senate shall have responsibility, subject to guidelines and policies established by the CUNY Board of Trustees, to formulate policy pertaining to the operation of LaGuardia Community College, including the following:

- A. Establish and protect the academic standards of the College.
- B. Set qualifications for degrees, requirements for matriculation, and scholarship standards; the faculty, however, shall reserve the right to confer degrees.
- C. Review the operations of the College curriculum, approve new curricula and courses, and review modifications of existing curricula.
- D. Determine and review all policies dealing with instruction, with the academic calendar, and with faculty and student welfare and development consistent with academic freedom and professional standards.
- E. Formulate policy governing the conduct and behavior of members of the college community consistent with individual rights and democratic principles.

- F. Review information from the Administration on budgetary appropriations and disposition, and all other available information as is necessary to implement the functions of the Senate.
- G. Determine policy with respect to facilities of the College.
- H. Consult with the President on nominations to a search committee in the event of a vice presidential vacancy.
- I. Create a search committee that includes faculty representatives in the event of a presidential vacancy, subject to approval by the CUNY Board of Trustees.
- J. Create bylaws for its own operations consistent with its governance plan and the policies and bylaws of the CUNY Board of Trustees.
- K. Create such additional standing and ad hoc committees as are deemed necessary to carry out the functions enumerated herein.
- L. Inform itself on College programs and operations. In the course of carrying out its responsibilities, the Senate, through its Executive Committee, shall be fully advised of, shall routinely receive, and shall be free to seek information from the College's administrative officers on all matters germane to the programs and operations of the College.

SECTION II - Recognition of Other Governing Bodies

It is the intent of the College Senate to follow the bylaws of the CUNY Board of Trustees in conjunction with this Governance Plan regarding personnel procedures and to recognize the Faculty Council as an elected body concerned with faculty affairs and the Student Government Association as an elected body concerned with student affairs. The constitutions of these bodies are on file with the legal counsel of the Board.

SECTION III – Repeal of Senate Decisions

Upon petition of twenty-five members of the full-time faculty and/or staff or seventy-five members of the student body, and the presentation of such petitions to the Chairperson of the Senate, a referendum must be conducted by the Committee on Elections to determine if the college staff and the student body both desire to repeal any Senate decision. Petition for repeal must be filed within five weeks after publication of the action in the minutes of the Senate in accordance with Article II, Section III – C. A decision shall be repealed by a majority vote of the full-time faculty and staff, in which at least forty percent of the faculty and staff participate, and a majority vote of the student body.

ARTICLE II. SENATE MEETINGS**SECTION I – Time of Meetings**

- A. The time, location and agenda of all Senate meetings shall be distributed to Senators not less than seventy-two hours prior to the time of the meetings.
- B. The Senate shall meet at least once monthly during the months of September, October, November, January, February, March, April, and May.

SECTION II – Conduct of Meetings

- A. All Senate Meetings shall be conducted in conformance with *Robert's Rules of Order*, except as otherwise required by law or as may be provided in the bylaws.
- B. All Senate meetings shall be open to the College community at large.
- C. Alternate senators who are attending for absent Senators are voting members at the meeting. A majority of the voting members of the Senate must be present to constitute a quorum and for passage of a measure within the Senate's authority.
- D. The signed petition of at least ten of the Senators shall be sufficient to mandate a special meeting, which shall be called to order by the Senate Chairperson within seven business days after receiving the petition.

SECTION III – Minutes of Meetings

- A. The Secretary of the Senate shall maintain a record of the minutes of all official meetings of the Senate and the Senate Executive Committee.
- B. Minutes of all Senate meetings shall be distributed to the Senators, Senate Alternates, President, Vice Presidents, Deans, Academic Department Chairpersons, and College Library.
- C. In compliance with the New York State Freedom of Information Law, the Secretary will maintain a record of the final vote of each member of the Senate when votes are taken. This record shall be made available upon request.

ARTICLE III. COMPOSITION OF THE SENATE**SECTION I - Distribution of Membership**

- A. One Senate member shall be elected from the instructional staff of each of the following constituencies: Department of Business and Technology; Department of Communication Skills; Department of Cooperative Education;

Department of Counseling; Department of Education and Language Acquisition; Department of English; Department of Health Sciences; Department of Humanities; Department of Mathematics, Engineering and Computer Science; Department of Natural Sciences; Department of Social Science; the Library; Division of Academic Affairs; Division of Adult and Continuing Education; Division of Enrollment Management and Student Development; Division of Institutional Advancement; Division of Administration; and the Division of Information Technology. If the administrative structure is altered so that the number of constituencies increases, each new constituency will have one Senator and Alternate, whose Senate service becomes effective after the next regular Senate elections. If the number of constituencies decreases, the affected Senator(s) shall continue to serve until after the next regular Senate elections. The next election shall reflect the new administrative structure of the College with one elected Senator from each constituency.

- B. The instructional staff shall elect a total of four Senators-at-Large and four Alternates. Two Senators and two Alternates will be elected each year.
- C. The Faculty Council President, or his/her designee, shall be a Senator. The Faculty Council shall elect an Alternate.
- D. There shall be one Senator and Alternate elected at large by each of the following constituencies: adjunct faculty, civil service.
- E. There shall be one Senator and Alternate elected by the Alumni Association.
- F. There shall be one Senator and Alternate elected by the College President's Office instructional staff. In the event that the President's Office staff reports to the Chairperson of the Senate that it is unable to elect a Senator and/or an Alternate Senator, the Executive Committee of the Senate will ask the President to make the appropriate appointment(s).
- G. The Student Government Association President, or his/her designee, shall be a Senator and shall have an Alternate designated by the President of Student Government.
- H. The students shall elect Senators, whose number shall be equal to the number of Senators from the Academic Departments. The students shall also elect Alternates, whose number shall be no more than the number of Student Senators. Runners-up in elections for Student Senators shall be ranked in the order of votes received by each. In the event that a Student Senator fails to remain eligible or is unwilling to serve during the term of his/her office, that Senator shall be replaced by the highest ranked Alternate Senator available. If no such student is able to serve, the Student Government Association may

elect a student in good academic standing to fill the remainder of the vacated term.

- I. The President of the College and all Vice Presidents shall serve *ex officio* without vote.

SECTION II - Election Procedures

A. General Procedures

1. Nominations will be made and elections held for Senators within six weeks after the first day of regular classes of the Fall semester, Session 1.
2. Elections will be conducted by secret ballot.
3. In elections for at-large Senate seats, all eligible voters will have the right to vote for as many candidates as there are at-large seats being filled during that election. Each voter may cast no more than one vote for each candidate.
4. In the event of a tie for an at-large Senate seat, a run-off election will be conducted within three weeks.

B. Specific Constituency Procedures

1. Divisional and Departmental Senators

- a. Nominations will be made and elections held for divisional and departmental Senators and alternates at constituency meetings called by the heads of the constituencies within six weeks after the first day of regular classes of the Fall semester, Session 1.
- b. Divisional or other non-departmental constituencies may choose to solicit nominations by email and establish a polling place for the subsequent election; the entire process must be completed within six weeks after the first day of regular classes of the Fall semester, Session 1.

2. Student Senators

- a. All Student Senators will be elected at large, with the exception of the President of the Student Government Association (or his/her designee) and an Alternate for the president of SGA or the President's designee..

- b. Elections for Student Senators will be conducted by the Committee on Elections of the Senate, in cooperation with the Division of Enrollment Management and Student Development.
- c. Declarations of candidacy for Student Senate seats must be filed with the Chairperson of the Senate Committee on Elections or the Office of Student Life within three weeks after the first day of regular classes of the Fall semester, Session 1. Elections for Student Senators will be held within three weeks thereafter.

3. Other Senators

- a. Declarations of candidacy for non-instructional staff and adjunct Senate seats must be filed with the Chairperson of the Committee on Elections within two weeks after the first day of regular classes of the Fall semester, Session 1. The Committee on Elections shall prepare and distribute ballots, establish polling places, and conduct elections within six weeks after the first day of regular classes of the Fall semester, Session 1.
- b. Nominations and election for the Alumni Association Senate seat will be conducted within four weeks after the first day of regular classes of the Fall semester, Session 1, according to a process proposed by the Board of the Alumni Association and approved by the Committee on Elections of the Senate.

C. Temporary and Permanent Substitution of Alternates

- 1. In the case of a Student Senator who is absent from a Senate meeting, the Alternate who received the most votes at the most recent student election who is in attendance at that meeting shall be designated by the Senate Chairperson to have voting privileges at that meeting.
- 2. In the case of an at-large Senator (representing the full-time faculty and staff) who is absent from a Senate meeting, the Alternate in attendance who received the most votes at the most recent at-large election for that constituency shall be designated by the Senate Chairperson to have voting privileges at that meeting.
- 3. If a constituency Senator (other than a Student Senator or at-large Senator representing the full-time faculty and staff) resigns or is recalled, his/her constituency may either elect a new Senator and retain the Alternate previously elected or designate the Senator's Alternate as that constituency's new Senator and elect a new Alternate. The Secretary of the Senate must be notified in writing of such an election.

4. If a Student Senator resigns or is recalled, the student Alternate who received the most votes in the most recent student elections and has retained eligibility shall be designated as the new Senator by the Senate Chairperson.
5. If an at-large Senator representing the instructional staff resigns or is recalled, the at-large Alternate who received the most votes in the at-large election for that constituency shall be designated as the new Senator by the Senate Chairperson.
6. If there are ties among those alternates with the most votes in attendance at the meeting, alphabetical order will break the ties.

SECTION III - Eligibility to Serve as and Vote for Members of the College Senate

- A. Full-time members of the instructional staff in the following titles shall be eligible:
 1. Professor, Associate Professor, Assistant Professor
 2. Instructor, Lecturer
 3. Chief College Laboratory Technician, Senior College Laboratory Technician, College Laboratory Technician
 4. Registrar, Associate Registrar, Assistant Registrar
 5. Higher Education Officer, Higher Education Associate, Higher Education Assistant, Assistant to Higher Education Officer, Higher Education intern
 6. Research Assistant, Research Associate
 7. CUNY Managerial Series
- B. Students enrolled in a degree-granting program or enrolled in a 30-or-more credit certificate program shall be eligible to vote for and to serve as Student Senators. Student Senators must be in good academic standing (2.0 GPA or better).
- C. Members of the LaGuardia Community College Alumni Association in good standing shall be eligible to vote for and to serve as the constituency Senator for the Alumni Association.
- D. Full-time members of the staff in Civil Service Career and Salary Plan titles shall be eligible to vote for and to serve as the constituency Senator for Civil Service employees.
- E. Members of the part-time faculty who do not hold a full-time position in CUNY shall be eligible to vote for and to serve as the constituency Senator for the credit and non-credit adjunct faculty.

SECTION IV - Term of Office

- A. The term of office of the newly-elected Senators and Alternates shall begin six weeks after the first day of regular classes of the Fall semester, Session I.
- B. Each Student Senator and Student Alternate shall have a one-year term; all other Senators and Alternates shall have staggered two-year terms.

SECTION V - Recall of a Senator

- A. All Senators, except Senators serving in seats mandated by position (e.g., President of Student Government Association or his/her designee, Faculty Council President or his/her designee) are subject to recall.
- B. A Senator shall be subject to recall under the following conditions: after two consecutive unexcused absences or, after three months in office, the Senator's overall attendance record reflects a majority of absences. An excused absence may be obtained for good cause if a letter or email is received by the Secretary of the Senate or the Chairperson of the Senate prior to the Senate meeting.
- C. The recall procedure is as follows:
 - 1. A letter will be sent by the Secretary of the Senate to the Senator requesting the Senator to submit an explanation to the Senate Executive Committee regarding the absences.
 - 2. The Executive Committee will review the response and decide whether to forward a motion to the Senate to recall the Senator or excuse the absences of the Senator.
 - 3. If the decision by the Executive Committee is to submit a motion of recall to the Senate, a two-thirds vote of those Senators present or an absolute majority of the Senate membership, whichever is greater, is required to recall that Senator.

ARTICLE IV. ORGANIZATION OF THE SENATE**SECTION I - Chairperson and Vice Chairperson**

- A. Each new Senate at its first meeting shall elect a Chairperson from its membership who shall preside at all meetings of the Senate. The Chairperson's term of office shall be for one year commencing with the October meeting of the Senate. The Senate shall also elect for a term of one year a Vice Chairperson who shall preside should the Chairperson be absent or unable to serve.

- B. The Chairperson must have served at least one year as a voting member of the Senate.
- C. When there are Senate roll-call votes, the Chairperson of the Senate shall vote last.

SECTION II - Senate Secretary

The Secretary of the Senate shall be elected from the membership of the Senate for a term of one year.

SECTION III - Senate Committees

There shall be nine standing committees of the College Senate: The Executive Committee, the Committee on Committees, the Curriculum Committee, the Academic Standing Committee, the Committee on Professional Development, the Committee on Campus Affairs, the Committee on Elections, the Committee of Faculty, and the Committee of Students.

SECTION IV - Parliamentarian

The Executive Committee shall elect a Parliamentarian, who may or may not be a member of the Senate. Whether or not a Senator, the Parliamentarian shall have all rights and privileges of Senate membership, except a non-Senator may not vote.

ARTICLE V. POWERS AND DUTIES OF THE STANDING COMMITTEES

SECTION I – The Standing Committees

A. The Executive Committee

1. The Executive Committee shall consist of the following voting members: the elected Chairperson; Vice Chairperson; Secretary of the Senate; two members drawn from Senators who represent the instructional staff, alumni, or civil service; and two students, all nominated and elected at-large by the Senate. The Senate's Parliamentarian shall be a non-voting member. All Executive Committee members must come from the membership of the Senate. The term of office for each member of the Executive Committee is one year.
2. In the event of a vacancy in the position of Chairperson of the Senate, the Vice Chairperson shall succeed to that office. A new Vice Chairperson shall be elected at the Senate meeting following the occurrence of the vacancy. Vacancies in other elected positions on the Executive Committee shall be filled by an election held at the Senate meeting following the occurrence of the vacancy.

3. The Executive Committee shall be responsible for fixing the agenda of the Senate, including:
 - a. Establishment of an annual schedule of Senate meetings, subject to the ratification of the full Senate.
 - b. Establishment of a recommended timetable for submission to the Senate of reports and recommendations from all Senate committees
 - c. Establishment and maintenance of standards of clarity and completeness of all reports, recommendations and documents brought before the Senate, except that any committee or person submitting items to the Executive Committee for inclusion on a future Senate agenda may decline to modify or answer questions about their submissions, with the assurance that such submissions will be processed without prejudice. The Executive Committee must place all reports, recommendations and resolutions certified by their author(s) as "in final form" on the agenda of the next College Senate meeting.
4. The Executive Committee shall be responsible for coordinating the activities of all Standing and *Ad Hoc* Senate Committees, including:
 - a. Referral of items brought to its attention to the appropriate Senate Committee(s);
 - b. Timely receipt of reports and recommendations from all Senate Committees;
 - c. Assurance that each committee has among its members a Senator to serve as liaison to the Senate or, in the absence of such a member, the designation of a member of the Executive Committee to serve as committee liaison to the Senate;
 - d. Collection of meeting schedules and minutes of all Senate committees;
 - e. Notification to the full Senate of any committees believed to be in violation of Committee Regulations as specified elsewhere in this document or the bylaws.
5. The Executive Committee shall have power to call the College Senate into special session. Upon receipt of a written request by ten Senators, the Executive Committee must place on the agenda any item of business recommended by the ten Senators.
6. The Executive Committee may call a special meeting, with proper notice, in order to act on agenda items that the full Senate could not consider due to lack of a quorum at one of its meetings. During the summer months, the Executive

Committee is empowered to act on items on behalf of the full Senate.

7. The Executive Committee shall be charged with interpreting the Governance Plan or bylaws, subject to a majority vote of the Senate, and with recommending changes in the Governance Plan or bylaws as needs arise.
8. The Executive Committee shall serve as the continuous liaison between the Senate and the President of the College.
9. The Executive Committee shall keep minutes of its meetings and report its actions regularly to the Senate.

B. The Committee on Committees

1. The Committee on Committees shall be elected from among the members of the College Senate. The Committee shall be comprised of seven members, including a minimum of two students, elected after nomination from the floor. Tie votes shall be resolved by the Chairperson of the College Senate. The Committee shall meet immediately after the Senate meeting in which the members were elected to elect a Chairperson.
2. Each year the Committee shall recommend to the College Senate individuals to fill vacancies on the Standing Committees in accordance with the guidelines specified in this document or the bylaws.
3. The Committee shall have responsibility for nominating members of *Ad Hoc* or Special Committees as they may be created by the Senate.

C. The Curriculum Committee

1. All aspects of the formulation, development, evaluation, and modification of course and program proposals must be approved by the Curriculum Committee, prior to submission and review by the Senate.
2. Membership on the Curriculum Committee shall include one member from each academic department, the Division of Adult and Continuing Education, and the Registrar. The Committee on Committees may make additions, but full-time faculty shall represent at least three-quarters of the membership of the Curriculum Committee. Only faculty members will have voting privileges. The President of the Student Government Association, or a designee, shall also serve as a non-voting member.
3. The Vice President of Academic Affairs or his/her designee will serve as Chairperson of the Curriculum Committee.

4. The Senate will consider items coming from the Curriculum Committee by means of a consent calendar. Through this procedure, Senators requesting minor changes will communicate with the Chairperson of the Curriculum Committee prior to the Senate meeting and only an unresolved objection communicated to the Chair of the Senate prior to the upcoming Senate meeting will bring items to the floor of the Senate for discussion and resolution.

D. The Academic Standing Committee

1. The Academic Standing Committee shall consist of one elected representative from each academic department. There shall be a representative from the Division of Adult and Continuing Education. The Registrar, Director of Admissions, and a designee of the Vice President for Academic Affairs shall be ex-officio members of the Committee. The President of the Student Government Association, or her/his designee, shall be a member of the Committee. The Chair of the Committee shall be a voting member of the Committee elected for a term of two years by the voting members of the Committee. The Chair must be a tenured faculty member or must hold a Certificate of Continuous Employment (CCE).
2. The Academic Standing Committee shall review and recommend to the Senate regulations and policies concerning academic standing, matriculation processes, degree requirements, and grading systems.
3. The Academic Standing Committee shall review and make recommendations to the Senate on the College's Academic Calendar.
4. The Academic Standing Committee shall serve as the coordinating committee for all academic appeals.

E. The Committee on Professional Development

1. The Committee on Professional Development shall be responsible for initiating and organizing college-wide professional development activities. Proposed policy changes focused on professional development shall be reviewed by the Committee as recommendations.
2. Membership on the Committee on Professional Development, drawn from the college community, will be recommended by the Committee on Committees.
3. The Committee on Professional Development shall work with the Executive Committee in order to oversee and conduct orientation activities for all new Senators.

F. The Committee on Campus Affairs

1. The Committee shall formulate policy proposals, continually review existing policies, and make recommendations with respect to master and long-range planning of the physical facilities and ongoing operation of the physical facilities.
2. The Committee shall also recommend and review policy pertaining to student recruitment, admissions procedures, health and public safety, standards of behavior, ceremonies, athletics, and other related auxiliary services and activities not under the charge of other Senate Committees.
3. The Committee should be composed of members recommended by the Committee on Committees. There should be at least one student member on this Committee. The Vice Presidents of Administration, Academic Affairs, and Enrollment Management and Student Development, or their designees, shall also serve on this Committee.

G. The Committee on Elections

1. The Committee on Elections shall recommend to the Senate procedures for all Senate-related elections held in the College and shall supervise those elections.
2. Should the need arise, the Committee shall receive and hear grievances relating to elections, and shall make appropriate recommendations to the Executive Committee.
3. The Committee should be composed of members recommended by the Committee on Committees. There shall be at least one student member of this Committee who is not a candidate for membership on the Senate.

H. The Committee of Faculty

1. The Committee of Faculty shall be comprised of all Faculty Senators. Alternate Faculty Senators may serve ex officio without vote, except when serving in place of an absent or non-faculty Senator representing an academic department, at which time the alternate will have voting rights. The voting members of the Committee shall elect its Chairperson.
2. As need arises, the Committee of Faculty shall consider, discuss and propose action on matters within the purview of the faculty, including but not limited to those indicated in the bylaws of the Board of Trustees of the City University of New York, and shall bring such matters and proposals to the Senate for appropriate action.

3. The Committee of Faculty shall carry out the traditional and accepted prerogatives of college and university faculty to ensure that degree requirements are met by candidates and to confer degrees upon those found to be eligible.
4. The Committee of Faculty shall act on behalf of the College faculty in certifying that degree candidates have met all requirements for the degree.
 - a. The Chairperson of the Committee of Faculty shall, after consultation with the Registrar, convene the Committee as needed to certify degree candidates.
 - b. The Committee shall keep minutes of its meetings and shall send copies of those minutes that refer to the conferral of degrees to the Chairperson of the Senate, the Vice President for Academic Affairs, the Registrar, and the Chairpersons of the academic departments.
5. The Committee shall designate a standing Sub-Committee on Academic Freedom, comprised of no fewer than four of its members.
 - a. The Sub-Committee on Academic Freedom will monitor, examine, and report to the Senate on the status of academic freedom at the College.
 - b. The Sub-Committee will investigate possible violations of academic freedom brought to its attention by members of the college community, and will report the results of its investigations to the full Committee of Faculty and to the Senate.
 - c. The Sub-Committee will make appropriate recommendations regarding academic freedom policies and practices to the Senate and, when appropriate, to the University Faculty Senate of CUNY.
 - d. The Sub-Committee shall keep minutes of its meetings and send copies of such minutes to the Chairpersons of the Committee of Faculty and the Senate.

I. The Committee of Students

1. The Committee of Students shall be comprised of all Student Senators, including the President of the Student Government Association, or his/her designee, and the Chair of the Student Advisory Council, or his/her designee. Alternate Student Senators may serve *ex officio* without vote, except when serving in place of an absent Student Senator, at which time the Alternate will have voting rights. The voting members of the Committee shall elect its Chairperson.

2. The Committee of Students shall act as a liaison between the Senate and all other student organizations including, but not limited to, the Student Advisory Council and the Student Government Association, and address and make recommendations to the Senate on all issues of student life and welfare brought to its attention, including but not limited to the following:
 - a. Academic policies, programs, curriculum, and degree requirements
 - b. Campus-wide cultural and educational events
 - c. Job Fairs, recruitment and transfer events
 - d. Physical plant and accommodations
3. The Committee of Students shall keep minutes of its meetings and shall send copies of such minutes to the members of the Senate Executive Committee and the members of the Student Government Association.
4. The Committee of Students shall recommend to the Committee on Committees student representatives for the various Standing Committees of the Senate. These student representatives will be responsible for reporting back to the Committee of Students on the activities of the Committees to which they were assigned.

SECTION II – Committee Regulations

- A. Each Committee, with the exception of the Executive Committee, the Curriculum Committee, the Committee on Committees, and the Academic Standing Committee, shall elect its own Chairperson and Secretary at its first or second meeting of the academic year.
- B. Each Committee shall meet as often as necessary, but at least once each 12-week semester, keep minutes of its meetings, and send copies of minutes to the Chairperson of the Senate.
- C. Committees shall be empowered to create subcommittees to discharge their responsibilities.
- D. Committee chairpersons may be recalled by a two-thirds vote of the Committee's membership. Results of the recall process are to be forwarded to the Committee on Committees within ten days.
- E. Except in the case of the Executive Committee, the Committee on Committees, the Committee of Faculty, and the Committee of Students, membership on Senate Standing, Ad Hoc, or Special Committees is open to all members of the college community.
- F. Committee members other than students will serve staggered two-year terms; student members will serve one-year terms.

ARTICLE VI. TASK FORCES AND EQUIVALENT BODIES**SECTION I – Definition**

This Article shall apply to any task force or equivalent body. A task force is defined as an ad hoc body formed not by the College Senate, but by the Administration, for the purpose of studying issues and/or making policy recommendations.

SECTION II – Representation on Such Bodies

The College Senate shall have at least one representative, chosen by the Senate, on each such task force or equivalent body.

SECTION III – Consideration and Action

The findings of each task force or equivalent body shall be presented to the College Senate for consideration and possible action.

ARTICLE VII. BYLAWS AND AMENDMENTS

For purposes of this Article, persons affiliated with LaGuardia Community College who are entitled to initiate and/or ratify amendments are defined as follows: *faculty* are those whose primary responsibilities are teaching and scholarly pursuits; *staff* are those whose primary responsibilities are in administration, management or support; *students* are those who are enrolled in degree-granting or 30-or-more credit certificate programs; *alumni* are former students of LaGuardia Community College who are in good standing with the Alumni Association.

SECTION I - Amending the Governance Plan

1. Amendments to this Governance Plan may be initiated by petition of 25% of the incumbent Senators or by petition of 10% of the enfranchised voters, either from among the faculty, the staff, the alumni, or the students, as previously defined. Amendments initiated in this manner are ratified after a two-thirds vote of the Senate, after a majority vote of at least 10% of students, faculty and staff, as previously defined, and after approval by the Board of Trustees. The Committee on Elections shall be responsible for organizing and supervising referenda on amendments.
2. Alternately, this Governance Plan may be amended after a two-thirds vote of the Senate at two regular meetings of the Senate, and after approval of the Board of Trustees.

SECTION II - Bylaws

Through bylaws, the Senate may regulate its own internal activities, but not establish substantive policies. Bylaws may not contradict the College Senate's own Plan of Governance, with the exception that the Senate may change the following sections of the Governance Plan by means of a bylaw: updating the list of departments and divisions in Article III, Section I, Part A; updating the job titles in Article III, Section III, Part A; adding or subtracting committees or updating the descriptions of committee responsibilities or composition in Article IV, Section III or Article V; and, updating Article VIII for the sole purpose of reflecting changes in CUNY policy. The Senate may adopt or modify bylaws by majority vote.

ARTICLE VIII. PERSONNEL AND BUDGET (P&B) COMMITTEES**SECTION I - Faculty and Staff Enfranchised to Vote for and Serve as Departmental and Divisional P&B Committee Members**

All those holding the titles of Professor, Associate Professor, Assistant Professor, Lecturer, Instructor, College Laboratory Technician series, Research Associate, Research Assistant, Higher Education Officer series or CUNY Managerial series shall have the right to vote for and serve as members of the Departmental or Divisional P&B Committees.

SECTION II - Membership of Departmental or Divisional P&B Committees

- A. There shall be in each department a departmental committee on personnel and budget comprised of the department chairperson and four other elected members, three of whom must have faculty rank, as defined in Section 8.1 of the CUNY Bylaws. Except as provided in sub-section b. of this Article, in no event shall the membership of the P&B Committee be less than four members holding faculty rank as defined above.
- B. In the event a department, including the chairperson, has fewer than four elected members holding faculty rank, the chairperson, after consultation with the department faculty, may nominate for election one or more persons within the department of faculty status as defined in Section 8.2 of the CUNY Bylaws, or of faculty rank from outside the department, upon agreement with the chairperson of the selected outside member. In no event shall the membership of the P&B Committee constituted under this subsection be less than three members of faculty rank, as defined above.
- C. Four persons are elected to serve on each Divisional P & B Committee in addition to the divisional Vice President who chairs the Committee.
- D. All members shall serve for staggered three-year terms.

SECTION III - Membership of College Personnel and Budget Committee

The College P&B, chaired by the President, shall consist of the Chairpersons of the academic departments, the Vice President of Academic Affairs and the Vice President of Adult and Continuing Education.

SECTION IV - Elections to Personnel and Budget Committees

- A. Elections of members of P&B Committees shall be held during the month of May. Newly elected members shall take office on July 1st.
- B. Should a vacancy occur in the Departmental or Divisional P&B Committee, a special election shall be called without undue delay by the Chairperson or Vice President, respectively, to fill the seat for the unexpired term.

Appendix 3.1 Executive Council Mission Statement**Mission Statement for the Executive Council of LaGuardia Community College****MISSION**

The mission of the Executive Council is to advance the mission of the College by identifying and addressing the policy, procedural, advocacy, scholarship and accreditation needs of LaGuardia Community College. The Executive Council serves in an advisory capacity to the President.

RESPONSIBILITIES

The primary role of the Council is to:

- Review and approve the College's mission statement for relevancy and accuracy
- Review and make final recommendations on strategic and short-term goals and initiatives emerging from campus-wide dialogue
- Promote collaboration among divisions, departments and programs on College and University goals, initiatives and projects
- Facilitate input from and communication with a broad-based campus and community population
- Evaluate and recommend improvements to the College's planning process
- Assess the College's budget and recommend allocation priorities
- Maintain records of the Executive Council's agenda and minutes

MEMBERSHIP

The Council operates in consultation with and under the direction of the President. The Executive Council is comprised of the President, the Vice Presidents of each Division and any additional members appointed by the President. The Executive Council shall meet on a regular basis and additionally as circumstances require.

ASSESSMENT OF THE EXECUTIVE COUNCIL

On an annual basis the Executive Council shall undertake an in-person self-assessment reviewing the following:

- Did the Executive Council review the College's stated goals and priorities for relevance to the College's mission?
- Did the Executive Council adopt strategic and short-term goals and review their progress?
- Did the Executive Council review the College's budget and recommend allocation priorities?
- Did the Executive Council maintain agendas and minutes?

APPROVED BY THE EXECUTIVE COUNCIL

JANUARY 19, 2016

Appendix 3.2 Executive Council Assessment**ASSESSMENT OF EXECUTIVE COUNCIL FOR MIDDLE STATES PERIODIC REVIEW****9/27/16**

The Executive Council performed a self-assessment on June 22, 2016 to review the College's stated goals and priorities for relevance to the College's mission. At this meeting, the Council determined that the Council would lead an effort to better understand the successes and challenge in our efforts to improve retention and graduation. Each Vice President was asked to lead one of six working groups, which will be looking at specific student support resources and services, listening to students, faculty, and to the staff who do the work, and asking questions in order to deepen our understanding. Through this effort, the College seeks to create greater connection and integration amongst College offices, programs and interventions. In reviewing the goals and current priorities of the college as it pertains to student success, the assessment process will lead to a set of findings that that members of the Executive Council will focus on in continuing to adopt strategic and short-term goals to move the mission further along.

In addition, the Council reaffirmed its continued responsibility to adopt strategic and short-term goals, review progress and assess the College's budget and recommend allocation priorities. Agendas and minutes are maintained and posted at <http://www.laguardia.edu/executivecouncil/>

Prepared by Robert Jaffe

Appendix 3.3 Engineering Webpage (3 pages)

http://www.laguardia.edu/EngineeringScience/



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M.E.C

ACADEMIC CALENDAR

COLLEGE CATALOG



Engineering Science

Study Engineering Science with a focus on Civil, Electrical, Earth
System Science & Environmental, or Mechanical Engineering.

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<http://www.laguardia.edu/EngineeringScience/>

The Engineering Science programs are housed within the Mathematics, Engineering and Computer Science (MEC) Department and offers four degrees: Civil, Electrical, Earth System Science & Environmental, and Mechanical Engineering. Each leads to an Associate in Science (AS) degree, and has been designed for transfer as a Dual/ Joint program with the School of Engineering at City College of New York (CCNY).

[Transfer Opportunities](#)[Career Profile](#)[Advising](#)[Curriculum Overview](#)[Civil Engineering Recommended Course Sequence](#)[Electrical Engineering Recommended Course Sequence](#)[Earth System Science & Environmental Engineering Recommended Course Sequence](#)[Mechanical Engineering Recommended Course Sequence](#)[Apply Now](#)[Scroll to top](#)

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College
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1-718-482-7200

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Appendix 3.4 Institutional Research Webpage (3 pages)

Institutional Research Facts

http://www.laguardia.edu/IR/IR-facts/



About Us

- Welcome Message
- Why LaGuardia?
- Mission & Core Values
- Fast Facts
- Meet Our Students
- History

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Welcome to the Office of Institutional Research and Assessment

Recent Research Reports

- [A. Retention Analyses](#)
- [B. Graduation Analyses](#)
- [C. Retention & Graduation Studies by Major](#)
- [D. Retention & Graduation Interventions](#)
- [E. Transfer out Studies](#)
- [F. Institutional Assessment](#)
- [G. Education Finance](#)

Institutional Profiles
Enrollment Dashboard

- [2016](#)
- [2010](#)

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Institutional Research Facts

<http://www.laguardia.edu/IR/IR-facts/>

- 2015
- 2014
- 2013
- 2012
- 2011
- 2009 Degree-Seeking Students Enrollment Profile
- 2008 Degree-Seeking Students Graduation Profile
- 2007
- 2006
- 2005

Administrative Assessment**Institutional Effectiveness**

- All Divisions Programmatic Assessment Schedule
- Advising Outcomes Scorecard by Councils (Fall 2016)
- Advising Outcomes Scorecard by Teams (Fall 2016)
- Advising Outcomes Scorecard by Teams (Spring 2016)
- Advising Outcomes Scorecard by Teams (Fall 2015)
- Advising Outcomes Scorecard by Teams (Spring 2015)
- Advising Outcomes Scorecard by Teams (Fall 2014)
- Advising Outcomes Scorecard by Teams (Spring 2014)
- Tutorial of Advising Outcomes Scorecard

Student Outcomes**Student Opinion Surveys**

Six-Year Graduation Rate Study

- [Study Report](#)
- [Presentation Slides](#)

First-Time, Full Time, Degree-Seeking Students Retention, Graduation, and Early Transfer Rates (10-Year Trends)

- [All Students](#)
- [by Gender](#)
- [by Race/Ethnic Origin](#)
- [by Race/Ethnic Origin and Gender](#)
- [by Major](#)

Transfer Rates of Graduates

- [All Graduates](#)

Transfer Rates of Graduates by Department

- [Business and Technology](#)
- [Education and Language Acquisition](#)
- [English](#)
- [Health Sciences](#)
- [Humanities](#)
- [Liberal Arts and Sciences](#)
- [Mathematics, Engineering and Computer Science](#)
- [Natural Sciences](#)
- [Social Science](#)

CCSSE Student Surveys

- [Community College Survey of Student Engagement \(CCSSE\) 2016](#)
- [Community College Survey of Student Engagement \(CCSSE\) 2014](#)
- [Community College Survey of Student Engagement \(CCSSE\) 2012](#)
- [Community College Survey of Student Engagement \(CCSSE\) 2010](#)
- [Community College Survey of Student Engagement \(CCSSE\) 2007](#)
- [Community College Survey of Student Engagement \(CCSSE\) 2005](#)
- [Community College Survey of Student Engagement \(CCSSE\) 2003](#)

Student Experience Surveys

- [CUNY Student Experience Survey 2016 \(LaGuardia\)](#)
- [CUNY Student Experience Survey 2014 \(LaGuardia\)](#)

Student Satisfaction Surveys

- [Noel Levitz Student Satisfaction Survey 2015](#)

CUNY Links**CUNY Data Book by Subject:**

- [Enrollment](#)
- [Admissions](#)
- [Degrees Granted](#)
- [Retention & Graduation](#)

Appendix 3.5 Communication of Competiveness into Clinical Programs (3 pages)**Communication of competitiveness for Clinical Majors**

Each clinical program (Nursing (RN / LPN), PTA, OTA, Vet Tech, Dietetic Tech, Radiologic Tech) has a limited number of seats available to students per semester. The seat limit is limited due to clinical site placements and lab space. This results in more students applying to clinical majors than the number of seats available. In effort to communicate the competitiveness of these programs to students, several resources and initiatives exist.

1. New Student Advising and Registration (NSAR) includes an overview of each clinical major, highlighting the minimum GPA that was accepted in the previous semester. New Student advising participation is required for all admitted students to register for classes.
2. Beginning in Fall 2014, a new first year seminar course (HSF 90) was developed for all health science students. The class contains twelve modules, with two modules dedicated to the candidacy process, highlighting the competitive nature of gaining admission to a clinical program.
3. Each of the clinical program websites details the candidacy process and the competitive nature of the program.
4. Advising events have been held each semester by the health science department which detail the candidacy requirements and competitiveness of the clinical programs.
5. Programs directors and faculty are available for student advisement to answer questions on course selection, admission and competitiveness of clinical majors. The table below details the number of visits between student and faculty.
6. To evaluate the effectiveness of communication of the clinical requirements and competitiveness to students, nursing, the largest clinical health science major evaluated the numbers of students applying, fulfilling the minimum requirements. It was found that in 2012, the numbers of students who applied and did not gain candidacy averaged over 70 per semester. This number has decreased to an average of 30 to 40 after the increased efforts to communicate the requirements and competitiveness early on in the students time at LaGuardia.

Respectfully Submitted,

Philip Gimber, Chair Health Science Dept.

Jazmine Freire, Administrative Coordinator, Health Science Dept.

Number of HSF 090 offered

HSF 90 Sections Offered		
Semester	# Students Registered	# Sections offered
Fall 2014	950	38
Spring 2015	750	30
Fall 2015	925	37
Fall II 2015	100	4
Spring I 2016	764	29
		Total = 3,489

Health Sciences Advisement Event Chart

Health Science Advisement Events		
Semester	Dates Held	# Students Advised
Fall 2014	Nov 18 th , 2014	600
Spring 2015	May 4 th & 7 th , 2015	400
Fall 2015	Nov. 12 th & 16 th , 2015	510
Spring 2016	May 4 th	110

Number of Health Science Students Advised

Number of Health Science Students advised by faculty per semester		
Semester	Dates	# Students Advised
Fall 2014	Sept. – Dec.	1,605
Spring 2015	March – June	1,680
Fall 2015	Sept – Dec.	1,688
Spring 2016	March – June	1,407

Number of Nursing Applicants

Nursing Candidacy Applicants				
Semester	Total # Applied	Total # Accepted	Total # Denied	% Successful
Spring 2012	140	62	78	44%
Fall 2012	116	45	71	38%
Spring 2013	65	48	17	73%
Fall 2013	65	44	21	67%
Spring 2014	77	40	37	57%
Fall 2014	89	58	31	65%
Spring 2015	90	47	43	52%
Fall 2015	86	54	32	62%
Spring 2016	101	52	49	51%

Appendix 3.6 Nursing License Information and Webpage (3 pages)<https://www.laguardia.edu/nursing/>

Nursing

Nursing is a field rich in opportunities and offers enormous flexibility in career development. New graduates must be able to identify and meet client needs according to the parameters of professional practice in a variety of settings, have solid communication skills and be familiar with computer technology.

The Registered Nursing program at LaGuardia leads to an Associate in Applied Science (AAS) degree, and is administered by the Health Sciences Department. The Nursing program is accredited by the Accreditation Commission for Education

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top

<https://www.laguardia.edu/nursing/>

Nursing (ACEN) and by the New York State Board of Regents. This program prepares students to function as registered nurses (R.N.'s) in acute and chronic care facilities. Graduates of the program are immediately eligible to sit for the National Council of State Boards Examination for Registered Nurses (NCLEX-RN).

For contact information:

Accreditation Commission for Education in Nursing (ACEN)

3344 Peachtree Road NE

Suite 850

Atlanta, Georgia 30326

Phone: (404) 975-5000

Fax: (404) 975-5020

Email: info@acenursing.org

Web: www.acenursing.org

Prospective nursing students should contact the Office of the Professions with any questions they have regarding the Nursing profession.

New York State Education Department

Office of the Professions

89 Washington Avenue

Albany, New York 12234

Phone: (518) 474-3817

Email: op4info@nysed.gov

Website: <http://www.op.nysed.gov/prof/nurse/>

2015 NCLEX Results

National Mean	New York State	LaGuardia Community College
---------------	----------------	-----------------------------

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<https://www.laguardia.edu/nursing/>

85%

80%

90%

Graduation Rate by Date of Enrollment

Initial Enrollment	SCR100	Graduation Rate within 3 Years	SCR110	Graduation Rate within 3 years
Fall 2011	31	71%	65	66.2%
Spring 2012			55	65.5%

Employment and Continued Education

Cohort/Year	Number of Respondents	% Employed as a RN	% Enrolled in a Baccalaureate Program
June 2015	<i>Pending</i>		
December 2015	<i>Pending</i>		
June 2016	<i>Pending</i>		

[About](#)[Advising Team](#)[Candidacy Requirements](#)[Curriculum Overview](#)Scroll to
top

Appendix 3.7 Business Administration Option Side by Side (2 pages)

BUSINESS ADMINISTRATION

<http://www.laguardia.edu/BusinessAdministration>

The Business Administration Program, which is coordinated by the Business and Technology Department, leads to an Associate in Science (AS) degree, and offers an option in Aviation Management. It is designed to provide a solid foundation for transfer to a senior college for those students intending to continue their education at the baccalaureate level immediately after graduation. A key objective of the program is to maximize transfer credit at senior colleges. Students who are interested in immediate employment upon graduation should find the Business Management program more suited to their needs, since it is designed to allow more flexibility in the selection of business courses.

Students enrolled in the Business Administration program will be able to complete internships from numerous job opportunities available through LaGuardia's Cooperative Education Department. These work experiences enable the student to bridge the gap between classroom theory and practical applications in the business world and provide valuable experience for choosing a career and subsequent full-time employment.

Students who need additional skill development in reading, writing, mathematics and communication will be required to take basic skills and/or ESL courses. These courses are not listed in the curriculum. Scores on the College placement test determine the particular courses students must successfully complete. For more information on basic skills requirements, see page 197.

Descriptions of courses in this major begin on page 104.

Business Administration Curriculum: AS Degree

PATHWAYS COMMON CORE: 30 CREDITS

A. REQUIRED CORE: 12 credits

English: 6 credits

ENG101 English Composition I (EN101 or ENC101 depending on placement scores)	3
ENG102 Writing through Literature	3

Mathematical and Quantitative Reasoning: 3 credits

Select one course from the following:	3
MAT107 Mathematics and the Modern World	
MAT115 College Algebra and Trigonometry	
MAT117 Algebra and Trigonometry (depending on placement scores)	
MAT119 Statistics with Elementary Algebra (depending on placement scores)	
MAT120 Elementary Statistics	

Life & Physical Sciences: 3 credits

Select one course from the following:	3
SCB101 Topics in Biological Sciences	
SCB206 Introduction to Neuroscience	
SCC101 Topics in Chemistry	
SCP101 Topics in Physics	
SCP105 Life in the Universe	
SCP140 Topics in Astronomy	

B. FLEXIBLE CORE: 18 credits 18

Select one course from each of the five flexible core categories AND one additional course from any flexible core category.

World Cultures and Global Issues
US Experience in its Diversity
Creative Expression
Individual and Society
Scientific World

Students are advised to select one Urban Study course to complete college requirement. To complete the degree requirements from the Flexible Core, students are advised to select courses from the recommended course selections listed on the program website. Note: Student can select only two courses from any one discipline.

PROGRAM CORE: 30 CREDITS

BTF101 First Year Seminar for Business	2
BTA111 Principles of Accounting I	4
BTA112 Principles of Accounting II	4
BTC200 Introduction to Information Systems	3
BTI121 People Work & Organizations	3
BTI201 Business Internship	2
BTM101 Introduction to Business	3
BTM103 Principles of Management	3
BTM104 Principles of Marketing	3
BTM110 Business Law	3

TOTAL CREDITS: 60

OR

AVIATION MANAGEMENT OPTION**PROGRAM CORE: 30 CREDITS**

BTF100 First Year Seminar for Business	2
BTA111 Principles of Accounting I	4
BTA112 Principles of Accounting II	4
BTC200 Introduction to Information Systems	3
BTI121 People Work & Organizations	3
BTI201 Business Internship	2
BTM110 Business Law	3
BTV160 Introduction to Aviation Business	3
BTV161 Introduction to Aviation Management	3
BTV162 Introduction to Aviation Operations	3

TOTAL CREDITS:	60
-----------------------	-----------

OR

HEALTHCARE MANAGEMENT OPTION**PROGRAM CORE: 30 CREDITS**

BTF101 First Year Seminar for Business	2
BTA111 Principles of Accounting I	4
BTA112 Principles of Accounting II	4
BTM103 Principles of Management	3
BTM110 Business Law I	3
BTO125 Medical Terminology	3
BTO170 Electronic Health Records	3
BTO270 Health Insurance: Billing & Reimbursement	3
BTO280 U.S. Healthcare Administration & Delivery	3
SCN195 Community Health	2

TOTAL CREDITS:	60
-----------------------	-----------

BUSINESS MANAGEMENT

www.laguardia.edu/majors

Not accepting new majors at this time.



PAUL RATZ / LAGUARDIA COMMUNITY COLLEGE

Appendix 3.8a Therapeutic Recreation AS Letter



Executive Vice Chancellor
and University Provost

505 East 42nd Street, 18th floor
New York, NY 10017
646 654-8072 int.
646 654-2967 fax
academicaffairs@cuny.edu

June 27, 2016

Ms. Leslie E. Templeman
Director
Office of College and University Evaluation
New York State Education Department
Education Building Annex, Room 969
89 Washington Avenue
Albany, NY 12234

Dear Ms. Templeman:

Please find enclosed a proposal for a program in Therapeutic Recreation (our reference #1278) leading to the Associate of Science (AS) to be offered by LaGuardia Community College of The City University of New York. This program was approved by the full CUNY Board of Trustees on June 27, 2016. I am sending it to you for your review and for program registration.

Should you or your staff have any questions, please contact Dr. Ekaterina Sukhanova, University Associate Dean for Academic Affairs at Ekaterina.Sukhanova@cuny.edu. Please include the reference number above on any future correspondence.

Thank you.

Sincerely,

Vita C. Rabinowitz
Executive Vice Chancellor and University Provost

Enclosure: Proposal

C: Gail O. Mellow, President
Paul Arcario, Provost and Senior Vice President for Academic Affairs
Ekaterina Sukhanova, University Associate Dean for Academic Affairs
Annamarie Bianco, University Registrar
Clare Norton, University Director of Admission
Mark Casazza, Director of CUNY Business Intelligence
Paul-John Ramos, Assistant to University Dean of Institutional Research and Assessment

Appendix 3.8b Therapeutic Recreation Proposal (7 pages)

LAGUARDIA COMMUNITY COLLEGE AND LEHMAN COLLEGE

OF
THE CITY UNIVERSITY OF NEW YORK

PROPOSAL TO ESTABLISH A
PROGRAM IN
ASSOCIATE OF SCIENCE (A.S.)
PROGRAM IN THERAPEUTIC RECREATION

EFFECTIVE FALL 2017

SPONSORED BY
THE HEALTH SCIENCES DEPARTMENT OF LAGUARDIA COMMUNITY COLLEGE
HEALTH SCIENCES DEPARTMENT OF LEHMAN COLLEGE

Pending Approval by

LaGuardia Community College Curriculum Committee, 11/12/15

LaGuardia Community College Senate, 12/09/15

College Representative: Ann E. Feibel, Associate Dean for Academic Affairs
Contact: Tameka Battle, Assistant Professor, Health Sciences Department

Telephone: 718-482-5642
Email: afeibel@lagcc.cuny.edu

Provost's Signature: _____

Provost's Name: Paul Arcario
Provost and Vice President for Academic Affairs
LaGuardia Community College

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EXECUTIVE SUMMARY

LaGuardia Community College proposes to establish an Associate of Science (AS) degree program in Therapeutic Recreation (or TR). It is proposed that this new program enroll its first cohort in Fall 2017. There is no CUNY Community College offering the TR program within the borough of Queens. The TR program will be offered under the sponsorship of the Department of Health Sciences. The proposed program aims to equip students with the necessary skills and competencies required to function efficiently as Recreation Therapist, Recreation Leaders/Assistants in the TR field. This program was developed with the vision of providing a degree program for students who have an interest in an Allied Health career.

TR is one of the fastest growing health-related professions. According to the Bureau of Labor Statistics, for the occupation of Recreation Therapist in New York State, there are a total of 720 Recreation Therapists employed in 2016, with a mean salary of \$54,080 and a median salary of \$54,820. The NYS Department of Labor, Long-Term Occupational Employment Projections, 2010-2020 also predicted that the occupation of Recreation Therapist is expected to grow 9.1% between the years of 2010 and 2020. The primary purpose of "Therapeutic Recreation" or "Recreational Therapy" is to provide a treatment service designed to restore, remediate and rehabilitate a person's level of functioning and independence in life activities, to promote health and wellness as well as reduce or eliminate the activity limitations and restrictions to participation in life situations caused by an illness or disabling condition. TR is an established health related profession committed to promoting the connection between health and recreation involvement. In addition to the varied opportunity for growth in the field of TR, there is a strong need for culturally diverse and multilingual professionals to provide treatment services that reflect the unique culture and heritage of our communities. After graduation from LaGuardia with an AS degree in TR, students, once employed in the field, will be able to serve individuals with developmental, mental, and physical disabilities. Other possible populations would be serving senior citizens and youth who are at risk in both the institutional and community settings. Additional settings could include hospitals, nursing homes, correctional facilities, wilderness programs, community centers, and senior centers. TR is a helping profession that would be great for students who have an interest in helping individuals with chronic illnesses and disabilities, through social and physical recreation pursuits.

The TR program at LaGuardia Community College is 60 credits. Our proposed TR program would articulate with Lehman College. The curriculum for the TR program was developed in collaboration with the Health Sciences faculty members from both LaGuardia and Lehman. The curriculum adheres to the requirements and standards of the accrediting body for The Committee on Accreditation of Recreational Therapy Education (CARTE), an organization created to develop quality standards for accrediting university education programs in this field. The faculty in the TR program includes a full-time program director. Personnel and operating costs will be minimal during the first year of the program. The second through the fifth year, the program is expected to have an increase in part-time personnel and an expected increase in the revenue source as a result of the number of students enrolled in the program. We expect to enroll TR 120 students after five-years. With approval from the college administration and based on enrollment, additional faculty will need to be hired by year three of the program.

I. ABSTRACT

The mission of LaGuardia Community College of the City of University of New York is to educate and graduate one of the most diverse student populations in the country to become critical thinkers and socially responsible citizens who help to shape a rapidly evolving society. The development of LaGuardia's Therapeutic Recreation (TR) program will help fulfill an institutional and community need. We have collaborated with Lehman College to develop an articulated TR program. This new partnership will increase student transfer due to the established success of the TR program at Lehman. The purpose of this connection is to increase both the retention rate of all incoming freshmen at LaGuardia and the number of students who graduate and consequently transfer to Lehman.

It is proposed that the new TR program enroll its first students in Fall 2017. This program will be offered under the sponsorship of the Department of Health Sciences. The proposed program aims to equip students with the necessary skills and competencies required to function efficiently as a variety of related job pathways, including Recreation Therapists or Recreation Assistants in the field of Therapeutic Recreation. With a booming aging population that is living longer than ever before, coupled with the changes to the nation's healthcare industry, the new TR program is a unique way to tap into a vibrant job market whose goal is the promotion of a healthier country. A degree in TR is an appropriate alternative for an entry-level student seeking to further their career path in the allied health field.

In the arena of Therapeutic Recreation, there is a strong need for culturally diverse and multilingual professionals to provide treatment services that reflect the unique culture and heritage of our communities with LaGuardia student body representing over 150 different countries and speaking over 125 native languages¹, the A.S. degree in TR will help to increase the representation of these groups in the field.

II. PURPOSE AND GOAL

The purpose of the developing a Therapeutic Recreation program is to offer students an allied health program of study that will allow them to earn an Associate of Science degree at LaGuardia Community College. Receiving a Bachelor's degree in TR will strengthen the student's skillset, health competencies, and job prospects.

The goal of the program is to enroll and graduate students who have an interest in Allied Health. The proposed curriculum in Therapeutic Recreation is designed to prepare students for entry-level employment in the field of Therapeutic Recreation as Recreation Leaders, Recreation Assistants, or Recreation Aides after conferring of an associate of science degree. At LaGuardia, students who are interested in one of our nine allied health program, must first register as an 'Undeclared Health' major before being considered for any of the candidacy-based programs. Once students have earned a sufficient number of necessary credits for program entry, which varies by program, they can apply for program "candidacy." Given the strictly limited number of seats that each program can enroll, a significant number of students with an 'Undeclared Health' major who have applied to candidacy programs that lead to a possible licensure, do not always make the cut-off for acceptance into the program. Creating the TR program would provide our students with an additional pathway to a less restrictive allied health program.

The A.S. curriculum in TR will prepare graduates to demonstrate a solid educational foundation in the knowledge base, skills and professional attitudes consistent in the field of Therapeutic Recreation for transfer to a senior college at a junior status-level and or employment at an assistant level, with the prospects of gaining potential employment within six-months after graduation.

Upon successful completion of this degree at LaGuardia, students will be able to:

- Apply recreation and leisure knowledge, skills, and abilities to balance personal life and career experiences;
- Apply group dynamics and processes, and the ability to utilize learned leadership techniques and strategies, to enhance the individual's quality of life through recreation and leisure experiences;
- Assess, plan, implement, and evaluate recreation and leisure activities for diverse populations;
- Demonstrate effective oral, digital and written communication skills, through the core competencies of Integrative Learning, Global Learning and Inquiry and Problem Solving.

In addition, the TR program will also allow students to continue their studies in the program at Lehman College where they will complete a Bachelor in Science degree in Therapeutic Recreation or Recreation Education. A bachelor's degree will increase employment opportunities for students. Students who obtain a bachelor's degree may also continue their studies at the Master's and possibly the Doctorate level. Upon receiving a Bachelor's of Science degree, students will be eligible to sit for the national certification exam administered by the certification body for this profession, National Council for Therapeutic Recreation Certification (NCTRC).

The TR program will attract a large number of minority and working class students who matriculate at LaGuardia Community College. The need for culturally diverse and multilingual professionals in the field of Therapeutic Recreation, providing treatment services to individuals reflective of the heritage and culture of our surrounding communities will be the impetus for this new program. Again, this program is geared for students who have an interest in the Allied Health Profession. The primary purpose of "Therapeutic Recreation" or "Recreational Therapy" is to provide a treatment service designed to restore, remediate and rehabilitate a person's level of functioning and independence in life activities, to promote health and wellness as well as reduce or eliminate the activity limitations and restrictions to participation in life situations caused by an illness or disabling condition.² The primary purpose of recreational services are to provide recreation resources and opportunities to improve health and well-being.

A team of faculty members from both LaGuardia Community College and Lehman College collaborated to develop the framework and educational foundation for the proposed TR curriculum. The Therapeutic Recreation A.S. degree curriculum will be developed and promoted through three core competencies, Inquiry and Problem-Solving, Global Learning, and Integrative Learning. Students enrolled in the TR program will have their progress assessed by examining student's work in the areas of three communication abilities: Written communication, Oral communication and Digital communication.

It is expected that the TR program will attract additionally qualified students who wish to pursue a career in an allied health discipline but who may not have the high GPA required by majors such as Occupational Therapy Assistant, Physical Therapist Assistant, and Nursing. There is a student demand for more diverse program options in the Health Sciences fields, especially given the limited number of seats in the other programs. Both institutions are confident that LaGuardia's proposed TR program will prepare students for Lehman College's TR program.

Students would also benefit from the articulation with Lehman's TR program because both colleges would help to prepare the students to take the National Certification exam (CTRS) administered by NCTRC (National Council for Therapeutic Recreation Certification). The National Council for Therapeutic Recreation Certification (NCTRC) offers the Certified Therapeutic Recreation Specialist (CTRS) credential. Certification requires a bachelor's degree, completion of a supervised internship (normally completed as part of their degree program) of at least 560 hours, and passing an exam. Although therapists typically need at least a bachelor's degree in recreational therapy, in some cases therapists may qualify for certification with an alternate combination of education, training, and experience. Therapists must also complete education classes to maintain national certification.

NCTRC also offers specialty certification in five areas of practice: behavioral health, community inclusion services, developmental disabilities, geriatrics, and physical medicine/rehabilitation. Therapists may also earn certificates from other organizations to show proficiency in specific therapy techniques, such as aquatic therapy or aromatherapy. As of 2012, only four states require recreational therapists to obtain a license: New Hampshire, North Carolina, Oklahoma, and Utah. Requirements vary by state. NYS does not however require licensure.

III. NEED AND JUSTIFICATION

As the large baby-boomer generation ages, they will need recreational therapists to help treat age-related injuries and illnesses. Older persons are more likely to suffer from stroke, Alzheimer's disease, and mobility-related injuries that require recreational therapy. Continued growth is expected in nursing care facilities, adult daycare programs, assisted living and independent living facilities that care for geriatric patients. Recreation Therapists will also be needed to help healthy seniors remain active in their communities and maintain their independence later in life.

The number of people with chronic conditions such as diabetes and obesity is growing. Recreation Therapists will be needed to help patients maintain their mobility and to teach patients about managing their conditions. Recreation Therapists will also be needed to plan and lead programs designed to maintain overall wellness through participation in activities such as camps, day trips, and sports.

According to the Bureau of Labor Statistics, employment of recreational therapists is projected to grow 12 percent from 2014 to 2024, faster than the average for all occupations – with a mean salary of \$54,080. In addition, third party payers will continue to use therapists' services as a way to cut costs in patients' recoveries from injuries or illnesses, moving treatment to outpatient settings rather than more costly hospital settings.³ Legislation requiring federally funded services for students with disabilities will continue to shape the need for recreational therapists in education settings. Recreational Therapists plan, direct, and coordinate medically- approved recreation program for patients in hospitals, nursing homes or other institutions.⁴ Recreational Therapists use a variety of modalities, including arts and crafts, drama, music, dance, sports, games, and community reintegration field trips to help maintain or improve a patient's physical, social, and emotional well-being.

In New York State (NYS), employment and wage data by occupation are compiled using the Occupational Employment Statistics (OES) survey, which collects information from approximately 52,000 businesses. Data were collected from 2010 to 2014 by making cost-of-living adjustments. For the occupation of Recreation Therapist in New York State, there are a total of 720 Recreation Therapists employed in 2016, with a mean salary of \$54,080 and a median salary of \$54,820. The average salary for an entry-level Recreation Therapist is \$36,880 and the salary for an experienced Recreation Therapist is \$62,680. The NYS Department of Labor, Long-Term Occupational Employment Projections, 2010-2020 also predicted that the occupation of Recreation Therapist is expected to grow 9.1% between the years of 2010 and 2020.⁵

Currently, the only 2-year academic institutions within The City University of New York that provide an Associate of Science degree in Therapeutic Recreation are Kingsborough Community College and Bronx Community College; there is no CUNY Community College offering the program within the borough of Queens. The Therapeutic Recreation program at LaGuardia is developed to provide direct hand on training and skill development for students looking to enter into the field of Therapeutic Recreation. Further, the Associate's degree program proposed herein would provide a clinical internship field experience component

that will provide students with the co-curricular experience of being involved and engaged within the college community through service learning.

IV. STUDENTS

A) Interest & Demand

The Health Sciences Department at LaGuardia Community College has 9 programs. According to Philip Gimber, RN, NP, Department Chair of the Health Sciences Department at LaGuardia Community College, approximately 2000 students are admitted into the Health Sciences program annually. With a cap on the number of eligible seats in various program and rigorous candidacy guidelines, the proposed Therapeutic Recreation program will draw from the large number of students who are interested in the Allied Health field. In addition to students who are specifically interested in TR, the program may be attractive to students in good standing not admitted to program Occupational Therapy Assistant because the number of students interested in these programs far exceeds the number of slots available in programs leading to licensure. Offering the A.S. degree in Therapeutic Recreation will enable the college to retain many students who are interested in pursuing a career in the Allied Health field.

B) Enrollment Projections

It is our intention to admit an individual class of students during the 2017-2018 academic year. Data from the LaGuardia Community College Office of Institutional Research indicates high admittance rates in the various programs within the Health Science Department. Using those rates, we have constructed the table below to indicate projected student enrollment. Possible attrition has been taken into consideration given the fact that it not uncommon for LaGuardia students, given the pressures of job and family life, to take a break for a semester, with the prospects of returning. With advisement from the TR program director and the Health Sciences advisement team, students will be closely monitored and informed of their graduation plan.

The potential candidate pool is very strong as the Therapeutic Recreation program is seeking to attract students who do not achieve candidacy in other Health Science programs. Students enrolled in the Therapeutic Recreation Program will be required to achieve a minimum of a C grade average (73.4-76.5) in all College-Level Course Pre-requisites.

The projected enrollment for the TR program is as follows:

	2017-18	2018-19	2019-20	2020-21	2021-22
Full-Time	42	70	95	120	120
Part-Time	20	20	25	35	40
Total	62	90	120	155	160

Table 1- Enrollment Projections for TR program

Appendix 4.0 Achieving the Dream Findings and Recommendations (3 pages)**Achieving the Dream Steering Committee
Findings and Recommendations**

Finding #1: Connecting students to the best help we can offer demands an effective developmental advisement system that can meet the needs of our large diverse student population. However, our conversations with students, faculty and staff reveal a system that is fragmented, dispersed across numerous departments and divisions and not fully understood by students, faculty and staff. Despite committed work by many, and the best intentions of all, students are required to navigate through a maze of different offices to obtain developmental advising services.

Recommendation #1: The Steering Committee believes that the College must re-think and re-organize its delivery of developmental advising services. The College should develop, in a timely fashion, an actionable plan to reorganize the delivery of advising services making the process more streamlined and understood by all. In addition to structural and procedural changes, the reorganization plan should address professional development and incorporate virtual and telephone developmental advising to better meet the needs of students.

Action #1: Since developmental advising services are currently arrayed across three college divisions: Academic Affairs, Student Affairs and Adult and Continuing Education, and are supported by Information Technology, Administration and Institutional Advancement, the Executive Council must initiate, oversee and support the development of the action plan. A first step could be the development of a set of guiding principles to inform the needed restructuring.

Finding #2: The College's online presence is fragmented, often out-of-date and does not articulate a clear path to graduation. There is no single sign on for students wishing to access information about services and review their progress. While there are many innovative and useful online tools, including ePortfolio, DegreeWorks, eCareer and Early Alert – these are not integrated and students must access them with individual log-ins.

Recommendation #2: The College should create a robust on-line environment which is interactive, personalized, incorporates a single sign-on and articulates a clear pathway to graduation. It must integrate the College's new student web page, the extensive work that has been done on GradPath and the vision of virtual student services being developed by the Student Affairs Division. It must also reflect enhanced social networking capacity. A sponsor should be identified and a cross-functional advisory group established to assist in design and implementation.

Action #2: The College should quickly develop a strategy, timeline and assessment of resources needed to achieve the goal articulated above. Many open questions remain, including the feasibility of integrating various platforms and creating a single sign-on. A comprehensive assessment and roadmap is a starting point for the College undertaking this essential and challenging project.

Finding #3: The College loses a percentage of students at every semester, including some students who have acquired 45 or more credits and are in good academic standing. There has never been a concerted effort to identify these students and develop specific interventions to retain them or encourage them to return and graduate.

Recommendation #3: Undertake a two part intervention to improve graduation rates for students with 45 credits or more for: a) students who have transferred or left in good standing with 45 or more credits and without graduating, and b) currently enrolled students in good standing with 45 credits or more. (The latter could include a control group). Through this initiative address the issues identified in our research, including but not limited to: financial aid, career and transfer support, class availability, applying for a major, personal and family issues and intent to graduate. The College should also pursue securing additional private funding to support scholarships to help high-achieving students with 45 credits or more complete their degree.

Action #3: Informed by students, faculty and staff a workgroup or workgroups should be created to design and then implement the interventions discussed above. Analysis of transcripts of a cohort of students will be a valuable starting point to determine the academic needs of students who have successfully reached this important milestone. The College should also consider developing a clear, consistent message about transfer and why completing a degree at LaGuardia is beneficial for students.

Finding #4: There remain a number of policy and procedural issues that seem to interfere with timely degree completion for students at the 45th credit and above. While some of these would be addressed for students in the intervention described in Recommendation #3, these policy and procedural issues should be addressed for all students with 45 credits or more. These include: embedded pre-requisites, unavailability of classes needed to graduate and intent to graduate.

Recommendation #4: The College should seek to identify and eliminate policies or procedures that negatively impact degree completion for students in this cohort. For example, the College should assess the impact of the embedded prerequisites on degree completion and clearly explain to students the number of credits needed for a major and how prerequisites need to be accounted for in their planning. Faculty engagement is of paramount importance in undertaking this effort. The College should increase the number of FTEs offered in the evening, weekends and early morning, continue to increase the availability of online and hybrid classes, and, upon faculty approval, offer independent study to students needing to complete requirements.

Action #4: The work of LaGuardia's Achieving the Dream Committee generated a number of policies or procedures that are deserving of further scrutiny. The College should establish a mechanism for collecting these and other ideas that have been circulated and assign them to the appropriate existing faculty and staff departments or divisions, or college-wide entities, for further exploration and action.

Finding #5: If the College is to increase its graduation rate by 80% over the next six years, it will require greater focus and commitment from the entire college wide community. Currently

“increasing the graduation rate” is one among many annual targets and work in support of this target continues to be compartmentalized and not connected.

Recommendation #5: Senior leaders should foster the creation of a college-wide culture that supports achieving a dramatic increase in the college’s graduation rate. The whole college, including students, faculty and staff, need to be actively engaged in developing and advancing a college-wide culture and agenda that holds degree completion to be our primary goal. As part of this effort, a college completion message must be widely communicated and a college completion agenda reflected in the Strategic Plan and in subsequent resource allocations. The campus should be engaged through regular forums (Opening Sessions, departmental meetings, Jams, and brown bags.) Faculty and staff should be involved in examining research, looking at effective practices and working with Institutional Research to gather, analyze and discuss data necessary to support its efforts to increase the graduation rate.

Action #5: Important steps have already been taken to further the development of a “culture of success.” Many constituencies within the college are actively engaged in thinking about how they can support student success. The College leadership, as a first step, should identify ways to assist departments and divisions as they study and implement ways of advancing the completion agenda. Work should be undertaken, based on what we’ve learned to date, and best practices from other institutions, to develop key completion messages, for students, faculty and staff. These messages should be delivered to students from their first engagement with the college and should be widely understood by faculty and staff.

Appendix 4.1 2013-2014 Strategic Plan (3 pages)

Sharpening Our Focus
LaGuardia Community College's FY2013-14 Strategic Plan

LaGuardia Community College has established the improvement of retention and graduation as an overarching priority, guiding and unifying multiple efforts across College departments and divisions. Our institutional actions have been strategically developed and stress clear outcomes and assessment.

The 2013-14 Strategic Plan documents three broad initiatives undertaken to improve retention and graduation: 1) Deepening Alignment between Academic and Student Affairs; 2) Advancing the use of Technology to support student learning and success; and 3) Strengthening Assessment as a vehicle for improving learning. The 2013-14 Strategic Plan includes 30 targets with workplans focused on advancing these initiatives.

I. Deepen Alignment

In *A Roadmap for Student Success* (May 2012) the Alignment Task Force built on Achieving the Dream and Destination Graduation to develop recommendations for strengthening the alignment of Student Affairs and Academic Affairs. Moving beyond administrative restructuring and the creation of a new Provost position, the alignment initiative in 2013-14 focuses on two interlocking projects: A) implementing the new advisement model, grounded in program-based faculty-staff Advising Teams; and B) strengthening the First Year Experience, based on the recommendations of the FYE Task Force. Divisions and departments submitted workplans for 10 alignment-related targets:

- 1) As part of the Academic Affairs-Student Affairs alignment initiative, implement and assess the re-designed advising model to establish an integrated and comprehensive system, including specific initiatives for students at all critical junctures, from pre-term to First Year to students with 45+ credits; support this initiative with faculty/staff professional development focusing on advising strategies and techniques, including broad programs for advisement teams and more targeted and intensive efforts such as the *Art of Advising* seminar and the *Support Team for Advisement Relations* (STAR) work group (multi-year). (Target 6.2.3, ALL).
- 2) Launch and assess the new *First Year Seminar* course with the Business and Technology, Humanities, and Natural Sciences departments. (Target 4.1.5, AA & SA)
- 3) Develop and implement integrated communications plans focused on the new First-Year Experience and Advisement models. (Target 4.1.6, IA, AA & SA)
- 4) Expand utilization of *Hobson's Connect* to support alignment of Student Affairs with Academic Affairs and ACE. (Target 4.3.6, SA & AA)
- 5) Through improved advisement, increase the number of students who pass freshman composition within 2 years of entry by 3 percentage points from 36.7% to 39.7%. (Target 4.1.2, AA)
- 6) Through improved advisement, increase the number of students passing a gateway math course within 2 years of entry by 3 percentage points from 6.4% to 9.4% (year 2 of 2-year goal). (Target 4.1.2, AA)
- 7) Increase preparedness of ACE students for college by providing enhanced career development and advisement services for non-credit students; expand CUNYStart and the use of contextualized curricula in order to increase retention and transition of ACE students from non-credit to credit with remedial needs completed. (Target 6.2.4 and 4.2.5 ACE w/ AA, SA)
- 8) Improve retention rates among developmental students in University Immersion courses by developing weekend tutoring services and in-class tutoring. (Target 4.2.6, AA, w/ SA)

- 9) Facilitate transfer students' timely progress towards enrollment and degree completion by providing early access to evaluation of previously earned credits following the new Pathways guidelines. (Target 4.3.7, SA, AA, & ACE)
- 10) Renovate space for the Health & Wellness Center. (Target 9.1.1h, ADM, SA, & AA)

II. Advance the Use of Technology to Support Student Learning & Success

As fast-moving developments in digital technology open possibilities and pose questions across higher education, LaGuardia will implement and assess new digital systems to improve student learning and success. Known internationally for its successful integration of ePortfolio, LaGuardia is accelerating opportunities for hybrid/online learning and advancing its use of new resources for advisement, communication, administration, and assessment through 10 work plan-based targets:

- 1) Increase percentage of online/hybrid sections by x% from 2% to y% based on increased offerings from: Business & Technology, English, Health Sciences, Humanities, Mathematics, Engineering, and Computer Science, Natural Sciences, and Social Science departments; the Division for Adult & Continuing Education will develop one online course. (Target 1.3.1, AA, ACE, IT)
- 2) CTL will offer three professional development seminars specifically focused on the increased use of technology and utilization of Web 2.0 technologies to over 40 faculty, enhancing teaching and learning for over 1,800 students. (Target 1.3.2, AA, ACE)
- 3) Increase graduation rates by reaching students through new communications channels including: *Hobson's Retain, My LaGuardia*, social media, and student-centered website based on credit-level. Integrate *Hobson's Connect and Retain*, *eCareer*, and *ePortfolio* technology tools to increase retention through improved advisement and tracking (Targets 4.23, 4.3.5, IA, AA & SA)
- 4) Develop and implement the new knowledge management system, using digital tools to ensure shared terminology and greater accuracy in college-wide communication (Target 1.3.7, ALL)
- 5) Develop an online schedule of classes to help students easily identify and select learning communities for registering using *CUNYfirst*. (Target 1.3.6, IT, AA, & SA)
- 6) Streamline student access to web-based applications through implementation of "single sign-on" student portal. (Target 1.3.5, IT, AA, & SA)
- 7) Provide software and infrastructure to support student advisement by major including the use of instant appointments, phone, or walk-ins. (Target 6.2.4, IT, w/ AA, SA)
- 8) Strengthen the Modern Languages placement by updating on-line resources and tools (e.g., online tutoring services sign-in). (Target 3.1.1, AA)
- 9) Develop an ACE lab for offering computer-based tests including CLEP tests, Versant, Test Assessing Secondary Completion (high school equivalency), NYC Medallion Taxi Driver Examination, and NYS Teacher Certification Exam. (Target 1.3.3, ACE, IT)
- 10) Identify and implement a division-wide database in ACE to report all divisional program outcomes of student achievements in a single database (Target 1.3.4, ACE, IT)

III. Assessment and Improvement of Learning

Assessment and professional learning are essential to improving student success, ensuring that students graduate with a quality education, and LaGuardia's development as an adaptive learning organization. In 2012, Middle States highlighted our successful assessment and professional learning practices as a model to other colleges. Our Periodic Program Reviews (PPRs) help program faculty

assess and student learning outcomes. The Center for Teaching and Learning strengthens the impact of assessment by offering mini-grants and seminars that respond to PPRs, Benchmark Readings and other priorities that advance student learning and success. Ten targets focus on this priority:

- 1) Restructure our general education competencies based on LaGuardia's values, the Association of American Colleges & Universities *Liberal Education and America's Promise* [LEAP] learning outcomes, Pathways learning objectives, Middle States, and our First-Year Experience recommendations (multi-year). (Target 3.2.4 (AA, SA))
- 2) Conduct 2013-14 PPRs for the following programs: Business Administration; Business Management; Communication Studies; Modern Languages; Library; Criminal Justice; and Writing and Literature. (Target 1.2.1, AA, IT)
- 3) Prepare the following programs for their 2014-15 PPRs: Accounting; Dietetic Technician; Food Service Mgmt.; Music Recording Technology; Spanish Translation; and Travel, Tourism & Hospitality Mgmt. (Target 1.2.3, AA, IT)
- 4) Implement PPR recommendation to increase pass rate in mathematics by x percentage points from 37.6% to x% through curricular revision and two pilot programs: *Statway* (combining MAT096 with MAT120), and the expansion of the *Maximizing Mathematics Achievement* (MaxiMA) which pairs minority students in basic math courses with advanced math students (i.e. those with 45+ credits) who will collaborate with select faculty members on research to improve participants math success, retention, graduation, and transfer rates. (Target 3.1.3, AA)
- 5) CTL will support at least 5 programs implementing 2012-13 and 2011-12 PPR recommendations with mini-grants. (Target 1.2.2, AA)
- 6) Document institutional value-added as measured by the CLA and the assessment of authentic, rated against our assessment rubrics. (Target 3.2.3 AA)
- 7) CTL will increase retention and graduation through extensive faculty development --offering at least six year-long faculty development seminars, supporting at least 100 faculty through a combination of classroom innovation and reflective practice. CTL will review qualitative and quantitative data from prior years, analyzing the success of past programs. (Target 4.3.3, AA, SA).
- 8) Implement the use of the *Test of Essential Academic Skills* (TEAS) V as part of the candidacy requirements to improve the retention and graduation of students in the Physical Therapist Assistant and Nursing programs. (Target 4.3.4, AA).
- 9) Implement Middle States suggestion to conduct an environmental scan (assessing our climate in terms of economics, demographics, and public support for education) as a means to better inform strategic planning processes, and to support program development and assessment (year 2 of multi-year) (Target 1.2.4, ALL)
- 10) ACE will use dashboard indicators to track and measure the effectiveness of ESL, HS Equivalency, Workforce Training and Business/Entrepreneurial Education and produce quarterly reports of external contacts and impact on business development and service. (Target 7.3.2 ACE)

Division key:

ALL = All divisions are involved
 AA = Academic Affairs
 ACE = Adult & Continuing Education
 ADM = Administration

IA = Institutional Advancement
 IT = Information Technology
 SA = Student Affairs

Appendix 4.2 Accomplishment in College Area Focus Goals from 2014 (8 pages)

LaGuardia Community College Accomplishments
In College Focus Area Goals as of Fall 2014

After a College-wide inquiry process, LaGuardia adopted the following five key college priorities or College Focus Area Goals as of Fall 2014:

1. Strengthen Advisement, First Year Experience and other Alignment initiatives
2. Enhance the use of Digital Technology to support student learning and success
3. Engage LaGuardia's Outcomes Assessment process to improve student learning and success
4. Strengthen the connection between College learning experiences and the evolving labor market
5. Advance Global Learning – prepare students to address our signature competency and develop as global citizens

Through these goals, the College seeks to further advance towards the overarching goal of improving our retention and graduation rates.

The following is a report that highlights the key accomplishments for each goal.

1) Strengthen Advisement, First Year Experience and other Alignment Initiatives

- A. **Launch of the Alignment Initiative:** LaGuardia launched a bold Alignment Initiative, linking Academic and Student Affairs under a new Provost, and rethinking key practices, with an emphasis on clear and comprehensive student support. Our outstanding LaGuardia team has identified and combined proven innovations, each of significant value, to produce a sweeping and enduring transformation of the LaGuardia student experience, from pre-enrollment through the first semester to graduation. We've redeployed more than 75 faculty and staff to better meet student needs. Supported by the structural changes of LaGuardia's Alignment process, and guided by a shared vision of integrated instruction, advisement and co-curricular engagement, we are building a mutually reinforcing body of culture and practice that transforms the student experience and builds student success. Following are some of the key educational innovations that have been deliberately woven throughout the academic year:
- B. **First Year Seminar:** Nationwide, the transition to college is challenging for first generation, low-income and minority students. As part of Project *COMPLETA*, a project funded by a First in the World Grant, LAGCC has scaled and integrated a new, required, credit-bearing First Year Seminar (FYS) that integrated an introduction to key concepts and careers in each major with intensive advisement, co-curricular engagement, peer mentoring, and an introduction to LaGuardia's technology suite, giving students the tools to more successfully adjust to and persist in college. In 2014-15, 115 FYS faculty members served 4,200 students in 167 sections, an astounding growth of 740% from the previous year's enrollment. In 2015-16, LAGCC ran 278 sections of the newly designed FYS course serving over 6800 students. Student performance outcomes measured for Project *COMPLETA* have been consistently and increasingly positive. Students who

participated in FYS in Fall 2015 had retention rates that were 19 percentage points higher than students who did not take the FYS.

- C. **First Year Experience:** Building on the momentum of the FYS success, Student Affairs and Academic Affairs have kicked off the development of a more comprehensive First Year Experience (FYE). The FYE is a comprehensive orientation program designed to engage students as they transition to and through LAGCC. FYE consists of a series of curricular and co-curricular programs and events occurring in four stages: 1) My New Campus, 2) My First Day, 3) My Campus Events, 4) My Next Steps. In Fall 2016, we will launch the full FYE experience and hope to see a dramatic increase in participation in this extended version of New Student Orientation (baseline 33%).
- D. **Road to Success:** Road to Success was launched to maintain academic momentum toward degree completion beyond the First Year Seminar at LaGuardia. Road to Success, supported by the Goldman Sachs Foundation, incorporates best practices from current LaGuardia based retention initiatives and addresses financial, academic and engagement gaps that can hobble our students. On average, Road to Success Grant recipients completed 15.34 credits per semester, which will allow them to graduate in two years. In comparison, the average student outside of the program at LaGuardia will have to stay an extra semester to graduate. The Road to Success group had a significantly higher percentage of equated credits earned over attempted: 82% vs. 75%. 84% of the Road to Success group returned from Fall 2015 to Spring 2016, while 75% of the control group returned.
- E. **Taking LaGuardia's New Advisement Model to Scale:** Proactive advisement taps the expertise and energy of faculty to make a powerful difference on the retention and success of low-income urban students. Yet, a 2011 college-wide study showed that students often shuffle through a maze of advisement offices, with little structured faculty involvement and no effective use of technology platforms. To address this problem and sustain the momentum toward graduation created by the First Year Seminar, LaGuardia activated a comprehensive and shared model of advisement, built around our academic majors. Teams of faculty, staff, and peer mentors are trained by LaGuardia's award-winning Center for Teaching and Learning and empowered with new digital systems to help guide students more effectively. Our intention is that students will be able to readily identify and access the members of their "Advising Team" and that faculty and staff will maintain greater ownership and accountability for these students. In November of 2014, primary responsibility for all advising was shifted to these teams, and they have begun to operate at full scale.
- F. **Strengthened Advisement:** Evidence of our improvement in advisement and overall service to students can be seen in the improved Noel-Levitz student satisfaction reports in campus support services, advising, admission and financial aid services, registration effectiveness, and service excellence.

According to our IR office, staff advisor members of the advisement teams are very successful at solving student challenges. In fact, students who visit 3 or more times are

retained a rate higher than predicted, and the retention rate increases as student visits increase. For example, students who visit advisement 6 times are retained at 72% (vs. 64% predicted) and students who visit advisement 9 times are retained at 80% (vs. the predicted rate of 64%). Additionally, each visit to a faculty member of the advisement team yields more success in improving the probability of return. For example, in the Business and Technology major, students who see a faculty advisor one time have a return rate of 81% vs. 67% predicted.¹ Building on this understanding, LAGCC is developing ways to increase student visits to advisement.

- G. **Accelerated Paths through Remedial Math:** Improving Math Instruction: LaGuardia faculty recognize that students who fail developmental mathematics are at risk. Addressing this problem, LaGuardia has adapted a curricular approach to developmental mathematics pioneered by the Carnegie Foundation for the Advancement of Teaching. An “accelerated” strategy of combined developmental and credit-bearing content, Carnegie’s “Statway” model identifies developmental algebraic skills most relevant to the study of statistics and combines the two into a coherent, semester-long course – MAT119. This year, as a part of Project *AVANZAR* funded by Title V, LAGCC has piloted an accelerated math course, MAT117, which addresses the challenging needs of STEM students.

Of the students who needed remedial mathematics in Spring 2015 and took MAT119, 83% completed remediation and their credit course within one semester. Of the students with remedial math needs who took MAT117 in the same semester, 63% completed remediation and their credit course within one semester; comparatively, only 21% of students in traditional remedial math completed their first credit course after two semesters.

- H. **Women in STEM:** Women are a distinct minority in STEM. To begin to address this issue, LAGCC has supported a faculty driven project aimed at expanding diversity in STEM. The project has four components: 1) experiential learning through undergraduate course-based, learning, and research projects that are incremental in their difficulty levels; (b) social learning—learning with innovative technology/Web 2.0 resources and projects in gateway to STEM courses; (c) talks/panel discussions involving women and other underrepresented groups in CSTEM; (d) professional development for faculty that emphasizes best practices for supporting women’s success in STEM. Through these and other related efforts, the enrollment of women in STEM areas increased from 1,279 in Fall 2014 to 1,308 in Fall 2015. Next-semester retention rates of women in STEM increased from 80% for the Fall 2014 cohort to 86% (preliminary data) for the Fall 2016.
- I. **Veteran Support:** The Veteran Resource Center reported a baseline retention from Fall 2015 to Spring 2016 of students utilizing VA or DoD Tuition Assistance at 82%. A plan to improve services for veterans began with creating the Veterans Resource Center

¹ 2016, Dickmeyer, N. Zhu, C. *Using a Uniform Retention Assessment Methodology to Examine the Impact of Advising Teams and Advising Offices*. LaGuardia Institutional Research & Assessment.

(VRC) staffed by a Director who manages develops and monitors the college's student veteran services, the certification of educational benefits by the School Certifying Official, and the Academic Senior Advisor for veterans who helps new and continuing student veterans to create educational plans toward degree completion. In the area of Mental Health, Wellness and Counseling for veterans a concentrated effort was undertaken primarily with the VRC, Wellness and Counseling Center and VA VITAL.

- J. Professional Development in Support of Innovation:** LaGuardia has a vibrant professional development culture which has evolved over a decade of practice into a sustained effort intentionally linked to strategic planning and focused on improving student learning outcomes. LaGuardia's Center for Teaching and Learning (CTL) builds on an institutional ethos which values innovation and the continual growth of the entire College community. In 2015-16, more than 400 faculty, staff, and peer mentors committed themselves to sustained, inquiry-focused professional development in the areas of advisement, First Year Seminar, ePortfolio integration, and Core Competency learning, and their efforts were recognized in campus tenure and promotion processes.

2) Enhance the use of Digital Technology to support student learning and success.

- A. Using Technology to Support Advising:** The College's signature use of electronic portfolios (ePortfolio) has been extended to support student advising through the use of a digital advising tool, the *Graduation Plan*. This tool can serve as a central location for students to work through developmental advisement, reflecting on their strengths, weaknesses, goals and interests over time. It is also a place to think through degree planning, course selection and career exploration. This *Graduation Plan* is introduced in the First Year Seminar and is a place for the advisement team to follow up with students throughout college career. As the *Graduation Plan* is used more widely, the College is exploring various uses of data analytics to target specific at-risk students for advisement and/or intervention.

The transformative power of ePortfolio to help students build their academic and professional identity at LAGCC has reached a new level with the scaled up First Year Seminar intentionally tied to the ePortfolio and the embedded Graduation plan. The ePortfolio is now universally grounding digital identities for over 10,000 students and paving the way for ePortfolio to express student growth and development during their LAGCC experience and beyond. This year we supported 15 mini-grants aimed at careful scaffolding of ePortfolio throughout a program's curriculum. We have also begun the ground breaking work of systematically incorporating ePortfolio and the Graduation Plan into advising sessions to support a more holistic advisement experience.

- B. Enhanced Student Engagement Management System:** The enhanced Student Engagement Management System (SEMS 2.0) was successfully rolled out to Student Advising Services, Transfer Services, Center for Career & Professional Development, Registrar, Financial Aid, and all Academic departments in May 2016. The system has been tested with over 100 users. The reporting feature of SEMS 2.0 will be completed and ready to roll-out no later than August 2016. The enhanced SEMS system will allow

LaGuardia to use learning analytics to strengthen advisement and academic support and to analyze data to examine student behaviors and tailor advisement interventions.

- C. Connect to Completion (C2C):** C2C, a digital Integrated Planning and Advising for Student Success (IPASS) tool supported by a CUNY Strategic Investment Initiative, was implemented in March 2016 with faculty, staff and students from the Business Teams. Faculty and staff report that the tool is an extraordinary enhancement to their ability to reach students and offer advisement support. Additionally, C2C is reported to improve communication and clarify processes among Advisement Team members. The college is taking steps to maintain and expand functionality and use of C2C over the summer and into 2016-2017 academic year.
- D. Adaptive Learning:** Supported by funding for Project AVANZAR, LaGuardia's STEM-focused Title V grant awarded in fall 2015, the College is expanding the use of digital adaptive learning tools like *ALEKS* and *Sapling* in various courses across the college including remedial math courses and gateway Science courses. These powerful digital resources offer students online access to adaptive tutoring that engages students with the material, guides them through the learning process and actively involves them in their own learning. The system provides guidance and hints and gives more and more detailed information when the student does not provide the correct answer. Effectively, the system guides the learner towards the solution. We have found this to be particularly beneficial for developing student skills in solving scientific calculations. These digital systems also offer faculty sophisticated analytics dashboards, giving faculty timely feedback about students' progress, along with automatic grading.
- E. Knowledge Management System:** Knowledge Management marketing and promotion continues through the LaGuardia web (home and student pages), Facebook, emails and presentations to student groups. The Ask LaGuardia knowledgebase has had over 349,000 site visits, about 3800 visits per week. Monthly visits have grown on average of 20% over 2014-2015. Process mapping for Major Clarification and Validation are in progress.
- F. Increasing Hybrid/Online Offerings:** In order to offer more flexible pathways for student success, LaGuardia has increased hybrid/online offerings by approximately 15 courses per year over the past several years. The Center for Teaching and Learning also opened a mini-grant program to four departmental or program-based faculty teams to develop or revise a minimum of five online/hybrid courses in each department, focusing on the increased use of technology. In 2015-16 we were able to double our target for increased hybrid/online course to reach 198 online/hybrid courses currently offered.

3) Engage LaGuardia's Outcomes Assessment process to improve student learning and success.

- A. Outcomes Assessment to Improve Student Learning:** LaGuardia's outcomes assessment process has won accolades from accreditors for its demonstrated ability to

help faculty analyze outcomes and make changes that improve student learning. Based on student artifacts archived in ePortfolios. We believe deeply in the power of outcomes assessment to engage faculty in a process of inquiry and reflection, helping them identify changes in pedagogy and curricula that improve student learning.

B. Adopting New Core Competencies & Developing Core Competency Rubrics: In 2013, LaGuardia completed a process of revising the College's general education competencies. Through college-wide conversations, three new general education competencies--Inquiry and Problem Solving, Global Learning, and Integrative Learning--were adopted, assessed through written, oral and digital communication. In 2014-15, much progress was made toward adopting these competencies across majors. All 44 academic programs have submitted curriculum maps identifying the scaffolded teaching of the competencies. Faculty teams worked to create draft rubrics, which were recently tested in benchmark readings. Feedback from the benchmark readings informed rubric revision which was completed by fall 2015.

C. Focusing on Assignment Design for Improved Core Competency Learning: In 2015-16, our process pointed us toward a major shift in the conversation toward the intentional building of student learning around the Core Competencies. In service of fostering Core Competency learning for our students, we launched a professional development structure known as a "Charrette" for more than 175 faculty.

A total of 26,000 Core Competency student artifacts were collected in 2015-16 that will help us assess student learning and continue to close the loop. The ongoing work of supporting student learning around Core Competencies was incorporated into the planning of over 20 CTL seminars and 15-20 mini-grants to be offered for the next academic year, as well as through the Periodic Program Review process for identified programs.

4. Strengthen the connection between College learning experiences and the evolving labor market.

A. Linking New Program Development to Employment Opportunities: Time and time again, we are reminded by students and employer partners of the critical importance of preparing students for employment. Our College seeks to address the need for an educated and skilled workforce by constantly assessing our program offerings and housing one of the city's largest non-credit educational providers. Our Division of Adult and Continuing Education serves over 35,000 students annually in a range of programs. We offer nationally recognized high school equivalency degree programs, focused and effective job training and a range of business services that spur economic development and job growth. Our English language programs alone serve nearly 5,000 students annually.

LaGuardia has made significant efforts to strengthen the connection between our curriculum and the labor market. In 2014, the College retained a consultant to better understand our place in the city's tech ecosystem and to respond to the region's need for

skilled, credentialed STEM workers. LaGuardia now offers 11 STEM-related majors, serving 3,200 students annually. To further respond to workforce needs, we are in the process of creating new degree programs and concentrations in fields ranging from Cybersecurity to Digital Entrepreneurship to Energy Technology.

Moreover, recognizing the proven value of credentialing approaches that support working students in professional advancement while they study, LaGuardia is now developing new stackable certificate programs in areas such as Bio-Chemistry Lab Technology, Mobile Apps Development, MRI Technology, CAT Scan Technology and more. These certificate programs will enable LaGuardia students to complete discrete credentials, and even gain employment, as they build towards graduation and transfer.

- B. Creating Jobs:** At the center of LaGuardia's work are our efforts to support the growth of businesses and help create jobs. We do this through numerous programs, including our Goldman Sachs-supported *10,000 Small Business Program*, which provides intensive business education to entrepreneurs. Over the last nine months alone, our programs have served over 1,500 businesses, helping them secure 43 loans totaling over \$7.4 million, and secured 772 contracts totaling over \$31 million. This has led to the creation of more than 400 new jobs.
- C. Experiential Learning:** The Experiential Learning Task Force has designed a vision and definition of experiential learning that is being used to identify, assess, and broaden the scope of experiential learning opportunities available to students at the College. The Experiential Learning Manager is collaborating with faculty from degree programs, Student Affairs, and ACE for the purpose of increasing, enhancing, and tracking student experiential learning opportunities as well as attracting industry partners to join Advisory Boards. The Experiential Learning Steering Committee has finalized an experiential learning website for the college community. The website provides information regarding the mission, vision, and the scope of our experiential learning opportunities.
- D. Engage Small Businesses:** Over 100 small businesses have been engaged. There is a 72% job fill rate of job orders filled. There is also a 95% job fill rate for EMT and Paramedic.
- E. Develop Career Ladders:** LAGCC has expanded the Career Ladders program. We have launched three new certificates in Mammography, Cat Scan & MRI as connected to the Radiologic Technology degree program; the Web Development curriculum was designed and approved.

5) Advance Global Learning – prepare students to address our signature competency and develop as global citizens.

- A. Enhancing Global Learning:** As seen in our adoption of a new Global Learning core competency, we are fully committed to integrating Global Learning into the campus culture and curriculum. To help the College maintain this focus, we have hired a senior-

level administrator responsible for fostering dialogue amongst faculty on what global education means to a student body that is largely foreign-born. To anchor our efforts, LaGuardia has prepared a National Endowment for the Humanities (NEH) Challenge Grant that aims to create an endowment in support of global initiatives at the College. With a recent visit by the Chairman of the NEH to better understand our faculty's vision of global learning, we are optimistic that this funding will allow the College to become a vital laboratory for re-imagining what global education can look like in the 21st Century.

LaGuardia is also the home of the Luce Foundation-funded World Pathways Heritage Language Scholars Program which is helping an extraordinary group of students fulfill their potential as "global citizens," by developing deeper language and cultural fluency in both their heritage culture and their adopted American culture. The Heritage Language Scholars Program has engaged students in a structured academic program where they receive intensive heritage language instruction, professional skills development, enriched cultural awareness and a foreign or global-themed domestic internship. Our mission with the Heritage Language Program is to alter the mindsets of heritage language speakers; to help students turn their perceived "deficit"—growing up speaking a language other than English—into an asset.

Appendix 4.3 Alignment Initiative-A Roadmap for Student Success (9 pages)

**A Roadmap for Student Success:
The Alignment of Academic Affairs and Student Affairs
at LaGuardia Community College**

Initiative Recommendations

The goal of the Alignment Initiative is to develop findings and recommendations for strengthening alignment of student affairs and academic affairs in order to help more students graduate. The Alignment Initiative builds on the extensive work that has taken place across the campus, including the Middle States Self-Study, Achieving the Dream, and Destination Graduation. These initiatives have documented the fact that the College's fragmentation contributes to our loss of students at every juncture and that faculty, staff, and students do not know where and how to seek help and information.

A fall 2011 campus survey identified areas that offered an opportunity for strengthening alignment. Inquiry Groups were assembled with individuals from Academic Affairs, Student Affairs and Adult and Continuing Education in December; they researched eleven topics and looked at both internal and external structures, identified best practices, and summarized their findings. A Planning Team began their review of the findings at the end of January and met for two and a half days to produce thoughtful recommendations to further alignment.

The following four recommendations are designed to streamline the delivery of services and strengthen alignment between divisions, improve communication and clarity, and empower students to take responsibility for their education. The recommendations also emphasize the importance of augmenting co-curricular partnerships and providing consistent, accurate and accessible information.

1. Promote an Advising Continuum

The College must establish an integrated and comprehensive advising system, including academic, career, and transfer advisement,¹ to help students identify and achieve milestones toward graduation.

The College's findings through Destination Graduation lead to the conclusion that advising activities must take place throughout the student experience. The continuum begins at the first point of contact with a prospective student and moves through the student's graduation and beyond. Pooling the College's resources to create an integrated advising system will clarify the roles of staff and faculty and support LaGuardia's sizeable and diverse population to ensure that services that have proven successful for some students are delivered to *all students*.

Academic advising programs are defined by the Council on the Advancement of Standards in Higher Education as "helping students develop meaningful educational plans."²

¹ "Transfer" encompasses both into and out of the College and must be articulated in the continuum as equally important advisement milestones.

² Council for the Advancement of Standards in Higher Education (CAS). (2005). Academic Advising Programs: CAS Standards and Guidelines. Retrieved from <http://www.cas.edu/getpdf.cfm?PDF=E864D2C4-D655-8F74-2E647CDECD29B7D0>.

Acknowledgment of academic advisement as “an essential and systematic enterprise”³ can provide a sense of continuity as well as develop students’ agency and independence. At LaGuardia this must focus on issues such as graduation, financial literacy, career exploration, and transfer options from the outset. All those who advise students must be able to teach them how to design and follow a roadmap that considers their LaGuardia experience from a multi-semester perspective and compels them to look ahead to post-completion activities at an early stage of the planning.

The College would enhance its “shared” advisement model⁴ by purposefully ensuring that advising is conducted by professional staff, faculty, and peers at various and appropriate stages of the continuum. In order to create an integrated advising system, a team of professional advisors should partner with faculty to strengthen advisement for students in the departments, combining the expertise of faculty in career exploration and progress through the major with the proficiency of advisors in cross-institutional policies, success strategies, and student development theory. Through this integration, the core competencies can be addressed and reinforced more intentionally during advisement sessions.

Further, advisement activities must be expanded formally beyond a physical delivery model. The ongoing effort to create a virtual platform for advisement should be wholly integrated into the College’s design of the advisement program. The College can respond to the 24/7 needs of students by offering, for instance, an online knowledge library, an opportunity to chat in real time with advisors and peer mentors, advising and registration tutorials, and deliberate, targeted messaging.

This large-scale effort must be coordinated, overseen, and managed at a dean’s level, with the support of an Advising Council. A dean will help streamline advising activities that for too long have been spread across many different areas of the College. A dean will be accountable for formulating, implementing, and assessing the College’s advisement strategy.

Next Steps:

Redesign advising to establish an integrated and comprehensive system (Strategic Plan 6.2.1)

- ***Create an Office of Advisement, Records & Registration in Student Affairs to be headed by an Assistant Dean (T. Porter Brannon, Acting). Reporting directly to the Assistant Dean will be the Registrar (Vacant), a Senior Director for Academic Advisement (Danielle Insalaco-Egan) and a Senior Director of Career Services (Judith Gazzola).***
- ***An Advisory Council will be established to support the Assistant Dean of Advisement, Records & Registration with on-going coordination and alignment of advising. The Advisory Council will include faculty (with a particular emphasis on***

³ Frost, Susan H. (1991). “Academic Advising for Student Success: A System of Shared Responsibility.” Cited in Report of the Task Force on Advising for Student Success, 2002.

⁴ Pardee, Celeste F. (2004). “Organizational Models for Advising.” *Welcome to NACADA*. NACADA Clearinghouse of Academic Advising Resources. Retrieved from <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues>.

how to support advising in the departments), and staff (with an emphasis on incorporating co-curricular activities).

- *The Senior Director of Advisement will be responsible for most of the counselors and personnel currently reporting to the Executive Director of Academic Counseling, the Educational Planners, College Discovery, Disability Services, Transfer Services, COPE, and ASAP.*
- *Reporting to the Senior Director of Career Services will be most of the staff currently reporting to the Directors of Career Development and Job Placement in Adult and Continuing Education (ACE).*
- *A design team will be appointed to develop the new integrated advisement system. Members will include the Assistant Dean of Advisement, Records and Registration, the Registrar, the Senior Director of Advisement, the Senior Director of Career Services, the Director of Transfer, an Academic Chair, an Academic Program Director and faculty.*
- *The design team will begin work in September 2012, consult broadly with all appropriate groups and regularly update the Dean for Academic Affairs and the Vice President for Student Affairs. It will complete its work and report to the Provost by December 1, 2012.*

2. Strengthen the First-Year Experience

The College must move to a fully coordinated and more collaborative effort across divisions among first-year experience elements.

Students face many challenges understanding and navigating the College. Faculty and staff must pay special attention to students as they begin their College journey. In an effective and cohesive “first-year experience” program, students can get help early on from faculty and professional staff who will teach them the importance of planning, accomplishment, and success. The goal of all first-year endeavors will be to link new students’ early experiences to the courses and activities that serve as the culmination of their academic and developmental learning and result in graduation.⁵ These activities must be measured in terms of their retention outcomes, such as re-enrollment semester by semester, credit accumulation, and course sequencing.

A strengthened “first-year experience” – a term which itself might be redefined to consider the community college student’s trajectory in the early semesters of the degree – should begin at the preadmission stage and continue through completion of the thirtieth credit. During recruitment, a prospective student must be offered the expertise of faculty and staff in the areas of major and career exploration as well as transfer and employment planning. The student is then better prepared and more connected to the campus as she is guided by faculty and staff

⁵ See T. Brown, et al. (2011). *Fulfilling the Promise of the Community College: Increasing First-Year Student Engagement and Success*. National Resource Center for the First-Year Experience & Students in Transition, University of South Carolina.

from first-time enrollment through the end of the first year. A well-planned expansion of the College's student communications management software can help to measure students' engagement and coordinate supportive messages to them.⁶

Attendance in a first-year seminar increases persistence to degree.⁷ It is strongly recommended that the new student seminar be redesigned, mandatory at the first semester, discipline specific, tied to the major, and credit-bearing.⁸ A course must include an engagement with the College's array of technology platforms, such as ePortfolio, eCareer, DegreeWorks, CUNYFirst, and Blackboard, as well as Library resources and the College web site itself. This will contribute to students' developing goals and plans and taking ownership of their learning. A studio hour can help develop students' technological competence through peer assistance; these student technology mentors can be linked with strengthened mentoring opportunities outside the classroom as well.

Faculty and professional staff will collaborate in all aspects of the first year program, to teach developmental and academic skills in order to build students' commitment to their future education and careers. The seminar would be a springboard for co-curricular activities that continue to create community and improve competencies. Moreover, academic advisement with strong measures for assessment would take place during the entire first-year experience to provide consistency as well as opportunities for engagement with the major or concentration.

A collaborative design of the first-year experience can also create an atmosphere where students can see clear connections between course content areas and outside-the-classroom endeavors. Continuing orientation, the common reading, service learning, and other activities should be planned and assessed jointly across the divisions. Through intentionally arranged co-curricular programming, academic programs and Student Affairs departments can "develop attitudes, behaviors, and skills consistent with the desired outcomes of higher education and the Institution's philosophy and mission."⁹

The outcomes of a coordinated first-year experience include students' increased empowerment and responsibility in preparation for upper-level coursework through a clearer understanding of the College's structure and resources as well as sound knowledge of the connections between major and post-completion activities. Assessment of such outcomes will be facilitated through a stronger utilization of student-centered technology.

Next Steps:

Redesign the First Year Experience Program, including recommending learning objectives and activities for the first year (Strategic Plan 3.3.2)

- ***A design team, chaired by Assistant Dean Ann Feibel of Academic Affairs and Assistant Dean Renee Butler of Student Affairs will be appointed to develop the***

⁶ Hobsons CRM: currently Connect and, in the coming months, Retain.

⁷ Goodman, Kathleen and Pascarella, Ernest T. (2006). "First-Year Seminars Increase Persistence and Retention: A Summary of the Evidence from *How College Affects Students*." *Peer Review*. 8 (3) 26-28.

⁸ Students who transfer into the College as well as readmitted students can also benefit from the seminar.

⁹ Terenzini, P. T. and Reason, R. D. (2005). "Parsing the First Year of College: A Conceptual Framework for Studying College Impacts." Paper presented at the meeting of the Association for the Study of Higher Education, Philadelphia, PA.

new first year experience. The design team will include faculty, an academic chair, the Senior Director of Student Life and other appropriate staff from Divisions within the college.

- *The team will be charged with recommending learning outcomes and co-curricular activities for the first year experience and will begin work immediately. The team will develop a plan by December 1, 2012, which will be implemented beginning in Spring 1 of 2013.*
- *The framework to be developed will seek to provide support during the pre-enrollment stage and maximize opportunities for greater alignment between Enrollment Services and ACE.*

3. Create a Health and Wellness Center

The College should address students' personal wellness needs by designing and implementing a Health and Wellness Center that would offer students clear access to personal counseling in addition to basic medical services.

A recent study by the Higher Education Research Institute at UCLA (2011) puts the emotional health of college freshmen at its lowest level in 25 years.¹⁰ Further, the National Institute of Mental Health (NIMH) claims that common stressors introduced with normal college life, including concerns about life after graduation, can lead to major mood disorders.¹¹ A Center would help LaGuardia address health and wellness more intentionally and holistically and should focus on both prevention and intervention with a referral service for additional counseling and medical needs not available.

Members of the College community commonly express concern about how to help students with mental health issues, and faculty seek ways to ensure that what they may observe in class can receive attention by professionals. The Center would provide support for faculty and give them the ability to collaborate with professionals on how to make referrals. The entire campus would have clarity, decreasing the confusion about duplicated services on campus so that all understand how to access counseling as well as personal crisis and health care management for students. A Center would provide a rapid response system to stabilize the student's immediate health issues, and make timely referrals for outside specialty services.

By addressing the student's personal counseling and health needs in a coordinated and supportive manner, thereby reducing the stigmas believed to be associated with seeking help, the ability to retain the student and facilitate graduation should improve. According to a study by Turner and Berry, one in five students who attended counseling initially were considering withdrawing from their university as a result of their personal problems.¹² Though this study was based on four-year programs, it is useful to note that the authors reported an increase in

¹⁰ Pryor, J. H., DeAngelo, L., Palucki Blake, L., Hurtado, S., and Tran, S. (2011). *The American Freshman: National Norms for Fall 2011*. Los Angeles: Higher Education Research Institute, UCLA.

¹¹ See www.nimh.nih.gov/health/publications/depression-and-college-students.

¹² Turner, A. and Berry, T.R. (2000). "College center contributions to student retention and graduation: A longitudinal assessment." *Journal of College Student Development*, 41(6) 627-635.

retention by ten percentage points for students involved in counseling compared to the general student body.

As a hub for educational activities, the Center can serve the student body in multiple ways. Academic departments and professional staff can consider best practices for students to gain valuable skills by participating in outreach and delivery of services through internships and a peer health education program. Other students would benefit from this focus on promoting wellness.

The divisions must work together to design the Center, although it would be supervised by the Division of Student Affairs. It would be directed and staffed by personnel who are qualified to meet the health and wellness needs of the student body.

Next Steps:

Create a Health and Wellness Center. (Strategic plan target 6.2.2)

The Health and Wellness Center will offer students clear access to crisis mental health counseling and basic medical services and be housed in the Division of Student Affairs and headed by an Executive Director (to be hired), reporting to the Assistant Dean for Student Development (Renee Butler.) Reporting to the Executive Director will be the Director of Crisis Intervention, Education and Outreach (Matthew Joffee), the Director of Recreation and Athletics (Brian Goldstein), and the Administrative Coordinator of the Health Services Center (Renee Fuseymore). The Director of Crisis Intervention, Education and Outreach will be responsible for three counselors (Robert Durfey, Pia Andritsi and Mitchell Levy).

The College will:

- ***Develop a job description for the Executive Director (to be completed by July 1, 2012)***
- ***Begin the search for the Executive Director in July***
- ***Hire the Executive Director in the Fall***
- ***Appoint an advisory group to work with the Executive Director to develop the new center's programs, and***
- ***Open the Center in Fall II.***

4. Align Professional Development Programs

The College must align professional development activities for staff, faculty, and peers who provide support services to students.

Professional development occurs in a variety of ways on campus to support those who interact with students, but there are few areas where training and development are a collaborative effort across divisions. In order for the College to "be on the same page," the divisions must

coordinate to help transform our professional development culture to shape the student experience.¹³

For instance, while College staff and faculty, both full-time and part-time, long have agreed that taking a respectful and holistic approach to interaction with students is a key component to satisfaction and even retention, there has not been a coordinated attempt to ensure it is actualized across divisions. This approach to service should be incorporated into all professional development and training.

Moreover, aligning systems of information can improve learning during professional development activities. Each division must embrace a common mandate to collect, synthesize, and disseminate information in support of a mission to align training and development. Appointing a divisional information officer who is accountable for ensuring the relevance, accuracy, and timeliness of the material available on the College website and relevant systems can be part of this effort. In particular, such an individual can help develop a process for disseminating curricular changes to College professionals and students.

Training may have initial and in-service components, some of which can be online. Evaluation of trainees' learning through online assessment tools, observations, and other mechanisms would be an important component to determine effectiveness of services and program. All must actively contribute to the ongoing development of a minimum shared knowledge base, including soliciting student feedback.

Accountability for ensuring that the community has shared training and development would fall to the leadership. However, because so much information connects with a student's academic planning, it should be noted that coordinated professional development specifically for those who advise students must be one element of the larger effort.¹⁴

Next Steps:

Align professional development activities for staff, faculty and peers. (Strategic Plan 2.1.2)

- ***The Center for Teaching and Learning will establish an inquiry group with members from Academic Affairs, Student Affairs, ACE, Human Resources and Information Technology to develop professional development activities for staff, faculty (full and part-time) and peers who provide advising and support services to students. The inquiry group should be charged with, in part, with recommending how best to develop and deliver professional development for campus-based technology platforms, including ePortfolio, eCareer, Hobsons and DegreeWorks.***
- ***The inquiry group will start immediately, regularly update the Dean for Academic Affairs and the Vice President of Student Affairs, and report to the Provost by December 1, 2012.***

¹³ Achieving the Dream Focus Group Responses: Students with Credits between 30 and 45. April 14, 2011.

¹⁴ Campus research indicates that "there does not appear to be a formalized approach to training and continued professional development of new advisors." Inquiry Group 4 of the Alignment Initiative, Report on Professional Development.

To address the need to provide consistent, accurate and accessible information, the College will:

- *Align systems of information to support staff, faculty and peers who provide advising and support services to students, and*
- *Engage the expertise of the Library Department faculty as knowledge managers to help the College provide consistent, accurate and accessible information to students.*

The above recommendations have been formulated through a process involving research, deep thinking, and collaboration among dozens of members of the College community. The time to act with boldness is now, as we seek to promote student success and help more students graduate. It is hoped these recommendations will provide a roadmap for aligning our divisions

The Planning Team:

Danielle Insalaco-Egan and Debra Engel, Co-Chairs

Edward Arredondo
Yelena Baishanski
Rajendra Bhika
Porter Brannon
Loretta Capuano
Erika Correa
David Croft
Amy Dalsimer
Ingrid de Leon
Judith Gazzola
Sada Hye-Jaman
Matthew Joffe
Frantz Louis
Pressian Nicolov
Bernetta Parson
Arlene Peterson
Jason Ramirez
Michael Rodriguez
Lynne Teplin
Terik Tidwell
Burl Yearwood
Kenneth Yin

Special thanks to members of the Inquiry Groups:

Chris Alexander
Lara Beaty
Sutonia Boykin
Vincent Bruno
Luann Butironi
Fay Butler
Leslie Camacho
Jeffrey Collins
Renee Daniels
Mercedes Del Rosario
Maureen Doyle
Lesley Figueroa
Les Gallo-Silver
Brian Goldstein
Steven Hitt
Rosann Ippolito
Valerie Jones
Rosana Keshawarz
Nicole Lytle
Mahdi Majidi-Zolbanin
Cheryl McKenzie

Appendix 4.4 Project Completa Report 10/5/15 (pg. 28)

Figure 14. Student Satisfaction Rating for Academic Advising Effectiveness

Student Satisfaction	LaGCC		CUNY	
	Rating	% Change	Rating	% Change
Baseline (Sp 2013)	4.5	-	4.8	-
Academic Advising Effectiveness (Sp 2015)	4.9	-	5.0	-
Avg. 1 Yr. Δ in Satisfaction	+ .4	+8.8%	+ .2	+4.1%

As measured by Noel-Levitz SSL, student satisfaction with LaGuardia's *Campus Support Services* increased from 4.6 to 5.1. The two year comparison shows LaGuardia had an increase by over ten percent (+10.8%), whereas the CUNY average increased by four percent (+4.0%). Similarly, LaGuardia's *Academic Advising Effectiveness* went from 4.5 (Sp 2013) to 4.9 (Sp 2015). And LaGuardia's mean increased more than CUNY's. LaGuardia's student satisfaction score increased by just over eight percent (+8.8%), whereas the CUNY mean improved by only four percent (+4.1%) for the same item during the same period.

Goal: Improve student satisfaction with administrative services.

As measured by Noel-Levitz, student satisfaction with LaGuardia's *Registration Effectiveness* and *Service Excellence* also outpaced our CUNY peers. In Spring 2013, LaGuardia means were lower than CUNY means on both counts: 10 points lower in Registration Effectiveness and 20 points lower in Service Excellence. In Spring 2015, LaGuardia student satisfaction with Registration Effectiveness increased by .40 points (a gain of 8.5%); and satisfaction with Administrative Service increased .50 points (a gain of 10.8%).

Figure 15. Student Satisfaction Rating for Registration Effectiveness

Student Satisfaction	LaGCC		CUNY	
	Rating	% Change	Rating	% Change
Baseline (Spring 2013)	4.7	-	4.8	-
Registration Effectiveness (Sp 2015)	5.1	-	4.9	-
Avg. 1 Yr. Δ in Satisfaction	+ .4	+8.5%	+ .1	+2.0%

Figure 16. Student Satisfaction Rating for Administrative Services

Student Satisfaction	LaGCC		CUNY	
	Rating	% Change	Rating	% Change
Baseline (Spring 2013)	4.6	-	4.8	-
Administrative Service (Sp 2015)	5.1	-	5.0	-
Avg. 1 Yr. Δ in Satisfaction	+ .5	+10.8%	+ .2	+4.1%

We are pleased with the increase we have seen in our Noel-Levitz satisfaction ratings. Our plan is to continue to improve our programs and services, ensuring that higher levels of student satisfaction are sustained as the Restructured Advisement model is fully implemented and institutionalized.

Appendix 4.5 Advising by Major (2 pages)**Expectations for Advising Teams**

“Advising by Major” at LaGuardia is a partnership between Academic Affairs and Student Affairs, consisting of a designated advising team for each major at the college. Each advising team is comprised of the **major’s program director, faculty members from the major, Student Affairs academic advisors, and peer advisors.** Student Affairs provides additional support to the teams from Admissions, Career and Employment Services, Transfer Services and Financial Aid.

Students stay with the same advising team as long as they remain in the major. The advising teams work to meet the needs of all students in the major - at all points in their academic career - using a variety of methods as appropriate. These methods include one-on-one advising, group advising, advising events, and virtual advisement interactions.

Why this model? Advising by Major capitalizes on the most salient point of connection and identification for most students, namely, their major. The model seeks to connect students to faculty in the major early on, for example, through the locus for first-semester advisement, the First Year Seminar taught by discipline-area faculty. Advising Teams, by drawing upon both faculty and advising staff as appropriate, provide advisement *continuity* for students in the major throughout their academic career at the college, with the intention of making advisement an **integral, personalized, ongoing, and “intrusive” part of students’ experience.** The aspirational goal for all advising teams is to guide each and every student successfully to graduation.

Advising teams will:

- Foster sustained, meaningful interactions between students and their professors, advisors, and peers so that the students can develop strong college-based relationships.
- Help students develop an educational plan that clarifies educational and career aspirations. This includes providing guidance on career pathways, occupational information, transfer, and employment opportunities.
- **Develop college “know-how”** among students, empowering them to make smart choices, navigate systems, locate accurate information, and access resources. This includes making appropriate referrals, such as to financial aid, tutoring, transfer services, career planning and employment services, and health services.
- Seek to promote attitudes, mind-sets, strategies, and behaviors among students that are

- Provide one-on-one and group advising (as appropriately determined by each team), as well as hold advisement events for students, every semester.
- Ensure that students in the major can receive course selection advisement during in-demand times, in particular, in the weeks preceding the commencement of registration periods.
- Participate in advising workshops and/or professional development workshops through the Center for Teaching and Learning.
- Use advisement tools (e.g., the advising website, Degree Audit, SEMS, ePortfolio and eCareer Plan, Ask LaGuardia,) to guide students and document student contact. Students should be strongly encouraged to use the appropriate tools as well.
- Use the Advising Council structure to communicate information and organize team activities.

Appendix 4.6 Advising Teams-Personnel (3 pages)



Student Affairs Membership on Advising Teams

Business and Technology Teams

Accounting	Business Administration	Business Management	Paralegal Studies	Travel, Tourism & Hospitality Management
Student Affairs Academic Advisors: Salma Shaheen (x5259), Belal Mobarak (x5251), Aqueelah Muhammad (x7582)				
Team co-chairs: Ed Goodman and Salma Shaheen				
Departmental Advising Manager: Deijy Sherpa				
Sharon Long (Center for Career and Professional Development)				
Donniece Davis-Cooper (Office of Transfer Services)				
Danny Ng, Aura Paulino (ASAP)				
Roni Patterson (College Discovery)				
David Croft (Wellness Center)				
Daniel Diaz (Admissions)				
Alicia Smith (Student Financial Services)				
Ashari James (Road to Success)				
Frehiwot Leyeh (E-Portfolio Consultants)				

Education and Language Acquisition Teams

Ed Associate: The Bilingual Child	Childhood Education	Secondary Education	Spanish-English Translation
Student Affairs Academic Advisors: Cheryl McKenzie (x6073), Delle-Ann Barrow (x6008)			
Team Co-chairs: Paula Zimmerman, Delle-Ann Barrow			
Departmental Advising Managers: Paula Zimmerman, Allison Minto			
Onika Richards (Center for Career and Professional Development)			
Donniece Davis-Cooper (Office of Transfer Services)			
Marlenes Berroa, Aura Paulino (ASAP)			
Marianne Kaukiainen-Russo (College Discovery)			
Frank La Terra-Bellino (Wellness Center)			
Renee L. Daniels (Admissions)			
Kimberly Feldman (Student Financial Services)			
Jose Castro (E-Portfolio Consultants)			

Social Science Teams

Criminal Justice	Psychology
Student Affairs Academic Advisors: Sandra Cevallos (x5350), Emmeline Robles(x5256)	
Team Co-chairs: Shara Sand, Sandra Cevallos	
Departmental Advising Manager: Aileen Solima	
Bryant Caba (Center for Career and Professional Development)	
Bart Grachan (Office of Transfer Services)	
Steve Daut, Alexa Duque (ASAP)	
Roni Patterson (College Discovery)	
LuAnn Butironi (Wellness Center)	
Nancy Santangelo (Admissions)	
Keith Lewis (Student Financial Services)	

Revised 2/10/2016

Carla Clarke; Kyoung Kang (E-Portfolio Consultants)

Health Sciences Teams

Dietetic Tech	Foodservice Management	Human Services	Nursing LPN	Nursing RN	Paramedic
PTA	Radiology Tech	School Foodservice Mgt	Vet Tech	OTA	
Student Affairs Academic Advisors Jill Janofsky (x5249), Carole Julien (x6006), Rosanna Pichardo (x5169), Bipasha Dey (x5218) Team Co-chairs: Rosann Ippolito, Jill Janofsky Departmental Advising Manager: Jazmine Freire Yevi Granovskaya (Center for Career and Professional Development) Jose Plasencia & Bart Grachan (Office of Transfer Services) Matthew Eckhoff, Esther Rosa (ASAP) Desire Gulliver (College Discovery) Jeannie Buckley (Wellness Center) Loretta Capuano (Admissions) Alejandro Zaverukha-Navarrette (Student Financial Services) Angelica Wolan (Road to Success) Alvin Dasrat (E-Portfolio Consultants)					

Humanities Teams

Communication Studies	Fine Arts and Design	Industrial Design	Music Recording Technology
Philosophy	Photography	Theatre	New Media Technology
Student Affairs Academic Advisors: Jarrod San Angel (x7575), Sarina Gamez (x7417) Team co-chairs: Lisa Barry & Jarrod San Angel Departmental Advising Manager: Seurette Bazalais Onika Richards (Center for Career and Professional Development) Jose Plasencia (Office of Transfer Services) Esther Rosa, Steve Daut (ASAP) Kyoko Toyama (College Discovery) Shante Colston (Wellness Center) Deborah Strachan (Admissions) Zhihai (Alex) Fang (Student Financial Services) Oscar Cortes (E-Portfolio Consultants)			

STEM Teams

Biology	Computer Programing	Computer Science	Computer Technology	Engineering	Environmental Science	Liberal Arts: Math & Science
Student Affairs Academic Advisors: Darryl Sorrentino (x5266), Marangely Colon (x5267), Laura Barski (x5348), Bipasha Dey (x5218) Team Co-chairs: Holly Porter-Morgan & Darryl Sorrentino Departmental Advising Manager for MEC: George McCormack, Abdel Kadik Departmental Advising Manager for Natural Sciences: Indira Persaud, Carli Sinclair, Maureen Miller Danny Bernard (Center for Career and Professional Development) Bart Grachan (Office of Transfer Services)						

Revised 2/10/2016

Matthew Eckhoff, Alexa Duque (ASAP)
Kyoko Toyama (College Discovery)
Ana Mora (Wellness Center)
Jesse Guralnick (Admissions)
Andy Tran (Student Financial Services)
Praveen Lama Moktan (E-Portfolio Consultants)

Liberal Arts and English Teams

Deaf Studies	Creative Writing	History	International Studies	Japanese	Journalism
Latin American Studies	Media Studies	Music	Social Science & Humanities AA degree	Writing and Literature	Political Science
Student Affairs Academic Advisors: Shakira Whitley (x5262), Kat Papatheodorou (x6057), Maria Shirling (x7577), Carolina Bonilla (x7413), Barbara Carson (x5108) Team Co-chairs: Leah Richards & Shakira Whitley Departmental Advising Manager: Sylwia Niczewska Jessica Perez, (Center for Career and Professional Development) Luis (Alex) Restrepo (Office of Transfer Services) Marlenes Berroa, Danny Ng (ASAP) Sunny Borden (College Discovery) Stacey Chen (Wellness Center) Shaheen Rattani (Admissions) Kay White-Wiltshire (Student Financial Services) Roosevelt Smith (Road to Success) Thomas Rospiliosi (E-Portfolio Consultants)					

Revised 2/10/2016

Appendix 4.7 The First Year Experience (2 pages)

First Year Experience

FIRST YEAR EXPERIENCE AT LAGUARDIA

At LaGuardia, we challenge expectations and dare to do more - so that students can write their own futures; and that story begins with the First Year Experience.

"The First Year Experience (EYE) is comprehensive orientation program designed to engage students as they transition to and through the LaGuardia community, and is the outcome of a collaborative Academic and Student Affairs planning initiative. Further, the program is designed to assist students as they consider their journey beyond LaGuardia. FYE consists of a series of curricular and co-curricular programs and events, occurring in four stages:

- My New Campus
- My First Day
- My First Semester
- My Next Steps

FACULTY AND STAFF USE**Faculty**

When faculty build co-curricular orientation events into their First Year Seminar (FYS) courses and direct students to attend as a requirement for their FYS course, students will understand that orientation "counts."

Please review the guide to decide which events you believe would be of most value for students in your course to attend. You might assign events that complement work already being done in your course, or events that introduce students to information that might be new to them. We encourage FYS faculty to incorporate all of the My Campus Events programs into their course, but request the inclusion of two events.

Staff

Conversely, the discipline-based FYS courses offer Student Affairs staff a very exciting opportunity: a new context and larger forum for their work, one that will extend their impact. They can now imagine the learning that has taken place during one of the My Campus Events will reach a community of FYS classmates, supported by faculty and peer mentors, who have declared similar professional aspirations.

All First Year Experiences can be deepened by becoming a springboard for reflective writing, discussion and continued inquiry, made visible on the FYS ePortfolio. We're proud of the culture of critical thinking and exploration that you've helped foster at LaGuardia, exposing students to new perspectives and encouraging self-reflection.

First Year Experience

OVERVIEW

The First Year Experience at LaGuardia, consisting of 4 components, will be introduced to students during advising and registration activities.

MY NEW CAMPUS

My New Campus is a series of events that occur prior to students' arrival that are designed to initiate student engagement and solidify their decision to attend LaGuardia.

The events include a *Welcome Webinar Series*, *Checkpoints Sessions*, *Test Prep Workshops*, *Student & Family Day*.

MY FIRST DAY

My First Day is a series of half-day celebratory sessions (students attend 1 of 4 planned sessions) designed to provide students with an opportunity to engage in the LaGuardia community just prior to the start of the semester.

The program includes welcome remarks, student panels, refreshments and a campus information fair.

MY FIRST SEMESTERFirst Year Seminar

LaGuardia's discipline-specific First Year Seminar (FYS) courses facilitate students' productive transition to college, linking an introduction to the major with advisement and an orientation to college learning. Students explore key skills and concepts of their discipline and practice the habits of persistence, achievement, and self-efficacy needed for college success. Taught by discipline-based faculty and supported by advisement teams, the seminars utilize peer mentoring, co-curricular learning, and the connective power of ePortfolio to advance student achievement in the first college year and beyond.

My Campus Events

My Campus Events are a series of six supplementary programs geared to support students as they transition through their first semester of college.

MY NEXT STEPS

My Next Steps is a series of events developed to address students' transition from LaGuardia, either to a 4-year institution or to the workforce. Events include Job Fair Preparation Workshops, LinkedIn Workshop, Transfer Week Events and Advance Academic Advising Sessions.

Appendix 4.7a My New Campus

First Year Experience

MY NEW CAMPUS

My New Campus are a series of events that occur prior to students' arrival that are designed to initiate student engagement and solidify their decision to attend LaGuardia.

Below is an outline of the My New Campus events:

Welcome Webinars

The goal of this program is to provide prospective new students with an introduction and welcome to LaGuardia. "The program will utilize a webinar format, which will be made available via video on the LaGuardia website. The webinars will highlight LaGuardia's diversity, location, faculty, and value. In addition the program will help applicants understand how to navigate the enrollment and registration process and provides an overview of the First Year Experience.

Webinars will take place between February and August from 6:00 to 7:00pm. Time slots will be offered based on the needs of applicants.

Checkpoints Sessions

The purpose of these optional sessions is to provide recently accepted students with an opportunity to visit the college and to receive an overview of the enrollment process. During the sessions, students will be introduced to some fundamental college policies and beneficial college resources. Each attendee will also have the opportunity to get a personalized update on their progress towards enrollment.

The sessions are offered from April through July for fall admits and October through January for spring admits, on Mondays and Thursdays from 5:00p.m. to 6:00p.m. and Fridays from 12:00p.m. to 1:00 p.m.

Student and Family Day

The Student and Family Day program, organized by Student Advising Services, is designed to engage newly admitted students and their family members in a meaningful way prior to the start of the semester. More specifically, the program will ease students transition through the advisement and registration process and build a sense of community among newly admitted students, their family members, and members of the LaGuardia community. Further, the program is designed to solidify or shift students' decision to attend LaGuardia as a first choice and provide additional clarification about major requirements.

Student and Family Day will be held in July.

Test Prep Workshops

The Test Prep Workshops are designed to help newly admitted students prepare for the CUNY Assessment Test (CAT). The workshop's modules, designed by LaGuardia faculty members, are designed to help students prepare for each of the three sections of the test: reading, writing and mathematics.

The workshops will be held in June and July.

Appendix 4.7b My First Day (2 pages)

First Year Experience

MY FIRST DAY**DESCRIPTION**

My First Day is a series of half-day celebratory sessions (students attend 1 of 4 planned sessions) designed to provide students with an opportunity to engage in the LaGuardia community just prior to the start of the semester.

SESSIONS

There will be four half-day sessions that will accommodate 400 students each.

OUTCOMES

As a result of participating in the program, students will:

- Demonstrate knowledge of campus services and key strategies for student success.
- Develop familiarity with the campus environment through interactions with other new students, continuing students, faculty and staff.
- Understand behavioral expectations essential for academic, personal and professional success.

STUDENT REGISTRATION

Students will register for My First Day (MFD) during New Student Advisement and Registration. As part of the advising process, new students will be asked to choose one of the four My First Day sessions to attend and will register for the correlating course via CUNYfirst. The course will show up as part of new students first semester schedule.

Students who fail to register for MFD during New Student Advisement and Registration, will receive a series of email, via Hobsons, giving them a second chance to register. These emails will go out July 15, August 1, and August 15.

Students who register for MFD during New Student Advising and Registration will receive reminder emails and VIP message the week prior to their session. Additionally, the day prior to their session, participants will receive an email with instruction, information about outstanding admission/registration items, and their unique check-in bar code.

If student registration numbers exceed the 2000 spaces allocated in the four sessions outlined above, two additional sessions may be added on Friday, September 2 with space for 1000 more students to register.

PROGRAM EVALUATION

Students will complete a program evaluation during their LaGuardia Peer Talk session at the end of the program.

First Year Experience

MY FIRST DAY

Morning Session Schedule

Time	Event	Location
8:45 a.m. — 9:30 a.m.	Check-in & Information Fair	M-Building Lobby
9:30 a.m. — 10 a.m.	Welcome	E-Building, Mainstage Theatre
10 a.m. — 10:45 a.m.	Great Expectations — A Glimpse into the Student Experience	E-Building, Mainstage Theatre
10:45 a.m. - 11:15 a.m.	So, What's Next?	E-Building, Mainstage Theatre
11:15 a.m.- 1p.m.	Lunch & LaGuardia Peer Talk Session	Various Locations in the E and M Building

Afternoon Session Schedule

Time	Event	Location
2:45 p.m. — 3:30 p.m.	Check-in & Information Fair	Lobby of M Building
3:30 p.m. — 4 p.m.	Welcome	E-Building, Mainstage Theatre
4 p.m. — 4:45 p.m.	Great Expectations — A Glimpse into the Student Experience	E-Building, Mainstage Theatre
4:45 p.m. — 5:15 p.m.	So, What's Next?	E-Building, Mainstage Theatre
5:15 p.m — 7 p.m.	Dinner & LaGuardia Peer Talk Session	Various Locations in the E and M Building

Event Descriptions

Check-In and Information Fair

During check-in students receive a LaGuardia folder with a schedule for the program and other pertinent information, a pen, and be assigned to a Peer Talk group. As students check in they receive other giveaways to be determined. While students for the formal program to begin, they be invited to join their peers, student success mentors, and members of the faculty and administration for an information fair.

Welcome

To start the program, an inspirational video will be compiled and played. Following the welcome remarks will be offered by President Mellow, VP Baston, and the SGA President.

Great Expectations - A Glimpse into the Student Experience

The Great Expectation session consist of a series of skits/theatrical performances, produced by LaGuardia theatre department, portraying common scenarios students live during their first semester in college.

So, What's Next?

During this session, the Director of Student life will provide students with an overview of the remainder of the My Day program and close the event by inviting students to lunch/dinner and the Peer Talk sessions

LaGuardia Peer Talk Sessions

During these small group sessions (about 25 students per session), led by the Student Success Mentors, new students will have an opportunity to meet other new students and learn more about the LaGuardia experience from current students. Pizza, beverages and cookies be served in each individual session (20 overall).

Appendix 4.7c My First Semester

First Year Experience

MY FIRST SEMESTER**My Campus Events****DESCRIPTION**

My Campus Events is a series of six co-curricular programs designed to be supplementary to the First Year Seminar. Each event is designed to support students as they transition through their first semester of college.

FACULTY USE OF THE EVENTS

Faculty who teach the First Year Seminar will be able to consider how to including the My Campus Events in their course plans. The six core events, which were designed to support the successful transition of students who are new to college, introduce students to important campus resources and designed to help them flourish at LaGuardia

COMMUNICATION

Students will be introduced to My Campus Events during My First Day. Additionally, the events will be publicized via the college's event calendar and other typical communication methods.

PROGRAM EVALUATION & ASSESSMENT

The facilitator of each event will be responsible for distributing and collecting program evaluations. The information collected will be reported to the Vice President for Student Affairs and be used to make future adjustments.

Students who participate in these events will check-in and a list of participants can be obtained. Student Affairs will track student participation across The First Year Experience events for assessment purposes.

SESSIONS

The events include Clubs, Service Learning, and Civic Engagement Fair, Advising and Financial Literacy Workshop, First Impressions and Speed Networking, Transfer 101, Health and Wellness Summit and ePortfolio Mid-Semester Check-In.

What follows is a sample outline of each event.

Appendix 4.7d My Next Steps

My Next Steps

- A series of events to help students progress toward transferring to a 4-year college or to a new job opportunity.

Sample Next Steps Events during Fall I 2016 Term

Johnson & Wales University- Transfer Information Table	When: Wednesday, December 07, 2016 10:00 AM - 1:00 PM	Where: E-Building, Lobby	Event focused on planning for life after LaGuardia. Students will meet with admissions representatives and learn about academic programs, transfer applications, financial aid and more.
Introduction to American Sign Language Workshop	When: Wednesday, December 07, 2016 5:45 PM - 7:45 PM	Where: Given Upon Registration	Workshop focused on learning American Sign Language (ASL) and how to make a career from ASL skills. Workshop includes a visit to the state-of-the-art ASL language lab.
How to be Government Contracting Compliant	When: Thursday, December 08, 2016 2:00 PM - 3:30 PM	Where: Given Upon Registration	During this webinar, entitled "How to be Government Contracting Compliant" and presented by Mr. Mike Santos of Con Edison, participants will learn about their legal responsibility as a government contractor and understand compliance policies for government agencies as well as for prime contractors. Being a compliant government contractor is extremely important when executing government contracts, and this webinar will equip small businesses with the knowledge they need to perform on future contracts.
Saving & Investment	When: Thursday, December 08, 2016 2:30 PM - 3:45 PM	Where: E-501	Financial Literacy Workshop geared for students to learn to set and achieve your financial goals through saving and investment.

Appendix 4.8 HSF090 Syllabus (2 pages)

HSF090 First Year Seminar – Health Sciences
Syllabus & Course Schedule**COURSE DESCRIPTION & OBJECTIVES****Course Description**

- The First Year Seminar is required of all new students majoring in a program within the Health Sciences Department.
- This course addresses issues related to contemporary college life and provides students with the skills to transition to campus culture, develop a clear understanding of the learning process, and acquire the skills and dispositions essential to the study and practice of the health sciences in a professional capacity.

Learning Objectives

1. To introduce students to the shared ethical concepts, mission of service to others, necessary cultural competencies for successful careers in the Health Sciences
2. To develop in students the required academic skills and tools necessary for Health Sciences majors
3. To introduce students to the advising process and co-curricular activities at the college

SEMINAR & STUDIO**Seminar**

- College is a time to grow, develop and learn.
- The seminar is the vehicle to help students reach their goals
- The seminar focuses on orienting students to the majors in the Health Sciences and the college community.
- The seminar is led by faculty from the Health Sciences Department from among the many major programs.
- Each program/major has its own requirements, guidelines and dedicated faculty advisors

Attendance & Participation in Seminar = 50% of Final Grade

- College policy limits unexcused absences to 15% of class time
- 15% of 12 hours = 2 absences
- Lateness = ½ an absence

Studio

- The Studio Hour meets in a computer lab and assists students in mastering the various computer programs and platforms used at the college.
- Student Success Mentors lead studio hour and assist students with completing a required the required weekly assignments

Studio Activities/Assignments = 50% of Final Grade**Final Grade = S (Satisfactory) or U (Unsatisfactory)**

Both Seminar and Studio must be passed (70% or higher) to receive a satisfactory grade

EFFECTIVE PARTICIPATION & BEHAVIOR

Conscientiousness: Following the class schedule and being aware of important dates, e.g., assignments, activities, quizzes, exams

Attitude: Be here to learn – take care of personal business before class

Respect: Paying attention, listening to others, and participating in class discussions civilly

Preparedness: Reading and reviewing any assigned materials before class

Punctuality: Being on time to class and turning in assignments on the specified due date

Fall 2015

HSF090 First Year Seminar – Health Sciences
Syllabus & Course Schedule

Week	Seminar	Studio
1	Introduction to First Year Seminar for Health Sciences <i>Orientation to seminar and requirements</i>	<u>College Informatics I</u> Activity: My LaGuardia, CUNY Portal & Black Board Assignment 1: Send email to SSM, cc Seminar Faculty
2	Academic Survival Skills I <i>Support Services & Time management strategies</i>	<u>ePortfolio – Introduction</u> Activity: Review of Health Sciences Template Assignment 2: Complete About Me Section
3	Academic Survival Skills II <i>Learning Styles & Study Techniques</i>	<u>ePortfolio – Virtual Scavenger Hunt</u> Activity: College Website, major homepage & resources Assignment 3: Post links to major homepage in About Me
4	Health Science Majors <i>Key Courses, Candidacy, Advising</i>	<u>College Informatics II</u> Activity: Degree Audit & try "What if" feature Assignment 4: Post reflection on "What if"
5	Academic Policies <i>Academic Progress</i> <i>Academic Integrity</i>	<u>Introduction to MS PowerPoint</u> Activity: Choosing a template, inserting images, hyperlinks Assignment 5: Create personalized template, save & post
6	Academic Survival Skills III <i>Habits of Mind</i>	<u>ePortfolio – Habits of Mind</u> Activity: Create presentation on Habits of Mind Assignment 6: Post presentation to ePortfolio
7	Health Science Professions <i>Professionalism & Values</i>	<u>Introduction to MS Word</u> Activity: Formatting academic papers/fixing bad formatting Assignment 7: Create personalized Word Template & post
8	Cultural Competency <i>Working with diverse populations the health sciences</i>	<u>College Informatics III (Library Staff)</u> Activity: Using subscription databases Assignment 8: Locate/export 2 research articles on cultural competency
9	Educational Ladders <i>Articulations, transfers, continued educational and career paths</i>	<u>ePortfolio – Cultural Competency</u> Activity: Annotated Bibliographies Assignment 9: Post Annotated Bibliography with Reflection
10	Educational Planning <i>Course sequencing and selection</i>	<u>ePortfolio – Planning for next term</u> Activity: Review how to search for classes in CUNY First Assignment 10: Complete Education Plan
11	Career Goals <i>SMART Goals</i>	<u>ePortfolio – Assessment</u> Activity: Making Deposits & ePortfolio Review Assignment 11: Complete Course Reflection
12	Co-Curricular Activities <i>Professional development outside the classroom</i>	<u>ePortfolio – Course Evaluation</u> Activity: Course Survey Assignment 12: Deposits into Assessment – Degree Audit page (INQ), Habits.pptx (INT), Annotated Bib.docx (GLL)

Fall 2015

Appendix 4.9 HSF090 Enrollment

Semester and Major			Admission Status					
Semester	MAJ	HSF 090 Enrollees	New	%	Transfer-in	%	Others	%
Fall 2014	Health Sciences	838	536	64.0%	229	27.3%	73	8.7%
Fall 2014	Other Majors	161	66	41.0%	66	41.0%	29	18.0%
	Total	999	602	60.3%	295	29.5%	102	10.2%
Spring 2015	Health Sciences	647	288	44.5%	220	34.0%	139	21.5%
Spring 2015	Other Majors	103	24	23.3%	35	34.0%	44	42.7%
	Total	750	312	41.6%	255	34.0%	183	24.4%
Fall 2015*	Health Sciences	1038	676	65.1%	236	22.7%	126	12.1%
Fall 2015*	Other Majors	50	12	24.0%	8	16.0%	30	60.0%
	Total	1088	688	63.2%	244	22.4%	156	14.3%

Table 1. Number (Percentage) of students enrolled in HSF090 freshmen seminar, by major and admission status for the semester: Fall 2014, Spring 2015 and Fall 2015*

*Fall 2015 enrollment is not final.

Appendix 4.10 First Year Seminar Evaluations (42 pages)

Year 2 Annual Performance Report -- P116F140213

Project *COMPLETA*: Comprehensive Support for Student Success
LaGuardia Community College, CUNY

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YEAR 2 ANNUAL PERFORMANCE REPORT -- P116F140213
Project *COMPLETA*: Comprehensive Support for Student Success
LaGuardia Community College, CUNY

EXECUTIVE SUMMARY:

Supported by FITW, LaGuardia Community College has mobilized a sweeping program to address Absolute Priority #1 and improve learning and success for its under-represented, under-prepared and low-income students. Finishing Year 2 of funded activity, *COMPLETA* met all of its targets and measurably improved student achievement, retention and progress to the degree.

Re-organizing curriculum and academic support structures, deploying new technologies, engaging hundreds of faculty and staff in sustained professional development, Project *COMPLETA* has already enhanced instruction and academic support for 11,000 students. Rigorous research shows that *COMPLETA*'s activities are already making a statistically significant difference in student learning and success. Focused on *COMPLETA*'s centerpiece, an innovative FYS program now going to scale, the Year 2 Evaluator's Report concluded:

Overall, students who took the LaGuardia FYS course had higher levels of retention, cumulative credits, and cumulative GPA than students who did not take the FYS course. Differences between groups were overwhelmingly significant, with students who participated in FYS courses showing measureable and statistically significant positive outcomes with regard to retention, cumulative credits, and cumulative GPA. Additionally, effect sizes indicated that the magnitude of these relationships was moderate to strong; a number of the effect sizes approached or exceeded the WWC's definition of substantive importance ($g=.25$).

LaGuardia's student body is almost entirely under-represented and underprepared—first generation college-goers, low-income, minority, second-language learners with high levels of remedial needs. *COMPLETA* seeks to strengthen academic and co-curricular engagement from pre-enrollment through the first college year and beyond, creating a comprehensive support structure to speed these students to graduation. Bolstering a broad effort to focus the entire College on student success, *COMPLETA* is advancing three interlocking Core Activities:

COMPLETA Core Activities

1. **Back on Track**, a pilot program supporting 1,400 high-risk students as they move from LaGuardia's non-credit programs to academic enrollment.
2. **Rethink the First Year Seminar**, integrating new discipline-based curriculum with co-curricular innovation to launch more than 20,000 new students towards graduation.
3. **Transform Advisement for all LaGuardia students** by training and activating College-wide faculty/staff/peer mentor teams.

COMPLETA uses three digitally-enhanced support systems to strengthen its Core Activities. ePortfolio is deployed across Activities, linking the disciplines to career and education planning. We have recast our digitally-supported outcomes assessment structure to focus curricular and co-curricular learning on 21st century learning skills. And we are using new learning analytics to guide students, faculty, advisors, and college leadership. Informing a campus-wide focus on student success, these systems combine to support a guided pathways approach.

In our FITW proposal, LaGuardia's initial evaluation plan focused on examining the ways all Core Activities and support systems formed a comprehensive initiative taken to scale. Post-funding, FITW program officers directed us to narrow our formal evaluation to fit the What Works Clearinghouse (WWC). This meant limiting our formal evaluation to one Core Activity.

COMPLETA's evaluator, Dr. Ashley Finley, has focused on a rigorous evaluation of Core Activity 2, Re-Thinking the First Year Seminar. Dr. Finley's report indicates that Core Activity 2 has significantly improved student success. Surpassing its cumulative two year target (7,600 students), Core Activity 2 has already, over the first two years of the project, enrolled 10,877 students in an innovative, discipline-based, technology-enhanced, First Year Seminar.

Evaluation reveals that LaGuardia's FYS is highly effective. Dr. Finley compared outcomes for students served by the new FYS with a matched set of students not served by the FYS, focusing on academic achievement (cumulative GPA), progress towards the degree (speed of credit accumulation), and retention. As the Evaluation Report details, she found that students who participated in the FYS had higher levels of achievement on every outcome measured. For example, in the area of retention, Dr. Finley found that:

- FYS students had a one semester retention rate 11 percentage points higher ($p < .001$) than a matched set of students from the same department who did not take the FYS.
- Similarly, FYS students had a two semester retention rate that was 9 percentage points higher ($p < .001$) than non-FYS students.

Other outcomes were equally striking, particularly the increased rate of progress towards the degree, as measured by credit accumulation.

- After one semester, FYS students had accumulated an average of 10.48 credits; the average for non-FYS students was 8.10. Gain attributed to FYS was 2.38 credits. ($p < .001$)
- After two semesters, FYS students had accumulated 17.21 credits; the average for non-FYS students was 13.85. Positive gain for the FYS had grown to 3.36 credits. ($p < .001$)
- After three semesters, FYS students had accumulated 23.18 credits, compared to 18.96 for non-FYS students. Positive gain for the FYS had grown to 4.22 credits. ($p < .001$)

"Overall," Dr. Finley concluded, "the comparison of findings for FYS and Non-FYS students, both within majors offering FYS and across majors not offering the FYS course, suggest a high degree of program efficacy. This is particularly true in terms of increasing students' progress toward their degree as measured by the amount of cumulative credits." She went on to comment on the enduring impact of the FYS experience:

This analysis also underscores the efficacy of the LaGuardia FYS program over time. High-impact practices, such as FYS, often demonstrate only short-term effectiveness; as students move forward and distance from that exposure increases, effects tend to dramatically wane or disappear. That does not appear to be the case for the LaGuardia FYS program. Up to three semester past exposure, highly significant differences continued to be found across every indicator of student success, whether related to progress toward the degree or academic achievement. This suggests that the connections

students are making in the FYS course through development of ePortfolios, introduction to their chosen major, team-based and peer advising, development of an education plan, and co-curricular experiences are creating lasting impacts on students' development.

Dr. Finley's attached report details her methodology and her findings. This Project Narrative highlights her findings in our section on Core Activity 2. We contextualize her findings with a description of the FYS intervention, identifying high impact components such as ePortfolio, professional development and peer mentors. We also discuss ways that the FYS is catalyzing college-wide change—FYS success has sparked the revival of a broader First Year Experience, mobilizing and linking an array of co-curricular processes designed to support LaGuardia students as they make the transition to college.

Following the directives of our FITW program officer to focus our evaluation on the FYS, Dr. Finley reports only on Core Activity 2. The Project Narrative devotes extensive attention to Core Activity 2, as well. The Project Narrative also includes reports on Core Activities 1 and 3, describing activities and examining supplemental data generated by LaGuardia's Office of Institutional Research & Assessment (OIRA), documenting important gains in both.

Core Activity 1 focuses on expanding access for a particularly vulnerable group of learners: High School Equivalency (HSE) students associated with LaGuardia's Division of Adult and Continuing Education. Using Castleman's strategy for reducing "summer melt," Core Activity 1, "Back on Track," uses "nudges" and intrusive advising to guide students through matriculation; at the same time, it prepares them for success by reducing remedial needs in mathematics.

- Data from OIRA reveals that the *COMPLETA*'s Core Activity 1 has significantly increased the proportion the HSE students who matriculate, building it to 63%, 18 percentage points above the baseline of 45%.
- The impact of Core Activity 1 on reducing the need for remediation is even more dramatic. In Year 2, 56% of the HSE students who matriculated passed out of remediation by the end of their first semester, 34 percentage points above the pre-intervention baseline of 24%.

Core Activity 1 is a modestly sized pilot, serving 400 students a year—far smaller than *COMPLETA*'s other activities. But the insights generated in this pilot are already shaping broader college initiatives. And in *STEM-CONNECT*, a 2016 proposal to the USDOE's HSI-STEM initiative, LaGuardia proposes to use this strategy to double the college-wide matriculation of high risk students in STEM majors.

Core Activity #3 flanks the FYS on the other side, picking up students after they exit the FYS and providing them with enhanced guidance and support. In 2013, LaGuardia began re-organizing its advisement structures, seeking to overcome fragmentation by establishing discipline-based teams of faculty, staff, and peer mentors. *COMPLETA*'s Core Activity 3 supports this effort with professional development and digital tools designed to guide students as they move from second semester to graduation.

Core Activity 3 enhanced advisement for 11,347 students in 2015-16, far above the Year 2 target of 4,500. Data from the Community College Survey of Student Engagement confirms the progress of this effort, showing measurable improvement in student advisement experiences.

For example, in 2016, asked how often they discussed career plans with an instructor or advisor, 69% of LaGuardia students answered often or very often, up from 24% in 2012. Moreover, CCSSE data shows that by 2016, 82% of LaGuardia students reported they were satisfied or very satisfied with their academic advising experiences, well above national averages.

As each Core Activity moves forward, *COMPLETA*'s cross-cutting digital support systems link and inform these initiatives with data-based insights:

- Integrative ePortfolio practice, now incorporating educational and career planning, strengthens learning and advisement in each component of *COMPLETA*, creating opportunities for greater continuity and more cohesive team approaches.
- Digitally-supported outcomes assessment guides the development of curricular and co-curricular learning experiences in the first college year; it helps students begin to build LaGuardia's 21st century learning competencies; and it strengthens LaGuardia's ability to "close the loop."
- A new analytics system developed by the College through *COMPLETA* tracks student engagement with advisement—online, in events, and in faculty and staff offices. OIRA has begun to use this data for predictive modeling, informing the College as it develops plans and systems for the next phase of strengthening our advisement process.

These cross-cutting digital support systems put *COMPLETA* at the cutting edge of the current higher education revolution. Systems developed to support *COMPLETA* are already shaping broader college-wide processes, guiding plans and the development of new digital systems that will help LaGuardia students thrive in today's fast-changing digital learning ecosystem.

Reviewing these sweeping, transformative efforts, LaGuardia is pleased to offer this report, documenting the significant progress we are making in advancing learning and success for our vitally important students. And we are pleased to thank the USDOE and the First in the World (FITW) initiative for its invaluable support, without which our progress would not be possible.

* * *

Following the FITW guidelines, this Project Director's narrative report is structured to focus primarily on *COMPLETA*'s Core Activities. For each Core Activity, the report summarizes goals, describes program activities, and identifies progress towards targets. In so doing, it incorporates answers to many questions posed in the First in the World Annual Performance Report guide.

This Narrative offers substantial detail on Core Activity #2, including highlights from the Evaluator's Report. It reports somewhat more briefly on Core Activities 1 and 2. It discusses the project's three support structures: ePortfolio, Outcomes Assessment, and Learning Analytics. Finally, it includes sections discussing additional questions posed by the APR guide, such as the working relationship with the outside evaluator. The Evaluator's Report and a Budget Narrative are submitted as Appendix A & B, respectively.

I. CORE ACTIVITY #1: BACK ON TRACK

Core Activity 1 of Project *COMPLETA* addresses the pipeline from LaGuardia's High School Equivalency (HSE) programs into college degree programs. In Year 2, this pilot program has proven successful in reducing barriers to college enrollment and persistence for HSE students.

Roughly a third of LaGuardia's matriculating students first come to campus to take non-credit courses through Adult and Continuing Education (ACE) – courses in language development, workplace education, and High School Equivalency. Many of these students aspire to a college degree, and even apply for admission, but most fail to transition to post-secondary education.

Supporting a pilot program with HSE students, *COMPLETA* has demonstrated a strategy that effectively addressed this "summer melt" problem. With *COMPLETA* support, LaGuardia has built the capacity of ACE staff and exposed HSE students earlier to college and career assessments and educational planning. Through "nudges," events, and intrusive advisement, we have built a college-going culture in pre-college classrooms and helped HSE students navigate potential barriers for enrollment, such as the financial aid application process and immunization requirements. These efforts have increased the percentage of HSE completers who matriculate in college by 18.5 percentage points.

Back on Track has a second component. Most HSE students who do matriculate find themselves in a sequence of developmental math courses too few students complete successfully. Through *COMPLETA*, LaGuardia made significant progress in guiding students who have remedial needs to alternative developmental education programs and credit-bearing, accelerated math courses. These advisement interventions resulted in a 32 percentage point increase in the pass rate of Math Basic Skills after one semester (Table 1).

As a pilot, Back on Track is small in size compared to the other components of *COMPLETA*. Yet insights generated in this successful pilot have already begun to influence programs and plans across the college, in both ACE and LaGuardia's academic programs. This section of the Project Narrative outlines Back on Track activities and highlights data collected by LaGuardia's Office of Institutional Research and Assessment.

Goal 1: Increase College-going Rates

Each year, ACE serves over 1,600 out-of-school youth and adults seeking to earn their high school equivalency (HSE) diploma. Some hope to go on to college. But first time college students with a HSE credential face many barriers to success, including: lack of academic preparation, deferred entry, part-time enrollment, full-time work, financial independence, having dependents and single parenthood¹. This leads to an attrition problem known in the literature as "Summer Melt." HSE graduates who plan to go to college and even apply for admission never show up to register. During the 2013-2014 school year, 454 students from the Division of Adult and Continuing Education (ACE) applied for admission to a campus degree program; of this group, however, just 202 matriculated in the term following application, a baseline of 44.5%. *COMPLETA* has helped LaGuardia raise this rate significantly.

¹ Guison-Dowdy, Anne & Patterson, M.B. *Journeys through College: Postsecondary Transitions and Outcomes of G.E.D. Test Passers*. Washington, DC: American Council on Education. 2011. Web. 18 May 2014.

To address the melt rate of LaGuardia's HSE students, the Back on Track staff identified ways to help student navigate the intricacies of the matriculation process including financial aid, the CUNY application, placement testing, and special program advisement with students; alleviate potential "melt" points that can derail the enrollment process, such as financial aid application, enrollment stops, and immunization requirements; and connect students to the most effective first year interventions such as CUNY START² and ASAP³ so they can get off to a strong start.

Table 1: Core Activity 1 Summary

2 Yr Cumulative Targets/ 4 Year Goals	Year 2 Actions	2 Yr Cumulative Outcomes/ Progress on 4 Year Goals
<p>Year 2 Cumulative Targets: <i>Implement program to serve 450 high school equivalency (HSE) students applying to LaGuardia.</i></p> <p><i>250 HSE students create educational plans.</i></p> <p><i>Design, pilot, assess, and modify modularized math units offered to 175 HSE students</i></p> <p>4 Year Outcomes <i>Expose HSE students to First Year Seminar (FYS) and ePortfolio in preparation for transition to college.</i></p> <p><i>Increase matriculation rates of HSE applicants by 15% over four years (baseline= 45%).</i></p> <p><i>Increase pass rate of HSE students on CUNY Math placement exams prior to matriculation by 10% over four years (baseline= 8%) and Increase rate of completion of Math Basic Skills requirements by end of 1st semester (post admissions) by 20% over four years (baseline= 24%).</i></p>	<p>Strengthened targeted college readiness services and communications with HSE students.</p> <p>Provided college knowledge workshops and introduced HSE students to FYS & ePortfolio. Paired HSE instructors with FYS staff to create ePortfolios, and explore college and career plans.</p> <p>Offered 5-week Math College Prep course three times a year: January, May & July.</p> <p>Math tutoring services provided to students in remedial courses or remedial alternative courses in their first semester.</p>	<p>All 2 Year Targets Achieved Served 718 HSE students in 2 years, (+268 over target).</p> <p>272 students served via workshops & classroom activities (+22 over target).</p> <p>35 students piloted more robust ePortfolio system and initiated college and careers goal and educational planning.</p> <p>Course offered to 233 students (+58 over target). 106 students completed course.</p> <p>In Year 2, 133 students were offered the course (+8 over Y2 target), with 85 students completing: a participation rate of 64% (an increase of 43 percentage points from Y1).</p> <p>Progress on 4 Yr Outcomes: In Year 2, 272 students introduced to the FYS; 35 students piloted ePortfolio and initiated career and educational planning.</p> <p>The cumulative avg matriculation rate for HSE applicants is 18 points over baseline.</p> <p>CUNY Math placement exam results two-year cumulative is 10.5 percentage points over the baseline (=0.5 over the 4-year target), with a 20% pass rate in Year 2.</p> <p>The two-year cumulative Math Basic Skills completion rate is 22.5 percentage points (+2.5% over the 4-year target).</p>

² http://www.cuny.edu/academics/programs/notable/CATA/cti-cunystart/cunystartstudy/CUNYStartStudy_11-26-13_WEB.pdf

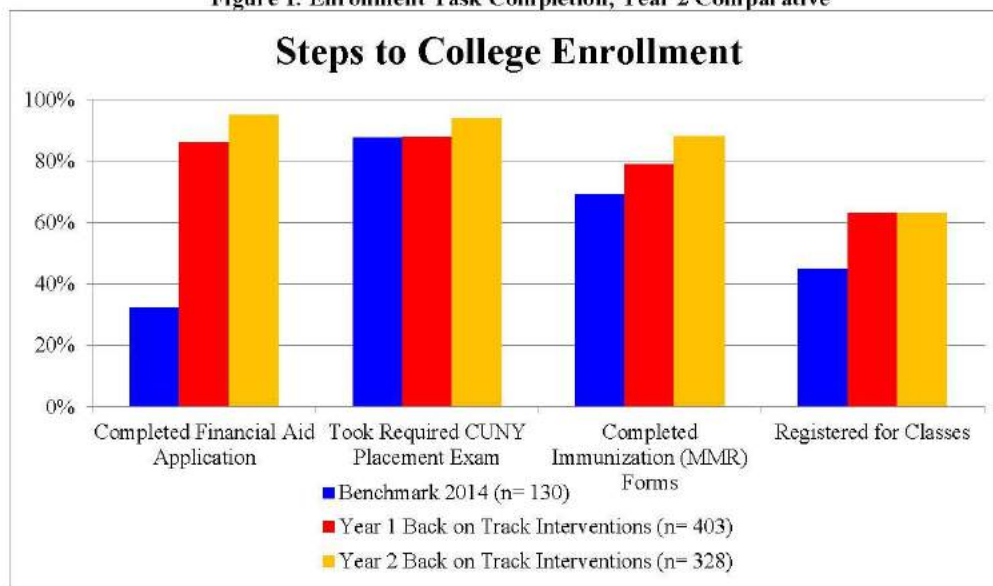
³ <http://www.mdrc.org/publication/more-graduates>

Completing Key College Enrollment Tasks

Providing robust advisement and interventions categorized as “nudges” is at the core of *COMPLETA*’s ability to improve college matriculation rates for HSE completers. The team strengthened both application and enrollment by using actionable data to send “nudges” to remind students of required pre-matriculation tasks such as college placement testing, immunization and health record requirements, financial aid forms, document submission, and registration.⁴ By enhancing communications such as personalizing text messages, using e-blast campaigns, and increasing targeted and just-in-time outreach, we were able to provide more robust advisement to every HSE college student.

Each month, program staff create action plans to support students in the enrollment process. Using the aforementioned outreach strategies, staff inform students of missing items. In Year 2, we have made significant gains in financial aid application completion (FAFSA), with a 63 percentage point gain over the baseline (Fig. 1). We have also seen gains in the percentage of students who sat for the placement tests and who completed immunization forms, indicating that our nudges are helping students with critical administrative processes.

Figure 1. Enrollment Task Completion, Year 2 Comparative



⁴ Castleman, B.L., & Page, L.C. (2013). *Summer nudging: Can personalized text messages and peer mentor outreach increase college going among low-income high school graduates?* Center for Education Policy and Workforce Competitiveness Working Paper No. 9. Charlottesville, VA: University of Virginia.

Creating Educational Plans with HSE Students

In addition to nudges, the *COMPLETA* team also worked to strengthen college-going by helping HSE students engage with more intentional education and career planning.

In Year 2, Back on Track activities exposed HSE students to first-year college educational planning; 272 LaGuardia HSE participants in our program were engaged in a “college knowledge” workshop that included an overview of the First Year Seminar (FYS), a required first-semester course for new students.

Back on Track in Year 2 also launched a pilot program, using the ePortfolio structure developed for the First Year Seminar (See Core Activity 2). The ePortfolio offers embedded activities for self-assessment and educational planning, helping students reflect on their coursework, life experiences and future goals. Back on Track introduced 35 HSE students to the ePortfolio. FYS staff, and peer mentors were integrated in the HSE classroom to support the students. Based on feedback from our instructors, we will continue our partnership with First Year Seminar staff in the semesters to follow. A sample HSE student ePortfolio is included in Appendix C.

Through the combination of “nudging” and educational planning, we recorded a Spring 2015-Fall 2015 matriculation rate of 59 percent and a Fall 2015-Spring 2016 matriculation rate of 67 percent, with an average of 63 percent. This Year 2 rate is equal to last year’s 18.5 percentage point gain over the baseline of 44.5% (Fig. 2).

Figure 2. Matriculation Rate of HSE Applicants

Baseline (2014)	Year 1	Spring 2016	Fall 2016	Average Year 2 ⁵	Average Cumulative Gains over Baseline for Years 1-2
45%	63%	59%	67%	63%	18 percentage points

Goal 2: Improving Pass Rates in Basic Skills Mathematics

For the second year, *COMPLETA*’s pre-college and first-year math interventions for Back on Track students have helped participants improve their basic math skills. In spring 2016, 42 percent of the 67 students requiring remedial math at entry enrolled in one of the college’s “best-bet courses:” CUNY Start, or an accelerated course that combines basic skills with algebra or statistics content. Furthermore, 68 percent of those enrolled in the best-bet courses passed, thus no longer requiring remedial math. These participation and pass rates for mathematics mark exceptional progress toward both our 4-year project goals, with the pre-matriculation pass rate surpassing our target by 12 points, and the first semester post-admissions completion rate for basic skills, passing the target by 32 points.

⁵ Because the pool of HSE completers in LaGuardia’s programs has shrunk in the last year, college applications from our HSE students decreased—from 403 in Year 1 to 318 in Year 2. We attribute this to two reasons. First, funding for the Adult Basic Skills—Deferred Action for Childhood Arrivals (DACA) program was phased out, reducing the overall number of participants in LaGuardia HSE programs. Second, changes in the HSE exam in New York State (the TASC) have resulted in fewer students passing and becoming eligible for college. Even with these changes, the total number of students matriculating is more than double the number of our 2014 baseline.

Pre-College Math Readiness

Our first strategy for improving math skills is College Prep Math. By providing math test preparation in the pre-college phase, the Back on Track component of *COMPLETA* aims to prepare students to test out of at least one remedial math level on the CUNY Math Placement Exam (COMPASS). We offered the five-week College Prep Math course in January, May and July to HSE students who would enter college as first-time freshmen. This course consists of a modularized math curriculum focused on pre-algebra and a review of math on the HSE TASC assessment. A copy of the course syllabus is included in Appendix D.

In Year 2, 20 percent of our HSE students passed at least one level of the basic skills test, a 12 percentage point increase over the baseline, thus helping these students avoid the full remedial math pathway (Fig. 3). Worth noting, however, is that 39 percent of all our College Prep Math participants passed at least one level of remedial math at the time of college entry. This marks a gain of 31 points over the baseline pass rate, or 21 points higher than our 4 year target of 18 percent. We will work to enroll more students in College Prep Math in coming semesters in order to help more HSE students avoid placement into remedial courses.

Figure 3. Math Basic Skills Pass Rate

Baseline (2014)	Year 1	Spring 2016	Fall 2016	Average Year 2 ⁶	Average Cumulative Gains over Baseline for Years 1-2
8%	17%	23%	17%	20%	10.5 percentage points

First Semester Math Support

For those HSE completers who are still required to take remedial math courses in the first semester, *COMPLETA* provides additional math support via success program advisement and math tutoring. Students followed one of three pathways:

- Students with greater remedial needs were encouraged to enroll in CUNY Start, a program providing intensive instruction and support.
- Students with a lower level of remedial need were advised into LaGuardia's accelerated mathematics courses, which combine remediation with credit-bearing courses such as Statistics. These courses helped students exit remediation while earning college credit towards their degree.
- For students who decide to register for traditional non-credit developmental courses, our math specialist provides personalized tutoring and works in collaboration with faculty teaching credit courses to assess students' needs in order to provide optimal support.

Collectively, these first semester math interventions in Year 2 have resulted in significant gains for HSE students. (Fig 4.). The 2014 baseline for post-HSE students passing remedial math after one semester in the credit program was 24%. In Year 2, the comparable rate for post-HSE students was 56%, 32 percentage points above the baseline.

⁶ 177 of 220 HSE students failed 1 or more sections of the math placement exam at entry (duplicate count).

Figure 4. Percent of Students that Complete Needed Math Basic Skills

Baseline (2014)	Year 1	Spring 2016 ⁷	Fall 2016	Average Year 2	Average Cumulative Gains over Baseline for Years 1-2
24%	37%	56%	NA	NA	22.5 percentage points

OUTCOMES: PROGRESS TOWARDS GOALS

Over the first two years of the project, targeted activities in the Back on Track phase of *COMPLETA* have helped hundreds of LaGuardia's HSE students make a stronger start in college. The program has served 718 HSE students, which is 268 over the two-year cumulative target. In Year 2, *COMPLETA* served 272 HSE students via workshops and integrated classroom activities, exposing students to LaGuardia's First Year Seminar practices, where they completed graduation plans. This represents 22 students more than our target. Of these students, 35 worked on a robust ePortfolio, thus preparing them for the use of this tool in their college courses. Our planning activities and communication resulted in a 63 percent matriculation rate of the HSE students who applied to college, surpassing our 4-year target by three points.

Equally exciting is our students' achievements in math, with the program supporting significant gains in pre-admissions pass rates on placement tests and completion of developmental math courses by the end of the first semester. The two-year cumulative Math Basic Skills completion rate is 22.5 percentage points over the baseline, and 2.5 points over the 4-year target.

Through *COMPLETA*, LaGuardia has made enormous strides in better preparing and connecting our students to a post-secondary pathway. Our focus in the coming year is to engage more students in successful activities and refine our work with teachers and program staff to improve outcomes for more LaGuardia HSE students.

⁷ 29 of 52 HSE students attempted a remedial math course in the first semester and passed.

II. CORE ACTIVITY #2: RETHINKING THE FIRST YEAR SEMINAR

To more effectively support its high-risk students' transition to college, LaGuardia has launched a new, credit-bearing First Year Seminar course that integrates discipline-based curriculum with an introduction to college, advisement, and co-curricular innovation.

This activity is well underway. In 2015-16 the FYS enrolled 6,655 students, reaching a total of 10,877 over the first two project years (well above our two-year target of 7,600). Data analyzed by our evaluator, Dr. Ashley Finley, indicates that it is already having a statistically significant impact on entering students' academic achievement, retention, and progress towards the degree.

Dr. Finley found that next semester retention for students who took the FYS was 11 percentage points higher than for students who did not. She found that one-year retention was 9 percentage points higher for FYS students, and that significant gain persisted through the third semester.

A similar pattern was true on other outcomes, particularly progress towards the degree, as measured by credit accumulation. With credit accumulation, the statistically significant gain attributable to the FYS actually grew over time. As Dr. Finley's report concludes:

Overall, students who took the LaGuardia FYS course had higher levels of retention, cumulative credits, and cumulative GPA than students who did not take the FYS course. Differences between groups were overwhelmingly significant, with students who participated in FYS courses showing measureable and statistically significant positive outcomes with regard to retention, cumulative credits, and cumulative GPA. Additionally, effect sizes indicated that the magnitude of these relationships was moderate to strong; a number of the effect sizes approached or exceeded the WWC's definition of substantive importance ($g=.25$).

Table 2: Core Activity 2 Summary

2 Yr Cumulative Targets/ 4 Year Goals	Year 2 Actions	2 Yr Cumulative Outcomes/ Progress on 4 Year Goals
<p>Year 2 Cumulative Targets: <i>Offer a total of 7 department-based FYS courses. Enroll a total of 4,100 students in FYS courses in Year 2; bringing the two year total to 7,600 students</i></p> <p><i>Offer professional development to 115 faculty in Year 2, reaching a cumulative 2-year total of 230.</i></p> <p>4 Year Outcomes <i>Increase 1 year retention by 7 percentage points</i></p> <p><i>Increase avg. credit accumulation (1 semester after intervention) by 25% (baseline 6.6%).</i></p>	<p>Launched four new FYS courses in 2015-16: Criminal Justice (CJF101), Engineering & Computer Science (ECF090), Psychology (SYF101) and Liberal Arts/Math & Science (LMF101); in Year 2, bringing the total number of courses to 8.</p> <p>Offered a total of 278 FYS sections, enrolling 6,655 students.</p> <p>Engaged 111 faculty in sustained professional development, preparing them to teach these courses.</p>	<p>All 2 Year Targets Achieved Launched 8 courses, 1 over cumulative 2 year target.</p> <p>Over first 2 years of project, enrolled 10,877 students, 3,277 more than our cumulative 2 year target.</p> <p>Over first 2 years of project, trained 258 faculty, 28 above 2 year target.</p> <p>Progress on 4 Yr. Outcomes: 1st Year retention rates for students who enroll in FYS are 9 percentage points higher than students not taking the FYS ($p<.001$).</p> <p>Average credit accumulation, 1st semester after intervention, increased to 10.48 credits ($p<.001$).</p>

Year 2 APR for P116F140213, LaGuardia CC, Project *COMPLETA*, 10.5.16, p. 11

Research has established the First Year Seminar as an important vehicle for achieving the learning and developmental objectives of undergraduate education, and has spotlighted key design features of First Year Seminar “done well.”⁸ With support from *COMPLETA*, LaGuardia faculty and staff used this research to create a new course to replace its generic, zero-credit “New Student Seminar,” which was largely ineffective. The new First Year Seminar integrates an introduction to key concepts and careers in the major with intensive advisement, co-curricular engagement, peer mentoring, and an introduction to LaGuardia’s technology suite – email, Blackboard, ePortfolio and DegreeWorks.

In addition to supporting major-based course design teams, *COMPLETA* supported intensive professional development. Building on a Spring 2014 pilot, *COMPLETA* has, over two years, spurred rapid growth and has effectively scaled the project college-wide. This section of the report reviews key aspects of Core Activity 2, identifying and discussing progress towards Year 2 targets. It then proceeds to summarize our student learning outcomes, highlighting findings from Dr. Finley’s report. Supplemental data is incorporated where appropriate throughout.

Designing a Stronger First Year Seminar:

Based on a 2012-13 collaboration with the Institute for Excellence in the First College Year, LaGuardia identified a set of design features for its new First Year Seminar (FYS). As outlined in our proposal, these features included:

Core Activity 2: First Year Seminar Design Features

- ✓ Course design focused on delivery by discipline-area faculty, supported by Student Affairs professionals and peer mentors.
- ✓ An integrated curriculum featuring introduction to college and to the major, intensive educational planning and advisement, training on LaGuardia’s technology suite, and a required tutorial hour facilitated by peer mentors.
- ✓ Full integration of ePortfolio, a longitudinal record of learning and academic identity, and the Graduation Plan, a student self-assessment and planning tool.
- ✓ Gathering of data and student learning artifacts to provide evidence for institutional outcomes assessment, and continuous improvement.

To ensure effectiveness and faculty ownership of the FYS, we engaged discipline faculty in designing courses that incorporated these features, adapted to the needs of the discipline. To facilitate course scheduling and registration processes, we grouped majors into disciplines for the course design process – for example, Accounting, Business Management, Paralegal, Travel and Tourism and other majors in the Business and Technology Department were joined together.

⁸ J.R. Keup and J. Webb Pestchauer, *The First Year Seminar: Designing, Implementing, and Assessing Courses to Support Student Learning and Success* (Columbia, S.C.: National Resource Center, 2011), 2-5. Sung-Woo Cho and Melinda Mechur Karp, “Student Success Courses in the Community College: Early Enrollment and Educational Outcomes,” *Community College Review* 41 (2013), 86-103. George D. Kuh, *High Impact Practices: What They Are, Who Has Access to Them, and Why They Matter* (Washington, D.C.: AAC&U 2008). George Kuh and Ken O’Donnell, *Ensuring Quality & Taking High Impact Practices To Scale* (Washington, DC: Association of American Colleges and Universities, 2013).

Rather than mandate a simultaneous college-wide adoption of the FYS, the Provost invited departments to volunteer. As each department moved forward, they identified faculty course design teams. Supported by *COMPLETA* and the Center for Teaching and Learning (CTL), these teams studied best practices and designed courses for their discipline. Proposals submitted to departmental and college-wide governance went to CUNY Central for final approval. Passage through governance is a critical step for sustainability of this effort and moving it towards scale.

A pilot group, involving the Departments of Natural Science and Business & Technology, tested this process in Spring 2014, as we wrote the *COMPLETA* proposal. Beginning in Fall 2014, support from *COMPLETA* helped these departments move forward on a broader scale. At the same time, *COMPLETA* helped other departments also design and launch their FYS courses.

In 2014-15, the Business and Natural Science group, identified on campus as Wave I, offered BTF101 and NSF 101, respectively. A second group, Wave II, developed two courses: one for Health Science majors (HSF090), and one for the Liberal Arts-Humanities and Social Sciences major (LIF101). Meanwhile, a third group, Wave III, began to design courses for these majors: 1) Psychology (SYF101), 2) Criminal Justice (CJF101), 3) Liberal Arts--Mathematics and Science (LMF101), and 4) all Engineering and Computer Science majors (ECF090). Wave III engaged in course design in 2014-15, and the courses launched in Fall 2015, bringing the total number of majors served to 33 (out of 49 majors offered at LaGuardia). See Appendices E-G.

In 2015-16, additional majors housed in the Humanities Department, such as Philosophy, Theater, and Fine Arts, built LIF101 into their major, eliminating the need for course development. The Education and Language Acquisition Department currently requires LIF101, but has announced plans to develop a discipline-specific course for Education majors in 2016-17.

All courses incorporated the design features noted above. All included a tutorial period, called the Studio Hour, to be facilitated by peer mentors. All were required for students in their majors. Most of the courses offer 2 or 3 credits, depending on the availability of credits in the majors. Two courses (HSF090 and ECF090) are zero credit, due to professional accreditation requirements of the relevant majors.

Advisement and Co-Curricular Activity: To help faculty embed advisement and co-curricular learning in the new FYS courses, Student Affairs staff took part in the course design process. Advisement staff worked with each course design team to help faculty understand developmental advisement and what it would take to help students develop plans for future semesters. Student Affairs staff also helped faculty think about ways to work with the whole student, addressing affective and developmental processes as well as academic content. Recognizing that learning often takes place outside the classroom, and that co-curricular engagement is a key indicator for student retention, teams designed ways to use the course to introduce entering students to campus clubs, activities, and services. The resulting course designs were significantly shaped by the active participation and many contributions of the Student Affairs representatives.

To support the FYS in action, advisement teams offer faculty a chance to bring teams into the classroom and get to know the advisors they'll work with after the first semester. For more on advisement, see Core Activity 3.

ePortfolio & the Graduation Plan: Course design teams also drew on LaGuardia's successful history of integrative ePortfolio practice. Since 2002, LaGuardia faculty and staff have employed ePortfolio practice to advance student engagement, learning and success. Since 2007, the ePortfolio system has also supported a highly effective outcomes assessment process for both General Education and periodic program reviews. All course design teams built intentional and recursive use of the ePortfolio into their course proposals as a required element of the course.⁹

Integrative ePortfolio practice is well-suited to First Year Seminars, because ePortfolio-based reflection helps students examine their own process of transition, learning, growth, and change. But the College's pre-existing New Student Seminar never used ePortfolio. With guidance from *COMPLETA*, teams saw ways to use the ePortfolio to engage the whole student, to support advisement, and to build connections between academic and co-curricular learning experiences.

To strengthen ePortfolio practice for FYS students, *COMPLETA* supported a team of faculty and staff that built a new ePortfolio feature, first termed My Academic Plan and now called the Graduation Plan. Designed to help students engage in self-assessment and educational and career planning, the Graduation Plan helps students take more responsibility for their educational careers. Drawing on models from Valencia College and Indiana University/Purdue University Indianapolis (IUPUI), LaGuardia faculty and staff designed interactive modules and worked with the ePortfolio managers to embed them into new FYS-focused ePortfolio templates.

Data documenting the impact of ePortfolio and the Graduation plan on FYS students' learning experience is highly positive. Surveys conducted with FYS students in Spring 2016 revealed that 83% Agreed or Strongly Agreed that "Building my ePortfolio helped me focus on planning my education." 85% Agreed or Strongly Agreed that "Building my ePortfolio helped me think more deeply about the content of this course." (See more FYS survey data outcomes below.)

FYS-Related Professional Development:

To help faculty teach this new course successfully, *COMPLETA* provided sustained professional development seminars to all faculty, prior to and during their first semester teaching the course. LaGuardia has a well-established Center for Teaching and Learning (CTL) and a robust professional development culture. With support from *COMPLETA*, CTL staff partnered with faculty during the course design process to support their work. Then, representatives of the design teams partnered with CTL staff to design and lead sustained professional development programs, called *Year to College: Rethinking the First Year Seminar*.

A total of 111 faculty took part in FYS professional development in 2015-16, bringing the cumulative total number of faculty trained in the first two years of the project to 258, substantially above our two-year cumulative target of 230. LaGuardia used a combination of

⁹ Bret Eynon, "Making Connections," in *Electronic portfolios 2.0: Emergent Research on Implementation and Impact*, eds. Darren Cambridge, Barbara Cambridge, and Kathleen Blake Yancey, K. (Sterling, VA: Stylus, 20. Paul Arcario, Bret Eynon, Marisa Klages, and Bernard A. Polnarev, "Closing the Loop: How We Better Serve Our Students through a Comprehensive Assessment Process," *Metropolitan Universities Journal* 24, no. 2 (2013): 21–3709). Bret Eynon, "'It Helped Me See a New Me': ePortfolio, Learning and Change at LaGuardia Community College," *Academic Commons*, 2009, a <https://blogs.commonsgorgetown.edu/vkp/files/2009/03/eynon-revised.pdf>

grant funding and institutional funding to support this process, providing released-time to seminar leaders and stipends to seminar participants. To meet the demand for trained faculty, the CTL coordinated two parallel New to College seminars in Year 2.

LaGuardia's CTL utilizes an inquiry-based process to help faculty prepare for, engage in, and learn from classroom innovation. The New to College seminars helped faculty consider the FYS course design, ePortfolio, and effective pedagogy. Guided by seminar leaders, faculty thought carefully about the strengths and needs of LaGuardia's entering students, and ways to help them build the skills and habits (or dispositions) needed for success. They fleshed out the structures provided by the course proposals, creating, testing, and sharing assignments and units. They planned ways to work with the ePortfolio, the Studio Hour, and their SSM partners.

New to College seminars link rich content and sophisticated professional development pedagogy, engaging faculty as active learners and reflective practitioners. We have attached in Appendix H an overview of the seminar, to help suggest the intensive and engaging quality of the professional development process supported by *COMPLETA* in this area.

Launched before the teaching semester began, the New to College seminars continued as faculty taught the FYS for the first time. During the semester, faculty not only delved into important topics such as advisement, they also shared classroom experiences. Through sharing of successes and failures, they improved their ability to manage complicated classroom issues, from classroom management to the intricacies of advisement and strategies for introducing students to LaGuardia's collegewide Core Competencies.

Feedback on the New to College seminars was overwhelmingly positive. Surveys conducted at the end of each seminar document faculty perceptions of the seminar's value. Asked to rate the effectiveness of the seminar in addressing key goals, faculty used a five point scale, in which 5 was Excellent/Highly Valuable, 3 was Good, and 1 was Poor/Not at All Valuable. For purposes of comparison, we included 2014-15 data, as well as data for both 2015-16 seminars.

Figure 6. New to College Faculty Feedback

	Y1	Y2
<i>How valuable was the New to College seminar in....</i>	Mean Score	
A. Helping you understand the design and purpose of the First Year Seminar	3.89	4.56
B. Providing essential support for your effort to integrate disciplinary perspectives, "College 101" and education planning	3.50	4.08
C. Preparing you to address the needs, dispositions and skill levels of FY Students	3.49	4.05
D. Advancing your skills and abilities around educational planning and advisement	3.50	4.22
E. Providing essential support for implementing ePortfolio in FYS	3.31	4.03
F. Understanding, identifying, and accessing co-curricular resources	3.06	4.24
G. Building a supportive relationship between faculty and student peer mentors	3.49	4.37
H. Encouraging thoughtful professional reflection about engaging FY students	3.74	4.31
(See survey in Appendix I)	N=36	N=41

This self-report data can be looked at from multiple angles. It suggests that participating faculty found the professional development process highly effective in preparing them to teach a

complex and challenging new course. Across the board, the 2015-16 group rated their experience as significantly more effective. This suggests that the professional development process for FYS faculty is increasingly sophisticated in design and execution, a tribute to the ongoing learning of the faculty and staff seminar leaders.

The largest differences between the 2014-15 cohort and the 2015-16 cohorts is in response to question F, about “understanding, identifying, and accessing co-curricular resources” for the FYS course. In 2014-15, the integration of co-curricular activities and events was uneven. By Spring 2015, Student Affairs had come up with ways to organize this process, providing faculty with clear menus and structures for linking their co-curricular processes to their courses. This process continued to improve in 2015-16, and faculty welcomed the improvements.

Student Success Mentors (SSMs): Peer mentoring is a proven tool for building student success, particularly for high-risk students. LaGuardia has long experience with hiring current students and recent graduate students to provide a range of support services to other students. In the model outlined in the *COMPLETA* proposal, the peer mentors known as Student Success Mentors (SSMs) are hired to run all of the Studio Hours for all of the new FYS courses.

FIPSE defined the salaries of these student employees as scholarships and eliminated all funding for them from *COMPLETA*'s budget. Believing that the SSMs advance the success of thousands of entering students, LaGuardia identified a private source willing to donate funds to replace those that FIPSE cut from the *COMPLETA* budget. These funds were sufficient to run the SSM program for Years 1 and 2. During the 2015-16 academic year, project leaders worked to identify and secure sufficient institutional funding to support SSM activity in Year 3 and beyond.

Using private resources, LaGuardia hired 35 Student Success Mentors for 2015-16. Some were current LaGuardia students; others were LaGuardia graduates completing degrees at other CUNY campuses. SSMs worked 15 hours per week facilitating Studio Hours; each taught an average of 4-5 Studio Hours per week. All received extensive training, helping them learn ways to manage classes, use the ePortfolio, support FY students and work with FYS faculty.

In an effort to promote enrollment during New Student Advisement and Registration, the SSMs produced the following video which offers an overview of FYS and all it has to offer:
<https://www.youtube.com/watch?v=vVs5QDvfOWs>.

Data suggests that that FYS students find the support provided by the SSMs highly valuable. For example, in the FYS Core Survey (see Outcomes, below) 84% of Spring 2016 FYS students Agreed or Strongly Agreed with the statement, “My FYS Peer Mentor helped me to understand what I needed to do in this course.” And 84% Agreed or Strongly Agreed that “My FYS Peer Mentor helped me to understand what it takes to be a successful college student.”

Because the SSMs are integral elements of the FYS model and critical to its effectiveness, we will continue to note activity in this area. However, since FIPSE eliminated all funding for this component of the project, we understand the targets stated in the proposal as no longer applicable, and are no longer reporting on them as project targets.

Extending the Reach of the First Year Seminar:

As detailed below, the FYS grew substantially in 2015-16, in terms of the numbers of students served. But FYS growth goes beyond numbers of students enrolled. Here we want to highlight five developments that suggest the growing impact of the initiative: 1) The creation of a First Year Experience (FYE) Advisory Group; 2) The organization of a successful April 2016 FYE mini-conference; and 3) The design and preparation of a new, extended model for New Student Orientation, to be launched in Fall 2016; 4) Taking key steps towards integrating the ePortfolio-based Graduation Plan in the work of LaGuardia's advising professionals; and 5) Launching Scholarship of Teaching and Learning activity, focused on the FYS.

- A. *First Year Experience Advisory Group.* The FYS emerged from the work of a 2012-13 Task Force on the First Year Experience, which made 13 recommendations, one of which called for a new FYS. However, progress on other recommendations has been mixed, in part due to changes in upper level leadership in Student Affairs. In 2015-16, building on the success of the FYS, the Dean for Student Life and the *COMPLETA* team reinvigorated discussion of the broader First Year Experience, establishing a body to guide this effort and meeting six times over the course of the year to identify, plan and pursue next steps for engaging the entire campus in supporting the success of first year students.
- B. *First Year Experience Mini-Conference.* The Advisory Group planned and organized a college-wide gathering, designed to increase awareness of the FYS and the FYE and create opportunities to learn about best practices emerging on the LaGuardia campus. Held on April 8, 2016, *Building First Year Success* drew 180 LaGuardia faculty, staff and student peer mentors. Keynoted by noted student development theorist Dr. Lee Knefelkamp, the conference offered 22 breakout sessions led by 48 LaGuardia faculty and staff. Topics discussed in the breakout sessions included: "Interdisciplinary Career Exploration for First Year Seminar Students," "Introducing Transfer in the First Year," "Advisement in the First Year Seminar," and "Using ePortfolio to Guide the Career Planning Process."
- C. *Redesigned New Student Orientation.* Perhaps the most significant accomplishment of the FYE Advisory Group was the redesign of LaGuardia's New Student Orientation (NSO). For many years, LaGuardia's NSO has been a one-day invitational event attended by several hundred new students, a relatively small proportion of the entering class. The effectiveness of this approach was limited not only by low attendance, but also by its short duration (which led to a hectic pace) and by its lack of connection to other aspects of students' first semester experience. With this in mind, the FYE Advisory Group worked with Deans and Directors from Student Life as well as faculty teaching the FYS to redesign the NSO, using an "extended orientation" model. Orientation events will take place over the first six weeks of the semester, addressing the following topics: Student Clubs, Advising, Health and Wellness, Financial Aid, Career Exploration, and Transfer Planning. The schedule for the new NSO was established in May 2016, allowing FYS faculty to build it into their teaching plans for Fall 2016. The new approach will be piloted in Fall 2016 and refined for future semesters.
- D. *Training Advisors in the Use of the Graduation Plan.* Through FYE Advisory Group, staff from Academic and Student Affairs collaborated to plan and offer professional development to 19 of LaGuardia's advising professionals, helping them explore ways to better incorporate use of the Graduation Plan into their everyday practice. As this practice grows, it will enable

advisement staff to better understand students' academic growth and personal development, thereby strengthening developmental advising.

- E. *Faculty Scholarship on the FYS*. In 2015-16, four faculty and two staff members wrote "Now I Know Who I Am as a Student," accepted for publication in a scholarly book examining the FYS as a high impact practice. Organized by the National Resource Center on the First College Year, the book will be published in early 2017. Meanwhile, 12 faculty took part in a year-long seminar, guiding them in designing Scholarship of Teaching and Learning research projects focused on the FYS. Their articles will be initially published in LaGuardia's SOTL journal, *In Transit: The LaGuardia Journal on Teaching and Learning*.

COMPLETA leaders see all aspects of the FYS and the FYE as ongoing works in progress. Each semester is an opportunity to support broad faculty learning, as well as improve student learning and success. The work of faculty and staff will continue, not only in expanding the initiative, but also deepening it through ongoing inquiry, reflection and collaborative action.

OUTCOMES: EVALUATION AND PROGRESS TOWARDS GOALS

At the end of Year 2, *COMPLETA*'s Core Activity #2, the implementation of an innovative, digitally-enhanced First Year Seminar, has made significant progress. There is much yet to do to strengthen the effectiveness of the FYS for all LaGuardia students. But we are pleased both with our growth and with the evidence of impact on student success.

Effective planning and collaboration has facilitated growth of the FYS, enabling LaGuardia to train 258 faculty over the first two years of the project, 28 more than our target of 230. Meanwhile, a total of 6,655 LaGuardia students enrolled in one of 278 sections of the FYS in 2015-16, well above the Year 2 target of 4,100. 3,852 students enrolled in one of the FYS courses in Fall 2015, and 2,803 students enrolled in one of the courses in Spring 2016. Across the first two years of *COMPLETA*, a total of 10,877 students enrolled in the FYS, 3,277 students more than the cumulative two-year target of 7,600.

Available data on the FYS is highly positive. *COMPLETA* leaders administered a student survey that demonstrated ways the FYS engaged students with powerful learning experiences. More importantly, our outside evaluator, Dr. Ashley Finley, conducted a rigorous evaluation that meets What Works Clearinghouse standards for Quasi Experimental Design, and found that FYS participation strongly correlated with higher levels of academic achievement, including significantly improved retention and significantly accelerated progress towards the degree.

This section of our report highlights key findings from Dr. Finley's report (see Appendix A). And it presents other data gathered by the College, particularly the student survey data.

Findings from the Evaluator's Report: As discussed in the Evaluator's Report, Dr. Finley examined the impact of the FYS by reviewing institutional data gathered by LaGuardia's Office of Institutional Research and Assessment. She reviewed success data on students who entered LaGuardia in Fall 2014, Spring 2015 and Fall 2015. (Data on students entering in Spring 2016 could not be made available in time for Dr. Finley's review and inclusion in this year's report.)

Following the guidance of the evaluation coach provided by the First in the World initiative, Dr. Finley created a combined set of students incorporating those who entered in any of these semesters. She then compared their outcomes with those of a matched set of new and entering transfer students who did not take the FYS. As described in the Evaluator's Report, her work controlled for selection bias by matching students on a set of 7 characteristics, including age, gender, Pell eligibility, level of remedial needs and full-time/part-time status.

For the FYS and non-FYS groups, Dr. Finley examined student persistence and progress towards the degree, using three measures: retention across semesters, credit accumulation across semesters, and cumulative GPA across semesters. Using this combined, aggregated group of FYS students and the matched set of non-FYS students, she compared outcomes 1 semester post intervention (at the end of the student's second semester), 2 semesters post intervention (at the end of the student's third semester), and 3 semesters post intervention (at the end of the student's fourth semester).

Supported by the LaGuardia IR office and her FITW coach, Dr. Finley performed a rigorous statistical analysis on this data. Dr. Finley's analysis followed What Works Clearinghouse guidelines and the Evaluation Plan submitted to FIPSE. Her report details the methodology:

To help account for selection bias, students in the FYS program and those students outside of the program were matched using a propensity score matching procedure.... Following the matching procedure, weights were applied to account for the proportion of students inside and outside the FYS program who matched on particular characteristics... Significant differences in outcome variables across FYS and Non-FYS comparison groups, both within the same departments and between departments offering FYS and those not offering FYS, were determined using unpooled t-tests. Effect sizes for all outcome variables (percent retained, cumulative credits, and cumulative GPA) were determined using Hedges' g.

As Dr. Finley's Evaluation Report explains, her analysis found that students who participated in the FYS had higher levels of achievement on every outcome measured. For example, in the area of retention, Dr. Finley found that:

- FYS students had a one semester retention rate 11 percentage points higher ($p < .001$) than a matched set of students from the same department who did not take the FYS.
- Similarly, FYS students had a two semester retention rate that was 9 percentage points higher ($p < .001$) than non-FYS students.
- In the third semester, the FYS was still showing a significant impact on retention, with FYS students retained at a rate 6 percentage points higher than non-FYS students. ($p < .001$)

Other outcomes were equally striking, particularly the increased rate of progress towards the degree of FYS students, as measured by credit accumulation.

- After one semester, FYS students had accumulated an average of 10.48 credits; the average for non-FYS students was 8.10. Gain attributed to FYS was 2.38 credits. ($p < .001$)
- After two semesters, FYS students had accumulated 17.21 credits; the average for non-FYS students was 13.85. Positive gain for the FYS had grown to 3.36 credits. ($p < .001$)

Year 2 APR for P116F140213, LaGuardia CC, Project *COMPLETA*, 10.5.16, p. 19

- After three semesters, FYS students had accumulated 23.18 credits, compared to 18.96 for non-FYS students. Positive gain for the FYS had grown to 4.22 credits. ($p < .001$)

On this measure, the impact on students' progress towards the degree seems not only to be persisting over time, but growing in size, suggesting that the FYS experience had an enduring impact, building students' capacity for ongoing growth.

The outcomes as measured by cumulative GPA were also highly positive. As Dr. Finley noted in her report:

In this comparison, students who participated in the FYS program demonstrated greater progress toward degree in terms of more cumulative credits by term, higher academic achievement in terms of cumulative GPA, and higher levels of retention, relative to students from the same majors who did not take the FYS course. Statistically significant positive effects were found across all outcome variables through the three semesters analyzed post-treatment.

Dr. Finley examined the impact of the FYS from two angles. She compared students who took the FYS with students from the same majors who didn't take the FYS. And she compared students who took the FYS with students from majors that did not offer the FYS. From both angles, the FYS students did significantly better on all measures of academic achievement and progress towards the degree. Dr. Finley suggests the comparison within majors may be particularly significant, because "it eliminates variations across departments." She notes:

Overall, these 'within' majors comparison of FYS and Non-FYS students yielded even stronger, statistically significant positive differences between groups, both within a particular time period and over time.... The magnitude of the within department differences between the two groups of students, particularly in terms of effect sizes and the duration of the effect sizes over time, makes a strong case for all departments to implement the FYS course.

Following the WWC guidelines, Dr. Finley also tested for effect size, using "Hedges g." Effect size is a measure of "statistical power," regarded by statisticians as an important complement to statistical significance. Dr. Finley's analysis revealed effect size gains that ranged from moderate to large, and were particularly pronounced for the 'within departments' comparison. As she explains in her report, "The majority of these 'within department' comparisons produced effect sizes that approached or exceeded the WWC's standard for substantive importance of $g = .25$."

Dr. Finley's report details her findings, as well as her methodology. Looking across all her findings, Dr. Finley concluded:

Overall, the comparison of findings for FYS and Non-FYS students, both within majors offering FYS and across majors not offering the FYS course, suggest a high degree of program efficacy. This is particularly true in terms of increasing students' progress toward their degree as measured by the amount of cumulative credits. Analyses indicated that FYS

students, whether compared with peers not in FYS in the same departments or in majors not offering FYS, accumulate significantly more credits and continue to do so over time.

Dr. Finley's conclusion underscores her interest in considering the impact of the FYS not only in the immediate semester but also across multiple semesters. She finds the persistence of gains across semesters particularly striking.

This analysis also underscores the efficacy of the LaGuardia FYS program over time. High-impact practices, such as FYS, often demonstrate only short-term effectiveness; as students move forward and distance from that exposure increases, effects tend to dramatically wane or disappear. That does not appear to be the case for the LaGuardia FYS program. Up to three semesters past exposure, highly significant differences continued to be found across every indicator of student success, whether related to progress toward the degree or academic achievement. This suggests that the connections students are making in the FYS course through development of ePortfolios, introduction to their chosen major, team-based and peer advising, development of an education plan, and co-curricular experiences are creating lasting impacts on students' development.

Findings from Student Survey Data: In addition to the outcomes data analyzed by Dr. Finley, *COMPLETA* leaders also gathered formative data using a survey instrument designed in collaboration with the LaGuardia Office of Institutional Research and Assessment. A copy of the survey is included in Appendix J. This instrument asked students a range of questions related to their FYS experience. A sampling of the responses given by students taking the FYS in Fall 2015 and Spring 2016 provides a sense of the ways students understand the FYS.

Figure 7. FYS Student Feedback

	% of FA15 FYS Students Strongly Agreed or Agreed	% of SP16 FYS Students Strongly Agreed or Agreed
1. This course helped me learn about LaGuardia	88%	89%
2. This course helped me get to know a professor in my major	71%	69%
3. Building my ePortfolio helped me think more deeply about the content of this course	84%	85%
4. In this course, I built my ability to gather and evaluate information	80%	80%
5. In this course, I learned about my major and possible careers	87%	88%
6. Building my ePortfolio helped me focus on planning my education	82%	83%
7. I know which semesters to take courses to get my degree	82%	82%
	n=2,520	n=1,928

This data, while self-report, offers a revealing look at how students experience the FYS. Consistently, across both semesters, it suggests that students value multiple aspects of the course and see it as helping them learn about and transition to LaGuardia, and to their major. It highlights the value of the ePortfolio in helping students learn and plan their education. And perhaps the most interesting data in this sample is that indicating students feel the FYS helped them learn about their major and plan their education. That 82% of these high-risk, first generation students report that they know which semesters to take the courses needed for their

degree is highly positive and a further indication of the success of course as a whole and the Graduation Plan in particular.

Given that these questions focus on the FYS experience, there is no way to compare data from these questions with data from students who did not take the FYS. However, the FYS survey included a set of questions adapted (with permission) from the Community College Survey of Student Engagement (CCSSE). These questions offer an interesting though imprecise comparison opportunity. The CCSSE is administered at hundreds of community colleges nationwide. LaGuardia administers the CCSSE college-wide on an alternate year basis to a broad, college-wide sample of students (that does not exclude FYS students). Comparing the data from the FYS survey to the College-wide and national means is suggestive:

Figure 8. Select FYS CCSSE Data

CCSSE Questions	LAGCC FYS Fall 2015	LAGCC FYS Spring 2016	CCSSE LAGCC 2016 (FYS included)	CCSSE Nat'l 2016
5c. How much has your work in this course emphasized synthesizing and organizing ideas, information, or experiences in new ways?	88%	87%	73%	63%
5e. How much has your work in this course emphasized applying theories or concepts to practical problems or in new situations?	84%	81%	66%	60%
12c. How much has your experience in this course contributed to your knowledge, skills, and personal development in writing clearly and effectively?	84%	83%	71%	64%
12h. How much has your experience in this course contributed to your knowledge, skills, and personal development in understanding yourself?	87%	87%	67%	58%
12j. How much has your experience in this course contributed to your knowledge, skills, and personal development in working effectively with others?	85%	83%	65%	64%
Total CCSSE Responses	N=2,520	N=1,928	N=1,098	N=429,086
<i>Note: The FYS survey asks these questions about "your experience in this [the FYS] course. Administered college-wide, the CCSSE asks these questions about "your experience at this college."</i>				

While imprecise, the CCSSE comparison suggests that the FYS is consistently and successfully engaging large numbers of students with high impact learning processes at rates well above both the national means and the LaGuardia means. This data, together with the data reported by Dr. Finley, suggests that the design features built into the FYS are combining to have a significant effect on LaGuardia's high-risk students.

* * *

Across the board, the available data on the FYS is highly encouraging.

Using multiple measures, it suggests that *COMPLETA*'s Core Activity 2 is highly effective, having a significant impact on student retention and progress towards the degree. Notably, its impact persists over multiple semesters, enhancing its value for improving graduation.

Growing rapidly and approaching scale, the FYS has in the space of two years become the standard way that students enter LaGuardia. We have also seen the transformative effect of the FYS effort on wider institutional commitment to first year success.

We look forward to building on this accomplishment, the insights provided by the Evaluator's Report, and all other available data to improve the program as it moves forward.

III. CORE ACTIVITY #3: Transform Advisement for All LaGuardia Students

In Year 2, LaGuardia made significant strides in implementing *Core Activity 3: Transformed Advisement*. We achieved our annual targets and progressed toward our long term goals by continuing to improve and support our new team-based advising structure and evolving our effective professional development program for both faculty and staff.

During 2015-16 academic year, we trained 247 faculty, staff, and peer advisors who make up the Advising Teams. Each of the College's 49 majors now has a dedicated Advising Team; in Year 2, these Teams collectively served 11,347 students. We piloted a new digital advising resource, Connect to Completion (C2C), and a data analytics tool that will aid in documenting and assessing the new advising model.

Core Activity 3 seeks to improve the advisement experience for our students, and we see evidence of progress towards that goal in data collected by the Community College Survey of Student Engagement (CCSSE). CCSSE data on advisement questions over time offers evidence of improvement. There was a dramatic increase in the percentage of students who state that they talk about career plans with instructors or advisors often or very often from 24% in 2012 to 69% in 2016. At the same time, from 2012 to 2016 there was a 14 percentage point increase in students' level of satisfaction with academic advising.

Table 3: Core Activity 3 Summary

Year 2 Targets / 4 Year Goals	Actions	Outcomes
Year 2 Targets: <i>Train 120 faculty/staff in advising methods.</i> <i>Advise 4,500 students.</i> <i>4,975 students build Graduation Plan in ePortfolio.</i>	Supported ongoing advisement efforts of 49 advisement teams. 247 faculty, staff, and peer advisors participated in the Center for Teaching Learning's professional development aimed at supporting the implementation of the new advisement model.	All Year 2 Targets Achieved Trained 247 faculty/staff trained in advising methods, 127 over 2 year target. Advised a total of 11,347 students, 8,874 over cumulative 2 year target. Created 6,655 Graduation Plans, 1,680 over 2 year target.
4 Year Outcomes <i>Increase student satisfaction with advisement by 8% over four years, measured by Noel- Levitz Satisfaction Survey.</i> <i>Note: Noel-Levitz is administered every other year, so data is unavailable for this report. CCSSE data will be reported in its place.</i> <i>Increase six-year graduation rate by 10% (baseline 27.1%).</i>	Involved professional advisement staff in intensive ePortfolio/ Graduation Plan training in order to develop protocols for using it with students.	Progress on 4 Yr. Outcomes: Noel-Levitz data from last year shows that student satisfaction with advisement increased by 8.8%. CCSSE data reported in 2016 shows that the percentage of students who state that they talk about career plans with instructors or advisors often or very often from 24% in 2012 to 69% in 2016. From 2012 to 2016, student satisfaction with academic advising increased 14 percentage points, from 68% to 82%. Graduation rate to be reported in Years 3 and 4.

A New Advisement Model:

Research has shown that proactive advisement can make a powerful difference for low-income students¹⁰, and that “acknowledgment of academic advisement as an essential and systematic enterprise”¹¹ can provide a sense of continuity as well as develop students’ agency and independence. To support student progress after the First Year Seminar, LaGuardia has continued to improve its revised Advising Team structure.

Planning for restructuring advisement began in 2012-13. Examining the College’s advising processes, Achieving the Dream—a national, non-profit leader in championing evidence-based institutional improvement—found that advising was fragmented, hindered by limited communication and collaboration between faculty and professional advisors. To overcome this problem, an advisement redesign committee established a faculty-staff Advising Team for each of LaGuardia’s 49 majors. These Teams became fully operative in November 2014.

Each Advising Team brings faculty from the major together with professional advising staff. Together, they are responsible for front-line advisement. Advising Teams include peer advisors who help students understand program curricula and navigate the college environment. Supported with institutional funds, peer advisors also assist Advisement Team faculty and staff with events, communication, and other important work connected with Advisement Team activity. In addition to one-on-one conversation with students, peers may work with major-based student clubs, or help to organize team events. Most importantly, peer advisors provide a friendly face and practical campus knowledge to fellow students on the road to graduation.

The advising redesign committee identified essential student needs as: course planning, career exploration, transfer literacy, health and wellness, and access to and knowledge of support services (e.g. financial aid, tutoring, mentoring, financial literacy, or job placement). Each term, Advising Teams reevaluate students’ progress and assess the support needed based on the students’ critical juncture. These junctures are identified as: 1) pre-admissions to admission, 2) the first year, 3) the second year, 4) the 45th credit and beyond. Through outreach and intervention activities, each Advising Team’s goal is to ensure that each term, each student is on track toward earning their degree.

As student needs differ by major, each Advising Team designs distinct interventions for their students. Building on advisement offered during the First Year Seminar, ongoing advising is offered in a range of ways, including: visits to faculty or staff offices, team-sponsored advising events, career and transfer fairs, open houses, virtual chat sessions via *AskAnAdvisor*, on the telephone advising, new student advising and registration, the Graduation Plan, and more. Advising Team members turn all interactions with students into guidance opportunities.

Learning from our progress, we have begun to develop steps to re-energize and integrate faculty and staff on advising teams and connect them with a diverse advisement support community, including First Year Seminar faculty, Student Success Mentors, Peer Advisors, the Wellness

¹⁰ Henry M. Levin and Emma Garcia, *Cost-Effectiveness of Accelerated Study in Associate Programs (ASAP) of the City University of New York (CUNY)* (New York: Manpower Demonstration Research Corporation, 2012).

¹¹ Frost, Susan H. (1991). “Academic Advising for Student Success: A System of Shared Responsibility.” Cited in Report of the Task Force on Advising for Student Success, 2002.

Center, the Financial Aid office, the Center for Career and Professional Development, and the Transfer Center. We are also in the process of developing a set of advisement benchmarks for all teams to address that will include advisement visits, Graduation Plan updates, and targets for closing the loop on advisement queries efficiently. Deepening this engagement for Advisement Teams will be rolled out in waves, working with 3 meta-majors per year.

The *COMPLETA* leadership team has implemented the following series of steps in the last two years which have brought our advisement initiative forward to this stage of transformation: 1) Increased faculty-staff collaboration, 2) Provided professional development, 3) Implemented online resources, including the Graduation Plan, 4) Developed further evaluation models for assessing Advisement Team effect.

1. Increase faculty and staff collaboration

To increase faculty and staff collaboration, LaGuardia changed reporting structures and had faculty and staff work together on a range of processes. The *COMPLETA* team supported this process at multiple levels, from upper level executive planning to grass-roots implementation.

COMPLETA PI and Provost Paul Arcario had his Cabinet assume leadership for implementing the new advising structure, guiding the Advising Teams and the Advising Professional Development Team. He created the Advising Leadership Team (ALT) as a subcommittee of the Cabinet. Meeting twice each month, ALT called upon expertise from other divisions as needed and continues to work with Marketing and Communications to effectively communicate the advising model to students, faculty and staff. ALT developed the framework for inclusion of peer advisors in the system, and created systems to certify the enrollment of first-year students in the new First Year Seminar courses.

To build partnership, we asked Advising Team members to attend regular meetings with program directors and academic department chairs. During these monthly meetings, faculty and staff collaborated in planning and shared challenges and best practices. They also shared tips for engaging more students and planned advising events. This time together also allowed us to introduce Advisement Teams to new technology and online resources.

Practicing Collaboration: To increase student engagement and help Advisement Teams practice the collaborative process, ALT asked each Team to plan and hold an advising event. Teams planned and held events where students could meet their advisors to learn about their major, career, and transfer interests. The work of the Teams produced significant growth in the number of Advising Team Events, which in turn increased the number of student participants in activities related to familiarizing them with the advisement process.

Figure 9. Advising Team Events, 2015-16

	Number of Advising Events	Student Participants	Unduplicated Students*
Year 1	40	5,888	3,691
Year 2	229	13,547	9,004

*The actual number of individual students who attended at least one event. Students may attend more than one event in a term, but they are counted only once for the term.

This data shows an increase in the number of events held by the Advising Teams from 59 in Year 1 to 229 in Year 2, reflecting an increased level of engagement and collaboration. And these events engaged a large number of students. During the past academic year, the Advisement Team events have impacted over 9,000 students.

2. Provide Professional Development

During the 2015-16 academic year a total of 194 faculty and staff participated in an intensive professional development called Foundations of Advising designed in Spring 2014. Designed and delivered by faculty and CTL staff, the seminar is organized around two critical principles that define advisement practice:

- ✓ Informational: What knowledge is needed about programs, policies, and procedures?
- ✓ Relational: What skills are needed to communicate effectively when advising students?

These focus areas form the basis for an intensive, interactive seminar that provides ample opportunity for individual and collaborative advisement practice. Seminar participants attend a sequence of seminar sessions (four 3-hour sessions offered monthly during the Fall or Spring semesters, or two intensive and consecutive full-day sessions during the Summer term), providing opportunities to gain a stronger base of the knowledge and skills needed to assist students with course selection, degree completion, and transfer. The seminar provides guidance and practice for faculty and staff advisors to build their capacity to better help students navigate critical aspects of their LaGuardia experience by participating actively in the team-based advisement structure. Seminar activities fall into three broad categories:

1. Advisement Knowledge: structure and requirements of developmental education, basic financial aid literacy, curricular knowledge needed to effectively advise for course sequencing and selection; focused attention on the Advisement Team model;
2. Advisement “Conversations”: practice, in and out of the seminar, conducting conversations with students that explore academic progress, transfer opportunities, and professional and career goals;
3. Advisement Tools: Introduction, exploration, and practice with LaGuardia’s key advisement systems, including Degree Audit, the ePortfolio-based Graduation Plan, and the Faculty Advising Portal, which provides single sign-on access to a wide range of online systems and resources.

Two sample agendas and a Resource List are included (see Appendices K-L). They provide examples of seminar activities from each of the two seminar models (Fall and Winter).

Feedback from seminar participants indicates that the seminar’s focus on practical skills and knowledge has been very well received. Faculty report that they benefit greatly from intensive, focused exposure to information about Transfer, Basic Skills instruction, financial aid fundamentals, as well as structured opportunities to practice utilizing Degree Audit, the ePortfolio Graduation Plan and other e-tools, both in seminar settings and in their own advisement work with students. The potential of this seminar to transform the advisement experience is represented in a quote from a faculty evaluation of the seminar in Spring 2016, “The most important thing I have learned in this advisement workshop is to devote enough time

in each student encounter to incorporate all aspects of the advisement process: prescriptive, developmental, and information acquired from ePortfolio. This will give a practical as well as a holistic approach to the process, leading to better quality experience for the student.”

3. Online Resources

As students become more digitally attuned, it is imperative that we provide electronic means to link them to campus services and resources. Over the past two years, LaGuardia has created and implemented a number of online resources to encourage the effectiveness of Advisement Teams in reaching out to students to offer effective advisement. The following are online resources used at LaGuardia for this purpose: the Graduation Plan, the Data Store, an Advising website, *AskAnAdvisor*, the Advising Portal, and the Student Engagement Management System (SEMS). In the Spring of 2016, we also piloted an Integrated Planning and Advising for Student Success (IPASS) online tool which combines the Advising Portal, SEMS, and the Data Store with additional key tools to enhance communication among Advisement Teams to improve advisement services for students.

Graduation Plan (formerly My Academic Plan): As discussed in the narrative section on Core Activity 2, LaGuardia developed an educational planning module and embedded it in all FYS ePortfolios. Named “My Academic Plan” in the *COMPLETA* proposal, this tool has been renamed as the “Graduation Plan,” and it has become a vital tool within the advisement continuum. The Graduation Plan asks students to self-assess their goals and interests, consider careers and majors, and develop course schedules accordingly. In 2014-15, 4,222 students completed a Graduation Plan; in 2015-16, 6,655 students completed a Graduation Plan. This means that in the first two years of the grant a total of 10,877 students have taken part in this dynamic educational planning process that helps students develop and explore their academic identity. See Core Activity 2 for more information.

The Graduation Plan has become essential in supporting ongoing engagement with advisors as students advance toward graduation. This year, to capitalize on the growing number of Graduation Plans and the deep interest in its use to enhance advising, we held a series of intensive trainings in ePortfolio and the Graduation Plan for all advising staff. Through these trainings, we developed a set of protocols and processes for how to best use the Graduation Plan in advising sessions to support a more holistic advisement experience.

Data Store: This is a digital repository where advisors can access student academic progress and engagement information. Members of a student’s Advising Teams are able to track student progress related to GPA, credits accumulated, and term-to-term registration; they are also able to identify which Student Life, career, transfer, and tutoring services are utilized most frequently by students.

Advising Website: This website, <http://www.laguardia.edu/advising/>, includes faculty-created advising guides, created by faculty, that contain all relevant information students and advisors can use to guide a student through the academic requirements of their respective program.

AskAnAdvisor: This system continues to offer students on-line access to advisement support. *AskAnAdvisor* was piloted without any advertising in Fall 2014. During the inaugural semester

the tool was used by 487 students who wanted assistance with their advisement needs. In 2014-15, *AskAnAdvisor* was officially launched and advertised responding to 2,977 student requests (2,411 unduplicated). As we continued to promote this online advisement tool in 2015-16, we saw even greater engagement as is noted in Figure 10.

Figure 10. *AskAnAdvisor* Student Requests

Online Advising (<i>AskAnAdvisor</i>)	
Total requests	4,199
Unduplicated	2,298

Advisor Portal: This portal is an online “one-stop shop” for faculty and staff academic advisors. The portal contains scholarship applications, training materials, and electronic and video resources that faculty and staff need to properly serve as members of an Advising Team. This Portal continues to be a crucial tool for streamlining the advisement experience for faculty and staff.

Student Engagement Management System (SEMS): SEMS is a data analytics system that offers faculty, staff, and senior leadership an opportunity to truly study and understand the multiple contexts of student involvement across campus. SEMS created new possibilities for senior leadership to identify and address critical student needs, assess the efficiency of staff compositions, and evaluate the effectiveness of tutoring and academic support services on course completion, persistence and retention. The application was custom designed for capturing data regarding advisement. SEMS also records data from the online advising portal, *AskAnAdvisor*, and student advising visits to academic departments and faculty offices.

SEMS helps LaGuardia get a better handle on what is happening in the advisement arena, something that has always been elusive. For example, SEMS tracks the advising that occurs in academic departments and faculty offices. The data below represents student engagement with faculty advisors for 2015-16. This data, which can be broken down by department and visit purpose, helps guide planning and professional development. It also demonstrates the volume of advisement activity – 8,871 visits to academic departments in 2015-16.

Figure 11. Student Advising Visits to Academic Departments

Student Visits to Academic Department	
Total Visits	8,871
Unduplicated	6,438

Implemented with assistance and guidance from the *COMPLETA* team, these tools together are expanding access to advisement for thousands of LaGuardia students and providing tools for faculty and staff working on the Advising Teams.

Connect to Completion (C2C): C2C is a digital Integrated Planning and Advising for Student Success (IPASS) tool, which combines the Advisement Portal, SEMS, and the Data Store. This

tool offers a real-time communication platform for faculty and advisors to connect with students, and supports the College's advisement model, which emphasizes a holistic experience for our students. C2C also expands LaGuardia's analytics capacities, with sophisticated tracking tools and dashboards for faculty and advisors. C2C was built collaboratively by Business and Technology faculty, and Advisement, Academic Affairs, and Information Technology staff and piloted with roughly 100 students beginning in March 2016. See Appendix M for the proposal.

A structure of alternating C2C leadership meetings and hands-on design meetings to review software developments gave the pilot developers room to be flexible and respond to stakeholder needs. It also gave us a chance to get to know each other and the intricacies of our work with students. This new-found knowledge and respect for our collective commitment to student success helped us identify places for improved coordination. Once C2C launched, faculty and staff reported that the tool was an extraordinary enhancement to their ability to reach students and offer advisement support. Advisors stated that the online and chat tools in C2C streamlined interactions and helped students make sure they had all necessary planning tools and forms before an in-person visit. Students reported that they liked the frequent feedback from their professors. Based on this successful pilot, the college is taking steps to maintain and expand functionality and use of C2C into the 2016-17 academic year.

4. Develop Analytics for Assessing Advisement Team Effect

In order to evaluate the impact of the new advisement structure, our Office of Institutional Research and Assessment (OIRA) has reviewed SEMS analytics with regard to student visits to academic department offices. The methodology compares the difference between "expected" and "actual" return or graduation rates for all degree-seeking students from Fall 2014 to Fall 2015. We learned from this data that students who visit academic advisors achieve greater than predicted return or graduation rates. Additionally, the data points to substantial gains above the predicted return or graduation rates for students who visit a faculty advisor even once.

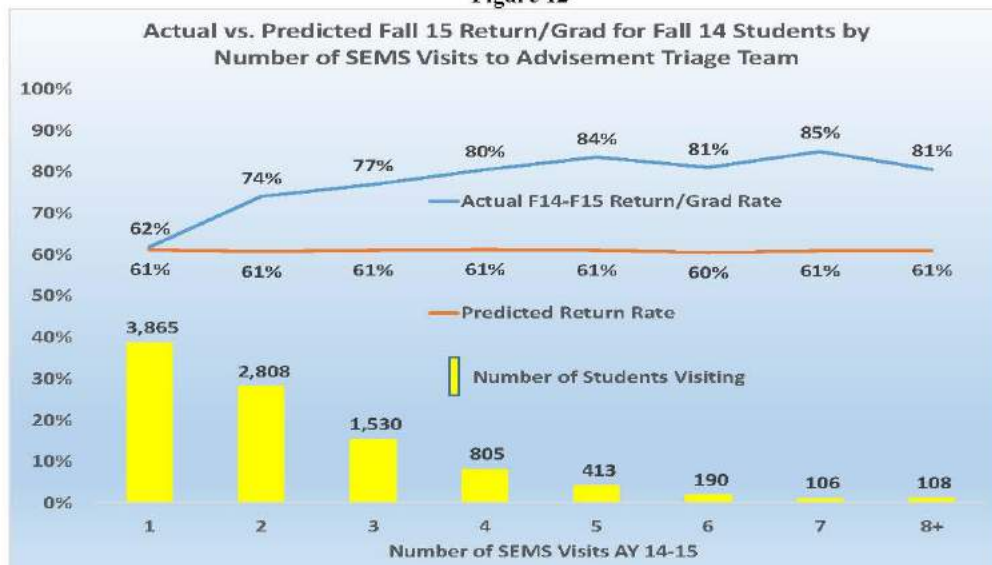
Using stepwise logistic regression, the OIRA team determined a probability score for next semester return for each degree student enrolled in the Fall 2014 semester; this methodology allows the college to evaluate the impact of different kinds of college-sponsored activities.¹²

For example, in "Using a Uniform Retention Assessment Methodology to Examine the Impact of Advising Teams and Advising Offices"¹³, the authors demonstrate that visiting advisors who are part of the discipline-based team structure has shown an increase in actual student retention/graduation over a predicted rate when students visit an advisor more than once. It seems the positive effect of multiple advisement visits peaks at 7 visits and becomes more variable after 8 visits. (See Fig. 12.)

¹² Zhu and Dickmeyer. "Developing a Single Tool for Assessing Student Retention Interventions." 2016. Accessed online at: <https://www.laguardia.edu/IR/IR-facts/>

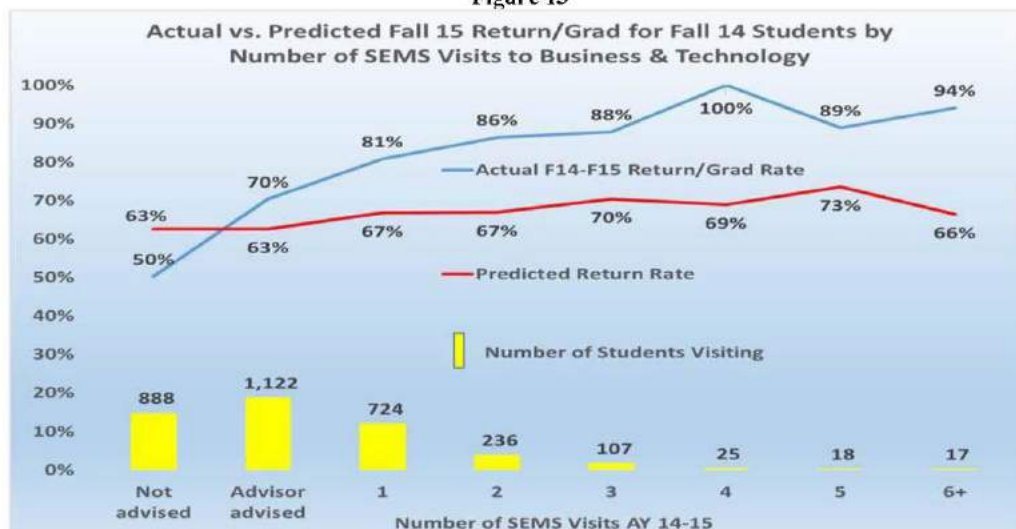
¹³ Zhu and Dickmeyer. "Using a Uniform Retention Assessment Methodology to Examine the Impact of Advising Teams and Advising Offices." 2016. Accessed online at: <https://www.laguardia.edu/IR/IR-facts/>

Figure 12



Students who met with a faculty member who is part of an advisement team showed greater gains when compared with students who visited an advisor only; both forms of advisement demonstrated better than predicted return results as compared with students who visited neither. For example, students enrolled in Business and Technology majors in Fall 2014 who were only advised by a faculty member showed appreciable increases in actual return rates than students who visited an advisor only, while students who visited neither were less likely to return than predicted. (See Fig. 13.)

Figure 13



As indicated, “[t]he eleven percentage point actual return rate difference between those who only see advisors and those who see a faculty member once indicates the large impact those faculty visits have on students” (12). These analytics are guiding refinement of our plan around advising, and we are using them to create faculty buy-in during our Advising Seminars. It is our intention to use this information for formative purposes, but to also include it as a part of our evaluation for this project going forward.

OUTCOMES: PROGRESS TOWARDS GOALS

Target: Train 120 faculty/staff in advising methods

Supported by *COMPLETA*, LaGuardia provided professional development focused on advisement for 247 faculty and staff, 127 over our Year 2 target. These faculty provided advisement services to thousands of students.

Target: Advise 4,500 students

In the previous report, our reporting system was unable to clarify a unique overall headcount for the multiple advisement experiences in question. Therefore we estimated that each student using advisement services had an average of 3 contacts and divide our overall advisement contacts by 3. As promised, we worked with our Information Technology and Information Systems staff to more accurately report on SEMS data in order to capture advisement activities. We are confident that our new data gathering procedures will serve us to better understand the impact of our new Advisement Team structure this year and beyond.

SEMS data, detailed above, shows that there were a total of 26,617 advisement contacts from academic department visits, advisement events, and *AskAnAdvisor* requests. When we look at unique points of contact, SEMS shows us that there were 6,438 unique students who visited departments for advisement, 9,004 unique students who attended advisement events, and 2,298 unique students who submitted requests to *AskAnAdvisor*. The total number of unique students who took advantage of one or more of these three advisement methods is 11,347. This brings our total of students served through our revised Advisement Team model in Years 1 and 2 to 16,374, 8,874 above the cumulative target.

Target: 4,975 students build Graduation Plan on ePortfolio

In 2015-16, 6,655 FYS students used the Graduation Plan embedded in ePortfolio. Their response was extremely positive. For example, in 2015-16 83% of students who took the FYS “strongly agreed” or “agreed” that building their ePortfolio helped them focus on planning for their education. Testing and refinement of the Graduation Plan will move forward in 2016-17.

Progress on 4-Year Goals

Goal: Improve student satisfaction with academic support and student support services.

Nationally normed and referenced student survey data suggests that student satisfaction with advisement has improved significantly since 2012, when LaGuardia launched its advisement reform initiative; and that since 2014, when *COMPLETA* began operations, this progress has accelerated.

To measure student perception of the new advisement model in Year 1, LaGuardia utilized the Noel-Levitz Student Satisfaction Inventory (SSI). An instrument within the set of Noel-Levitz Satisfaction Priorities Surveys, the SSI is administered bi-annually at all CUNY campuses. The SSI allows LaGuardia to identify what matters to students and understand the students' level of satisfaction with campus programs and/or services. Figure 14 presents data from the first set of questions, in which students are asked to rate their degree of satisfaction with academic advising. LaGuardia students in Spring 2015 demonstrated higher levels of satisfaction, compared with the baseline levels documented in Spring 2013. CUNY-wide means also rose, but LaGuardia means rose substantially more.

Figure 14. Student Satisfaction Rating for Academic Advising Effectiveness

Student Satisfaction	LaGCC		CUNY	
	Rating	% Change	Rating	% Change
Baseline (Sp 2013)	4.5	-	4.8	-
Academic Advising Effectiveness (Sp 2015)	4.9	-	5.0	-
Avg. 1 Yr. Δ in Satisfaction	+.4	+8.8%	+.2	+4.1%

LaGuardia's student satisfaction score increased by nearly nine percent (+8.8%), whereas the CUNY mean improved by only four percent (+4.1%) for the same item during the same period.

The Noel-Levitz results point toward positive movement as a result of the *COMPLETA* advisement initiative. However, as mentioned in the target summary for Core Activity 3 above, the Noel-Levitz is only administered bi-annually at all CUNY campuses, and is therefore not available for use in this Annual Progress Report. In the absence of the Noel-Levitz for this year, project leaders looked for alternative measures to assess our student's satisfaction with advisement. Our alternative for this year was data collected for the Community College Survey of Student Engagement (CCSSE).

The CCSSE was established in 2001 as a project of the Community College Leadership Program at the University of Texas at Austin. Based on the National Survey of Student Engagement (NSSE), it is a student engagement survey specifically designed to produce information about community college quality and performance in order to help institutions improve student learning and retention. For the purposes of this report, we focused specifically on questions related to advisement.

In reviewing CCSSE data over time, we see evidence of improvement of LAGCC data on the same set of advisement questions. For example, there was a dramatic increase of the percentage of students who state that they talk about career plans with instructors or advisors often or very often from 24% in 2012 to 69% in 2016. In both the use of and level of satisfaction with academic advising there was a 14% increase from 2012 to 2016. The overall impact the CCSSE data captures may be due, in part, to *COMPLETA*'s emphasis on increased student advisement contact through the Advisement Team structure.

Figure 15. LAGCC CCSSE Advisement Data Pre- to Post-*COMPLETA*

CCSSE Questions	LAGCC 2012	LAGCC 2014	LAGCC 2016
4m. How often do you talk about career plans with an instructor or advisor?	24%	33%	69%*
13.1a How often do you use Academic Advising services at this college?	58%	69%	72%
13.1g F How often do you use Financial Aid Advising services at this college?	53%	60%	59%
13.2a How satisfied are you with Academic Advising/Planning services at this college?	68%	68%	82%
13.2g How satisfied are you with Financial Aid Advising services at this college?	54%	54%	62%
13.3a How important are Academic Advising/Planning services to you at this college?	67%	70%	75%
13.3g How important are Financial Aid Advising services to you at this college?	66%	68%	72%
Total CCSSE Responses	952	1,095	1,110
*Percent is calculated from combining 2 highest responses for 4m – often/very often, 13.1 – often/sometimes and 13.2 – very/somewhat. For 13.3, the percent represents the highest of a three point scale – very.			

CCSSE data on advisement questions also shows that LaGuardia students were more engaged with and satisfied by advisement interactions as compared with national outcomes. Nationally, 76% of students report being Somewhat to Very Satisfied with Academic Advising/Planning, whereas 82% of LaGuardia students are Somewhat to Very Satisfied.

Figure 16. Comparison of CCSSE Advisement Data for LAGCC vs. National

CCSSE Questions	LAGCC 2016	Nat'l 2016
4m. How often do you talk about career plans with an instructor or advisor?	69%*	65%
13.1a How often do you use Academic Advising services at this college?	72%	62%
13.1g F How often do you use Financial Aid Advising services at this college?	59%	51%
13.2a How satisfied are you with Academic Advising/Planning services at this college?	82%	76%
13.2g How satisfied are you with Financial Aid Advising services at this college?	62%	59%
13.3a How important are Academic Advising/Planning services to you at this college?	75%	67%
13.3g How important are Financial Aid Advising services to you at this college?	72%	65%
Total CCSSE Responses	1,110	432,537
*Percent is calculated from combining 2 highest responses for 4m – often/very often, 13.1 – often/sometimes and 13.2 – very/somewhat. For 13.3, the percent represents the highest of a three point scale – very.		

We are pleased to see that the CCSSE data is supporting the story of positive impact on the advisement experience for students told over the first year of the grant using the Noel-Levitz data. We will continue to monitor both data sets as we move forward.

Four Year Goal: Improve Graduation Rate

As mentioned in last year's document, we are set to begin reporting the improvement in graduation rates beginning in Years 3 and 4, as planned. However, we propose to focus on a three or four year graduation rate instead of a 6-year rate, as indicated in the *COMPLETA* proposal. We feel this will more meaningfully reflect the impact of the project.

Core Activity #3: Overall Findings

A thorough review of data related to *Core Activity 3: Transformed Advisement* demonstrates *COMPLETA*'s significant progress toward improved advisement. We have met or exceeded all targets for Year Two of this project. We have watched the deep learning involved when faculty in the First Year Seminar become proficient student advisors and bring that advisement expertise to their work throughout the college. We have also seen the positive effects when Advisement Teams begin to find footing and work together to support students. Most importantly, we have witnessed an extraordinary shift in the campus-wide perception of advisement away from a course-selection model toward holistic student support.

IV. CROSS-CUTTING DIGITAL SUPPORT SYSTEMS

COMPLETA uses three digital support systems to support, strengthen, and link our Core Activities: ePortfolio, outcomes assessment and analytics. Preceding sections have discussed ways these systems support Core Activities. This section will briefly review this aspect of *COMPLETA*'s work in Year 2.

ePortfolio. As discussed above, LaGuardia has a long history of successful ePortfolio practice. *COMPLETA* facilitated the full integration of the ePortfolio into the First Year Seminar. *COMPLETA* helped LaGuardia re-design the ePortfolio to incorporate the Graduation Plan, to support advisement, self-assessment, and educational planning. Every FYS course requires ePortfolio and includes a Studio Hour, facilitated by Student Success Mentors.

Survey data suggests the ePortfolio and the Graduation Plan contribute to the value of the FYS on student success outcomes, as documented by our Evaluator. In surveys conducted with FYS students, overwhelming majorities report the ePortfolio is helping them learn and take ownership of their educational careers. For example, of 1,928 FYS students surveyed in Spring 2016, 85% Agreed or Strongly Agreed with the statement, "Building my ePortfolio helped me think more deeply about the content of this course." And 83% of those students Agreed or Strongly Agreed with the statement, "Building my ePortfolio helped me focus on planning my education."

At LaGuardia, ePortfolio practice also enhances faculty and institutional learning, through outcomes assessment. And, through *COMPLETA*'s emphasis on comprehensive and unified change, innovations in ePortfolio practice are gaining in strength and scope. New experiments link digital badging and ePortfolio to support co-curricular learning. ACE faculty and staff are testing the use of ePortfolio with HSE students, helping them envision and plan a transition to college. And advisors are developing strategies to integrate ePortfolio more fully into their practice. In part through *COMPLETA*, ePortfolio practice is moving to scale and fulfilling its promise as a force for collegewide connection and cohesion.

Outcomes Assessment. LaGuardia uses the ePortfolio to gather student artifacts for assessment of the College's Core Competencies. In 2012, LaGuardia's approach was cited by the Middle States Commission on Higher Education as "exemplary." In 2013, LaGuardia launched an effort to rethink its Core Competencies to focus on higher order thinking and learning inside and outside the classroom. In early 2014, governance unanimously approved new Core Competencies (Inquiry/Problem-Solving, Global Learning, and Integrative Learning) and Communication Abilities (Written, Oral, and Digital Communication). In September 2014, teams involving 75 faculty and staff completed provisional rubrics for this new structure.

In Year 1 of *COMPLETA*, LaGuardia tested these rubrics. Faculty developed curriculum maps and assignments to address the new Competencies and Abilities. Students used the ePortfolio system to deposit more than 10,000 artifacts. 90 faculty gathered in June 2015 benchmark readings, examining these artifacts against the provisional rubrics, in a process designed to test the usability of the rubrics. Based on this benchmark reading process, teams worked to revise and strengthen the rubrics; finalized rubrics were released in October 2015.

This process moved forward in *COMPLETA*'s Year 2. With completed rubrics in hand, faculty turned to the process of curriculum mapping and assignment development. Noted educators Patricia Hutchings and Laura M. Gambino, Dean of Assessment and Technology at Guttman Community College, led 80 LaGuardia faculty and staff in a day-long "Assignment Design *Charrette*," helping faculty link the Competencies to their courses. 38 faculty and staff attended training to learn how to lead *charettes* in their departments and programs. LaGuardia gathered more than 20,000 artifacts of student learning in Spring 2016, and 60 faculty took part in benchmark readings, laying important groundwork for the next phase of assessment: closing the loop.

The new FYS is a major collection point for baseline student work. Faculty have designed FYS assignments that address the Competencies. In Year 2, these assignments were refined to match the finalized rubrics. And LaGuardia's Office of Student Life has begun to explore ways to use the finalized rubrics to begin the process of framing, designing, and assessing co-curricular learning, particularly in the new First Year Experience.

Digital Analytics. In Year 1, LaGuardia moved towards the implementation of analytics, meeting our proposed schedule. As noted above, the Student Engagement Management System (SEMS) is now tracking advisement and co-curricular activities. OIRA has developed new ways to use these analytics to assess the impact of advisement and other college experiences. College leaders have reviewed this data as they develop plans for advancing advisement and the FYS. The development of the Connect to Completion system and the integration of the Graduation Plan into ePortfolio opens new opportunities to advance this work.

V. ADDITIONAL REPORTING QUESTIONS

In addition to reporting on the progress of the project in accomplishing key objectives, the FITW report guidelines ask projects to address a set of specific questions. This section of our Year 2 report briefly addresses those questions.

- ✓ ***Discuss setbacks or challenges you have experienced.*** Any effort to improve education in an urban community college is rife with the multiple challenges that come from working in a large, under-resourced institution. The challenge of making change at scale is particularly notable. Our work around *COMPLETA* is no exception, as the Project Narrative indicates. One item to quickly mention here: As noted in section on Core Activity #1, the underlying patterns of funding and enrollment in our High School Equivalency programs are changing, and this may limit the impact of this program.
- ✓ ***Discuss significant changes proposed for the coming year.*** We are not proposing any significant changes for the coming year. The project is proceeding ahead of schedule.
- ✓ ***Describe how you have set up the control and treatment groups. Describe any changes from your original group descriptions.*** The evaluation focuses on two clusters of comparison groups relative to the intervention group (FYS students in departments offering the FYS course). The first comparison group is comprised of non-FYS students who did not take the FYS course and are not enrolled in any of the departments offering FYS courses. This allows for an analysis of intervention effects across departments. The second comparison is comprised of non-FYS students who did not take the FYS course but are enrolled in departments offering the FYS course. This allows for a within department comparison to control for inter-departmental variance in findings. These two non-FYS comparison groups will enable the evaluation to distinguish differential effects across outcome measures both within and outside of particular departments and to account for potential selection bias as certain departments opt into the FYS program over time.
- ✓ ***How is your evaluation proceeding? Are there any changes or delays from your original evaluation plan? Describe the revision process for your evaluation plan. Describe how you have separated the activities that will be evaluated by non-What Works Clearinghouse standards (i.e. implementation and fidelity evaluation) from those that will use WWC evidence standards. What are the challenges you have experienced in implementing the evaluation plan? How often do you collect evaluation data on your project? Are you experiencing any difficulties gathering evaluation data on your objectives? Are you experiencing any difficulties working with your independent evaluator?***
 - ***How is your evaluation proceeding? Are there any changes or delays from your original evaluation plan?*** The evaluation is proceeding on schedule. We are in our second year of multi-cohort analysis. There were slight modifications from analyses in Year 1 to Year 2 in the coding of variables and in the selection of comparison groups based on recommendations from the FITW evaluation consultant.
 - ***Describe the revision process for your evaluation plan. Describe how you have separated the activities that will be evaluated by non-What Works Clearinghouse standards (i.e. implementation and fidelity evaluation) from those that will use WWC evidence standards.*** We have separated activities in the evaluation between WWC and

non-WWC standards based upon interventions where we had the greatest amount of control in identifying and isolating students for comparison groups and also on applicable outcome variables. The full proposed project is intended to evaluate the intersection of three interventions – first-year seminar, math preparation, and team-based advising. We have chosen one, first-year seminars, as the focus for WWC standards. Focusing on the FYS intervention enabled the evaluation to benefit from the largest sample sizes of students because this intervention was the most established of the three. We could also link outcome variables that met WWC standards for valid and reliable or institutional measures of student success (i.e., retention rates, cumulative credits, and cumulative GPA).

- ***What are the challenges you have experienced in implementing the evaluation plan?*** The matching procedure for establishing baseline equivalence between intervention and control groups has been the biggest challenge.
- ***How often do you collect evaluation data on your project?*** As a part of its normal operations, the LaGuardia Office of Institutional Research and Assessment (OIRA) collects and analyzes data on the impact of the FYS and a range of other college initiatives each semester to provide information for institutional decision-making processes. Each year, the data identified in the *COMPLETA* evaluation plan is organized and supplied to our evaluator, Dr. Ashley Finley.
- ***Are you experiencing any difficulties gathering evaluation data on your objectives?*** We are challenged by the requirement for a baseline measure of academic achievement because of difficulties in gathering placement scores or reporting of high school GPA for entering students. We have developed a set of criteria for the matching process that is described in the Methodology section of the Evaluator's Report.
- ***Are you experiencing any difficulties working with your independent evaluator?*** Our work with our evaluator, Dr. Finley, is proceeding well. We have established a collaborative working relationship between Dr. Finley and the College's Office of Institutional Research and Assessment (OIRA), which generates institutional data needed for her report.

CONCLUSION

The *COMPLETA* team is pleased to provide this report, documenting our progress in all key areas of the project. We are delighted that the project is already showing significant impact on the success of thousands of students. And we are pleased to have the opportunity to express our gratitude to the USDOE for support and guidance that make this work possible.

List of Appendices

- A. Evaluator's Report
- B. Year 1 Budget Narrative
- C. Core Activity 1: ePortfolio Sample
- D. Core Activity 1: College Math Prep Course Syllabus
- E. Core Activity 2: Engineering and Computer Science FYS Course Sample Syllabus
- F. Core Activity 2: Liberal Arts Math and Sciences FYS Course Sample Syllabus
- G. Core Activity 2: Psychology FYS Course Sample Syllabus
- H. Core Activity 2: New to College Professional Development Seminar Overview
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- J. Core Activity 2: FYS Course Student Survey
- K. Core Activity 3: Advisement Professional Development Seminar Agendas
- L. Core Activity 3: Advisement Resource List
- M. Core Activity 3: Connect to Completion CUNY Strategic Investment Initiative Proposal

Appendix 4.11 Business and Technology Advising Plan (2 pages)

BUSINESS & TECHNOLOGY ADVISING COUNCIL
BUSINESS PROGRAMS (BUS ADMIN, MGMT, ACCOUNTING, PARALEGAL, TRAVEL)
FALL 2014/SPRING 2015
TENTATIVE ADVISING PLAN (AS OF 8/28/14)

PRE – ADMISSIONS TO ADMISSIONS

1. The advising teams will collaborate again with Admissions staff to host at least one Business & Technology Open House (either on-line or in person); members of each business advising team will provide prospective students information regarding the College's business programs, faculty and student support services.
2. The video in which Business faculty and advisors discuss the various business programs of the College, introduce the faculty and academic advisors in the advising teams, and showcase the resources available for business students (e.g. first year seminar, ePortfolio, internship opportunities) will be finalized and uploaded on the Department website, and shared with Admissions staff to be used at various recruiting events.

FIRST YEAR (1ST & 2ND SEMESTER)

1. Faculty members from the various business advising teams will continue to teach the new First Year Seminar for Business, a required course for all new business majors.
2. These faculty members will build on the work done last year and will continue to create, modify and implement lessons and assignments which help students get acquainted with the resources of the College, develop an educational and career plan, and build skills and competencies needed to succeed in business.
3. In regards to course selection, faculty advisors will continue to provide group advising for these first-year students by reviewing with students the requirements of each program and the technology that can be used to self-advise; they will review each student's course selection plan not just for the following semester, but for their remaining time at the College; they will also meet outside of class with any students who need additional guidance.
4. First Year Seminar faculty members will continue to collaborate with executives from American Stock Transfer and Trust Company (AST) to create lesson plans and assignments in conjunction with class visits from these professionals; the goal is to utilize the executives' business expertise to achieve course objectives, most specifically helping these students develop the habits and skills necessary for success in business.

3RD SEMESTER – 45TH CREDIT

1. The business advising teams will implement a new initiative in which all student advisement, whether regarding course selection guidance or assistance with other issues, will be documented in SEMS.
2. Under the new initiative, students who come directly to the Business & Technology Department in B327 will be logged into SEMS and directed by front office staff to available faculty according to posted office hours; monitors at the front of the office will display the list of students who sign in at B327 and also the list of business students who sign in at the Academic Advising Center in B102 in order to connect these students to available faculty advisors if needed.
3. The advising teams will continue to coordinate special population projects, including Probation & Early Alert Workshop/Interventions that involve group and one-on-one advisement.
4. Faculty and academic advisors will continue to participate in Advisement Weeks in which students will be invited for course selection advisement to lessen advisement load during the peak period.
5. The advising teams will continue to plan career advising events open to all business majors, as well as events for specific business majors, such as Accounting or Paralegal Studies.
6. Members of the advising teams will continue to perform interventions to ensure students register for courses for the upcoming semester; this includes visiting classrooms as well as calling and emailing students who have not registered for the following semester.

45TH CREDIT AND BEYOND

1. The advising teams will continue an initiative in which faculty and academic advisors identify business students with 45 or more credits, meet with these students and review progress toward completion of major/program requirements, and provide assistance as needed.
2. Academic and faculty advisors will continue to assist 45+ credit students regarding transfer and scholarship applications and connect them to the various areas of the College (e.g. Writing Center, Transfer Office, Honors Students Advisory Council) for further assistance.
3. The advising teams will continue to create career and transfer advisement events aimed at helping students plan and prepare for graduation.

Appendix 4.12 Opting In Initiative

The History Beyond the Implementation of Pathways Initiative at LaGuardia

In 2012, the College administrators were made aware that CUNY was working to implement the Pathways curriculum throughout all CUNY colleges. It was Student Affairs (and then later Academic Affairs and Information Technology) who were charged to work out the logistics of informing and disseminating the news of Pathways to students and the campus community. In order to understand the task ahead, a committee was formed to decipher the questions and concerns this new curriculum would bring to the table. The main purpose for implementing the Pathways curriculum was to create a synchronized and seamless transfer for community college students to CUNY four- year institutions. The transferability would be greater with a more uniformed curriculum tailored to meet the required general education courses needed at a four year college.

The Implementation of Pathways via Advisement

The following were the standard guidelines advisors followed in order to educate, inform, and promote the Pathways curriculum in the summer of 2013 to be effective in the Fall.

- Students who enter a CUNY college in Fall 2013 or thereafter, either as first-time freshmen or as transfer students from another CUNY college or from a non-CUNY, will be automatically enrolled in the Pathways curriculum.
- Students who first enroll in CUNY before Fall 2013, stay out for more than one semester, and reenroll in Fall 2013 or later will be required to follow the pathways curriculum.
- Students who reenroll, as well as any other students who feel they need to complete additional requirements under the new curriculum due to their particular course histories, may petition for variance to continue to be held to the general education requirements that were in effect before Fall 2013.
- Continuing students may choose to opt in to the Pathways curriculum.

The academic advising staff were instructed to inform students about the Pathways curriculum; we would use the DegreeWorks- a degree audit to view the current curriculum and then use the “what-if” option, which gave a hypothetical view of their major under the Pathways curriculum. We would analyze which of these options were for the students’ best interest; especially if they were continuing their education at a four-year CUNY college.

Informing Students on Pathways

Students were given the “opt-in Checklist” option on their CUNYfirst accounts, except non-degree students. There was an assigned section with an agreement and disclaimer for students to check off their answer, of whether they agreed to conform to Pathways curriculum or not.

Appendix 4.13 Totor Silcox Comparative Study Scholarship Initiative (3 pages)**Comparative Study of the Impact of Tortora Silcox Family Foundation Scholarships
on Three Cohorts of LaGuardia Students**

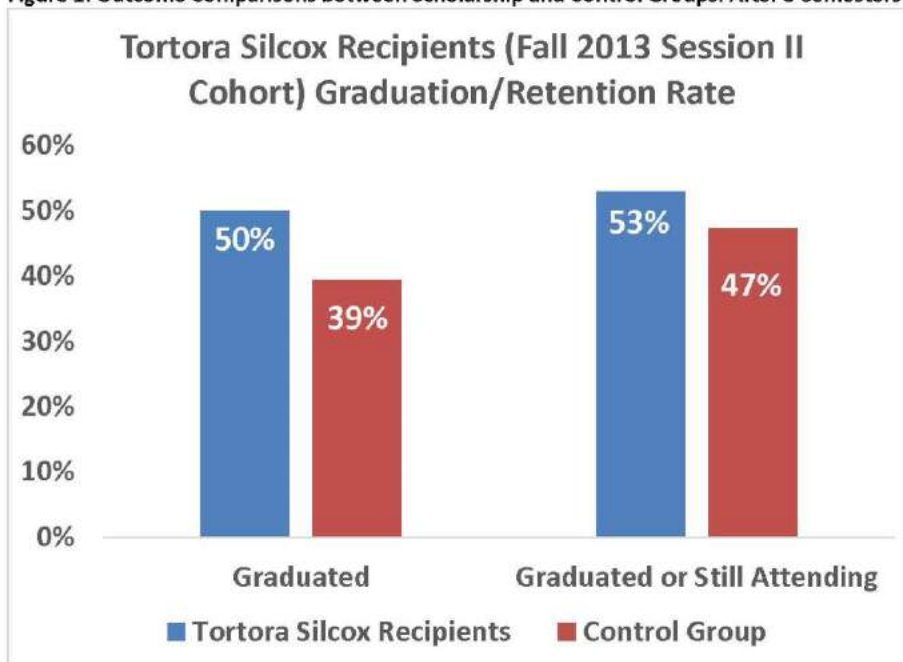
Nathan Dickmeyer
Institutional Research & Assessment
April 7, 2015

Fall 2013 (session II) Cohort Update

As previously reported, the 57 students who received these scholarships were matched with a control group. As with all cohorts described below, students in the control group categorically matched the scholarship group members on gender, age (older/younger), student visa status, earned credit levels, GPA levels, state/federal financial aid status, full-/part-time status, and under-represented minority status.

The number of students in earlier cohorts who are continuing is now too small to compare on performance measures, like semester GPA and full-time status. Cumulative numbers, like graduation and combined graduation and continued enrollment have been developed.

Figure 1: Outcome Comparisons between Scholarship and Control Groups: After 3 Semesters

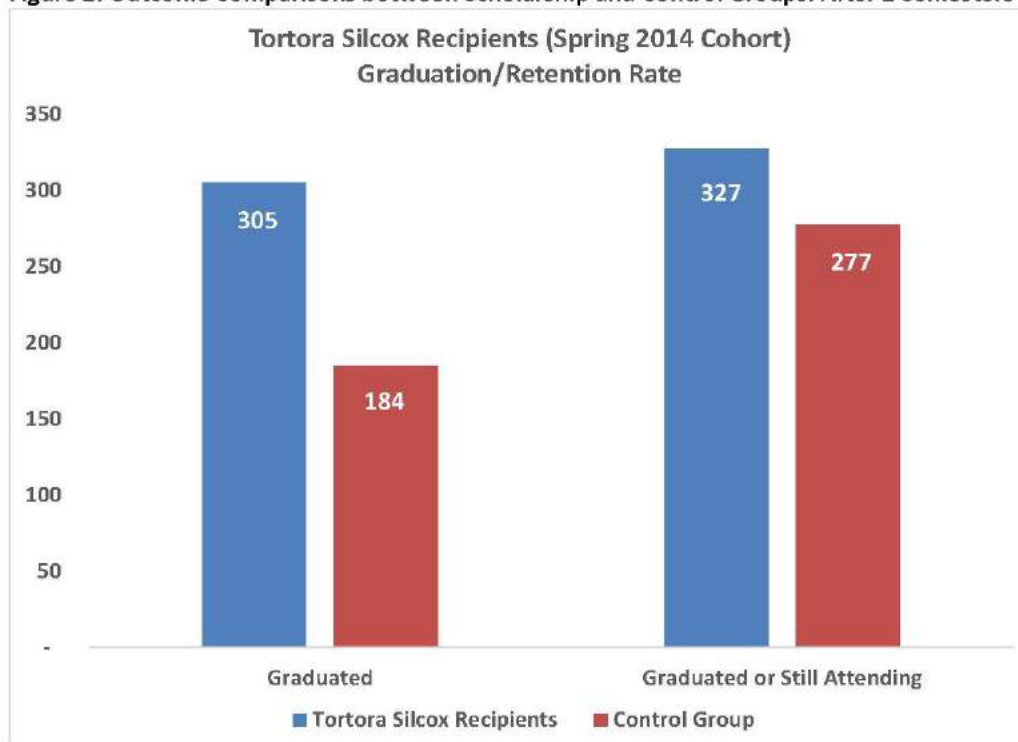


More Tortora Silcox scholarship recipients have graduated after three semesters. The difference, as shown in Figure 1, is statistically significant. The same is true when the number graduated is combined with the number still working toward their degree.

Spring 2014 Cohort Update

Within this cohort, we were able to build a matching control group for 385 of the scholarship-receiving students.

Figure 2: Outcome Comparisons between Scholarship and Control Groups: After 2 Semesters



Again, more Tortora Silcox scholarship recipients have graduated after two semesters. The difference, as shown in Figure 1, is statistically significant. The same is true when the number graduated is combined with the number still working toward their degree.

Fall 2014 Cohort, first look

Of the 395 scholarship students for whom we could had control group student data, 58 had graduated after one semester, compared to 45 for the control group. The difference, however, is not statistically significant.

For the scholarship group 192 continued on to the next semester, while 193 continued for the control group. Combining this with the numbers who graduated also does not result in a significant difference.

Interestingly, the control group took a significantly heavier credit load in the next semester (10 credits vs. 8 for the scholarship group) and were more likely to attend full-time that next semester (43% vs. 34% for the scholarship group). We believe this is simply a result of scholarship students who were more likely to go full-time being able to graduate earlier. (The groups were matched on full vs. part-time status in the base semester.)

The scholarship group, however, was more successful in earning credits than the control group. They earned 80% of their credits, compared to 76% of the credits earned by the control group in the base semester. The difference is statistically significant.

The scholarship may have helped students concentrate on their studies and pass more courses. This may have increased the number who were able to graduate, but the impact was too small to allow us to draw conclusions.

Appendix 4.14 Front Line Staff Initiative (2 pages)

The CTL's Front-Line Staff Initiative originated with the 2013 STAR (Support Team for Advisement Relations) Report, which recommended that LaGuardia:

- 1. Provide regular training and support that ensures that all front-line staff members have the knowledge and information necessary to effectively serve and refer students.***
- 2. Provide comprehensive and on-going training in customer service and relationship management.***

The creation of a new advising model prompted the STAR effort. The framers of the College's new advising model recognized the key role played by front-line staff and called for the development *"of a comprehensive and on-going professional development program for all members of the new advising teams."* In addition, they suggested that professional development should include *"support staff and others who contribute to the delivery of advising services across the college as appropriate."*

Dean Howard Wach, Director of the CTL, was charged to create a program which would meet these recommendations. Since January 27, 2014 there have been 8 professional development sessions held for the Front Line Staff. Each session was organized around specific themes and/or subjects. A fundamental goal has been comprehensive and on-going training in customer service and relationship management. Our trainings started with Front-Line Staff Development Day, The introduction to Advisement Model, and was followed by more detailed introductions to advisement tools, methods, and resources.

Another key front-line professional development direction has been to help staff effectively work with students from different cultures and backgrounds, knowing how to appropriately serve students with disabilities, international students, non-English speaking students, and others from diverse backgrounds, while minimizing conflict and optimizing communication skills.

A highlight of the program has been the first two annual front-line staff award ceremonies. On each occasion (December 2014 and January 2016), staff nominated by their supervisors for their outstanding service to students received rewards and public recognition. The response to these events was overwhelmingly positive. A total of twenty-three staff have thus far received these awards.

Since Spring 2015, LaGuardia's Core Values (Diversity, Responsibility, Opportunity, Innovation, and Learning) have helped to organize the content and direction of Front-Line staff events, with each session organized around one Core Value. Thus far, Diversity, Responsibility, Opportunity, and Innovation have been thematic principles for presentations and development activities.

The Front-Line program is directed by CTL staff, with assistance from Student Affairs, Human Resources, and two key academic affairs staff from academic departments. Since the outset of the program in January 2014, 485 employees from around the college have attended Front-Line events. Evaluations have been very positive, with participants especially receptive to opportunities for networking and learning about the work of colleagues across the campus.

We are planning to continue our series every semester, running two sessions each time to accommodate as many as possible of our staff.

Appendix 4.15 Student Success Mentors Summary**The Student Success Mentor Program****Program Description:**

The Student Success Mentor (SSM) Program was created to provide students in discipline-specific First Year Seminar (FYS) courses in Business & Technology, Criminal Justice, Engineering and Computer Science, Health Sciences, Liberal Arts Social Science and Humanities, Liberal Arts Math and Science, Natural Sciences, and Psychology with peer support. SSMs facilitate the attached Studio Hour lab session during which they mentor students who are new to the College by sharing their own college experiences, either at LaGuardia or at a senior college; introduce key strategies and habits of mind for academic success; guide FYS ePortfolio development; and promote co-curricular learning opportunities and share important campus resources. In addition, SSMs partner with faculty to design activities for the FYS Studio Hour; communicate with faculty about student progress, create new FYS resources and contribute to other college-wide events that support new students at LaGuardia including the New Student Orientation (renamed LaGuardia's First Year Experience Orientation starting Fall 16), New Student Advisement and Registration (NSAR) and LaGuardia's Student and Family Day. Since its inception, the Student Success Mentor program has been funded through the Center for Teaching & Learning. However, starting in Fall 16 the program will be supported by funds generated through .5 tuition credit added to the FYS course.

Program History:

The First Year Seminar course was launched Spring 14, in two disciplines-BTF101 and NSF101, with a total of 20 sections. At the time the attached studio hours were facilitated by 11 ePortfolio consultants. To support the launch of two additional FYS courses (LIF101 and HSF090) in 2015-16, the SSM Program was developed in Summer 2014 for which the first 21 SSMs were hired. When the four remaining FYS courses launched in 2016-17, 17 additional SSMs were hired, making the total number of SSMs 38.

Assessment:

LaGuardia's new First Year Seminar courses have now been tested with more than 8,000 students; matched control group studies have shown statistically significant gains in one semester retention, two semester retention, credit accumulation, and progress towards completion. Facilitated by peer mentors, the one-hour per week FYS Studio Hour is an integral element of this success; feedback from both students and faculty has highlighted the value of the Studio and the peer mentors in effectively supporting students. Gains noted include:

A. Fall 2014 FYS Cohort vs. Non-FYS Students in Same Majors

- One-semester retention was 10 percentage points higher
- Credit accumulation (excluding FYS credits) averaged 2.8 more credits, after Spring I 2015

B. Spring 2014 Cohort vs. Non-FYS Students in Same Majors

- One-year retention was 9 percentage points higher
- Credit accumulation (excluding FYS credits) averaged 3.6 more credits, after Spring I 2015

Appendix 4.16 Technology and ATD Recommendations 2

Technology, Student Learning and Success

The college has a variety of technology tools at its disposal to enhance service to students, ranging from constituent relationship management software to a degree requirements audit to applications for reflection and exploration. This technology must play six vital roles within the academic advising system:

Inform or enhance advising sessions	the College Web site, DegreeWorks, eCareer, ePortfolio, as well as Advising Central, a resource for faculty and staff
Document advising sessions	DegreeWorks, Hobson's Retain or an eAdvising form
Communicate targeted messages to students	Hobson's Retain
Deliver advisement	DegreeWorks and FACTS
Assess advisement	CUNYfirst, Hobson's, and eCareer
Knowledge management system to provide a single, authoritative source of information	SEMS

Achieving the Dream recommendation #2, has been addressed through the creation of a much more robust online presence and the use of technological tools such as the Student Engagement Management System (SEMS). There is now a single sign on for students and the new advising web page now has a detailed description of the Advising Teams, video tutorials, student success survival guide and other important links related to student success and financial services. Also there is now an "Ask LaGuardia" link in which students can ask any question to a search engine that will deliver quick accurate information to students. SEMS is being utilized by all academic departments and allows students to log into each department when they come in for advising or other services throughout the college. SEMS additionally allows faculty and front line staff to specify the reasons and type of services the students are in need of and allows the college to track where the student has been and what kind of services they have received all the while collecting data to assess student needs and patterns. The new advising model as part of the re-alignment of the college are all the result of the work, findings and subsequent recommendations of many faculty and staff from across all divisions of the college. This work took place over four years and has been implemented with the cooperation of Academic Affairs, Student Affairs and IT.

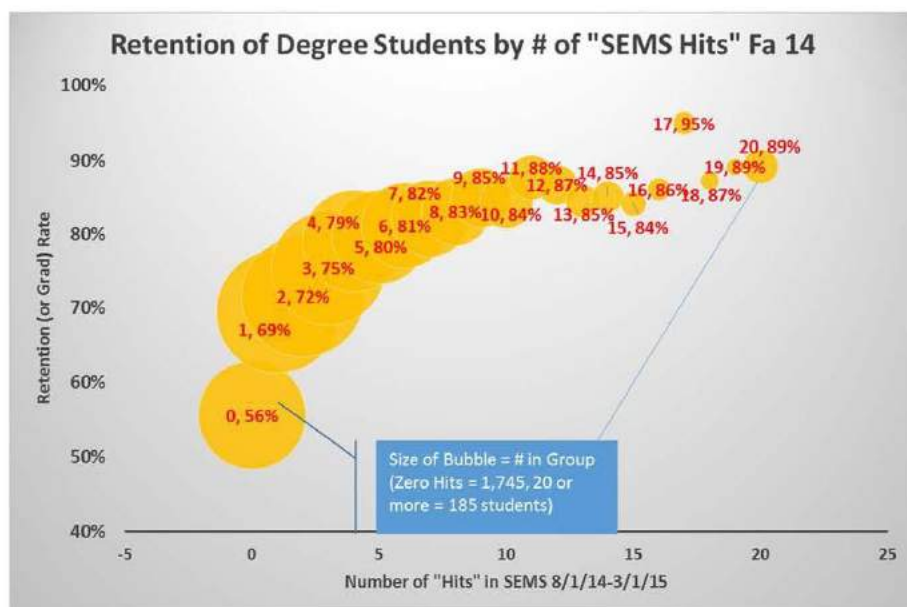
Appendix 4.17 Impact of Zero SEMS Visits

The Curse of "Optional": 56% Retention for Those with Zero SEMS Visits

Nate Dickmeyer
Institutional Research & Assessment
LaGuardia Community College
March 3, 2015

This chart shows the retention to Spring 2015 (or Fall 2014 graduation) of the 16,259 degree students from Fall 2014. These students generated 74,915 "hits" in SEMS of the 108,799 tickets generated from August 1, 2014 to March 1, 2015. The other hits were either from non-degree students, non-enrolled students, or students who gave invalid EmplIDs.

The chart shows increasing retention with the number of office visits recorded in SEMS from 56% for students who do not show up at all in SEMS data to 89% for those with 20 or more visits. (The high point is 95% retention for the 79 students who made 17 visits. Question: How do we get students to make 17 visits?)



Students who visit more offices more times in a semester are more likely to be retained. All students face challenges, problem-solvers beat the odds.

Appendix 4.18 Developing a Single Tool for Assessing Student Retention Interventions (6 pages)**Developing a Single Tool for Assessing Student Retention Interventions**

Jenny Zhu
Nathan Dickmeyer
Institutional Research & Assessment
LaGuardia Community College
May 31, 2016

History

At the request of the college's provost several years ago, we used the information in our data warehouse to predict which students were most likely to drop out. This effort informed us about which data elements were most useful for predicting college persistence. Nevertheless, we realized that these techniques had limited accuracy at the individual student level. The characterization "likely to drop out" becomes increasingly inaccurate as the size of target population increases and we go down the probability scale from a high probability of dropping out to a middling one. Most students with the 50 highest probabilities of dropping out will drop out, but a smaller proportion of the 500 highest will drop out.

In the development of regression equations to predict college success, we tried a number of dependent variables, including a semi-continuous outcome that scored dropping out after one semester as a zero and retention to graduation as one with longer retention lengths and early transfer to another college scored in between. Of particular interest, however, was two-semester (fall-to-fall) return rate. From one fall to the next, the college loses more than one-third of its students. Dropping out is reasonably likely, and predicting who will drop out is not like finding a needle in a haystack. This dependent variable also allowed us to use stepwise logistic regression, resulting in each degree student enrolled in the baseline fall semester having a probability score for return to the next fall.¹

We then realized that, while we were always somewhat wrong when we selected a group for an intervention (assuming that they *all* were likely to drop out), we could average the probabilities for all members of the group and get a predicted proportion who would drop out, based on historical data. That is, for a selection of 100 students we could use historical data to generate a probability of two-semester return for each and, thus, an average return rate for the whole group. This opened the door for us to assess any intervention that had an impact during an academic year. All students in the intervention would have a probability of two-semester return based on a historical analysis of student characteristics available in our data warehouse.

¹ Note: as a convention in our office, we use the term "retention rate" to pertain to the return rate of a cohort and the term "return rate" to pertain to any mixed group of students, not all of whom may be at the same point in their academic career. Retention rates are more comparable than return rates because the mix of students involved in a return rate (for example, the number of new as opposed to continuing students), which can vary when a cohort is not used, can affect the rate of return. In the use of return rates in this paper, however, comparability is preserved by comparing a prediction to an actual for the same mixed group.

Using the average of these probabilities, the intervention group as a whole had a predicted return rate. If the intervention was successful, this group of students should be retained at a rate higher than the predicted rate.

Setting a target to indicate the success of an intervention

Thus, we had a way of assessing any intervention in which degree students were enrolled in the fall by averaging the predicted return probabilities of the students in the baseline fall semester and comparing that prediction with the actual result two semesters later. At the start of the intervention, we could take the predicted average and add an amount to give us assurance of statistical significance and call this a target for the intervention. In the next fall semester we would then count the number of returning students and add to that the number who had graduated at the end of the previous fall and spring semesters. If the proportion of those who returned or graduated was higher than the target, then we could declare the program successful.

We decided to build the prediction using return data from the previous fall semester. This gave us over 16,000 individual records. In every case we had data on the beginning state of the student, like cumulative GPA, and on the ending state, either retained (enrolled in or graduated before the second fall) or not retained. (Note, this means that early transfer and stopping out during the follow-up fall are defined as failures on the part of the intervention. Not all interventions may want to define success this way.)

Table 1 shows the results of the regression and how it might be translated into a probability of two-semester return for a fictional student. Fifteen variables proved to contribute to the probability. Fall 2013 data were used to predict the return (or graduation) of fall 2014 students to fall 2015. The fit of the model to the historical data can be described as good, but not at all perfect ($P > \text{chi-square } .18$).

Factors affecting probability of return/grad Fall 2014 to Fall 2015	Percentage	Sample	Joe's
(Based on actual data from Fall 2012, Spring 2013 and Fall 2013)	Point Impact	Student Joe	Prediction
<i>Starting point</i>	-28.13		-28.13
<i>Each year of age</i>	0.646	20	12.92
<i>Each credit earned</i>	1.02	12	12.24
<i>Each point of cumulative GPA</i>	20.22	2	40.44
<i>Each one percent of WU grades out of total grades received</i>	-1.147	0	0
<i>Being female</i>	6.57	0	0
<i>Not completing developmental math requirement</i>	-16.81	0	0
<i>Being full-time</i>	42.42	1	42.42
<i>Registering early</i>	11.37	0	0
<i>Being a continuing student</i>	-10.66	1	-10.66
<i>Being a new student*</i>	49.42	0	0
<i>Being a new transfer student</i>	24.02	0	0
<i>Being an AA degree student</i>	2.72	0	0
<i>Being an AS degree student</i>	13.79	1	13.79
<i>Being an AAS degree student</i>	-6.04	0	0
<i>Not being on a student visa</i>	-18.87	0	0
(Joe's predicted probability of returning Fall 2015)			83.02%
*Comparing a new student with a continuing student with a 2.00 GPA and 12 earned credits, the new student is missing 52.68 percentage points and already is behind more than 10 percentage points.			

Table 1

Nevertheless, the chi-square test only shows how well the model predicts individual performance in the historical data. Our concern is on how well the model predicts future group performance.

For all 15,935 fall 2014 degree students, the model predicted return/graduation at 61.6%. Actual to fall 2015 was 64.3%. There are two possible causes of the variance: 1) differences between modeling data and scored data; or 2) college interventions that improved upon predictions. That is, either the relationship between, for example, GPA and return was weak and changed over time, or, something the college did changed the relationship between GPA and return.

The latter is most likely true. The college's three-year graduation rate for full-time, first-time students, for example, jumped from the fall 2011 cohort to the fall 2012 cohort from 16.3% to 20.0%. The fall 2012 cohort had the benefit of the 2014-15 academic year, the year of the prediction for the fall 2014 students in the model. A jump in graduation rates indicates improved programs administered by the college, causing the variance from model predictions noted above.

Use

These return targets were then used to uniformly assess various programs (and other group designations) at the college. Figure 1 shows some of the results.

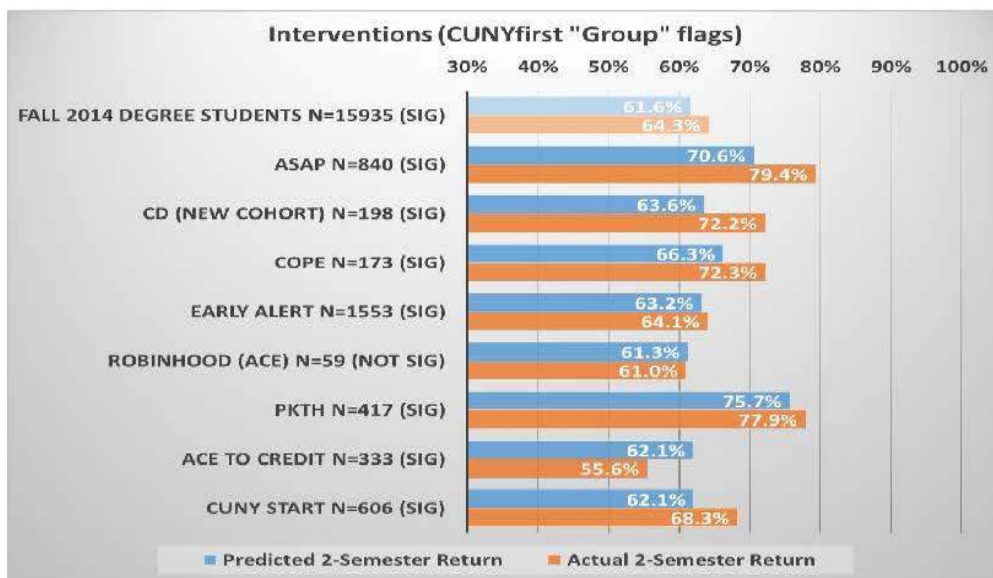


Figure 1

Figure 1 shows that the ASAP and CD program performed above target, while the “ACE to Credit” program did not. Other programs did not show as much improvement as the college as a whole, including Robinhood and the honors society, PKTH. Note that the students in the PKTH group already had high return probabilities, making improvement difficult.

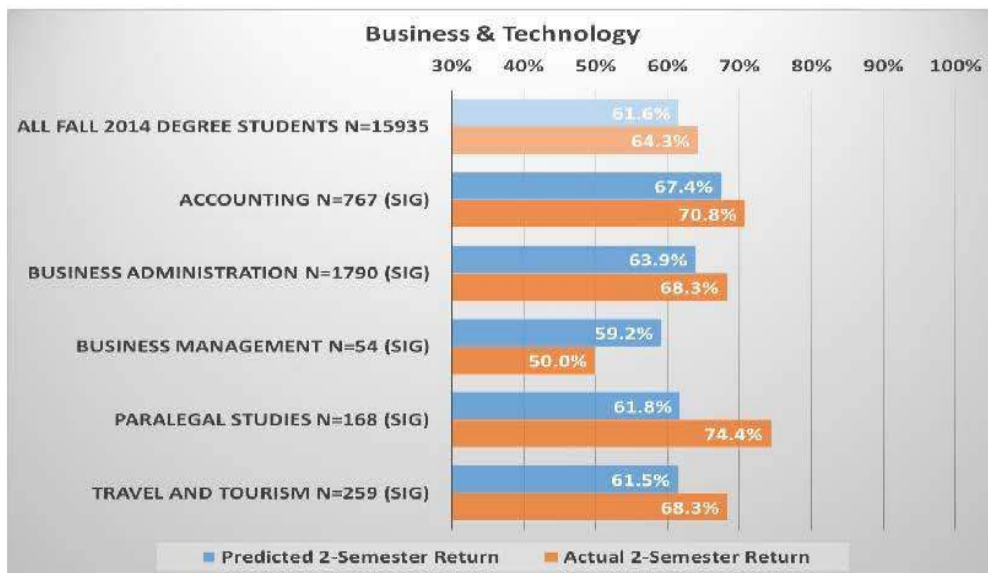


Figure 2

Figure 2 shows the same technique used to assess students grouped by advising teams (usually majors) for one of the college's divisions. Note, for example, that a major being phased out (Business Management) shows very poor results against the prediction, while Paralegal Studies shows very good results.

2015-16

For the current year, we increased the historical data to five semesters, yielding over 65,000 records. The two-semester return data on students from fall 2012, spring 2013, fall 2013, spring 2014, and fall 2014 were used to predict return of fall 2015 students to fall 2016. A somewhat different probability equation was derived. The fall 2015 prediction coefficients are compared to the fall 2014 in Table 2.

	Fall 2014 Factors	Fall 2015 Factors
Factors	Percentage Point Impact (3 semesters data)	Percentage Point Impact (5 semesters data)
<i>Starting point</i>	-28.13	-6.49
<i>Each year of age</i>	0.646	0
<i>Each credit earned</i>	1.02	0.91
<i>Each point of cumulative GPA</i>	20.22	22.26
<i>Each one percent of attempted equated credits earned</i>	0	0.1695
<i>Each one percent of WU grades out of total grades received</i>	-1.147	-1.28
<i>Being female</i>	6.57	8.58
<i>Not completing developmental math requirement</i>	-16.81	-7.42
<i>Being full-time</i>	42.42	36.33
<i>Registering early</i>	11.37	12.72
<i>Being a continuing student</i>	-10.66	-10.73
<i>Being a new student</i>	49.42	36.68
<i>Being a new transfer student</i>	24.02	31.37
<i>Being an AA degree student</i>	2.72	3.12
<i>Being an AS degree student</i>	13.79	12.19
<i>Being an AAS degree student</i>	-6.04	-3.41
<i>Not receiving financial aid</i>	0	-3.25
<i>Not being on a student visa</i>	-18.87	-23.24

Table 2

Note that age showed up in the 2014 predictive model, but not in the 2015 model, while the percentage of credits earned and receiving financial aid show up as significant in 2015 and not in 2014. There may be some degree of correlation among the three variables, causing some of them to drop out, when the others prove to improve the fit better. In this case, whichever combination works best would seem to be justified. Fortunately, none of the other 2015 variables switch signs or are completely out of range of the 2014 variables. This adds to our confidence in the validity of the model.

Summary

LaGuardia College now has a method for assessing the two-semester return impact on any group of students included in an intervention program that has an impact during the academic year. As soon as the target population is identified, the IR&A office (the data are confidential, so the data are circulated only on a need-to-know basis to advisors) can quickly calculate a target number of students who must be retained through to the next fall to demonstrate program effectiveness.

A percentage improvement over the target score allows comparison among various programs. In general, the college is finding that resources used with low-risk students may have more impact when used on high-risk students, where the opportunities for turning around students are greater.

In continuing this line of research, we have proposed a number of refinements for future work:

- 1) Developing similar formulas for spring to spring return.
- 2) Separating the probability calculations between new and continuing students to allow the variables to act fully independently on the two very different populations.
- 3) Testing more behavioral variables besides time of registration, perhaps including timing of first log-in to LaGuardia online services, counts of office visits, and previous absence rates.

Appendix 4.19 Using a Uniform Retention Assessment Methodology (14 pages)**Using a Uniform Retention Assessment Methodology to Examine the Impact of Advising Teams and Advising Offices**

Nathan Dickmeyer

Jenny Zhu

Institutional Research & Assessment

June 2, 2016

Using the assessment methodology described in “Developing a Single Tool for Assessing Student Retention Interventions” by Zhu and Dickmeyer (IR&A internal working paper, May 31, 2016), we examined the impact of advising teams and office visits during the 2014-15 college year on retention. With this methodology, we compute an expected fall-to-fall return rate and compare it with the actual return rate. The actual return rate examined in this paper is the number of students who had been enrolled in fall 2014 who were again enrolled in fall 2015 or who had graduated before the start of that semester as a percentage of the fall 2014 base enrollment.¹

Advising Teams and Councils

The results for the college as a whole are shown at the top of Figure 1. Of the 15,935 fall 2014 degree students, 61.3% were expected to return, based on these students’ distribution of characteristics like cumulative GPA, credits earned, completion of math requirements, etc. Actually, 64.3% returned, because of successful intervention programs as discussed in the previous paper, “Using a Uniform Retention Assessment Methodology on Interventions and Other Identifiable Groups” by Zhu and Dickmeyer (IR&A internal working paper, June 1, 2016).

In Figures 1 through 7 forty-four advising teams are rated on their ability to improve upon the predicted return rate of their students from fall 2014 to fall 2015 (including graduates after fall 2014 and spring 2015 in the count of returning students). We can categorize the results as follows:

- 1) *Transformative* (taking students with potential return rate below 60% and retaining them nearly at or above 70%)
 - a. Latin American Studies (but with an N of only three)
 - b. Programming and Systems
- 2) *Well above expectations* (taking average return-potential students—60% to 65%—and retaining them nearly at or above 70%)
 - a. Paralegal Studies

¹ Note: as a convention in our office, we use the term “retention rate” to pertain to the return rate of a cohort and the term “return rate” to pertain to any mixed group of students, not all of whom may be at the same point in their academic career. Retention rates are more comparable than return rates because the mix of students involved in a return rate (for example, the number of new as opposed to continuing students), which can vary when a cohort is not used, can affect the rate of return. In the use of return rates in this paper, however, comparability is preserved by comparing a prediction to an actual for the same mixed group.

- b. Education
 - c. Deaf Studies
 - d. Spanish Translation
 - e. Dietetic Technician
 - f. Human Services
 - g. Industrial Design Technology
 - h. New Media Technology
 - i. Philosophy
 - j. Writing and Literature
- 3) *Better than Expected* (Difference between actual and expected greater than five percentage points, and not in the two categories above).
- a. Travel and Tourism
 - b. International Studies
 - c. PTA
 - d. Commercial Photo-Fine Arts
- 4) *Meets expectations* (between three and five percentage points above expectations)
- a. Accounting
 - b. Business Administration
 - c. Nursing
 - d. Psychology
 - e. Computer Science
- 5) *Disappointments* (Difference between actual and expected less than three percentage points in either direction)
- a. Food Service Management
 - b. OTA
 - c. Practical Nursing LPN
 - d. Vet Tech
 - e. Commercial Photography
 - f. Communication Studies
 - g. Fine Arts and Design
 - h. Theater
 - i. Japanese
 - j. Liberal Arts: Social Science and Humanities
 - k. Liberal Arts-Journalism
 - l. Criminal Justice
 - m. Biology
 - n. Computer Technology
 - o. Engineering
 - p. Environmental Science
- 6) *Under duress* (below expectations by more than three percentage points)

- a. Business Management
- b. EMT
- c. Radiologic Technology
- d. School Food Service
- e. Music Recording Technology
- f. Liberal Arts-History
- g. Liberal Arts: Math & Science

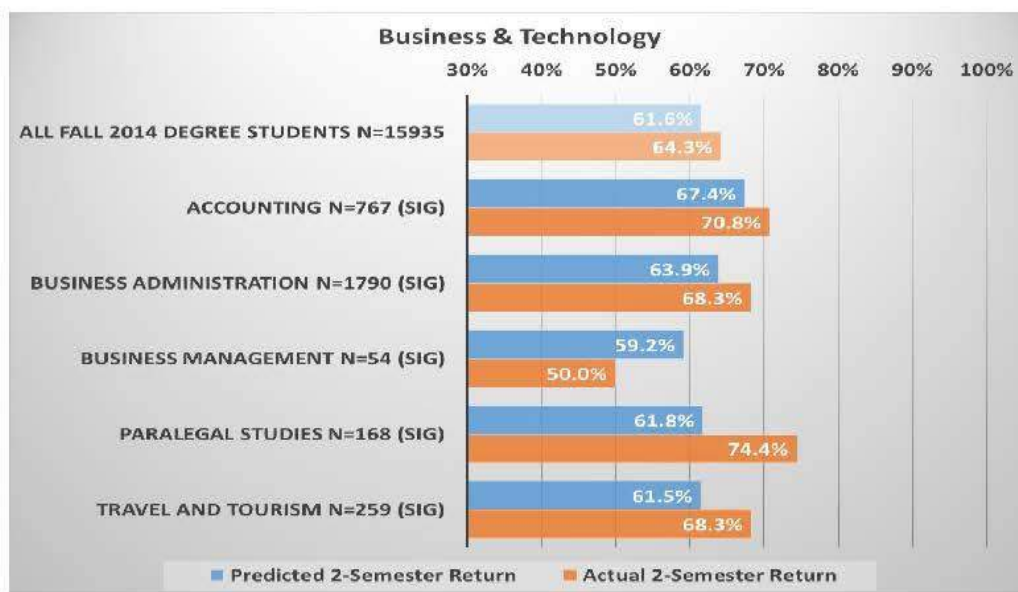


Figure 1

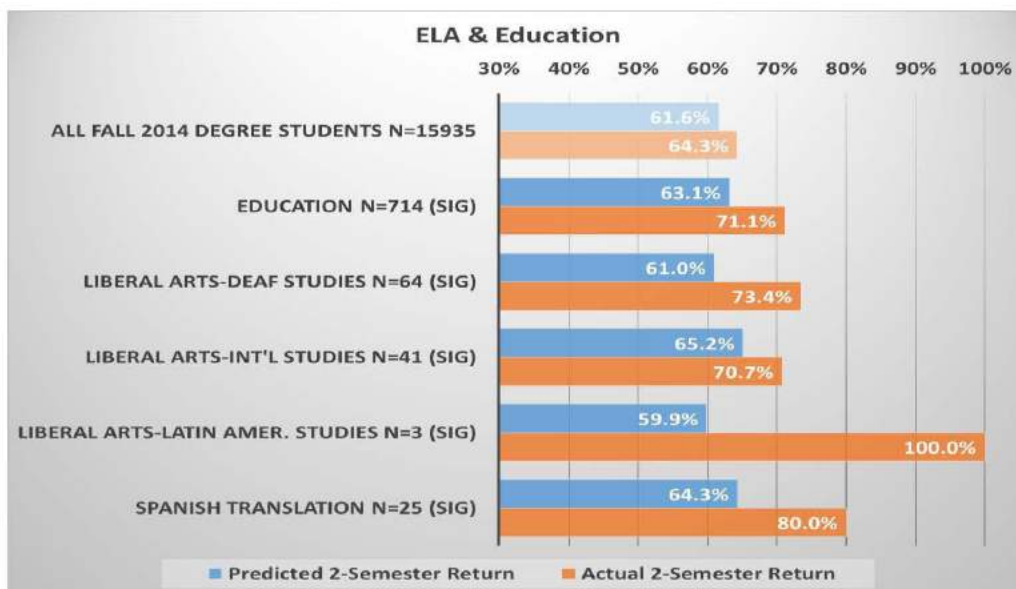


Figure 2

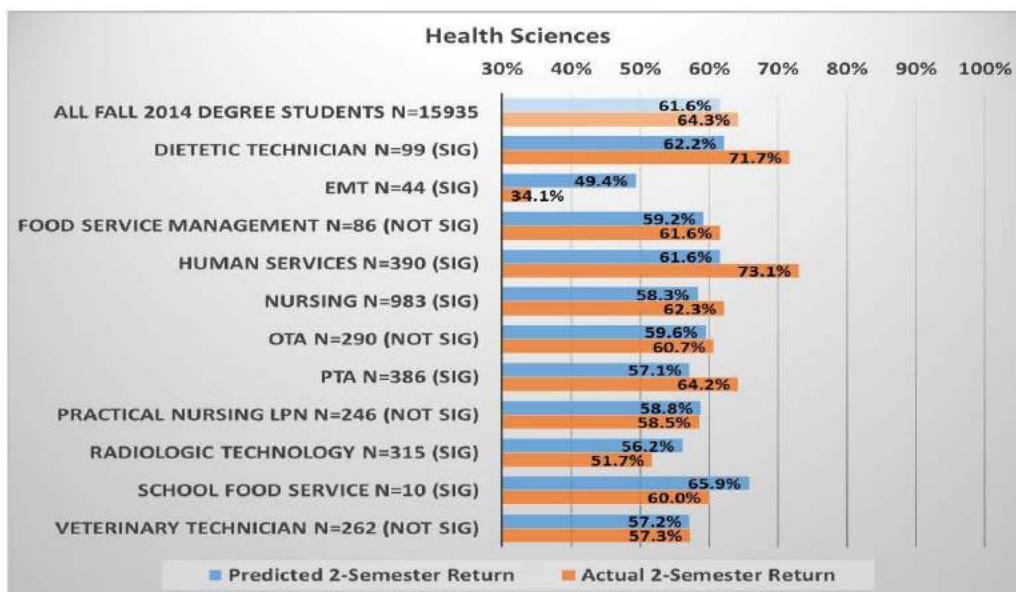


Figure 3

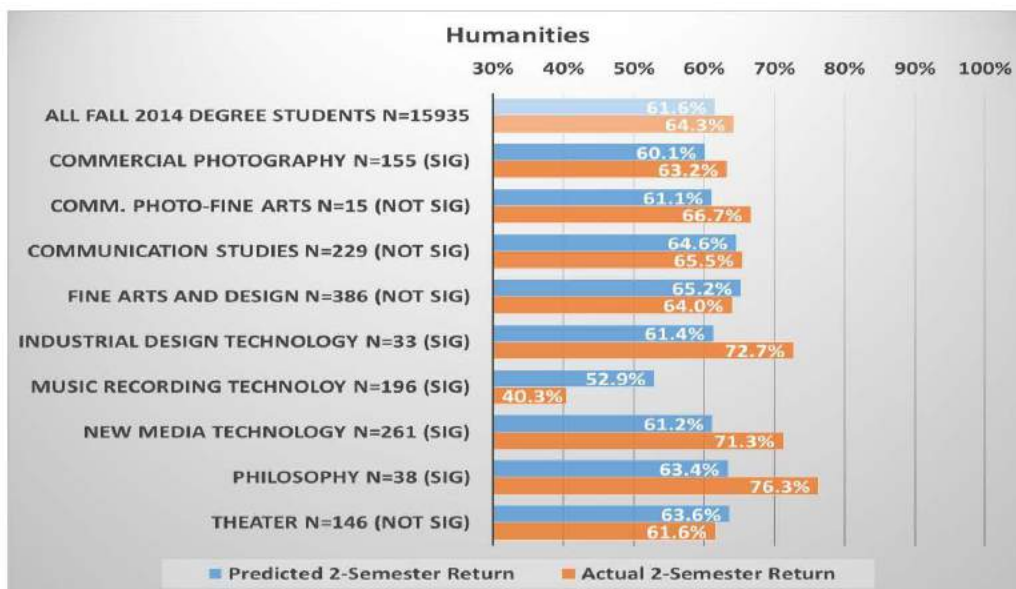


Figure 4

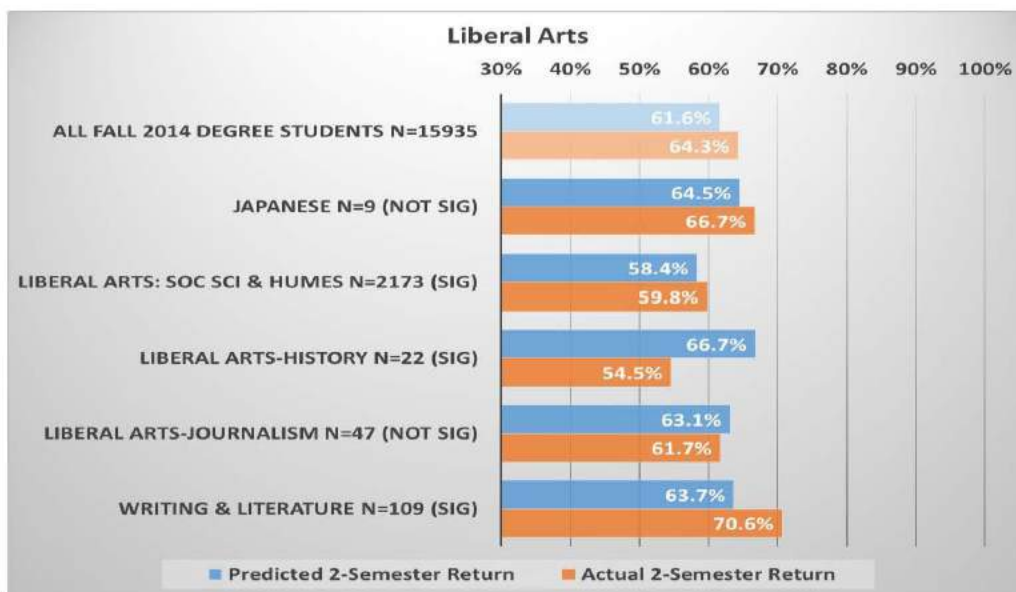


Figure 5

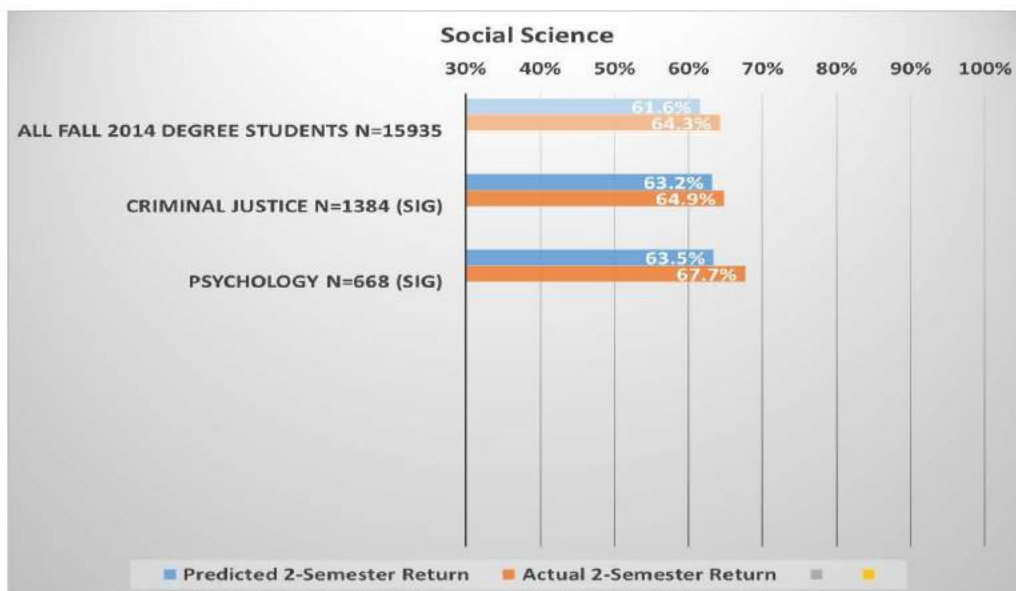


Figure 6

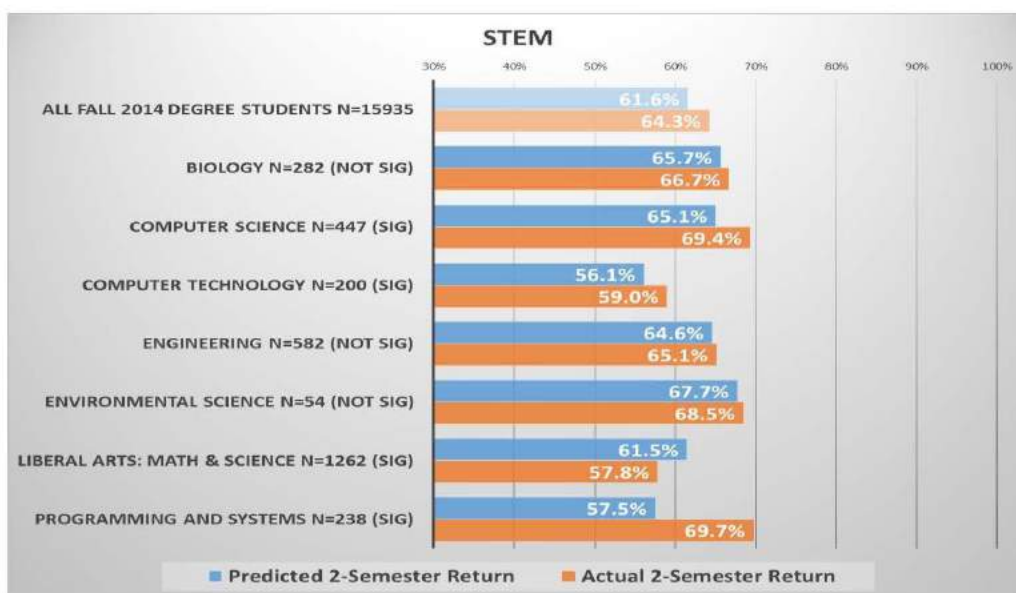


Figure 7

Using Figure 8, it is possible to classify the Advising Councils in the same manner.

- 1) *Transformative* (taking students with potential return rate below 60% and retaining them nearly at or above 70%)
 - a. None
- 2) *Well above expectations* (taking average return rate potential students—60% to 65%— and retaining them nearly at or above 70%)
 - a. ELA & Education
- 3) *Better than Expected* (Difference between actual and expected greater than five percentage points, and not in the two categories above).
 - a. None
- 4) *Meets expectations* (between three and five percentage points above expectations)
 - a. Business and Technology
 - b. Health Sciences
- 5) *Disappointments* (Difference between actual and expected less than three percentage points in either direction)
 - a. Humanities
 - b. Liberal Arts
 - c. Social Science
 - d. STEM
- 6) *Under duress* (below expectations by more than three percentage points)
 - a. None

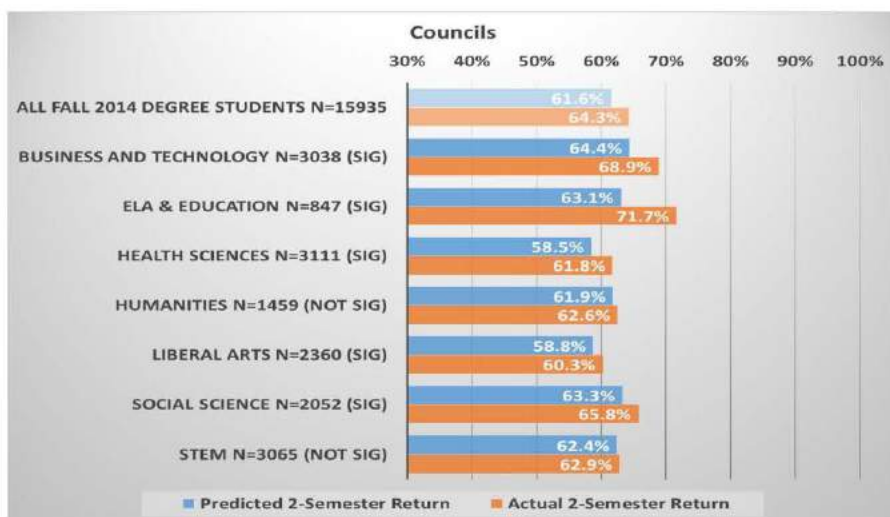


Figure 8

Assessment of Office Visits

Many offices, including some academic department offices, made use of SEMS (Student Enrollment Management System) software to record student visits to the office. We used those counts to evaluate the impact of those offices on student return rates.

Figure 9 shows the difference between expected return and actual return rates from fall 2014 to fall 2015 by the number of office visits each student made, according to SEMS during the academic year 2014-15.

Figure 9 shows, on the far left, that 1,651 fall 2014 degree students made no visits to any office with SEMS technology during the year and that these students, although their expected return rate was below average at 56%, did far worse with only 27% returning in fall 2015. Students with three or fewer visits all returned at rates below expectation.

Clearly students who are not engaged with the college, who do not regularly seek assistance or advice, return at rates below the expectations given by such variables as their grade points and credits earned. Note that after three visits, the expected return rate varies very little, while the actual rate climbs and peaks at around 17 visits. While the graph might indicate that students have some hidden energy that both compels them to return to offices and keeps them in college, the more the better, the steady growth from zero to nine visits seems to indicate more strongly a benefit gained from each visit that decreases in its "return" (as in the economists' "decreasing marginal rate of return") after the ninth visit.

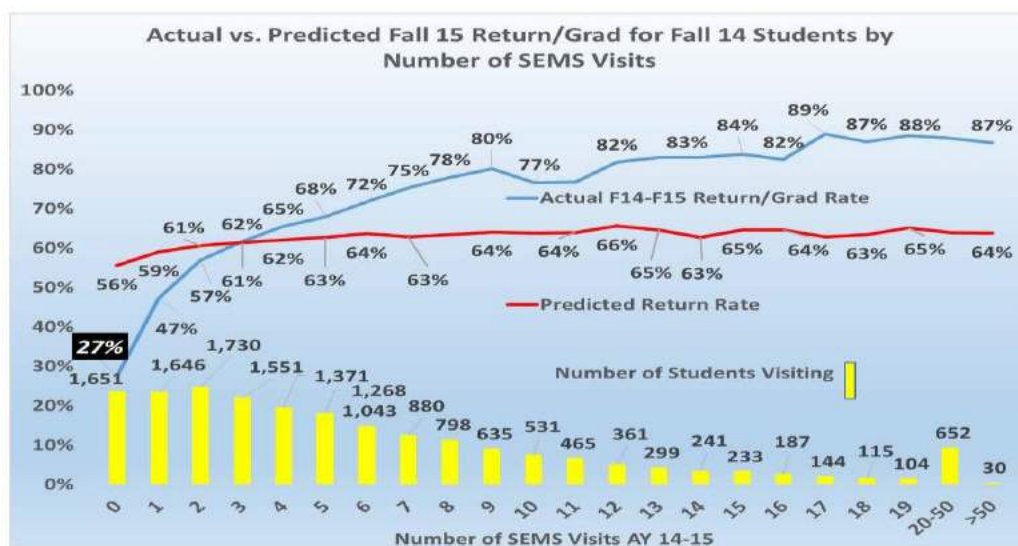


Figure 9

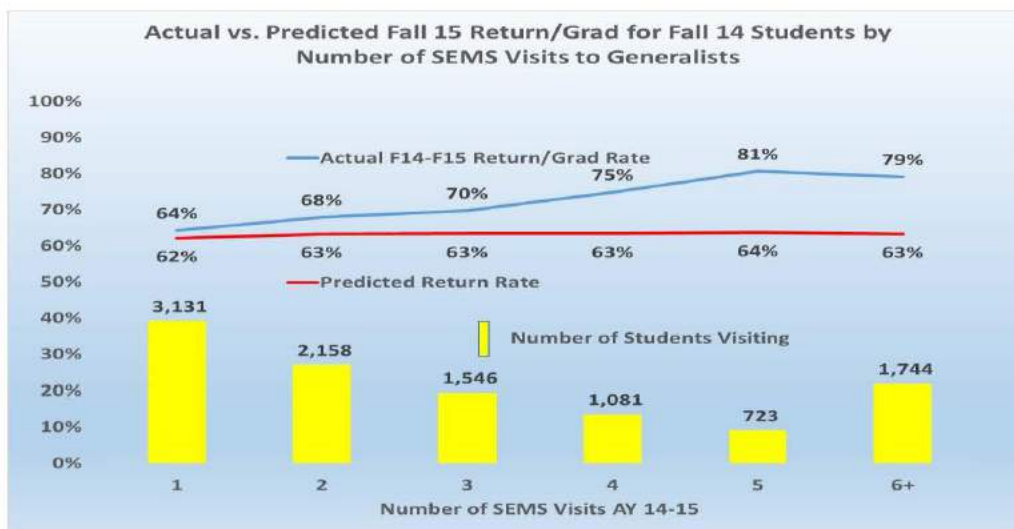


Figure 10

We can apply this method of analysis to individual offices and even groups within offices. Figure 10 shows the impact of visiting a “generalist” financial aid assistant in the office located in C-107. One visit yields a small increase to the predicted probability of return. That expected probability does not differ among students at the various visit levels. Students who visited more than once, improved their chances of being retained, until reaching six or more, when no more improvement could be gained.

Visiting a generalist, and visiting them regularly, up to six times in a year, appears to improve the chances that a student will return. The generalists are providing a benefit.

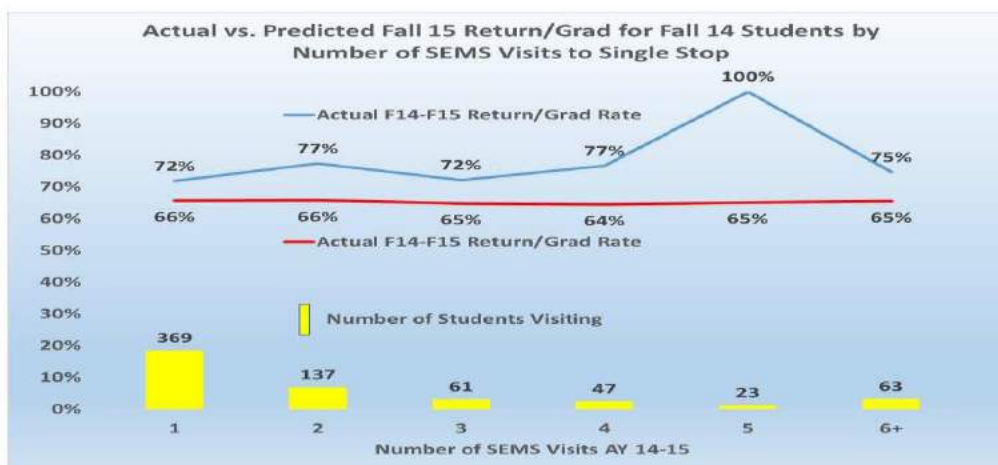


Figure 11

Figure 11 shows the impact of visits to the Single Stop office, where students are assisted in applying for public benefits, with tax advice and with legal advice. Repeated visits show some extra benefit, but at least one visit does have pronounced impact on the actual return rate.

Figure 12, on the other hand shows much less benefit to visits to the International Students' Office. Students who make one visit greatly raised their return rate above expectations. Students making more visits, however, already had a very high expected rate, and raising it further may be challenging. Clearly one visit had an impact on these students' return rate, but the purpose of multiple visits does not appear to have been return rate related.

Figure 12 gives us some reassurance that making multiple visits is not an unmeasured, intrinsic characteristics that indicates the motivation to return. We are reassured, for example, that seeing the generalists in C-107, as shown in Figure 10, multiple times produces a marginal return rate benefit with each visit. The contrast between the two figures seems to indicate that the benefit increases with each visit only if there is a benefit. When there is no additional benefit, there is no increase. The variable is thus not simply tied to the number of visits.

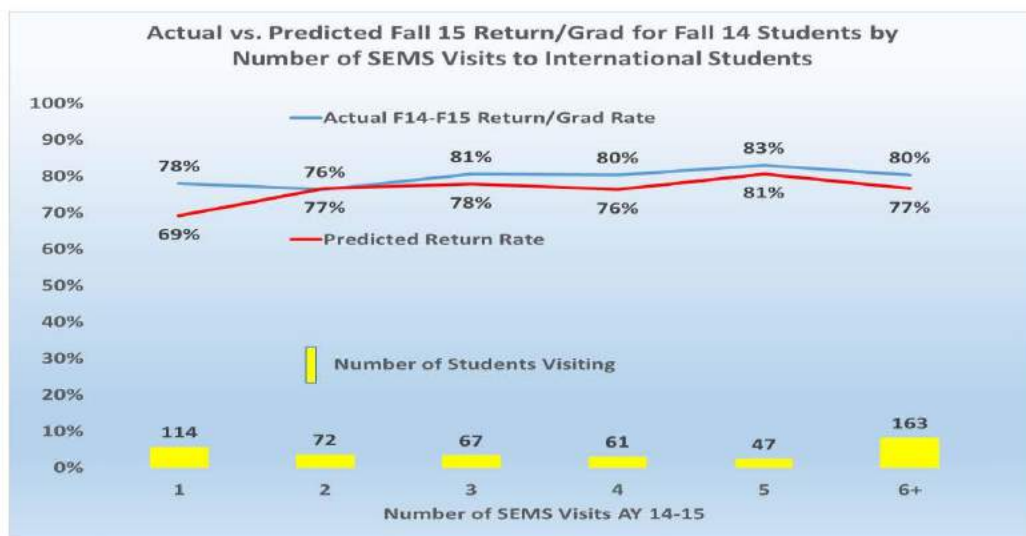


Figure 12

Figure 13 assesses the impact of student visits to the professional advisors located on the first floor of the B building. Visiting an advisor once appears to have no impact on student return. They return as expected. Some of these students were advised by this office only in the spring semester, after gaining release of their advisement hold in their fall freshman seminar.

Other students with one visit were advised in the fall and did not return in the spring. Whatever the reason, students with only one visit to the Advisement Triage Team did not appear to benefit from that visit.

Students who visited more than once (except those who visited nine times, which appears to be an aberration because of low numbers), gained a great deal of benefit. After two visits, however, the marginal rate of return appears to decrease, although the 41 who seemed to come once a month returned at a very high rate.

Students would do well to visit an advisor once a semester and check in at least one more time to reflect on their progress and continue to build their relationship with an advisor.

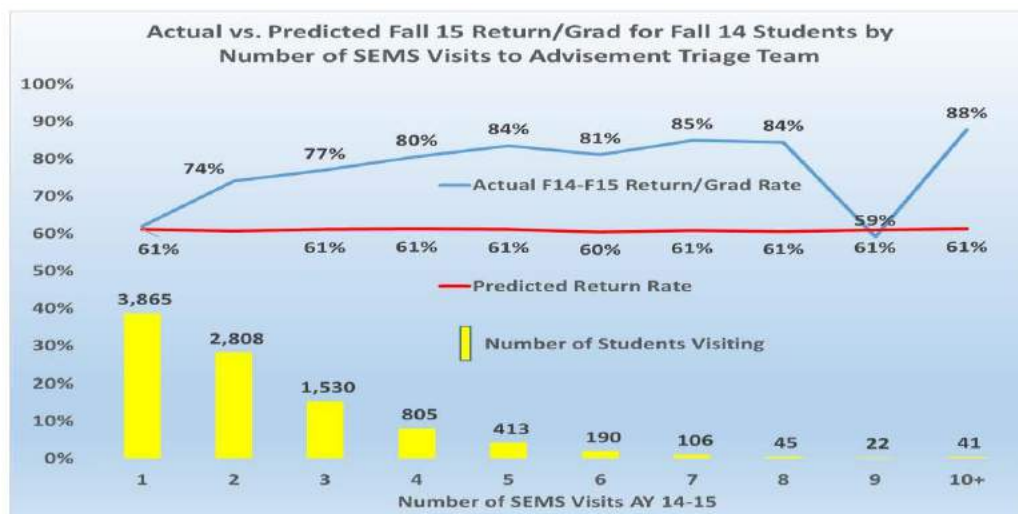


Figure 13

Business and Technology majors, however, had a choice of visiting an advisor or a faculty member in that area as shown in Figure 14. Some students did both, but looking only at those majors, we could see who did not visit either an advisor or a faculty member, those who visited only advisors (any number of times) and those who visited a faculty member, by the number of times in the year they visited any departmental faculty member.

What we see is that not visiting either means the student is more likely not to return than predicted, but any visit to an advisor has a substantial impact. Students who chose to visit faculty for advice, however, had even higher predicted return rates than those that did not, and each visit to a faculty member raised the actual return rate for those students.

The eleven percentage point actual return rate difference between those who only see advisors and those who see a faculty member once indicates the large impact those faculty visits have on students.

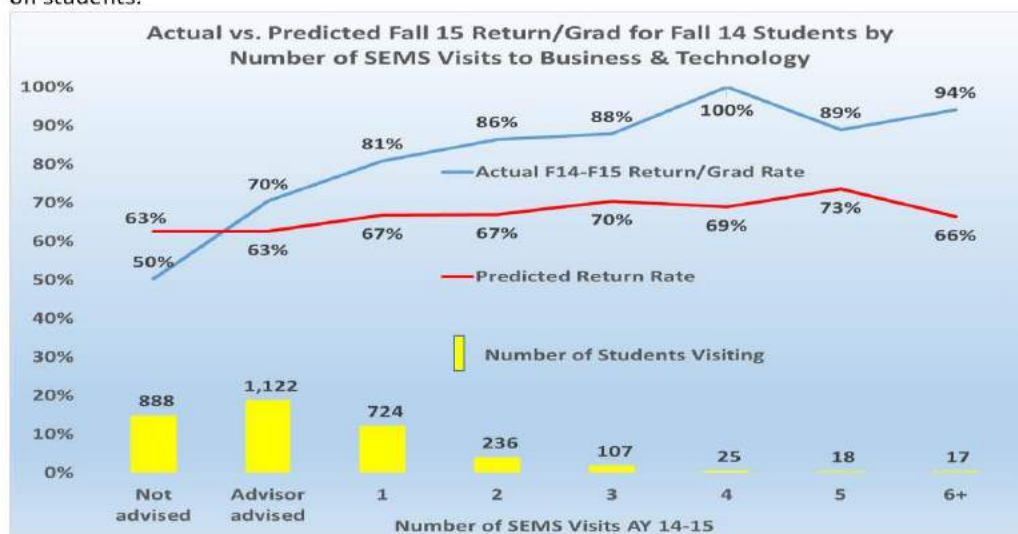


Figure 14

Figure 15 is based on Health Science majors and their visits to advisors and faculty. For these students, of those who did not visit either advisors or Health Science faculty, only one-third returned in the next fall, far below our already low return expectations.

Advisors had much less impact on return rate for these majors than did advisors on B&T majors. The impact of visiting faculty grows more slowly with the number of visits than it did for B&T majors, although the growth is steady and reaches a very high level.

Health Science majors appear to strongly benefit from at least three visits per year to faculty members.

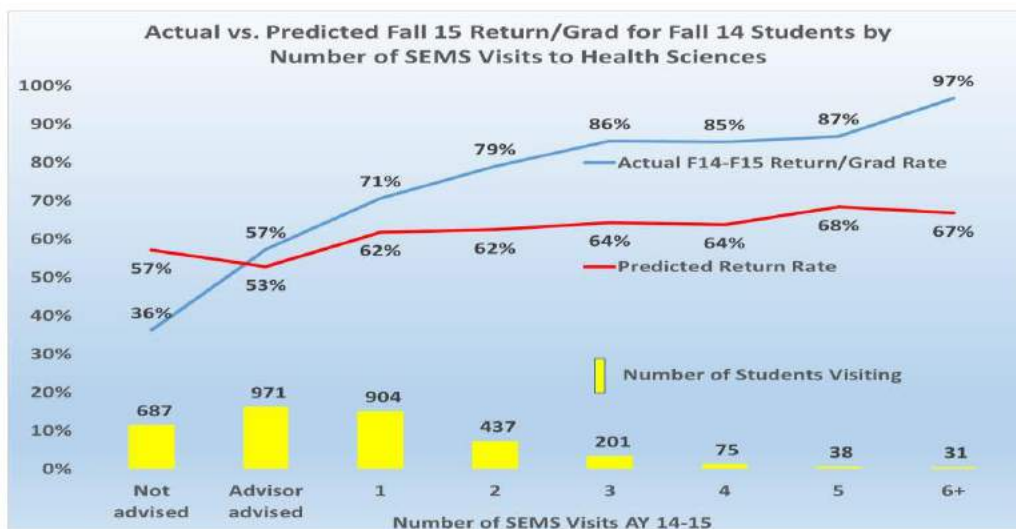


Figure 15

Figure 16 reveals the same analysis for Humanities majors. In this case, visiting an advisor has a clear benefit. Visiting a faculty member at least once improves upon that benefit. Nevertheless, in the Humanities it is less clear that more than one visit to a faculty member per year yields any additional help for students having difficulty staying in college.

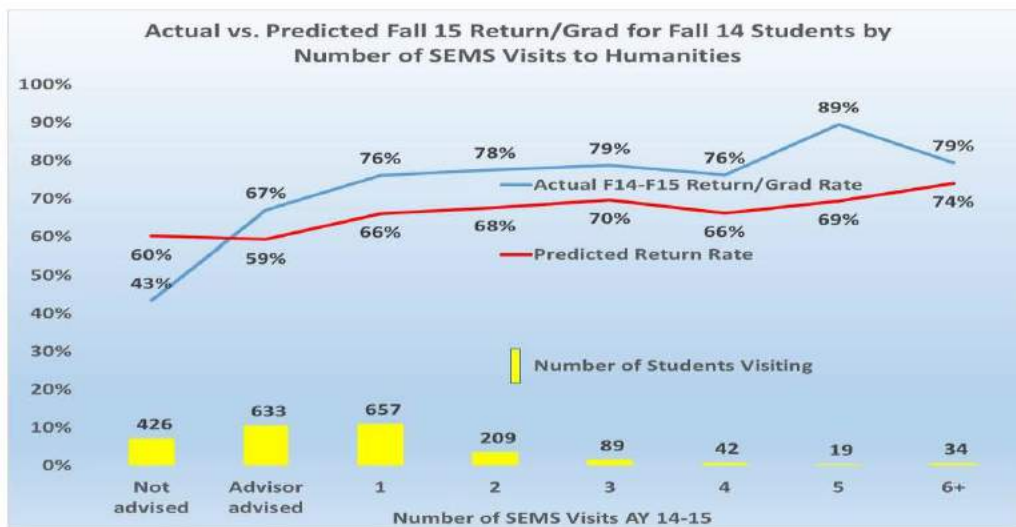


Figure 16

Conclusions

1. The methodology clearly separates advising situations that are working and those that are challenged. Several large and amorphous majors appear to have faced challenges successfully designing team approaches. Anecdotal information on team “activity” does not appear to correlate well with improved return rates.
2. The impact on return rates of individual visits to various offices can also be assessed with this method. Some areas, like the generalists in C-107 have a clear, increasing marginal value for repeated visits. Other areas, like International Students, show a less clear marginal value for repeated visits.
3. The advising office appears to be very successful at solving student challenges to return with each visit. Each visit to a faculty member within a student’s major appears to yield more success in improving the probability of return.

Appendix 4.20 Project Completa Back on Track Initiative (5 pages)

I. CORE ACTIVITY #1: BACK ON TRACK

Roughly one third of LaGuardia's matriculating students first come to campus when they take non-credit classes with our Division of Adult and Continuing Education (ACE). Out-of-school youth and adults working towards high school equivalency (HSE) diplomas form one high risk cohort of ACE students. Through Core Activity 1, LaGuardia seeks to increase access and success for these high-risk students by strengthening pre-enrollment support. After an initial year of program activity, HSE students are both enrolling and succeeding in credit programs at a substantially elevated rate.

Table 1: Core Activity 1 Summary

Year 1 Targets / 4 Year Goals	Actions	Outcomes
<p><i>Year 1 Target: Design and offer support services to 200 high school equivalency (HSE) students applying to LaGuardia.</i></p> <p><i>4 Year Outcome: Increase matriculation rates of HSE applicants by 15% over four years (baseline = 45%).</i></p>	<p>Provided the following targeted college readiness services to 400 HSE students</p> <ul style="list-style-type: none"> - help w/ admission application - personalized email, text messaging - just-in-time advisement - financial aid application support - MMR vaccination clinics 	<p>Year 1 Target: Achieved 400 HSE students served in F2014 & Sp2015 (+200 over Target)</p> <p>Progress on 4 Yr. Outcome: 2015 HSE freshman matriculation rate = 63% (+18% over baseline)</p>
<p><i>Year 1 Target: Design and pilot modularized math units with 50 HSE students.</i></p> <p><i>4 Year Outcome: Increase pass rate of HSE students on at least one of the CUNY Math placement exams prior to matriculation by 10% over four years.</i></p>	<ul style="list-style-type: none"> - Conducted Math skills analysis for 400 HSE. - Designed and instituted a 5 week Math College Prep course, offered to 100 students. 	<p>Year 1 Target: Achieved Course offered to 100 eligible students and 21 students completed the course requirements.</p> <p>Progress on 4 Yr. Outcome: CUNY Math placement exam results:</p> <ul style="list-style-type: none"> ▪ Sp 2015= +9% ▪ Fa 2015= +8%
<p><i>Year 1 Target: Recruit transition staff.</i></p> <p><i>4 Year Outcome: Increase rate of HSE students who complete Math Basic Skills requirements by end of 1st semester (post admissions) by 20% over four years.</i></p>	<ul style="list-style-type: none"> - Advisors directed students to pre-college remediation programs (CUNY Start & First Year Institute). - Math Specialist provided support to students enrolled in developmental Math classes. 	<p>Year 1 Target: Achieved 2 FT Transition Staff hired (<i>College Access and Success Coordinator & Math Specialist</i>)</p> <p>Progress on 4 Yr. Outcome: Sp 2014 Math Basic Skills Completion Rate = 40% (+16% over baseline)</p>

Each year, ACE serves over 1,600 out-of-school youth and adults seeking to earn their high school equivalency (HSE) diploma. Some hope to go on to college. But first time college students with a HSE credential face many barriers to success in the first college year, including: lack of academic preparation, deferred entry, part-time enrollment, full-time work, financial

independence, having dependents and single parenthood¹. This leads to an attrition problem known in the literature as “Summer Melt.” HSE graduates who plan to go to college and even apply for admission never show up to register. During the 2013-2014 school year, 454 students from the Adult and Continuing Education (ACE) Division applied for admission to a campus degree program; of this group, however, just 202 matriculated in the term following application.²

Building on promising outcomes from the campus Bridge to College program³, *COMPLETA's* Back on Track Initiative seeks to support success for HSE students through: 1) an increased focus on proven advisement strategies;⁴ 2) strengthening academic preparation for college mathematics; and 3) providing transition support around mathematics in the first semester.

Freezing Summer Melt: Building a College-Going Culture & Nudging Students

To address the melt rate of LaGuardia's HSE students, the Project *COMPLETA* Back on Track staff implemented a set of actions in Year 1. A Back on Track workgroup was convened in January 2015 and includes professional staff from six departments including Adult Basic Skills, Career Development Center, Center for Immigrant Education and Training, CUNY Fatherhood Academy, Pre-College Academic Programming, NYC Department of Education District 79 and the Workforce Education Center. This working group provides a professional development venue to build the capacity of the frontline staff who play a key role in serving HSE students. Meeting biweekly since January, the working group has developed their expertise and ability to:

- Build a college going culture in the HSE and pre-college classroom;
- Navigate the intricacies of the matriculation process including financial aid, the CUNY application, placement testing, and special program advisement with students;
- Identify and alleviate potential “melt” points that can derail the enrollment process, such as financial aid application, enrollment stops, and immunization requirements; and
- Connect students to the most effective first year interventions such as CUNY START⁵ and ASAP⁶ so they can get off to a strong start.

Actionable Data & Nudges: The working group strengthened both application and enrollment by using actionable data to send “nudges” to remind students of required pre-matriculation tasks such as college placement testing, immunization and health record requirements, financial aid forms, and document submission and registration.⁷ By enhancing communications such as personalizing text messages, using e-blast campaigns, and increasing targeted and just-in-time outreach we were able to provide more robust advisement to every HSE college student.

¹ Guison-Dowdy, Anne & Patterson, M.B. *Journeys through College: Postsecondary Transitions and Outcomes of G.E.D. Test Passers*. Washington, DC: American Council on Education. 2011. Web. 18 May 2014.

² Source: ACE Advisement Transitions Data

³ <http://www.mdrc.org/project/laguardias-ged-bridge-health-and-business-program#overview>

⁴ <http://www.lagcc.cuny.edu/IR/IR-facts/>

⁵ http://www.cuny.edu/academics/programs/notable/CATA/cti-cunystart/cunvstartstudy/CUNYStartStudy_11-26-13_WEB.pdf

⁶ <http://www.mdrc.org/publication/more-graduates>

⁷ Castleman, B.L., & Page, L.C. (2013). *Summer nudging*: Can personalized text messages and peer mentor outreach increase college going among low-income high school graduates? Center for Education Policy and Workforce Competitiveness Working Paper No. 9. Charlottesville, VA: University of Virginia.

To respond most effectively to students' needs during college enrollment, the Back on Track workgroup analyzed student data weekly, increased communication with key offices such as admissions and financial aid, and improved the transparency of data among the workgroup which informed our timely and actionable interventions for all the HSE programs involved.

Figure 1. Nudges and Interventions, January-March 2015

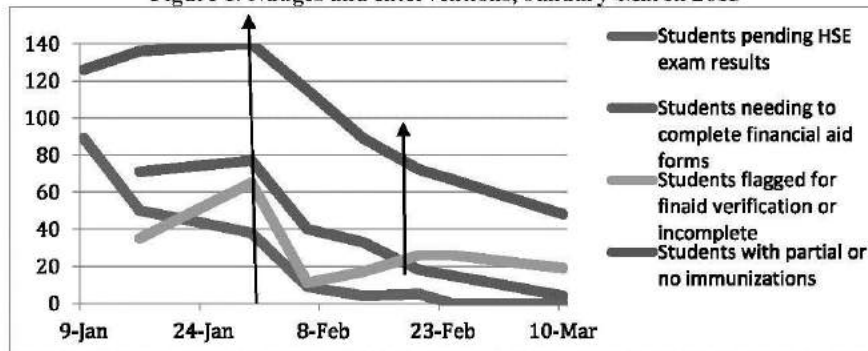


Figure 1. tracks the relationship of the Work Group's nudges to student matriculation needs. The arrows show the points at which key communications were sent in a coordinated effort to those students who needed to complete the required matriculation processes such as finishing the financial aid forms, and submitting their HSE equivalency exam results and diploma.

Increased Matriculation Rates: Building the capacity of ACE program advisors to provide targeted services and send individualized student messages resulted in an 18 percentage point increase in the matriculation rate for entering HSE freshman. (Figure 2.) Further, four hundred High School Equivalency students transitioning from noncredit to degree programs have been served in the Spring and Fall 2015, doubling the number proposed for Year 1.

Figure 2. Matriculation Rate of HSE Applicants

	Matriculation Rate	Melt Rate
Baseline (2014)	45%	55%
Spring 2015	63%	37%
Fall 2015 ⁸	62%	38%
Average Year 1	63%	38%
Gain over Baseline:	18 percentage points	

This data suggests that Core Activity 1 is helping the College make significant progress towards a key goal: reducing summer melt for its high risk GED students and helping a growing proportion matriculate in college. Our four-year goal was to be able to increase the matriculation rate by 15 percentage points. We expected to slowly work towards this substantial improvement. We are delighted that our efforts have already surpassed that goal.

⁸ Fall 2015 data is still in progress, estimates provided as of 8/31/2015.

Closing the Readiness Gap in Mathematics:

Researchers in *"Fast Forward: A Case Study of Two Community College Programs Designed to Accelerate Students Through Developmental Math"* note that lengthy remedial course sequences "can be daunting, and many students leave college before completing their developmental requirements... Developmental math...is a substantial stumbling block to college completion."⁹

Seventy-six percent of all LaGuardia's entering freshman class required basic skills coursework in mathematics in the 2013-2014 academic year. HSE/GED students entering LaGuardia have even greater needs, with more than ninety percent of entering freshmen requiring developmental non-credit math classes upon admission. If we can close the math skills gap in the pre-enrollment phase or the first semester of college, LaGuardia's large population of HSE/GED students will be more likely to "succeed" at remediation and be prepared for credit bearing coursework in mathematics. *COMPLETA's* Core Activity 1 helped the Division of Adult and Continuing Education take steps to address this problem.

COMPLETA's pre-college and first year math intervention work began in February 2015 when a math specialist was hired to enhance the pre-college mathematics preparation and support HSE students. The first step was to conduct a skills analysis of both the TASC (new HSE examination being used in NY State) and the COMPASS math exam used by CUNY. This analysis revealed that in addition to needing mastery in dozens of overlapping foundational math concepts, the COMPASS requires HSE students to be proficient in additional higher order mathematical operations (see Appendix C). Currently, seventy five percent of entering HSE freshmen fail the pre-algebra section of the COMPASS and ninety one percent fail one or both sections of CUNY math placement exam.

To improve math readiness, the math specialist designed a 5-week College Prep Math summer course for HSE students. The goal of this optional, free 30 hour course offered in Summer 2015 was to pilot a new curriculum that would enable more HSE students to pass out of the pre-algebra portion of the CUNY COMPASS math placement exam. The course focused on numerical skills and specific pre-algebra topics including fractions and integers; place value; square roots; exponents; scientific notation; proportions; percent and solving equations. The course began with a diagnostic exam, followed by class sessions providing students with multiple opportunities to identify, practice and reflect upon concepts and strategies. Additionally, weekly quizzes were implemented to track students' mastery of concepts, and class was partly conducted in computer labs to familiarize students with the official computerized exam format.

Outreach to potential students began after students took the High School Equivalency exam, which was approximately 2 weeks before the start of the course. Bridge to College and Career advisors and HSE advisors reached out to a pool of 100 students identified as possible candidates for the course. Of these 100 students, 36 registered for the course and 21 students attended more than fifty percent of the time and took the math placement exam. For these students, the impact of the course was encouraging.

⁹ <http://www.mdrc.org/publication/fast-forward>

Figure 3. Math Basic Skills- Pass Rate

	Pass Rate, Math Basic Skills	Fail Rate, Math Basic Skills
Baseline (Fall 2014) ¹⁰	8%	91%
Spring 2015 ¹¹	17%	83%
Fall 2015 ¹²	16%	84%
Year 1 Average:	16%	
Gain over Baseline:	8%	

While we are pleased with this outcome, the pilot is still small. The experience of this pilot will help us refine the College Math Prep curriculum for winter 2015/2016. *COMPLETA* will train 2-3 additional instructors to teach the class so it can be offered in other HSE classes and pre-college intersessions in year 2. We plan to serve 60 students in winter 2015/2016 and 60 in summer 2016 and to conduct a more proactive and intrusive recruitment strategy.

Supporting HSE Students' Transition to Credit Courses

Even with intensive efforts to close the readiness gap, some HSE students will need remedial math courses in their first college year. *COMPLETA* is using a two-pronged approach to help students complete math remediation requirements. First, in Spring 2015, advisors began directing students to “best bet” remedial programs such as CUNY START to help students develop math skills prior to degree enrollment. Thirty-one students participated in CUNY START, twenty four completed the course and ten passed out of all math remediation prior to matriculation.

Secondly, the math specialist provided support to students enrolled in developmental math in Spring 2015. A small sample of 6 students received math support and of those 5 passed their noncredit remedial math class. Although small in scale, these findings are encouraging because students in 095 & 096 have a 30% pass rate, college-wide.¹³ Although small, these math interventions appear to be making an impact in the percent of math basic skills completed, going from 24% in the Fall 2014 benchmark data to 40% in the most recent spring semester.

Figure 4. Percent of Students that Complete/Need Math Basic Skills

	Complete Math Basic Skills After 1 Semester	Still Need Math Basic Skills after 1 Semester
Baseline (Fall 2014)	24%	76%
Spring 2015	40%	60%
Gain Over Baseline	16%	

We will continue to train our staff, improve our advisement on best bet courses, and provide students with developmental math interventions in semesters to follow.

¹⁰ 104 of 114 HSE students failed 1 or more sections of the math placement exam at entry (duplicate count).

¹¹ 116 of 140 HSE students failed 1 or more sections of the math placement exam at entry (duplicate counts).

¹² 158 of 189 HSE students failed 1 or more sections of the math placement exam at entry (duplicated count).

¹³ <https://prezi.com/pufcchitlo9/offering-statway-a-nationally-supported-initiative-to-open-the-gateway-to-college-math/>

Appendix 4.21 Movie Captioner Booklet (25 pages)

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Importance of Captioning

Captioning makes videos accessible not only to those who are deaf, hard of hearing, or who are learning disabled, but to everyone as well. Making videos accessible helps those who are learning a new language, those who cannot turn up the volume (such as being in a library), and those who are in a noisy area and do not have access to headphones. By broadening your audience, you are making your videos accessible to all in any environment. Also, viewing captions on videos helps the viewer's engagement, comprehension, and retention of information.

Part of Section 508 of the Rehabilitation Act of 1973 requires captioning of multimedia products. In addition, colleges, universities, and other post-secondary programs must provide effective communication for deaf and hard-of-hearing students to continue to receive federal funding. Lecture capture recordings, academic materials, or anything else that is being used in class must be made accessible to students with disabilities and provide equal opportunity to those without disabilities.

MovieCaptioner



MovieCaptioner is a QuickTime based software designed to make videos accessible by creating captions. It is not only a quick and easy tool to create captions, but also an easy way to export into different caption/transcript files and formats. Having the knowledge and tools to provide captions for videos is an important step to take towards accessibility.

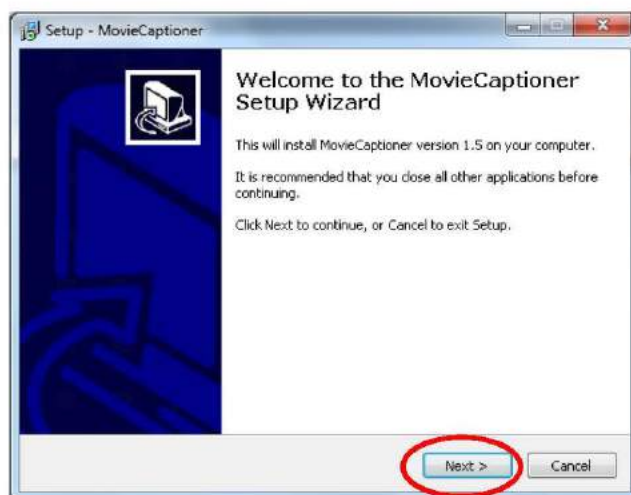
MovieCaptioner Requirements

- At least 3.00 GB of ram. The more ram, the faster the program will respond. (If you have less than 3.00 GB of ram, you may experience freezing or lagging).
 - **For Windows:**
 - Windows XP
 - Windows Vista
 - Windows 7
 - Windows 8
 - QuickTime for Windows (must be installed prior to installing MovieCaptioner)
 - **For MAC**
 - Mac OSX 10.6 through 10.9
 - QuickTime Player 7 (must be installed prior to installing MovieCaptioner)
- Optional:**
- **For Windows**
 - Freemake Video Converter (free)
 - Cloudconvert.org
 - Prism Video Converter
 - **For MAC**
 - QuickTime Pro 7.6.6 or higher to embed caption tracks and exporting movies.
 - Flip4mac- Free plugin required for loading Windows Media movies to create SAMI captions.
 - Perian- Free plugin for QuickTime to load FLV movies.
 - ClosedCaptionImporter- Free plugin for QuickTime to create SCC captions.

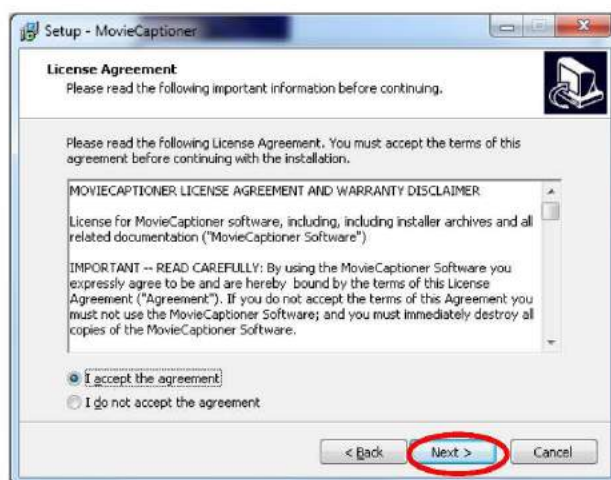
Installation

Make sure you have the latest QuickTime installed before you begin the installation.

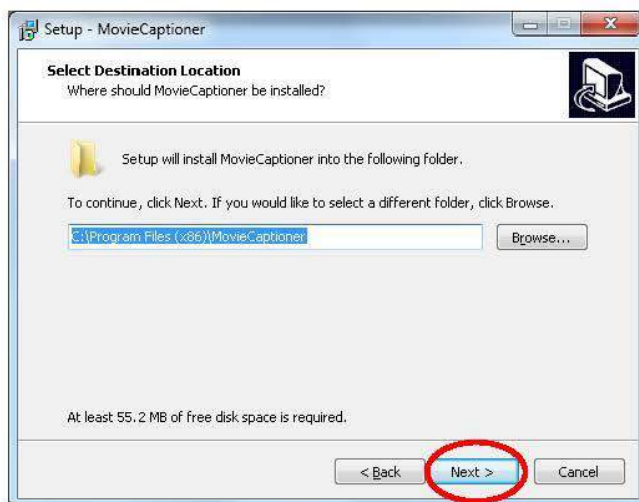
- 1) The MovieCaptioner Setup Wizard will pop up. Click next.



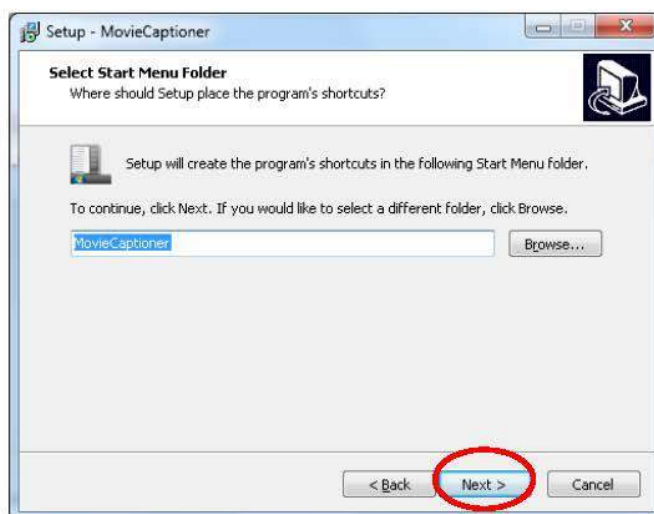
- 2) Accept the License Agreement and click next.



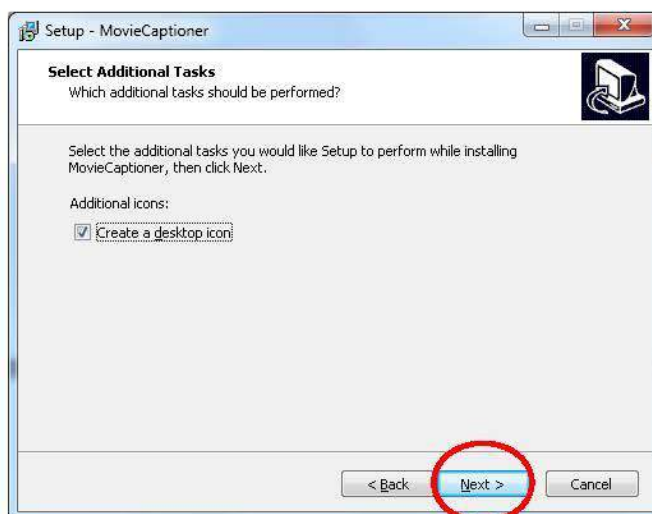
3) Click Next.



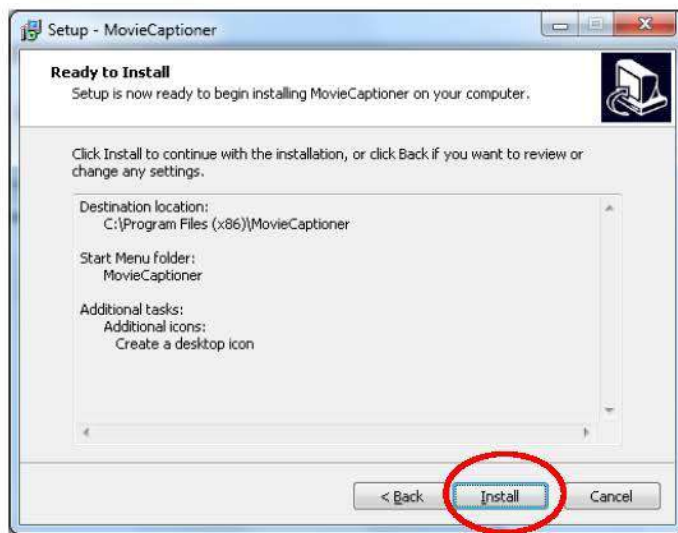
4) Click Next.



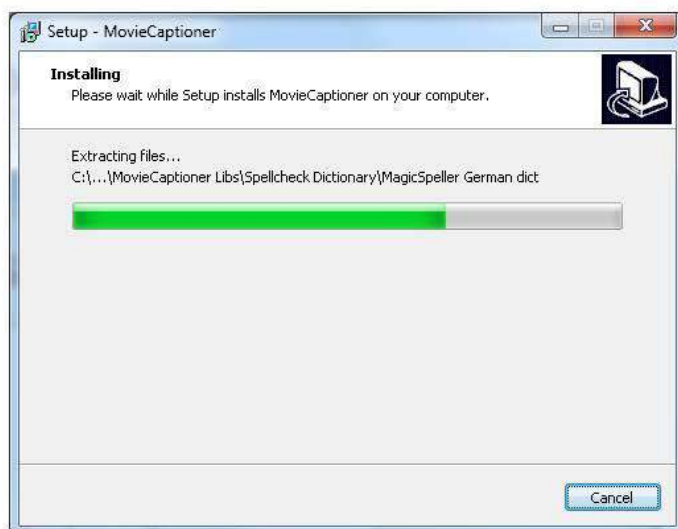
5) Check "Create a Desktop Icon" and click next.



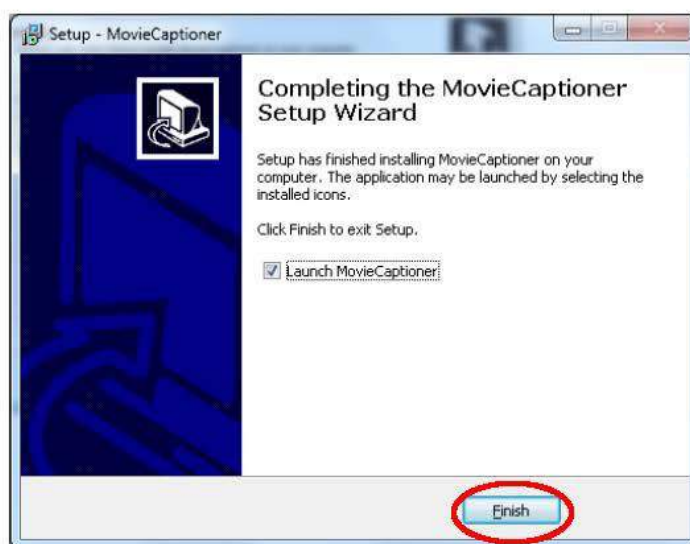
6) Click Install.



7) The progress window should pop up.



8) Click Finish to complete the installation.



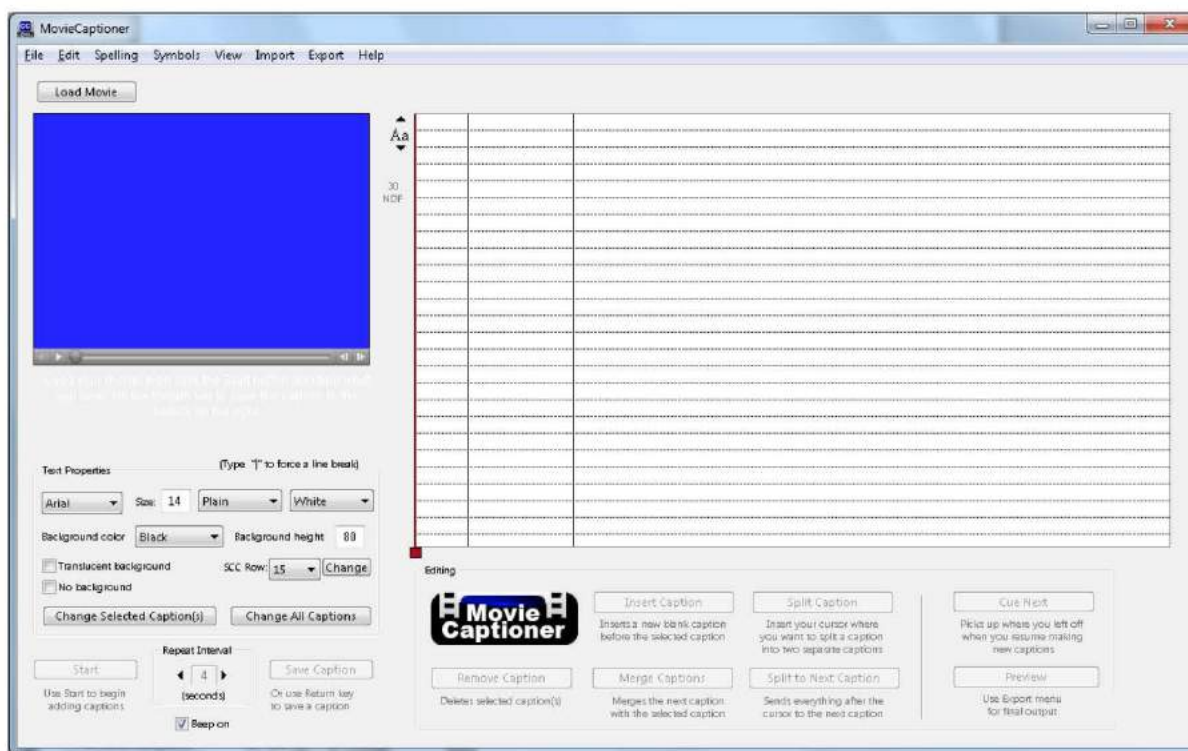
Captioning Process

Captioning Guidelines

- One to three lines of text appear onscreen at a time.
- Viewable for three to seven seconds, and then be replaced by another caption.
- Timed to synchronize with the audio.
- Do not cover up graphics and other essential visual elements of the picture.
- Require the use of upper and lowercase letters.
- Use a font similar to Helvetica medium.
- Have good resolution.
- Include no more than 32-characters-per-line.
- Non-verbal sounds, such as music, laughter, or clapping, should be added in square brackets. I.e.: [MUSIC], [LAUGHTER], [APPLAUSE].
- Spelling should be accurate.
- When there is more than one speaker present, identify who is speaking.
- Use italics when a new word is being defined or a word is heavily emphasized in speech.
- Spell out any number that begins a sentence as well as any related numbers.
- If line division is required, the sentence should be broken at a logical point where speech normally pauses unless it would exceed the 32-characters-per-line requirement.
- Do not caption stuttering or hesitation.

Source: http://www.dcmp.org/captioningkey/quality_captioning.html

How to Use MovieCaptioner

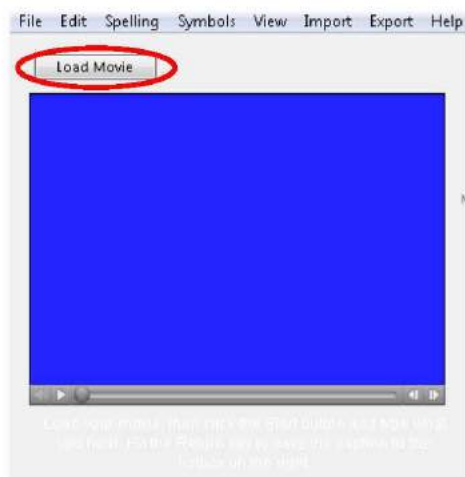


Before you begin captioning, make sure you have QuickTime 7 installed. Also make sure your videos are in .mp4, .m4v, or .mov format. It is recommended to use Freemake Video Converter OR cloudconvert.org to convert to the correct file format.

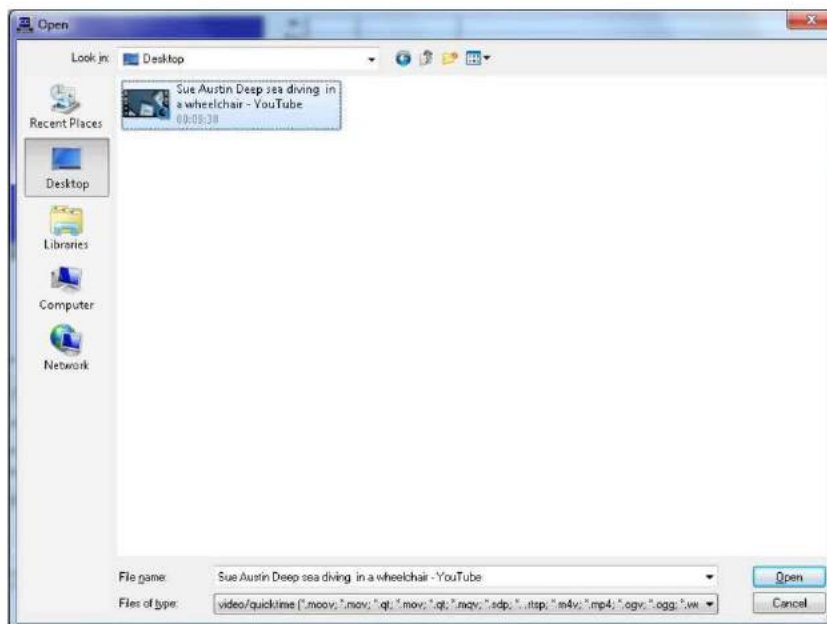
When you first open MovieCaptioner, you will see this layout. The blue screen to the left is where your video will be seen as you are captioning. The columns and rows to the right is where your captions will show up. On the bottom of the blue screen are the text properties where you are able to change the text and the background properties. Between the blue screen and the text properties is where you will be typing the captions. On the bottom of the columns and rows are the editing options where you are able to edit your captions.

Loading Your Video

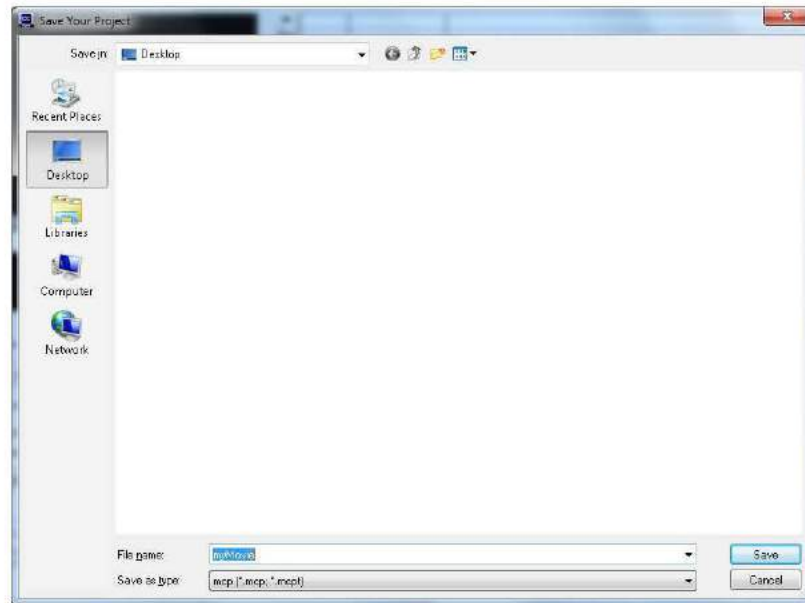
- 1) Click on Load Movie located at the top left corner.



- 2) Search for the video you would like to caption and click open.

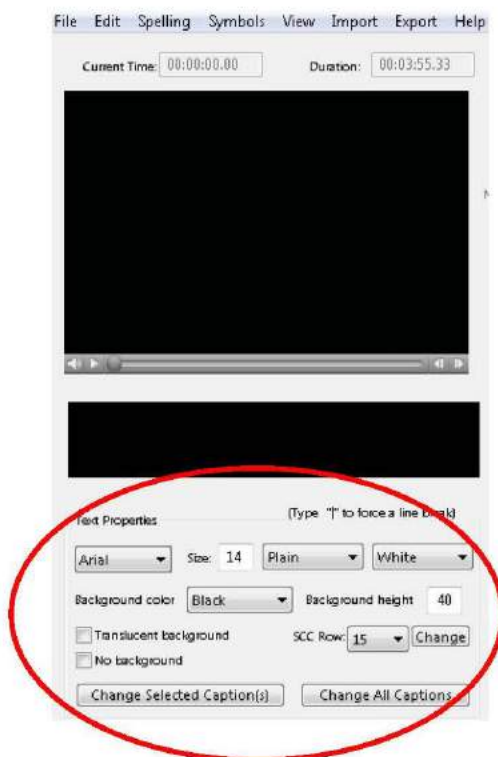


- 3) After choosing a video, you are prompted to save the video as a moviecaptioner project file (.mcp). Name and save the file.

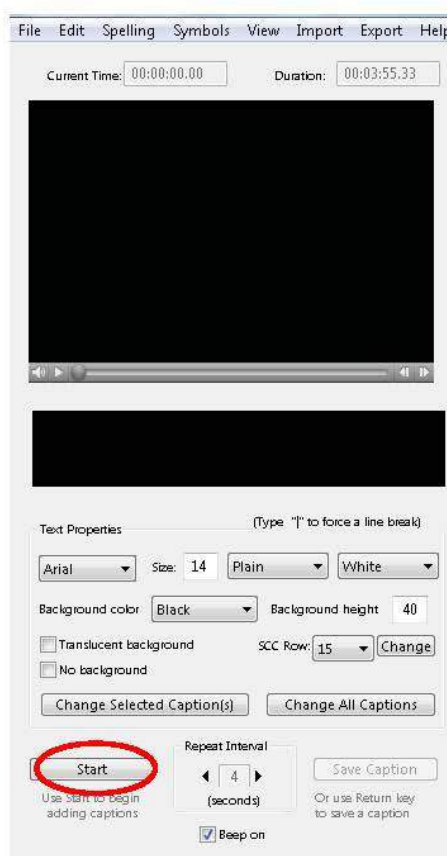


Starting to Caption

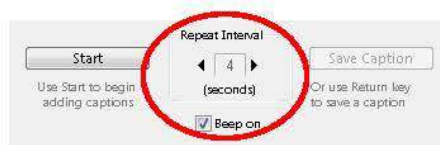
- 1) Under Text Properties, you can change the font, size of text, and color of text. You can also change the color and height of the background the captions will appear on. If you change the text properties after you type your captions, click on either “Change Selected Caption(s)” to change a caption you selected, or “Change all Captions” to change all the captions.



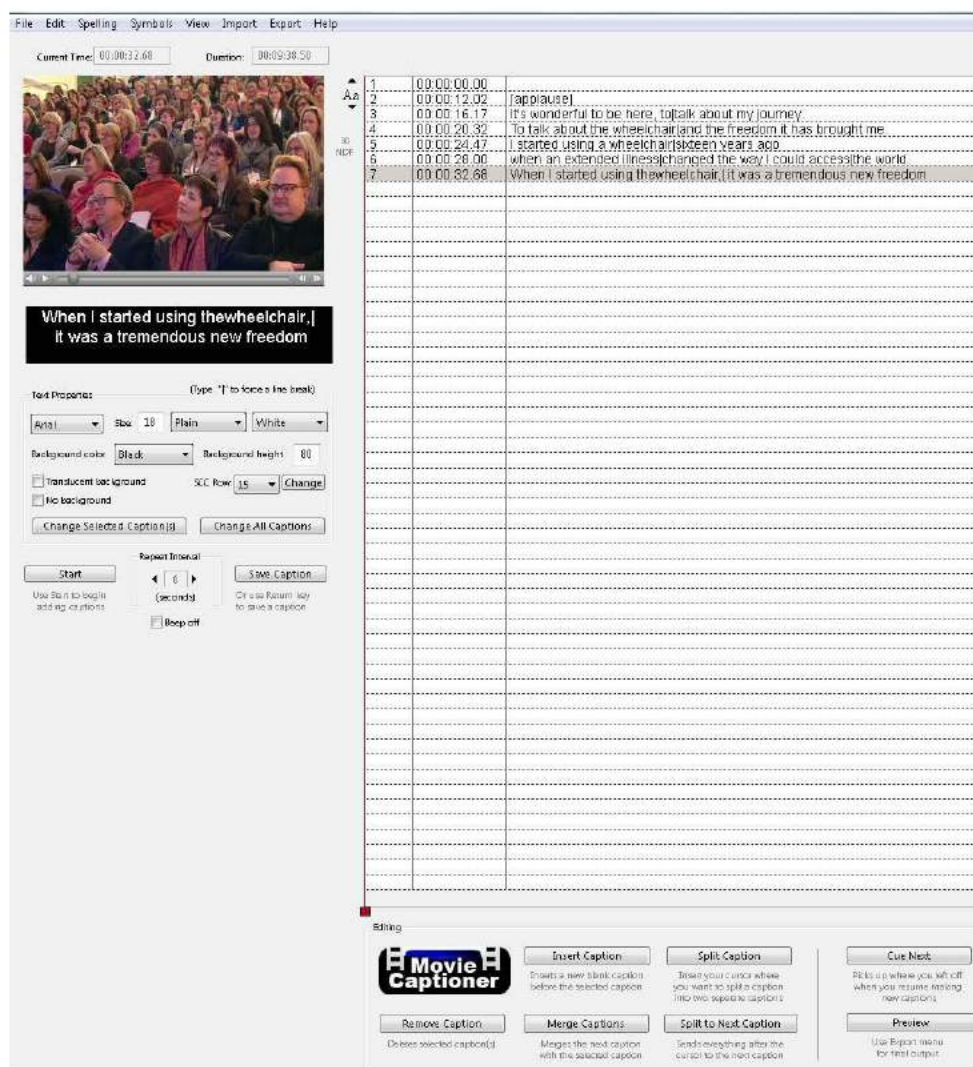
- 2) Click on the Start button located at the bottom left to start typing your captions. This will start the video to loop every 4 seconds.



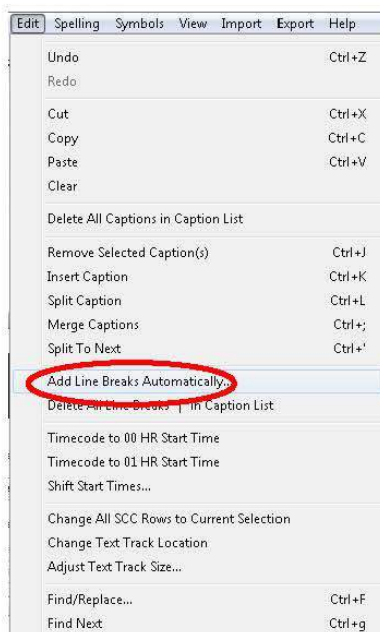
- 3) You can adjust the amount of seconds being looped by clicking on the arrows under "Repeat Interval". As you type, the video will continue looping. You can also choose to have MovieCaptioner beep whenever it loops by having "beep on" checked.



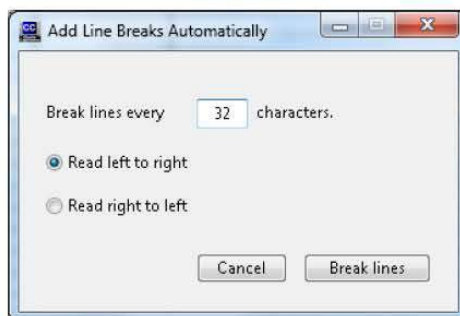
- 4) As the video is looping, you can type your captions in the black box below the video playing. Press enter to save your caption (saved captions will appear to the right with its timecode). MovieCaptioner will automatically continue playing the next amount of seconds.



- 5) In order to have 32 characters per line in your captions automatically, go to "Edit" located at the top left, and click "Add Line Breaks Automatically".



- 6) Enter the number 32 to break the lines every 32 characters. "Read left to right" should be selected.



Editing Captions

1) Under the Editing section you are able to edit your captions.



-  Select a caption to remove it

-  Select a caption to insert a new blank caption before it

-  Select a caption to merge with the next caption

-  Insert your cursor to where you want to split your caption

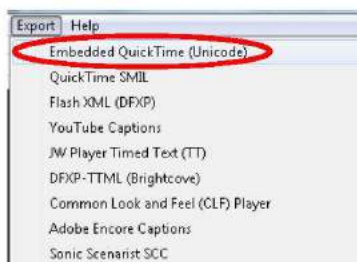
-  Insert your cursor to where you want to split the caption to a next caption

-  Select a caption where you left off to resume making new captions

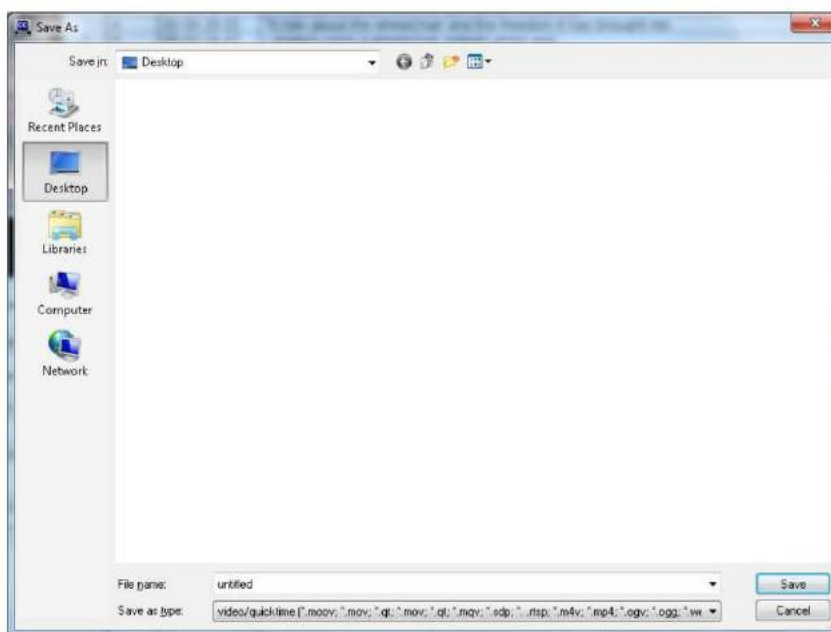
-  Preview your captioned video

Saving Captions to Your Video

- 1) In order to save your video with the captions, click on “Export” at the top right. It is recommended to export your video in Embedded QuickTime (Unicode).



- 2) A window will pop up prompting you to save in QuickTime format. Name and save your video.



- 3) After saving your video, it will pop up in QuickTime Player with your captions.

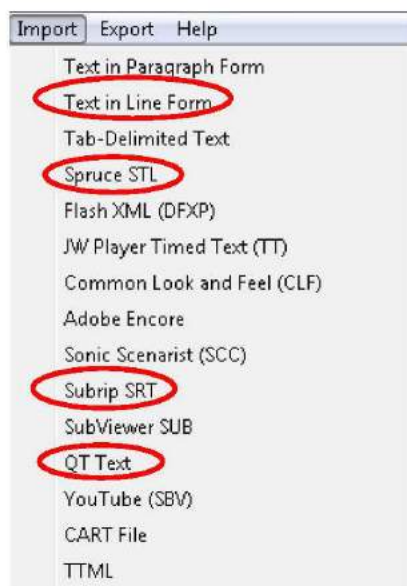


- 4) To save just the transcript, click on “Export” at the top right, and click on either Transcripts (paragraph form) or Transcripts (with timecode). Exporting a transcript with the timecode makes it easier to import into MovieCaptioner. Other recommended transcripts to export in are STL, SRT, and QuickTime Text.



Importing Captions

In order to import a transcript into MovieCaptioner, click on “Import” at the top right and select which format you would like to import in. It is recommended to import in Text in Line Form, STL, SRT, and QT Text.



Caption File Formats

SRT – YouTube and other web players

DFXP – Flash Players

SCC – iPods, iTunes, DVD encoding

SAMI – Windows Media

QT – QuickTime

STL – DVD Studio Pro

CPT.XML – Captionate

SBV – YouTube

RT – Real Media

WebVTT – Emerging HTML5

Please write down any comments, issues you came across, what worked, and what didn't work using MovieCaptioner.

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing. There are no margins, text, or other markings on the page.

Approximate Production Time

Production time may vary depending on the captionist's typing ability and speed, and specs and speed of the computer.

- 1 minute video = 5 minutes of captioning
- 5 minute video = 25-30 minutes of captioning
- 10 minute video = 50-60 minutes of captioning
- 30 minute video = 2-3 hours of captioning
- 1 hour video = 5-7 hours of captioning

Helpful Links

<http://www.synchrmedia.com/help.html>

<http://www.synchrmedia.com/tutorials.html>

<http://www.synchrmedia.com/How%20to%20Use%20MovieCaptioner.pdf> - (MAC)

<http://www.synchrmedia.com/How%20to%20Use%20MovieCaptioner%20for%20Windows.pdf> - (PC)

<http://web.mit.edu/atic/www/accessibility/video.html>

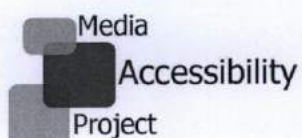
<http://www.unimelb.edu.au/accessibility/captioning/moviecaptioner.htm>

<http://deafness.about.com/od/captioning/a/captionbenefits.htm>

http://www.dcmp.org/captioningkey/quality_captioning.html

Appendix 4.22 Making Accessible Course Content Training (60 pages)

Creating Accessible Course Content



September 19th, 2014
10:00am-1:00pm
LaGuardia Community College
Room B218
30-20 Thomson Ave
Long Island City, NY, 11101

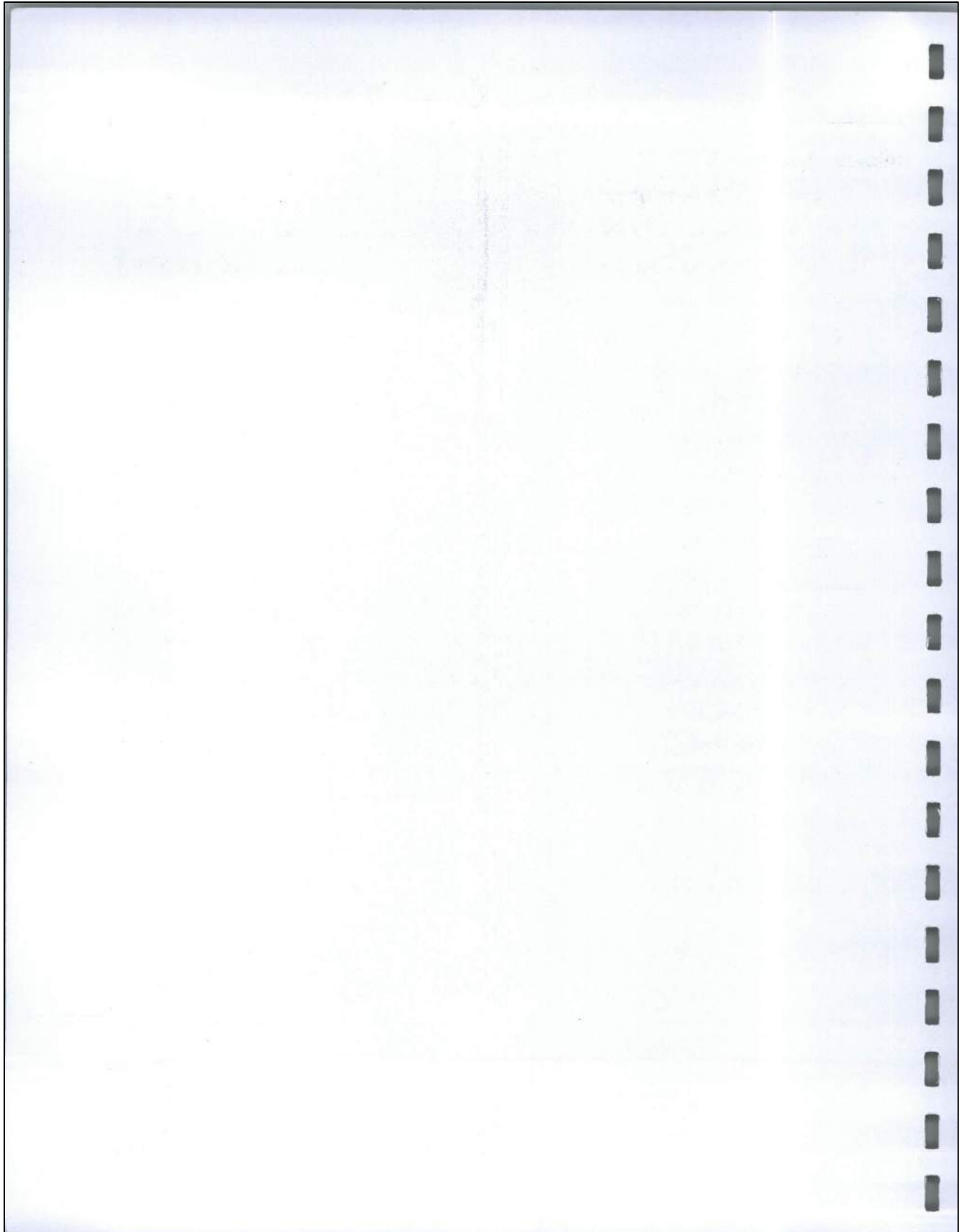


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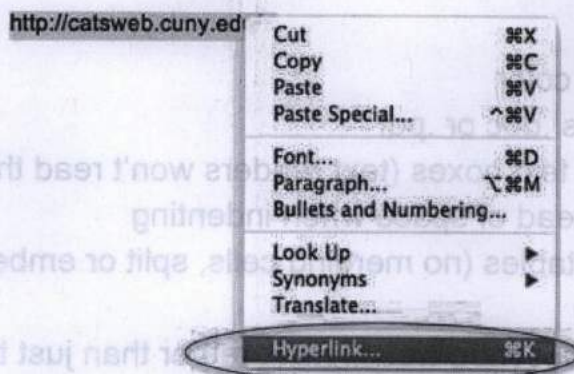
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Uploading to Vimeo.....Page52

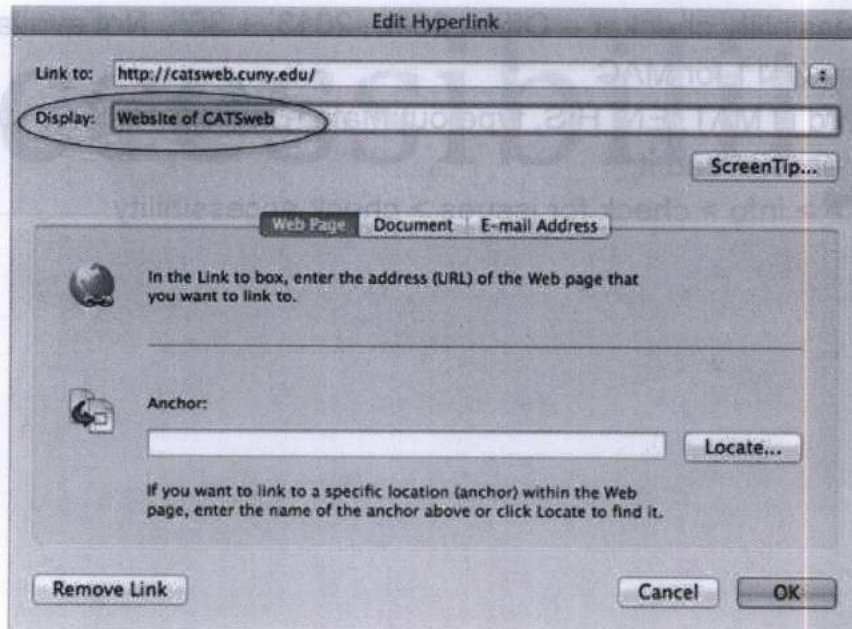
Pros and Cons.....Page57

Helpful Links.....Page58

1) In order to add a description to a website link, highlight the url, right click, and click hyperlink.



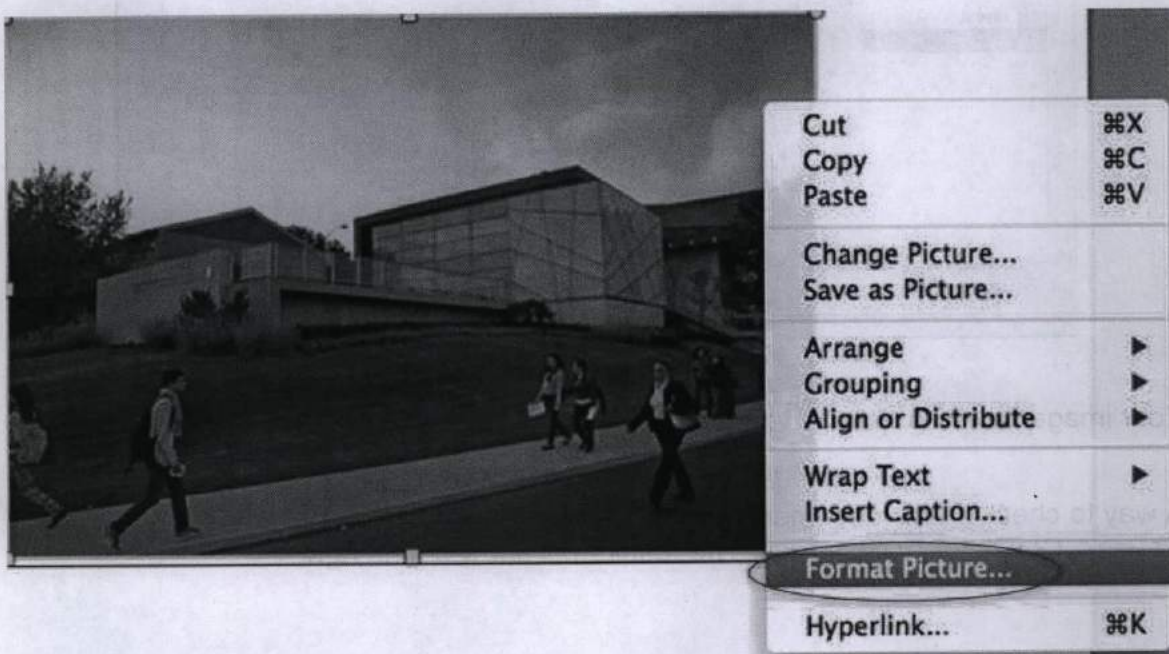
2) Enter the description of the url next to where it says "Display", and click ok.



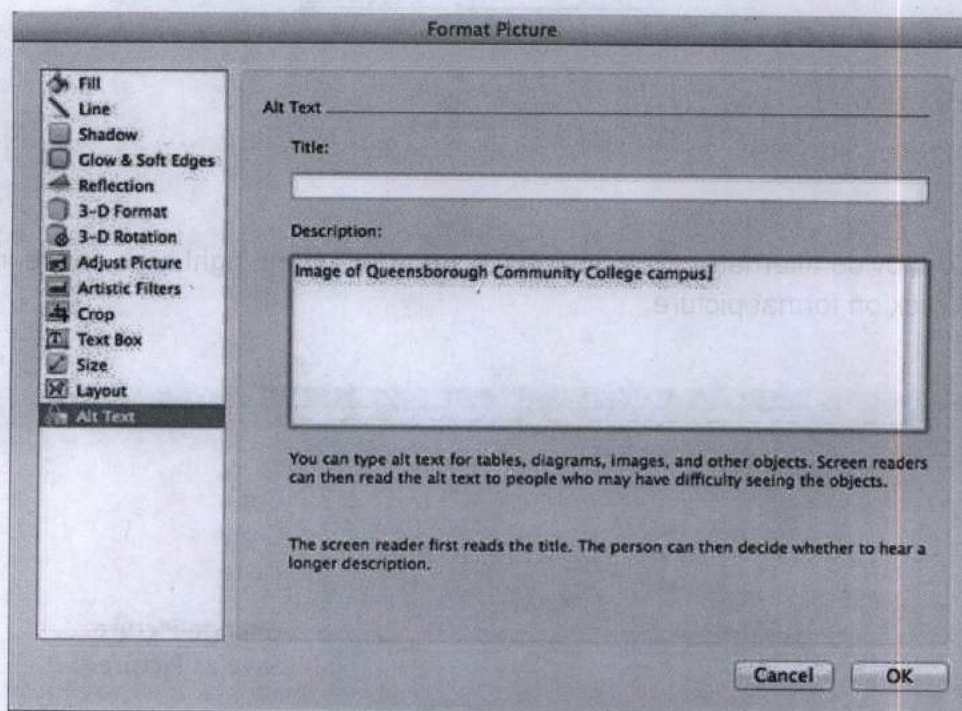
3) The website will now look similar to this.

Website of CATSweb

4) To provide alternate text to images in your document, right click on the image and click on format picture.



5) Click on alt text, and provide a description of the image.



Your image now has alternative text.

A way to check if your documents are accessible is to go to File > Info > Check for Issues > Check for Accessibility. The results will show on the right.

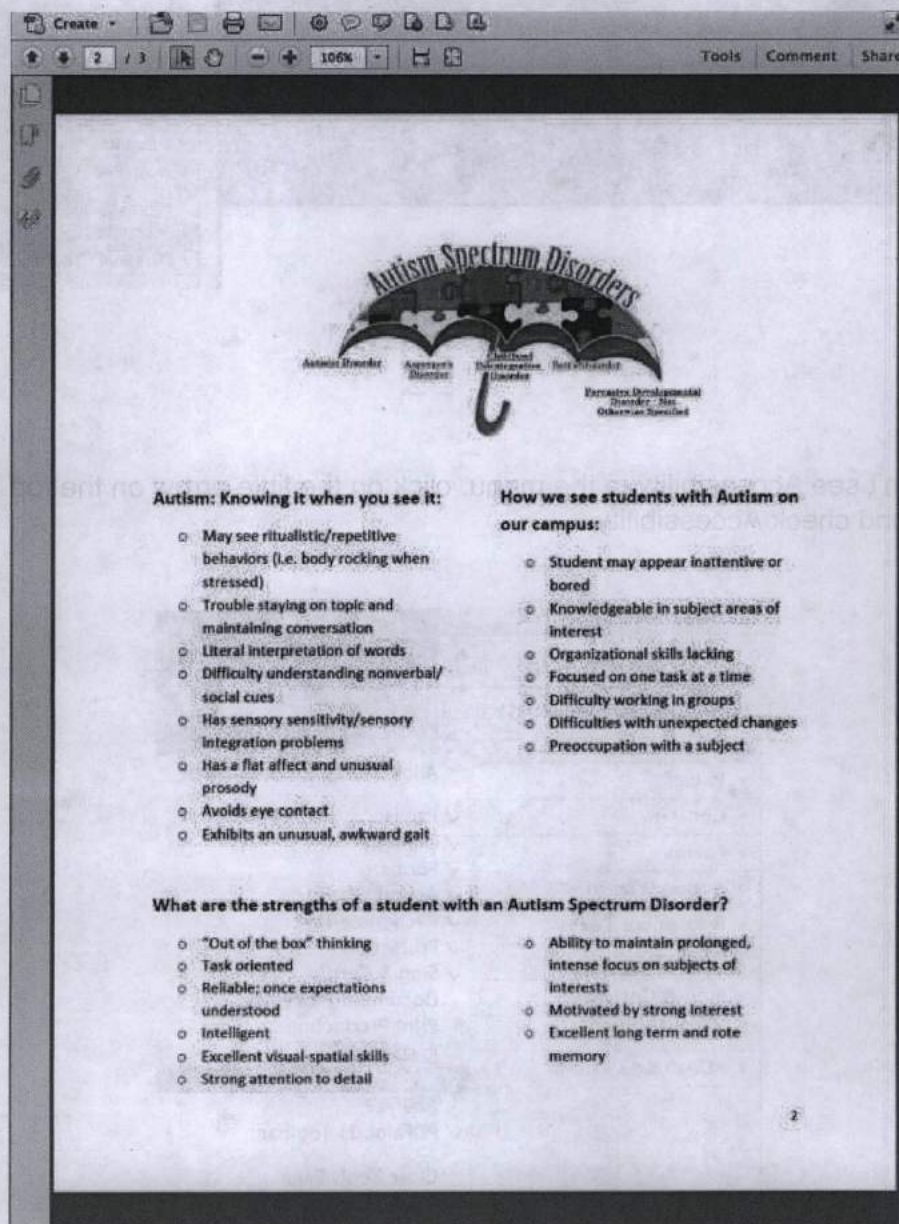
Microsoft PowerPoint Accessibility Checklist

- ☐ Font type – Arial and Tahoma
- ☐ Avoid text boxes
- ☐ Font size 32 for slides main points
- ☐ Contrast of color- Avoid using orange, red and green in your template and text.
- ☐ If there is too much info on slide, put info on new slide so it won't minimize font.
- ☐ Avoid too much text on one slide.
- ☐ Provide alt text for images + tables.
- ☐ Right click- format picture – alt text
- ☐ Avoid transitions and animations unless images are pedagogical.
- ☐ Use a predefined slide layout.
- ☐ Ensure that all slides have unique titles.
- ☐ Ensure reading order of each slide is logical.
- ☐ If audio is embedded into slides, a transcript or closed caption needs to be provided.
- ☐ Accessibility checker – office 2010, 2013, + 365. Not available in Office 2011 for MAC.
- ☐ Design – choose simple layout.
- ☐ Print PDF with notes (optional)
- ☐ Don't have same titles on slides.
- ☐ Use description link.

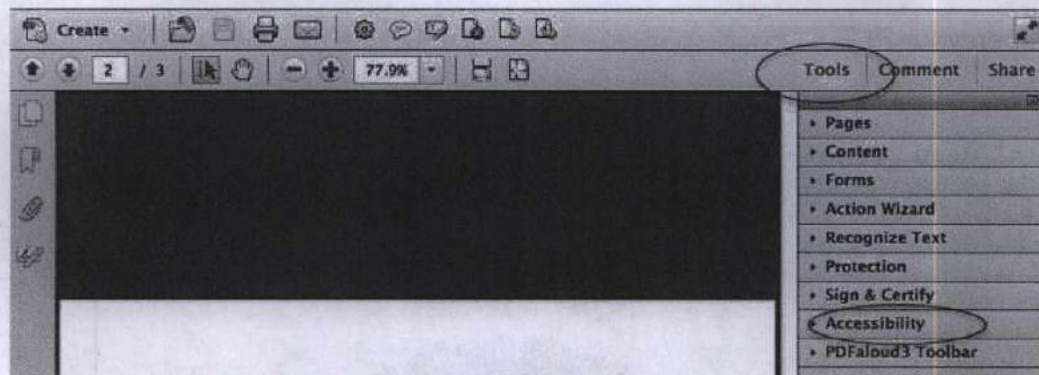
Adobe PDF Accessibility

Adobe PDF Accessibility

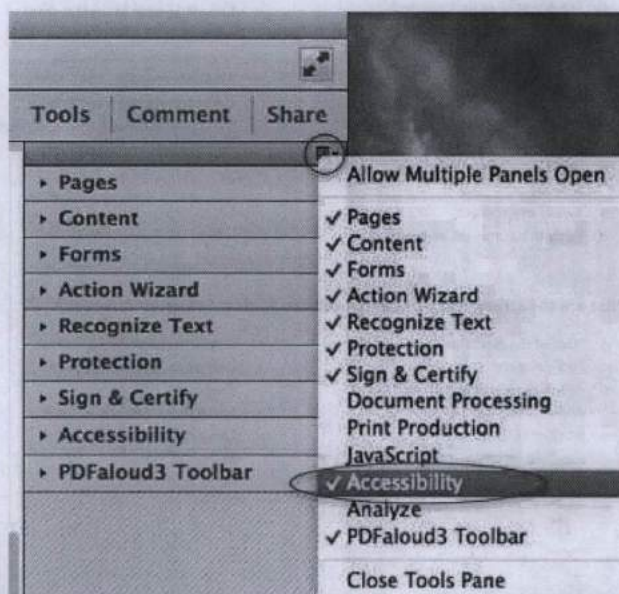
1) Open your PDF.



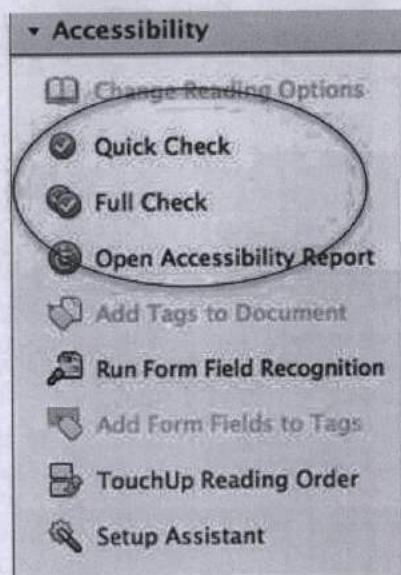
2) Go to Tools > Accessibility.



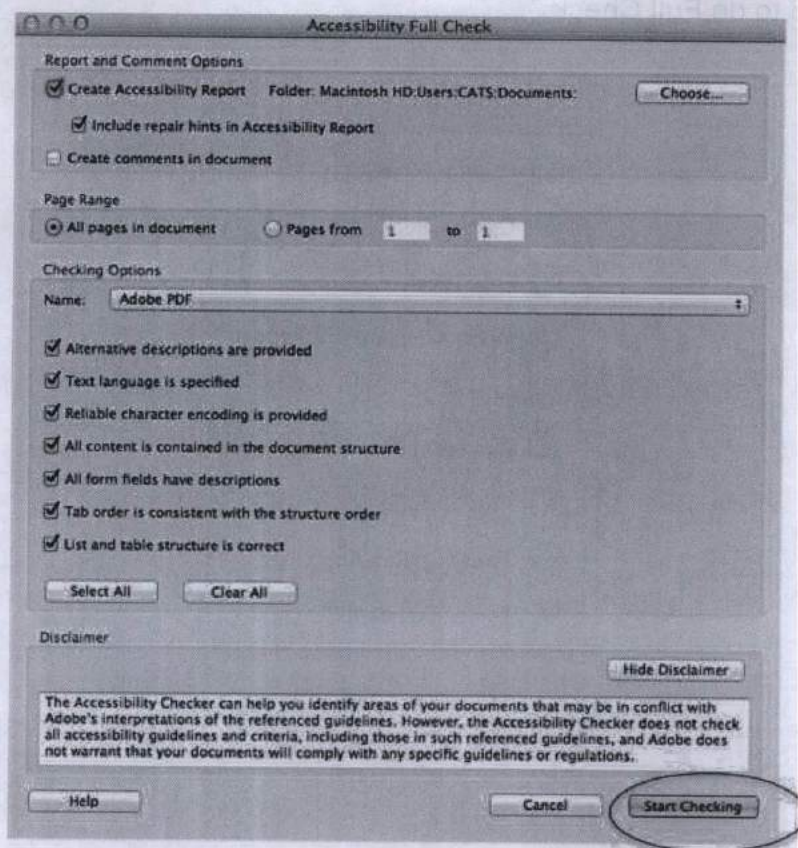
3) If you don't see Accessibility in the menu, click on the little arrow on the top right of the menu, and check Accessibility.



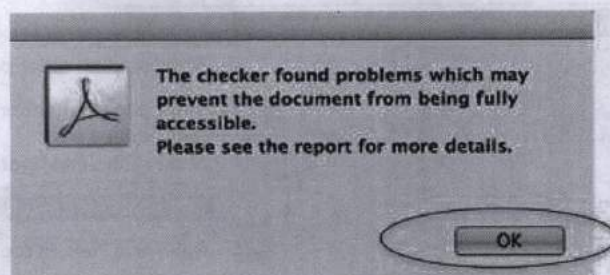
4) When you click open Accessibility, you will see Quick Check and Full Check. It is recommended to do Full Check.



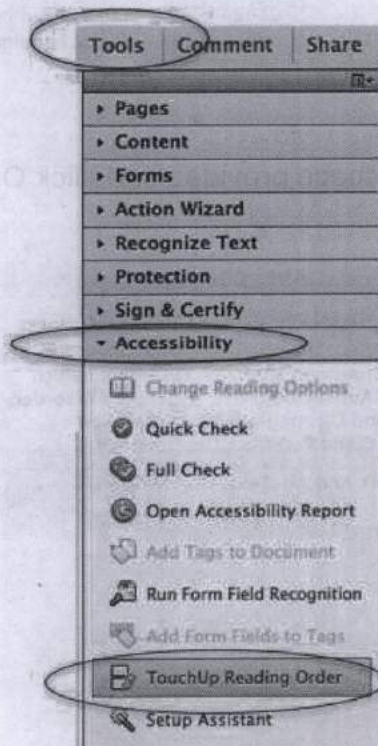
5) Click on Full Check, and then click on Start Checking.



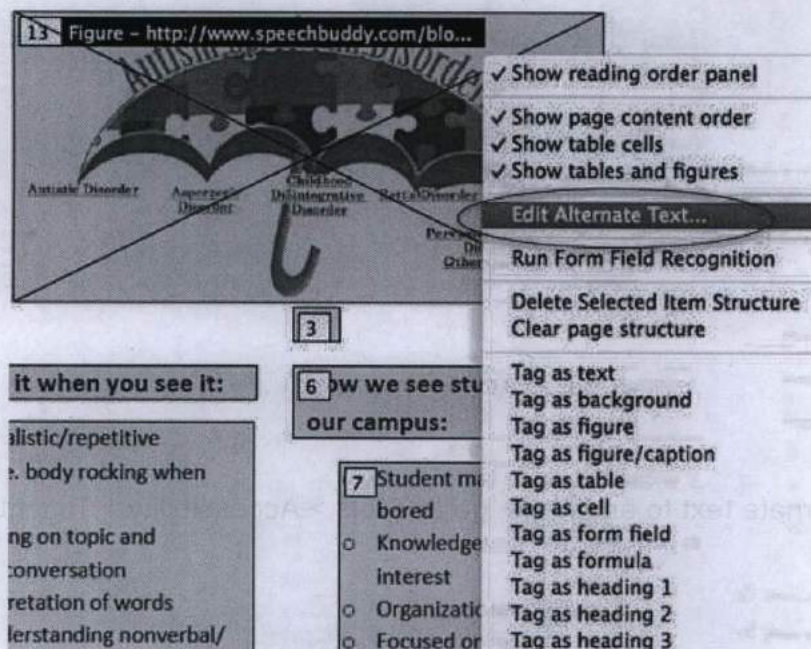
6) If your pdf is not accessible, this diagram will pop up. Click ok to show the Accessibility Report on the left.



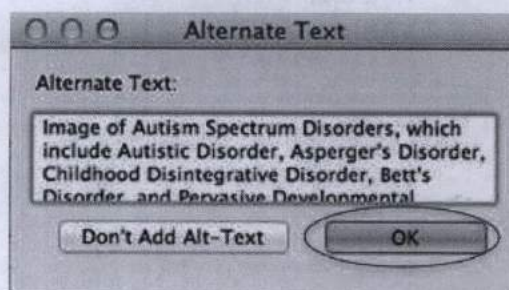
7) To add alternate text to an image, go to Tools > Accessibility > TouchUp Reading Order.



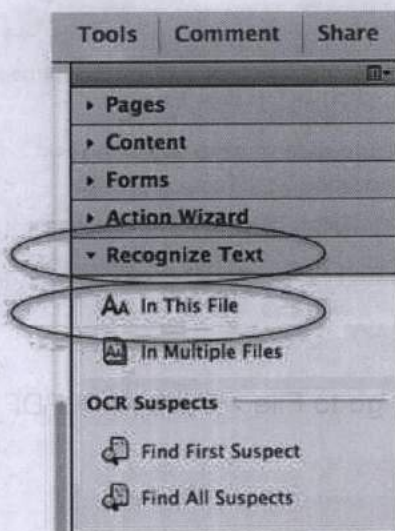
8) Double click on the image that you would like to add text to, right click, and select edit alternate text.



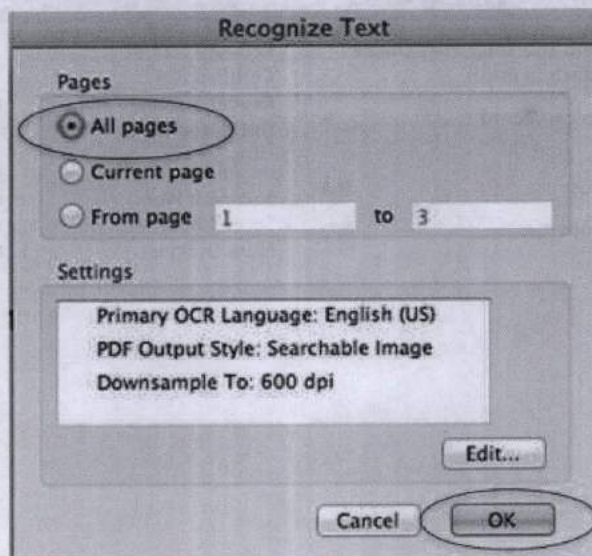
9) Add the alternate text in the space provided and click OK.



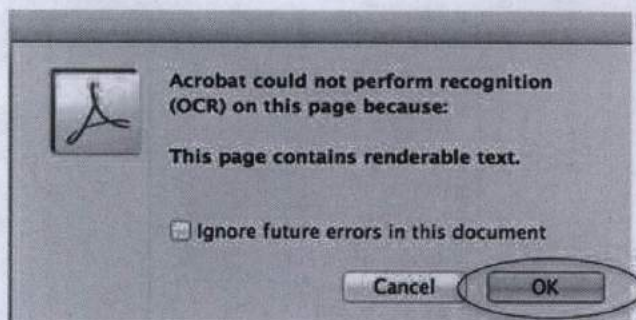
10) To OCR your pdf document, go to Tools > Recognize Text (or Text Recognition) > In This File.



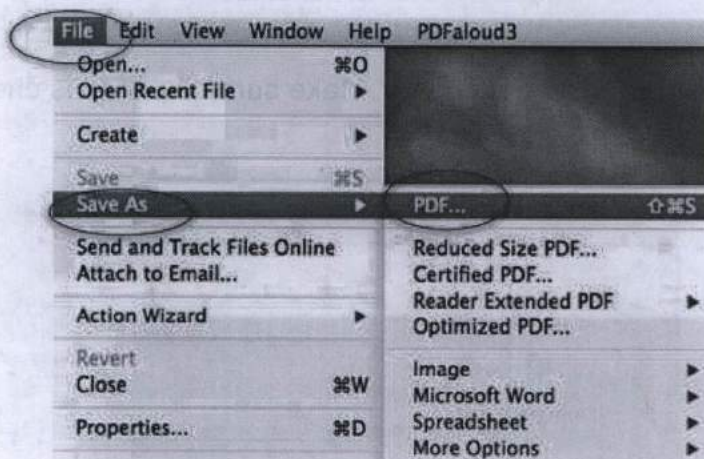
11) A "Recognize Text" window will pop up. Make sure all pages is checked, and click OK.



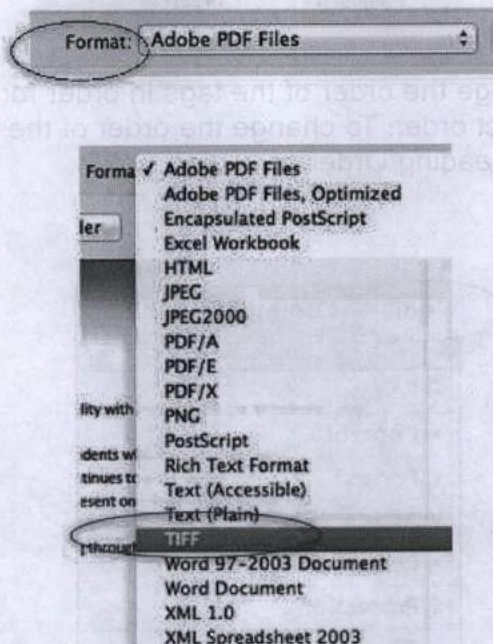
12) You may come across an error that says "Acrobat could not perform recognition (OCR) on this page because this page contains renderable text. Click OK.



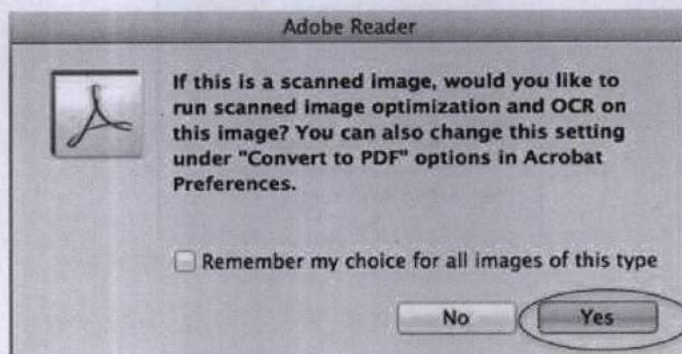
13) To overcome this problem, go to File > Save As > PDF



14) Change the format to TIFF.

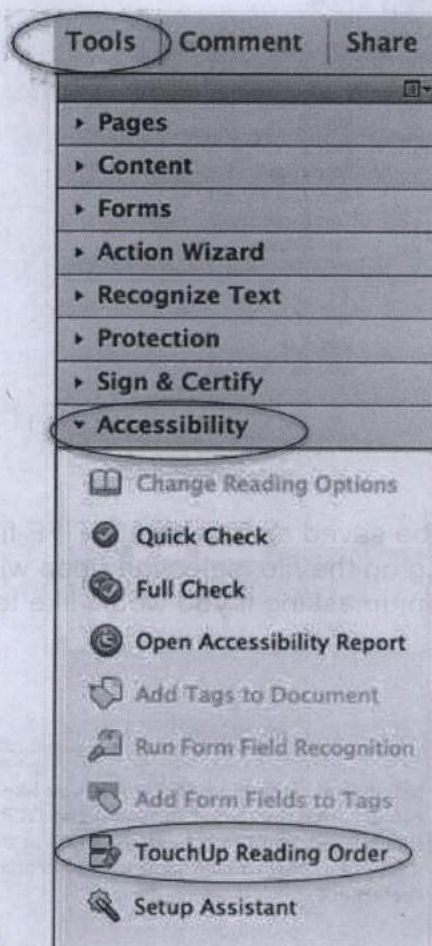


15) Each page of the pdf will be saved as a separate TIFF file. Open the first page of the TIFF file by right clicking on the file, selecting open with, and selecting Adobe Acrobat Pro. A window will pop up asking if you would like to OCR the image. Click Yes.

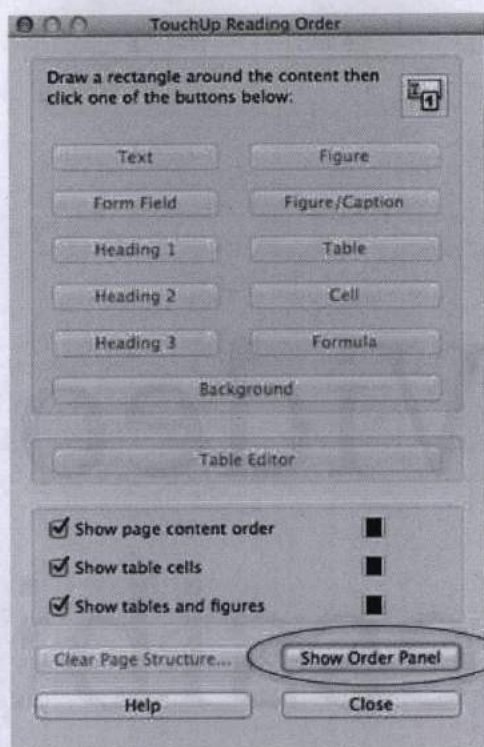


16) After the file OCRs, drag and drop the other TIFF files into the page thumbnails. Those pages will automatically OCR.

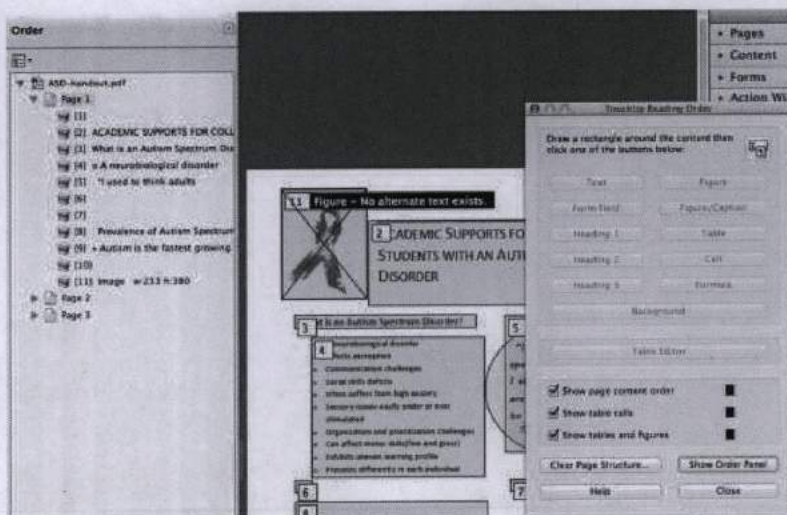
17) You may have to change the order of the tags in order for screen readers to read the PDF in the correct order. To change the order of the tags, go to Tools > Accessibility > TouchUp Reading Order.



18) Click on Show Order Panel.



19) To the left, you will see the order panel, and you will be able to change the order of the tags by dragging and dropping them to the position you want them to be read.



Video Accessibility

Importance of Captioning

Captioning makes videos accessible not only to those who are deaf, hard of hearing, or who are learning disabled, but to everyone as well. Making videos accessible helps those who are learning a new language, those who cannot turn up the volume (such as being in a library), and those who are in a noisy area and do not have access to headphones. By broadening your audience, you are making your videos accessible to all in any environment. Also, viewing captions on videos helps the viewer's engagement, comprehension, and retention of information.

Part of Section 508 of the Rehabilitation Act of 1973 requires captioning of multimedia products. In addition, colleges, universities, and other post-secondary programs must provide effective communication for deaf and hard-of-hearing students to continue to receive federal funding. Lecture capture recordings, academic materials, or anything else that is being used in class must be made accessible to students with disabilities and provide equal opportunity to those without disabilities.

MovieCaptioner



MovieCaptioner is a QuickTime based software designed to make videos accessible by creating closed captions. It is not only a quick and easy tool to create captions, but also an easy way to export into different caption/transcript files and formats. Having the knowledge and tools to provide captions for videos is an important step to take towards accessibility.

MovieCaptioner Requirements

- At least 3.00 GB of ram. The more ram, the faster the program will respond. (If you have less than 3.00 GB of ram, you may experience freezing or lagging).
- **For Windows:**
 - Windows XP
 - Windows Vista
 - Windows 7
 - Windows 8
 - QuickTime for Windows (must be installed prior to installing MovieCaptioner)
- **For MAC**
 - Mac OSX 10.5 or newer
 - QuickTime Player 7 (must be installed prior to installing MovieCaptioner)

Optional:

- **For Windows**
 - Freemake Video Converter (free)
 - Miro Video Converter
 - Cloudconvert.org
 - Prism Video Converter
 - MPEG Streamclip
- **For MAC**
 - MPEG Streamclip
 - QuickTime Pro 7.6.6 or higher to embed caption tracks and exporting movies.
 - Flip4mac- Free plugin required for loading Windows Media movies to create SAMI captions.
 - Perian- Free plugin for QuickTime to load FLV movies.
 - Miro Video Converter
 - ClosedCaptionImporter- Free plugin for QuickTime to create SCC captions.

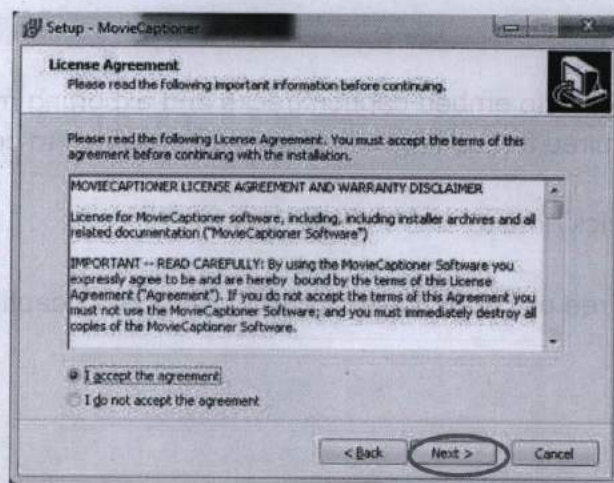
Installation

Make sure you have the latest QuickTime installed before you begin the installation.

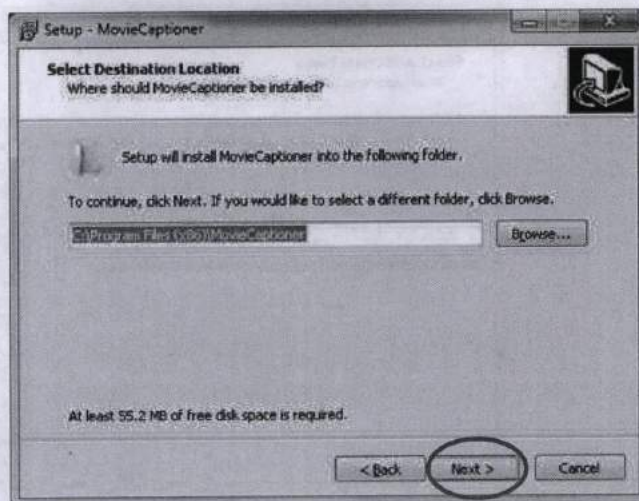
- 1) The MovieCaptioner Setup Wizard will pop up. Click next.



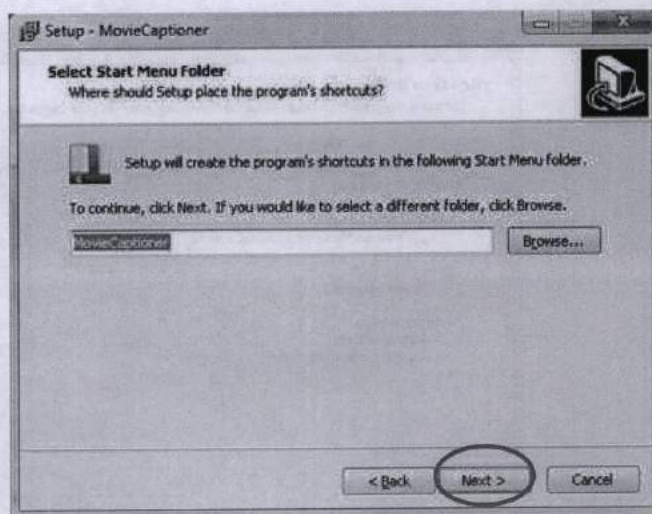
- 2) Accept the License Agreement and click next.



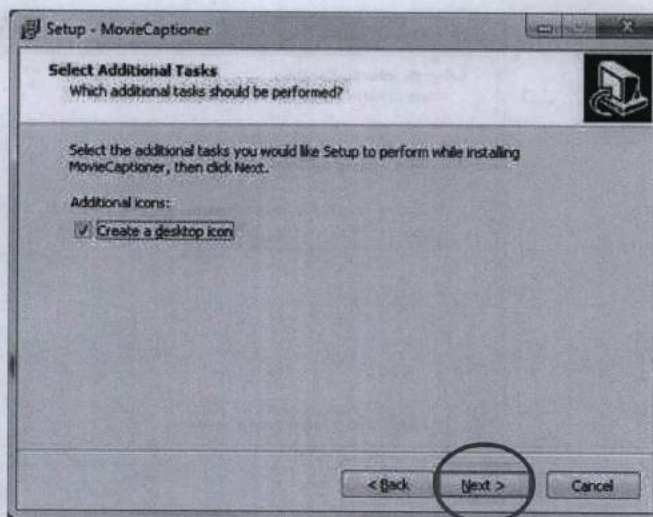
3) Click Next.



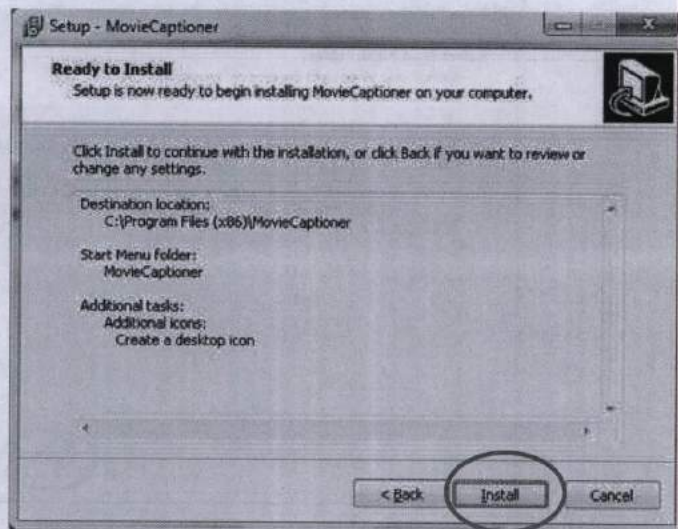
4) Click Next.



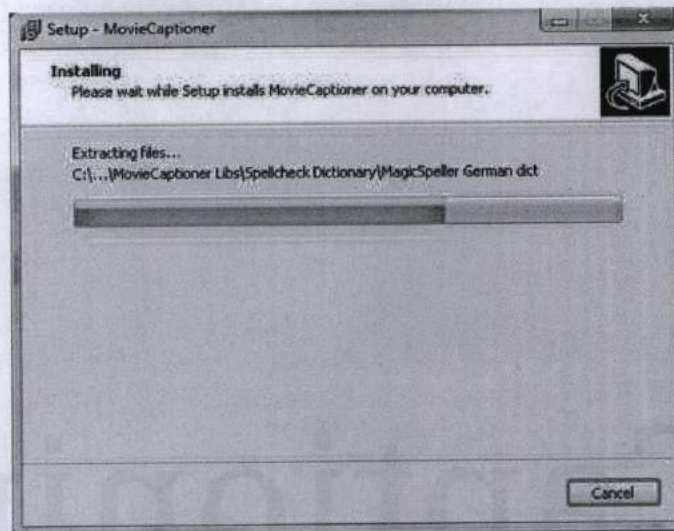
5) Check "Create a Desktop Icon" and click next.



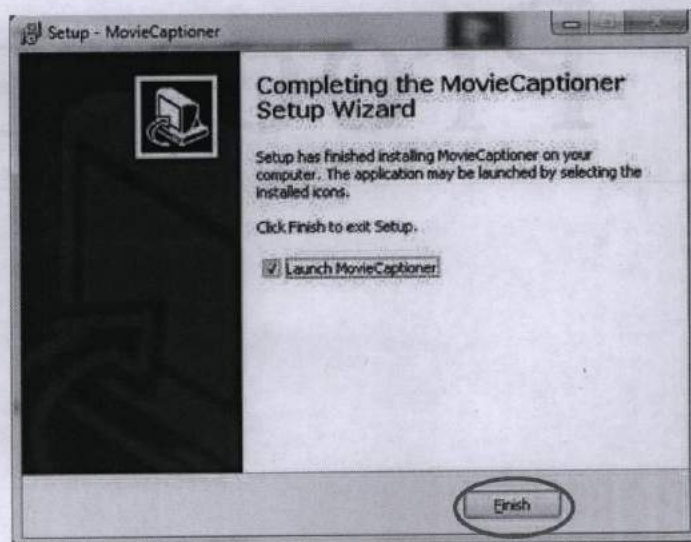
6) Click Install.



7) The progress window should pop up.



8) Click Finish to complete the installation.



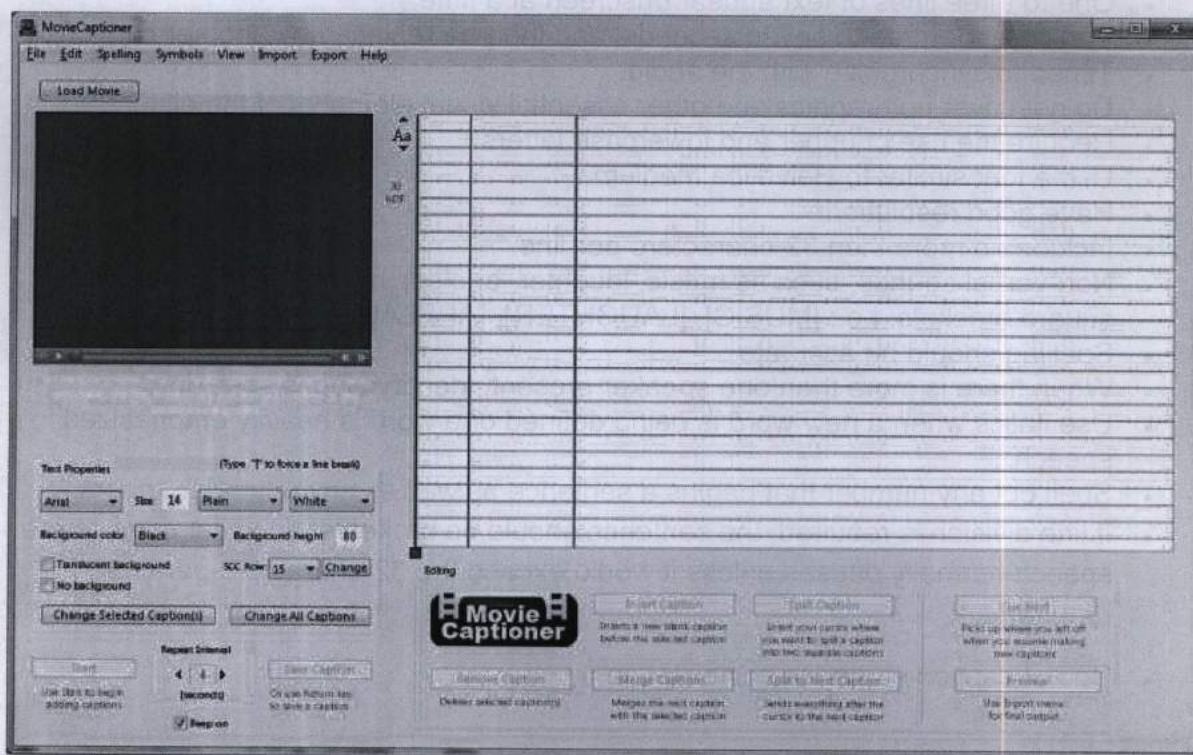
Captioning Process

Captioning Guidelines

- One to three lines of text appear onscreen at a time.
- Viewable for three to seven seconds, and then be replaced by another caption.
- Timed to synchronize with the audio.
- Do not cover up graphics and other essential visual elements of the picture.
- Require the use of upper and lowercase letters.
- Use a font similar to Helvetica medium.
- Have good resolution.
- Include no more than 32-characters-per-line.
- Non-verbal sounds, such as music, laughter, or clapping, should be added in square brackets. I.e.: [MUSIC], [LAUGHTER], [APPLAUSE].
- Spelling should be accurate.
- When there is more than one speaker present, identify who is speaking.
- Use italics when a new word is being defined or a word is heavily emphasized in speech.
- Spell out any number that begins a sentence as well as any related numbers.
- If line division is required, the sentence should be broken at a logical point where speech normally pauses unless it would exceed the 32-characters-per-line requirement.
- Do not caption stuttering or hesitation.

Source: http://www.dcmp.org/captioningkey/quality_captioning.html

How to Use MovieCaptioner

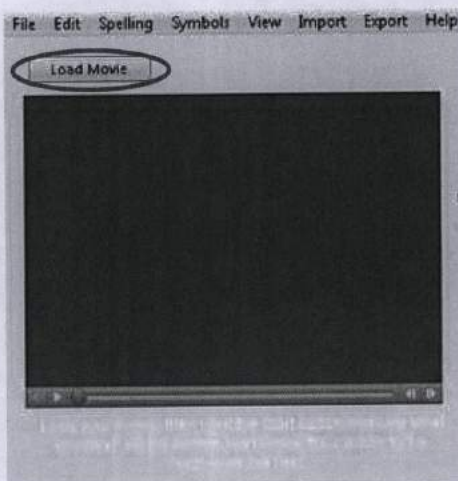


Before you begin captioning, make sure you have QuickTime 7 installed. Also make sure your videos are in .mp4, .m4v, or .mov format. It is recommended to use Freemake Video Converter OR cloudconvert.org to convert to the correct file format. For Mac users, Handbrake is another tool. When you have the correct format, it is recommended to have your movie on your main hard drive (such as your desktop) instead of an external hard drive or flash drive for best results.

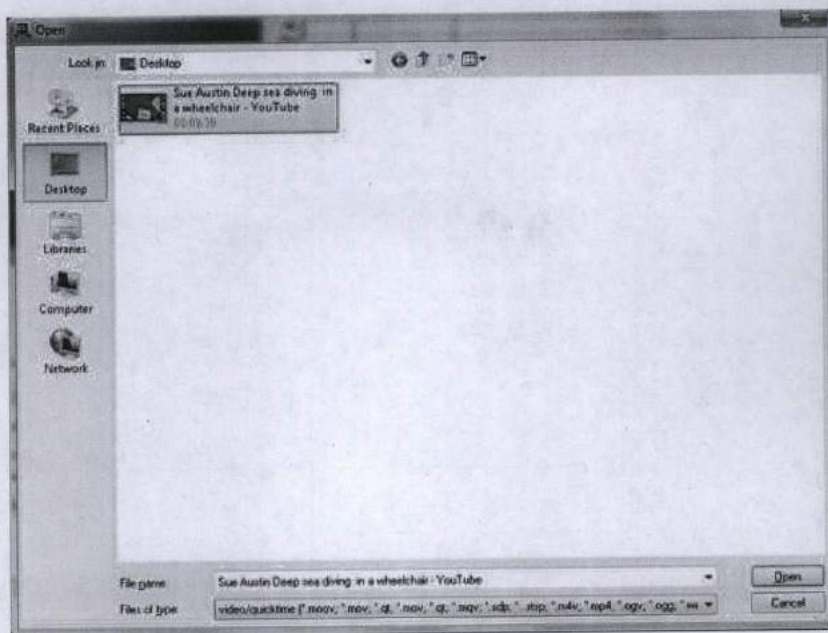
When you first open MovieCaptioner, you will see this layout. The blue screen to the left is where your video will be seen as you are captioning. The columns and rows to the right is where your captions will show up. On the bottom of the blue screen are the text properties where you are able to change the text and the background properties. Between the blue screen and the text properties is where you will be typing the captions. On the bottom of the columns and rows are the editing options where you are able to edit your captions.

Loading Your Video

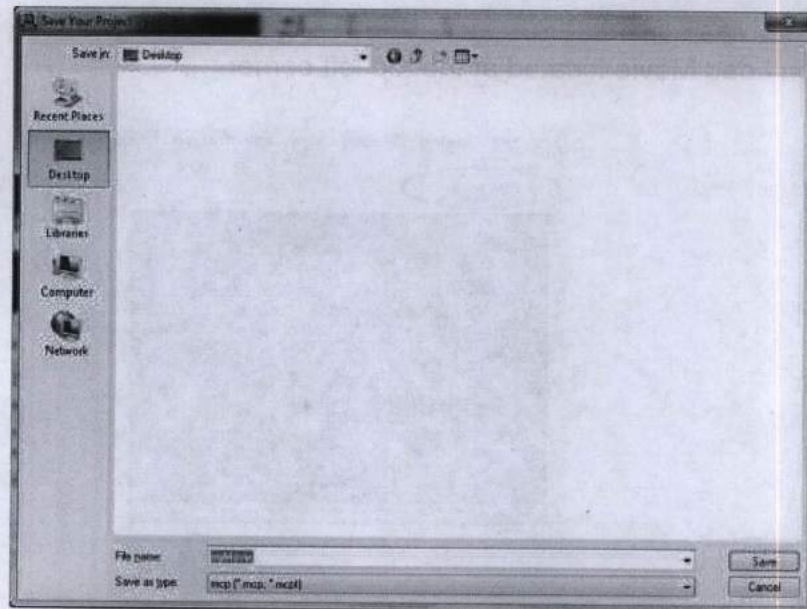
- 1) Click on Load Movie located at the top left corner.



- 2) Search for the video you would like to caption and click open.

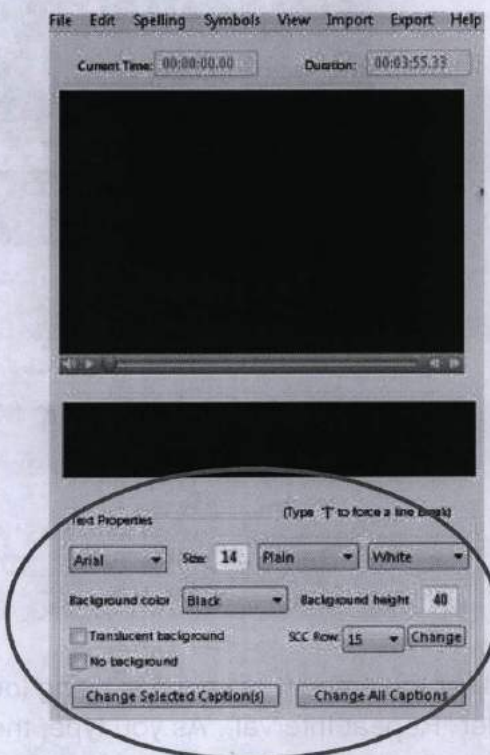


- 3) After choosing a video, you are prompted to save the video as a moviecaptioner project file (.mcp). Name and save the file.

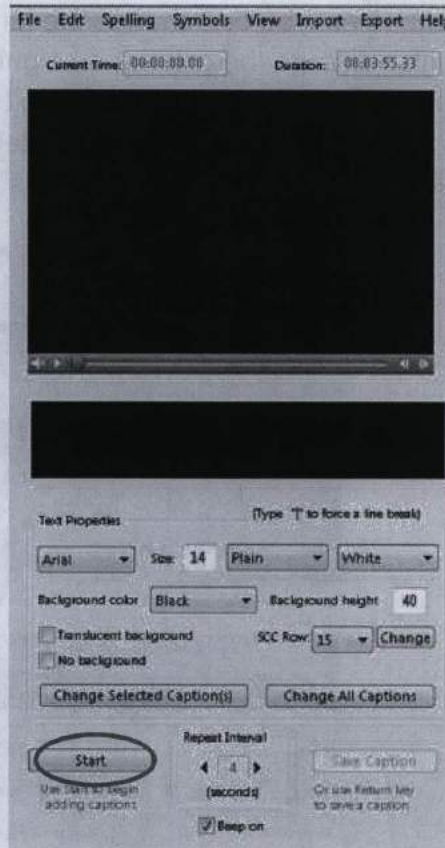


Starting to Caption

- 1) Under Text Properties, you can change the font, size of text, and color of text. You can also change the color and height of the background the captions will appear on. If you change the text properties after you type your captions, click on either "Change Selected Caption(s)" to change a caption you selected, or "Change all Captions" to change all the captions.



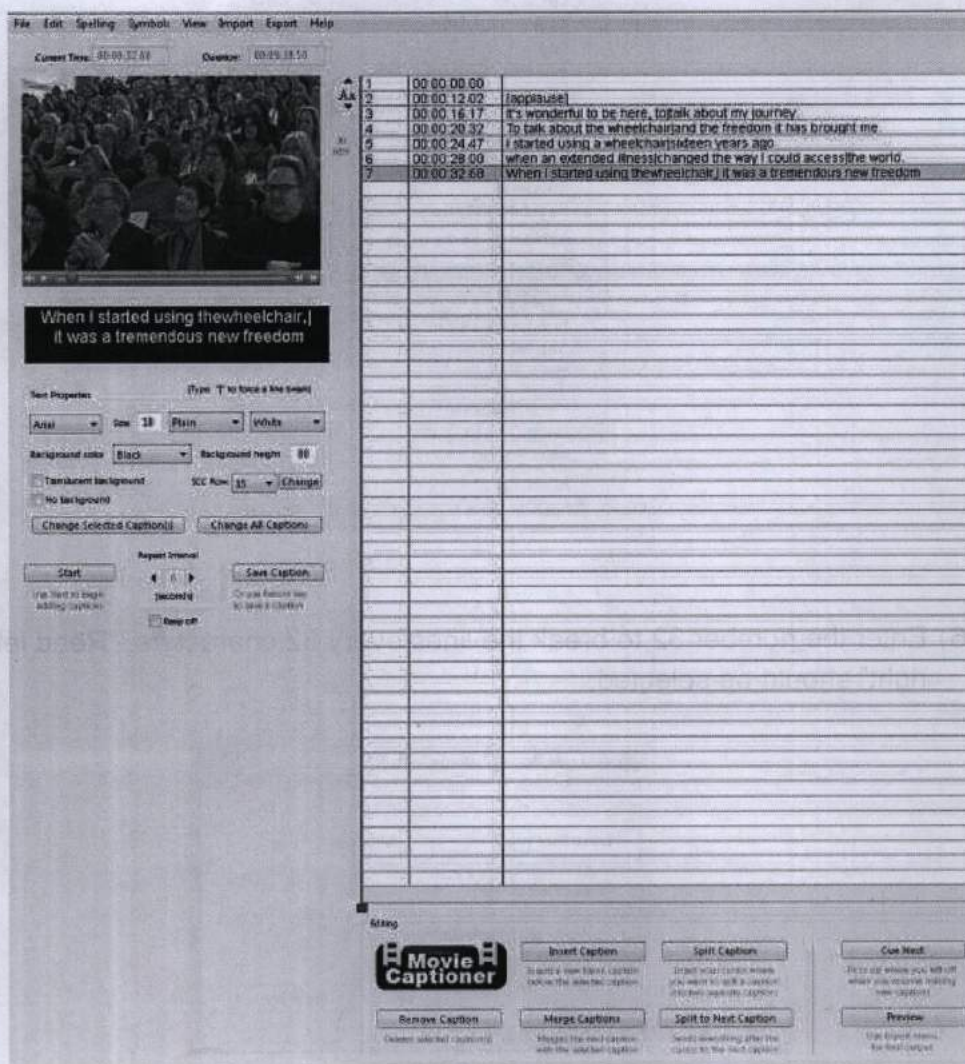
- 2) Click on the Start button located at the bottom left to start typing your captions. This will start the video to loop every 4 seconds.



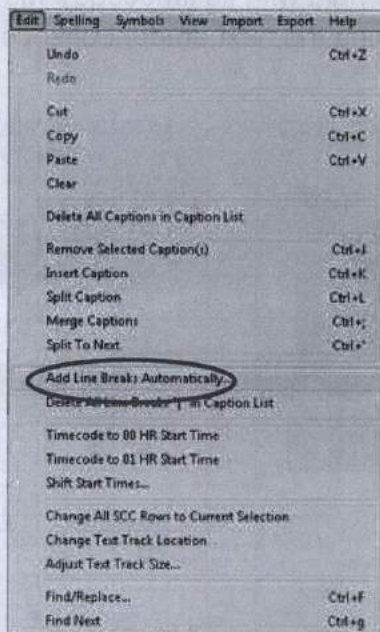
- 3) You can adjust the amount of seconds being looped by clicking on the arrows under "Repeat Interval". As you type, the video will continue looping. You can also choose to have MovieCaptioner beep whenever it loops by having "beep on" checked.



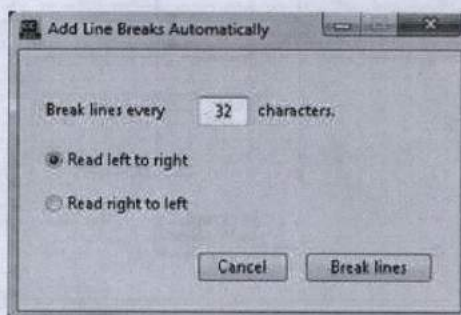
- 4) As the video is looping, you can type your captions in the black box below the video playing. Press enter to save your caption (saved captions will appear to the right with its timecode). MovieCaptioner will automatically continue playing the next amount of seconds.



- 5) In order to have 32 characters per line in your captions automatically, go to "Edit" located at the top left, and click "Add Line Breaks Automatically".

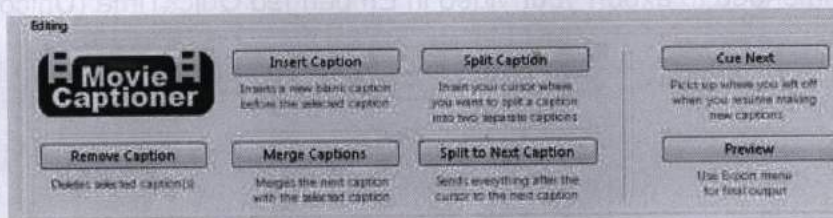


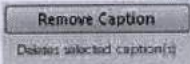
- 6) Enter the number 32 to break the lines every 32 characters. "Read left to right" should be selected.




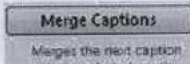
Editing Captions

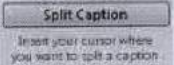
1) Under the Editing section you are able to edit your captions.

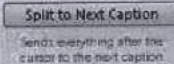


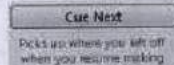
-  **Remove Caption**
Deletes selected caption(s)
Select a caption to remove it

-  **Insert Caption**
Inserts a new blank caption before the selected caption
Select a caption to insert a new blank caption before it

-  **Merge Captions**
Merges the next caption with the selected caption
Select a caption to merge with the next caption

-  **Split Caption**
Insert your cursor where you want to split a caption into two separate captions
Insert your cursor to where you want to split your caption

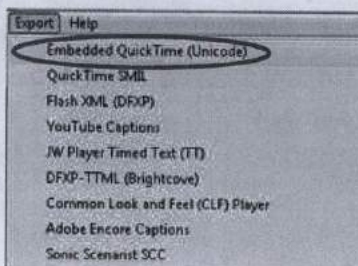
-  **Split to Next Caption**
Sends everything after the cursor to the next caption
Insert your cursor to where you want to split the caption to the next caption

-  **Cue Next**
Picks up where you left off when you resume making new captions
Select a caption where you left off to resume making new captions

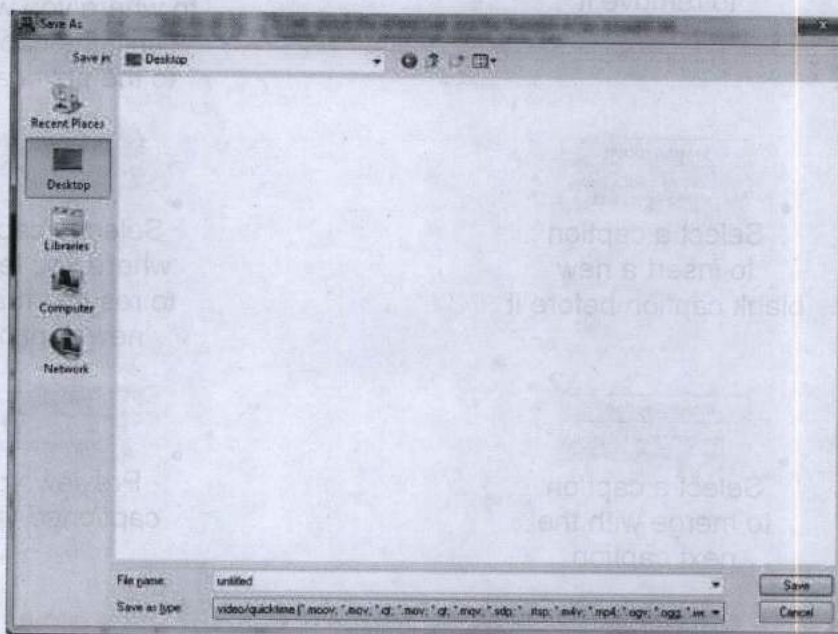
-  **Preview**
Use Export menu for final output
Preview your captioned video

Saving Captions to Your Video

- 1) In order to save your video with the captions, click on "Export" at the top right. It is recommended to export your video in Embedded QuickTime (Unicode).



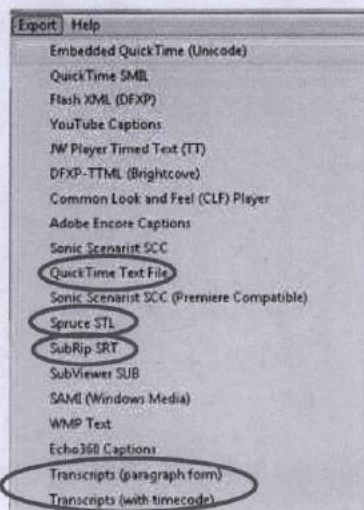
- 2) A window will pop up prompting you to save in QuickTime format. Name and save your video.



- 3) After saving your video, it will pop up in QuickTime Player with your captions.

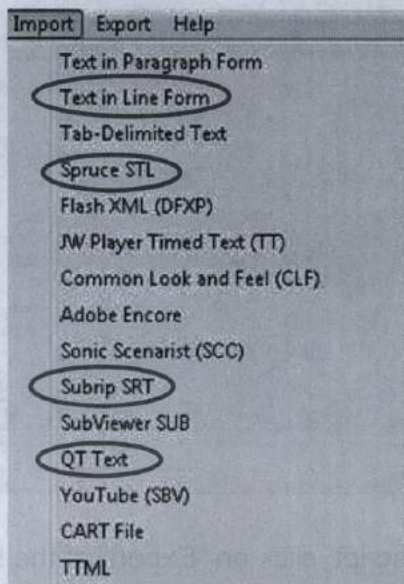


- 4) To save just the transcript, click on "Export" at the top right, and click on either Transcripts (paragraph form) or Transcripts (with timecode). Exporting a transcript with the timecode makes it easier to import into MovieCaptioner. Other recommended transcripts to export in are STL, SRT, and QuickTime Text.



Importing Captions

In order to import a transcript into MovieCaptioner, click on "Import" at the top right and select which format you would like to import in. It is recommended to import in Text in Line Form, STL, SRT, and QT Text.



Caption File Formats

SRT – YouTube and other web players

DFXP – Flash Players

SCC – iPods, iTunes, DVD encoding

SAMI – Windows Media

QT – QuickTime

STL – DVD Studio Pro

CPT.XML – Captionate

SBV – YouTube

RT – Real Media

WebVTT – Emerging HTML5

Frequently Asked Questions

1) What's the difference between open and closed captions?

Open captions are specifically embedded into the movie; they can't be turned off. Closed captions give the viewer the option to turn the captions on or off.

2) After using MovieCaptioner, will my captions show up in Windows Media Player?

Since MovieCaptioner is a QuickTime based software, captions will not appear in Windows Media Player.

3) Will MovieCaptioner work with ZoomText?

MovieCaptioner will work with ZoomText. The faster and better the specs of your computer, the faster both programs will respond.

4) Will MovieCaptioner work with Dragon Naturally Speaking?

It depends. Dragon is a big program that uses a lot of RAM and CPU power. If you use both programs at the same time, you will experience lagging and freezing, unless you use a very powerful computer.

Please write down any comments, issues you came across, what worked, and what didn't work using MovieCaptioner.

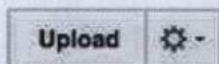
Approximate Production Time

Production time may vary depending on the captionist's typing ability and speed, and specs and speed of the computer.

- 1 minute video = 5 minutes of captioning
- 5 minute video = 25-30 minutes of captioning
- 10 minute video = 50-60 minutes of captioning
- 30 minute video = 2-3 hours of captioning
- 1 hour video = 5-7 hours of captioning

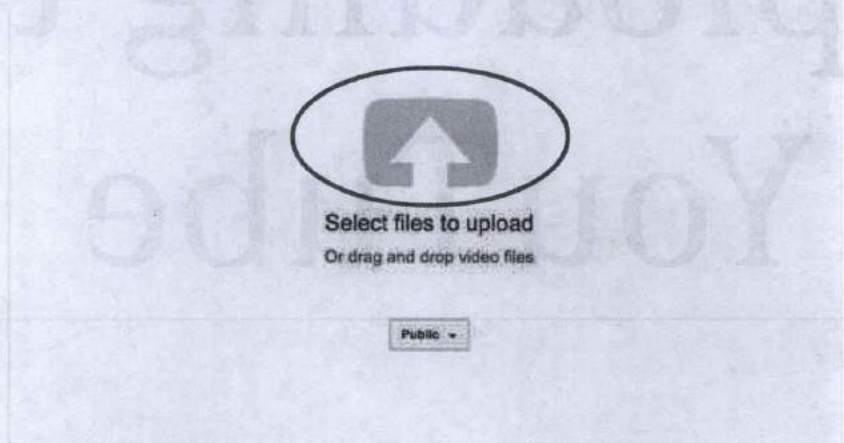
Uploading to YouTube

1) Go to YouTube and log in to your account. After you have logged in, click on the upload button on the top right.

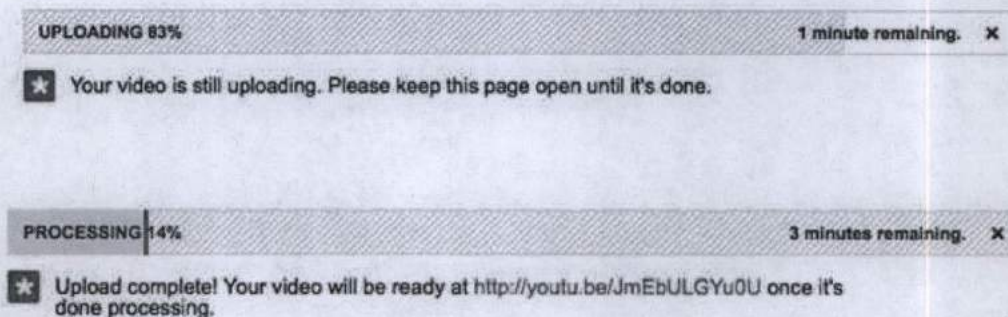


2) Since MovieCaptioner creates closed captions, which are not embedded into the video, you will have to upload the transcript file separately as apposed to uploading the exported video with captions.

First, upload the original video by clicking on "select files to upload".



3) Wait until your video finishes uploading and processing.



4) Click on the link to your video when it is finished uploading and processing.

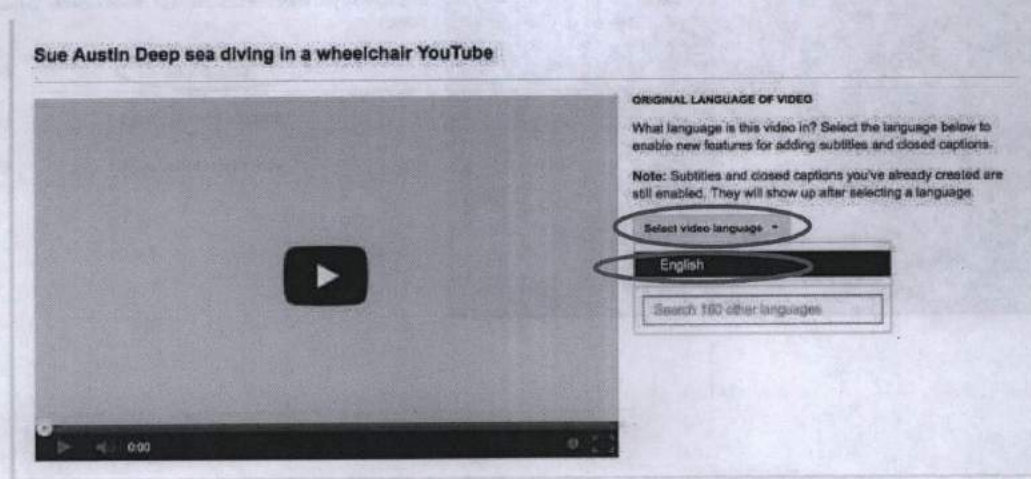
Sue Austin Deep sea diving in a wheelchair YouTube

☒ Your video is now ready at <http://youtu.be/JmEbULGYu0U>

5) Click on the CC logo on the bottom of the video to add the captions.

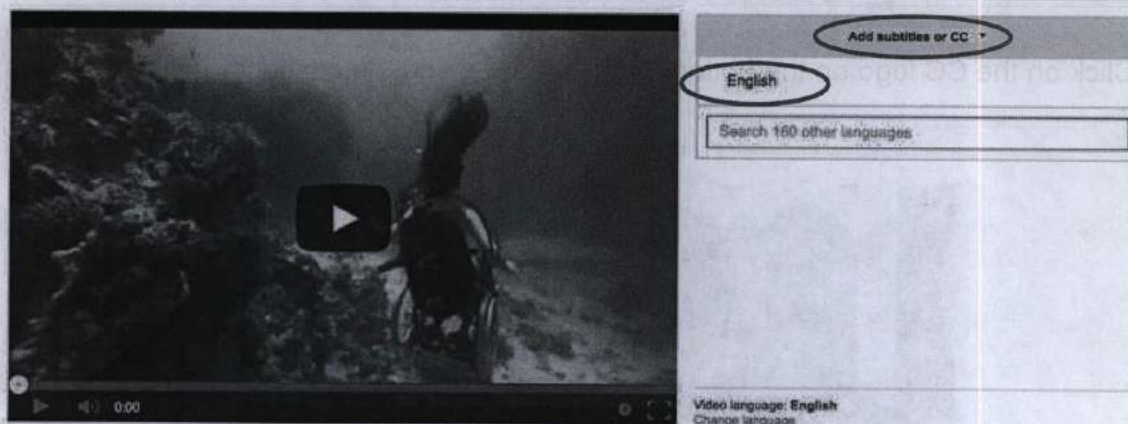


6) Select the video language.



7) Click on "add subtitles or CC" and then select the language.

Sue Austin Deep sea diving in a wheelchair YouTube



8) Choose "upload a file" under the "select method" section.

Sue Austin Deep sea diving in a wheelchair YouTube



9) You can select either transcript or subtitles file for the file type. Then browse for the file.

Sue Austin Deep sea diving in a wheelchair YouTube



10) Click on upload on the bottom right.

Sue Austin Deep sea diving in a wheelchair YouTube



11) Once you upload the caption file, you are able to edit them. If no edits are needed, proceed by clicking on "set timings".

Sue Austin Deep sea diving in a wheelchair YouTube



English Actions

VIDEO TRANSCRIPT ⓘ

Type everything that's spoken in the video here, then click "Set timings" to automatically line up your text with the speech in the video.

1	00:00:00,000 --> 00:00:13,990
2	00:00:14,010 --> 00:00:16,160 [Applause]
3	00:00:16,180 --> 00:00:22,270

Pause video while typing

Saved **Set timings**

12) Click on English.

Sue Austin Deep sea diving in a wheelchair YouTube



Add subtitles or CC

English

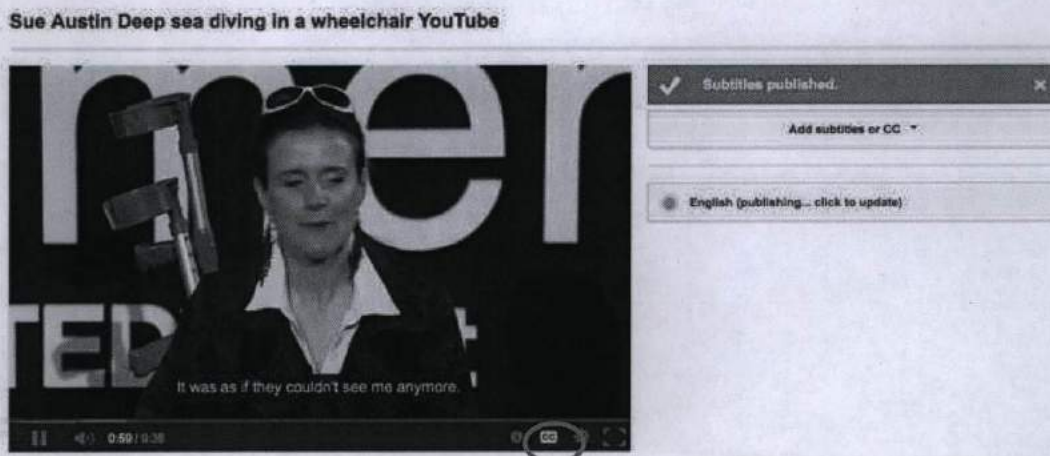
Video language: English
Change language

Send feedback

13) Click on publish on the bottom right.

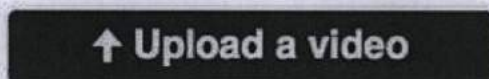
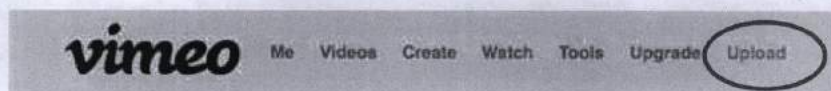


14) You now have subtitles on your video. To enable them, click on the CC button on the video, and select "on".



Uploading to Vimeo

1) Go to Vimeo and log in to your account. After you have logged in, click on “upload” on the top right to upload your video, or click on “upload a video” to the right of the page.



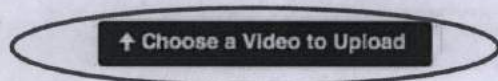
2) Click on “choose a video to upload”. Browse for your video, then click on “upload selected videos”.

Upload Your Video

Please follow these rules:

1. Upload only videos you created yourself. [+ More](#)
2. Certain types of content are not allowed on Vimeo. [+ More](#)
3. Commercial and business videos can only be uploaded with Vimeo PRO. [+ More](#)

Still have questions? Read the full [Vimeo Guidelines](#).



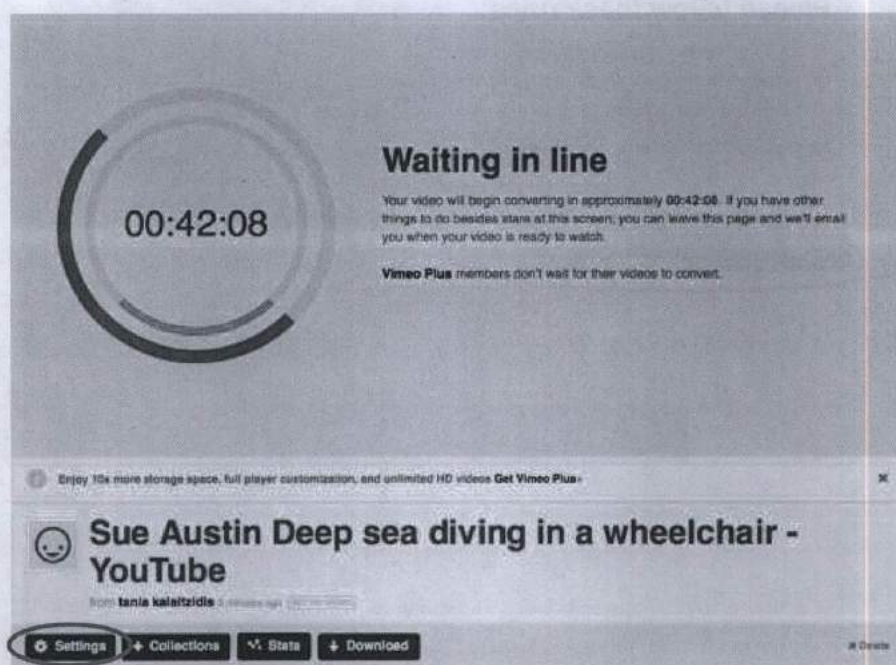
3) Wait for your video to load, then click on "Done! Go to video".

Upload Your Video



✓ DONE! GO TO VIDEO

4) As you wait for your video to convert, you start uploading your captions. Start by clicking on settings.



5) Click on advanced.

Video Settings / Basic Info

Basic Privacy Collections Video File **Advanced** Upgrade

6) Click on "choose a caption file to upload" under "add captions & subtitles", and browse for your caption file.

Add Captions & Subtitles

Upload your caption or subtitle file below. Learn more about video accessibility in our FAQ.

Choose a Caption file to Upload

7) When your caption file uploads, select the language, and select "captions" for the type.

Add Captions & Subtitles

Upload your caption or subtitle file below. Learn more about video accessibility in our FAQ.

File	Language	Type
<input checked="" type="checkbox"/> sue-subtitle.srt	English	Captions
Choose a Caption file to Upload		

8) Click on save changes when you are finished. You now have captions uploaded to your video. By clicking on the CC button on the bottom right, you are able to toggle the captions on and off.



Pros & Cons

	Pros	Cons
MovieCaptioner	<ul style="list-style-type: none">• Simple interface• User friendly• Easy to use• Can import/export many transcript files, along with video with captions• Loop feature• Easy to edit captions and time codes• ADA guideline friendly	<ul style="list-style-type: none">• Exported videos only work with QuickTime• Only accepts .mov, .mp4, and .m4v video formats
Amara	<ul style="list-style-type: none">• Can import/export many transcript files	<ul style="list-style-type: none">• Need an account• Need a url to video
YouTube	<ul style="list-style-type: none">• Easy to upload transcript files• Can add and edit captions to video using YouTube itself• Can automatically add captions to a video, which you can edit and export	<ul style="list-style-type: none">• Adding captions using YouTube can be time consuming
Vimeo	<ul style="list-style-type: none">• Easy to upload transcript files	<ul style="list-style-type: none">• You can only upload, and therefore caption, videos that only you have created• You can't caption the videos on the website

Helpful Links

<http://www.synchronmedia.com/help.html>

<http://www.synchronmedia.com/tutorials.html>

<http://www.synchronmedia.com/How%20to%20Use%20MovieCaptioner.pdf> - (MAC)

<http://www.synchronmedia.com/How%20to%20Use%20MovieCaptioner%20for%20Windows.pdf> - (PC)

<http://web.mit.edu/atic/www/accessibility/video.html>

<http://www.unimelb.edu.au/accessibility/captioning/moviecaptioner.htm>

<http://deafness.about.com/od/captioning/a/captionbenefits.htm>

http://www.dcmp.org/captioningkey/quality_captioning.html

<http://webaccess.msu.edu/tutorials/accessible-word-documents.html>

<http://webstandards.sonoma-county.org/content.aspx?sid=1014&id=1123#prepare>

Best Practices for Designing Accessible Courses in Blackboard*

The following table demonstrates a best practice for developing web content in Blackboard.

Use	What do I need to do?	Why?
Text	Avoid large blocks of italic text.	This can appear 'wobbly' to some individuals and therefore difficult to read.
	Use relative font sizes in your HTML.	Users will be able to alter font size on their browser set-up.
	Avoid moving, blinking and auto-refreshing text	Low-vision users find these hard to deal with. Students with dyslexia, low vision and screen reader users may find these difficult to read.
	Avoid using large blocks of CAPITALISATION.	Some users find this difficult to read.
Images	If an image is essential, insert meaningful textual description.	It's important to use both images and text, but it's better not to use images of text. Use text with a style applied to it than an image containing text. Screen readers will pick up the ALT text of the image, this text should convey what is important or the purpose of the image.
	Take care with animated images.	Users of screen magnification software may find difficulty in reading images if the information is moving around.
Underlining	Don't underline large blocks of text.	Underlining represents hyper-linked text. Large blocks of underlining can be confusing for users of screen reader software.
Headings	Use headings appropriately.	Appropriately written headings will make navigation easier. It's good to construct the document like an outline - the more structured the page is, the easier it is to read.
Links	Avoid using more than 10 links on an individual page.	For the blind user, the process of scanning links is linear and therefore slow. The use of too many links on a page can be very frustrating for the user.
	Don't use 'click here' for a link.	This can be confusing for screen readers. Instead use a description like: 'go to Blackboard'.

The following table demonstrates a best practice for uploading web content into Blackboard.

Type of upload	Accessibility Issues	Solutions
Images	Screen readers cannot read images.	Provide a textual representation of the image for people accessing the page in a non-graphic way (e.g. text only, or speech). This can be done by adding an alternative text attribute or ALT text in the image editor. This text should convey what is important or the purpose of the image.
Graphs/ Charts	Some screen readers are unable to read them.	Provide a textual representation of the graph or chart so that it is meaningful and logical to students.
Tables	Screen readers are only able to read simple tables. Do not use tables unnecessarily.	Keep all tables simple and make line-by-line reading meaningful. Screen readers will read from the top left cell of the table to the bottom right cell.
PDF documents (Adobe Acrobat)	Some screen readers are not able to read PDF files or a user might not have plug-in.	Always ensure that HTML texts are also available and provide a link to download the free Adobe Acrobat Reader. http://www.adobe.com/products/acrobat/readstep2.html
MS Word/Excel documents	User may not have Microsoft Office software installed.	Always ensure that HTML texts are also available and provide a link to download the free Microsoft Office Viewers.
PowerPoint Presentations	PowerPoint files will be inaccessible to users of screen readers.	Provide alternative transcripts where possible.
Multimedia	Screen readers will not be able to read multimedia files.	Provide alternative transcripts where possible.

* adapted from: <http://info.uwe.ac.uk/online/Blackboard/staff/guides/accessibleContent.asp>

Appendix 5.0 CTL Listing of Professional Development Seminars (6 pages)[MENU](#) [LaGuardia Community College](#)[ADMISSIONS](#) [ACADEMICS](#) [FINANCIAL AID](#) [MY LAGUARDIA](#) [CONTINUING EDUCATION](#) [ABOUT](#)
[GIVING](#)**CENTER FOR
TEACHING AND LEARNING**

CTL Seminars 2016-2017

For 2016-2017, the CTL's professional development program will offer multiple opportunities for LaGuardia faculty to improve their knowledge and skills while strengthening the College's key strategic directions and exploring compelling contemporary themes. Digital Learning and the Core Competencies will take center stage in this effort, while at the same time we continue the critical work of fostering first-year student success and strengthening team-based advisement. The Competencies—Integrative Learning, Global Learning, and Inquiry and Problem Solving--and the three communication abilities (Oral, Written, and Digital) will be central to all CTL programming. Integrating the Competencies into specific areas of inquiry through assignment design, careful utilization of the assessment rubrics, and thinking through disciplinary implications will be key activities across the seminars. Explorations of digital affordances will be as well, whether to foster inquiry and integrated learning experiences, or to extend and deepen communicative capacities, or to capture the connective and multiplicative power of networks and online communities.

As with the Core Competencies, fostering effective modes of digital learning will center on assignment design and consideration of disciplinary implications. Another programming direction, funded by Project AVANZAR, LaGuardia's current

MENU LaGuardia Community College

ADMISSIONS ACADEMICS FINANCIAL AID MY LAGUARDIA CONTINUING EDUCATION ABOUT
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CENTER FOR TEACHING AND LEARNING

students succeed.

For a printable listing of all 2016-17 Seminars, see [this pdf document](#). For full descriptions and links to the applications, click on the seminar's name below.

UPCOMING SEMINARS 2016 – 2017

- + Advising in STEM Disciplines
- + The Capstone and Integrative Learning at LaGuardia: Putting It All Together
- + Connected Learning: ePortfolio and Integrative Pedagogy
- + Cultivating the Hybrid/Online Teaching and Learning Environment
- + Digital By Design: Teaching in a Connected World
- + Foundations of Advising
- + Future Humans: The Pedagogy of Technology, Self, & Society
- + Gender and Diversity at LaGuardia
- + New to College Mini-Seminars (Three Opportunities)
- + Teaching the City: Urban Studies at LaGuardia

MENU [LaGuardia Community College](#)

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CENTER FOR TEACHING AND LEARNING

- + Faculty Scholars Publication Workshop
- + Incarceration and Daily Life: The Carnegie Seminar on the Scholarship of Teaching and Learning, 2016-2017
- + Inquiry and Problem-Solving in STEM Disciplines
- + Learning Matters Mini Grants: Three Opportunities
- + Liberal Arts: Clusters and Pairs
- + New Faculty Colloquium
- + New to College: Re-Inventing the First Year Seminar 2016-17 Summer Intensive
- + Front-Line Staff

2015 - 2016

- + NEW! Bringing the Global Learning Competency into Your Classes - (LAST CALL)
- + The Carnegie Seminar on the Scholarship of Teaching and Learning - (full)
- + "Closing the PPR Loop" Mini-Grants - (full)

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CENTER FOR TEACHING AND LEARNING

- + Hybrid/Online Mini-Grant Program - (full)
- + New to College, Summer 2015 and Beyond: Re-Inventing the First Year Seminar - (full)
- + New to College: Re-Inventing the First Year Seminar in Liberal Arts A.S., Engineering-Computer Science, Psychology & Criminal Justice (Spring 2015 - Spring 2016)
- + Teaching the City: Urban Studies at LaGuardia - (LAST CALL)
- + Technology, Self, and Society: An NEH-Funded Seminar - (LAST CALL)
- + Writing in the Disciplines (WID) - (LAST CALL)

Seminars and Programs Not Currently Accepting Applications

- + New Faculty Colloquium
- + Exploring and Preparing for MAT 119 (Statway)

Click on the 'Edit' icon (✎) in the top-right corner of this widget to select Content/Form you wish to display.

Click on the 'Edit' icon (✎) in the top-right corner of this widget to select Content/Form you wish to display.

Select Language

Follow Us

Professional Development Seminars 2014-15



The Center for Teaching and Learning's seminars for 2014-2015 will provide a broad range of professional development opportunities for full- and part-time faculty and staff in Academic Affairs, Student Affairs, and Adult and Continuing Education. As always, this year's CTL seminars will engage faculty and staff in exploration of critical questions and design of high-impact, learning-centered strategies. While each seminar will explore specific approaches and methodologies, a recurring theme throughout Center programs in the coming year will be exploration and implementation of LaGuardia's ambitious new General Education competencies: Inquiry and Problem Solving, Global Learning, and Integrative Learning. Whether exploring the potential of social pedagogies, shaping a more inclusive and connected classroom environment, or carefully deploying ePortfolio and other online learning applications, participation in CTL seminars will help you meet your professional goals while working closely with colleagues and building your capacity to help LaGuardia's students succeed. All seminars are led by faculty-staff teams, bringing colleagues together to learn and share insights in a supportive professional community.

To learn more about a seminar, click on its name.

- [NEW! Building the New Competencies](#)
- [Connected Learning: ePortfolio and Integrative Pedagogy](#)
- [NEW! Design for Social Pedagogy](#)
- [ePortfolio/Assessment Mini-Grant Program](#)
- [Faculty Scholars Publication Workshop](#)
- [NEW! Gender and Diversity at LaGuardia: Rethinking Pedagogy](#)
- [NEW! Hybrid/Online Mini-Grant Program](#)
- [New to College: Re-Inventing the First Year Seminar](#)
- [NEW! Technology, Self, and Society](#)
- [Writing in the Disciplines \(WID\)](#)

Seminars and Programs Not Currently Accepting Applications

- [Carnegie Seminar on the Scholarship of Teaching and Learning](#)
- [In Transit: The LaGuardia Journal on Teaching and Learning](#)
- [New Faculty Colloquium](#)
- [Teaching the City: Rethinking Urban Studies at LaGuardia](#)

The LaGuardia Center for Teaching and Learning Professional Development Seminars 2013/14

Art of Advising

Going beyond traditional definitions of “advising as course selection,” this seminar addresses holistic factors critical to effective academic advisement. Participants explore the use of ePortfolio as a pedagogical and advising tool to engage students in discussion of their transition into college and to help students develop meaningful educational plans. Participants also discuss the tools needed to guide students through a reflective and thoughtful transfer process. The seminar is supported by the Title V grant, Making Transfer Connections: ePortfolio and Student Success across CUNY, and builds on the work of the College’s Advising Design Team and the First Year Experience Task Force.

Raj Bhika, *Business and Technology*, Mercedes del Rosario, *CTL*, Danielle Insalaco-Egan, *Student Affairs*, and Bernetta Parson, *Office of Transfer Services*

Community 2.0: Teaching and Learning Networks

A digital evolution of the traditional learning community model, Community 2.0 supports faculty using Web 2.0 tools as they design and implement connections between students that extend both horizontally across disciplines and classes and vertically across credit levels.

Maria Jerskey, *Education and Language Acquisition*, Priscilla Stadler, *CTL*

Connect to Learning

In this 3-year FIPSE-funded project, LaGuardia staff and faculty work with a dynamic national network of 25 campuses – community colleges, private colleges and research universities – to engage collectively in a recursive knowledge-generation process. The project focuses ePortfolio on reflective pedagogy and student learning, correlating improvement on student success measures such as retention with more nuanced assessment of student work using the AAC&U’s nationally normed VALUE rubrics. For more information, see: <http://www.laguardia.edu/connections>.

Raj Bhika, *Business and Technology*, J. Elizabeth Clark, *English*, Bret Eynon, *Academic Affairs*, Thomas Onorato, *Natural Sciences*, Kim Ramirez, *English*, and Judit Török, *CTL*

Appendix 5.1a 2012-2017 CTL Professional Development Seminars and Topics (20 pages)



LaGuardia Center for Teaching and Learning

2012-13 Professional Development Seminars

Application Deadline: April 27, 2012

For full descriptions and the new online application form visit:

http://www.laguardia.edu/Professional_Development_Seminar_Descriptions_2012-13/

The Art of Advising: Learning and Implementing Holistic Advisement Skills

How do we guide students' educational growth and change? What roles can faculty play in advisement? How might faculty and staff collaborate? Working with first generation college students, how can we help them envision and build new identities as learners and emerging professionals?

LaGuardia's strategic initiative to help more students graduate and succeed offers new opportunities to meet students' needs through advising approaches. As the College seeks to enhance students' experiences online, a consideration of digital tools for advising and transfer planning is warranted. To these ends, we are pleased to offer a seminar series that provides ways faculty and staff can go beyond the common perception of advising as "course selection" and examine factors critical to how the Council on the Advancement of Standards in Higher Education defines advising as "helping students develop meaningful educational plans."

Inquiries: Mercedes DelRosario (mdelrosario@lagcc.cuny.edu, x5440) or Clarence Chan (cchen@lagcc.cuny.edu)

Strengthening Core Learning: Competencies, Integration and Student Success

How do we help LaGuardia students become expert learners? What do they need to know? What competencies are important? And how can we help students more effectively use their skills and knowledge as they move from one class to the next?

LaGuardia's Core Competencies – from Reading and Writing to Critical Thinking and Quantitative Literacy – have been identified by faculty as crucial to student academic success. These competencies have guided curriculum development in General Education and our majors, informed effective faculty seminars such as Writing in the Disciplines, and shaped our increasingly meaningful assessment process. The Strengthening Core Learning seminar will help faculty integrate combinations of key competencies into their courses. It will build on the proven practices and design of LaGuardia's Writing in the Disciplines program to help faculty incorporate writing into their courses and adapt it to disciplinary needs. And at the same time, through readings, discussions, and activities focused on developing low-, middle- and high-stakes assignments, it will help faculty use the writing process to deepen learning and help students build and integrate other competencies.

Inquiries: Ros Orgel (roslyno@lagcc.cuny.edu, x5448)

Cultivating and Expanding Hybrid/Online Teaching and Learning

As LaGuardia continues to expand its offering of hybrid/online classes, faculty are actively exploring the distinction between hybrid/online teaching and teaching in a traditional classroom. What logistical and pedagogical issues do we need to consider when transitioning from a face-to-face to a hybrid (partially online, partially face-to-face) or fully online environment? Which tools can help us engage students in their learning? How might ePortfolio fit into an online course? How will our assessment of student learning be different?

These questions and more are explored in two interlocking seminar components:

- *Introduction to Hybrid/Online Teaching and Learning*
- *Developing Advanced Practices and Mentoring Faculty in the Hybrid/Online Classroom*

Participants are expected to teach a hybrid class in Spring, 2013. To provide faculty new to hybrid or online learning environments with an authentic experience of being learners in a hybrid environment, some sessions will take place online and others face to face.

Inquiries: Josephine Corso (jcorso@lagcc.cuny.edu, ext. 5416), Santo Trapani (strapani@lagcc.cuny.edu, ext. 6046), or Steve Ovadia (sovadia@lagcc.cuny.edu, ext. 6022)

Faculty Scholars Publication Workshop

A year-long faculty development seminar designed to assist LaGuardia faculty in their scholarly writing projects publication, the *Workshop* seeks to help faculty scholars complete current academic writing projects and place them in external, peer-reviewed journals. LaGuardia faculty scholars from various disciplines—ranging from Accounting to Humanities, from Mathematics to English, from Library to Cooperative Education—came together to read, critique, and support one another's writing within their respective fields. Participants have benefited from the support of the *Carnegie Seminar, In Transit* and the Faculty Workshop on Scholarship and Publication; they have revised and submitted work subsequently published in peer-reviewed journals.

Inquiries: Michele Piso (x5483, or mpiso@lagcc.cuny.edu)

Connected Learning: ePortfolio and Integrative Pedagogy

Connected Learning faculty learn about the pedagogical applications of ePortfolio by doing: the seminar invites faculty to construct their own professional ePortfolios for documenting and reflecting upon their ongoing course revision, modeling a classroom environment in which everyone shares with and learns from one another. Specific areas of emphasis include using ePortfolio to help students overcome fragmentation in their learning; actively and meaningfully connect with faculty, peers, and external audiences; integrate their diverse learning experiences, both inside and outside of the classroom; and, envision and plan their educational futures, including graduation and transfer.

Inquiries: Craig Kasprzak (ckasprzak@lagcc.cuny.edu, x5994), Ellen Quish (equish@lagcc.cuny.edu, x5382), Kimberly Ramirez (kramirez@lagcc.cuny.edu, x5911)

Teaching the City: Rethinking Urban Studies at LaGuardia

LaGuardia was one of the first community colleges in the nation with an Urban Studies requirement for all students. What does that mean for us now? What does it mean in different disciplines and majors? How do we teach our Urban Studies courses? What makes them "urban?" What can we do, across the college, to help students connect knowledge of the city with disciplinary skills and understanding?

LaGuardia's Urban Studies Program has designed this seminar to offer faculty college-wide an opportunity to consider these questions as they rethink and redesign their Urban Studies courses. In dialogue with other professors, and from a cross-disciplinary perspective, faculty will investigate ways to use New York City as a teaching and learning lab.

The *Teaching the City* Seminar offers an opportunity for faculty to come together to discuss the dynamics of experiential and reflective learning through both past teaching experiences and key texts in the field. We will share our different approaches to Urban Studies, as well as various ways of incorporating writing and field trips into our syllabi and assignments, and learn about research methods.

Inquiries: Kristen Gallagher (kgallagher@lagcc.cuny.edu, x5638), or Ros Orgel (roslyno@lagcc.cuny.edu, x5448)

The ePortfolio/Assessment Mini-Grant Program

Academic departments and programs college-wide are moving forward with two distinct but closely-connected efforts: integrating ePortfolio across their curricula, and deepening their work through the Periodic Program Review (PPR) process. To support programs' work in these areas, the Center for Teaching and Learning is offering mini-grants of up to \$7,500 for the 2012-13 academic year. These grants can be used to support program or department-led efforts, including faculty development and curriculum integration processes, addressing the following initiatives:

- Programmatic implementation of LaGuardia's ePortfolio system, supporting integration across the program's curriculum and instruction, maximizing benefits for students and faculty; and
- Advancing the program's work related to the PPR process and alignment with the Program Assessment Grids, such as refining assignments and pedagogies that help faculty build students' Core Competencies.

In both areas, programs and departments will actively address strategic college priorities such as overcoming fragmentation and helping students plan towards graduation and transfer.

Inquiries: Ros Orgel (roslyno@lagcc.cuny.edu, x5448)

Seminars and Programs Currently Not Accepting Applications

Community 2.0: Teaching and Learning Networks

The seminar advances LaGuardia's long-standing experience with learning community pedagogy by creating Web 2.0 based "virtual" and "vertical" learning communities that are, at least in part, open to the web public.

The application for *Community 2.0 Teaching and Learning Networks* will be available in Fall 1, 2012.

We invite you to join us in developing meaningful connections for students and faculty, across disciplines and classes, using Web 2.0 social networking tools. During our face-to-face and online meetings we will explore the use of non-proprietary software such as Blogger, Ning, Twitter, Facebook, and ePortfolio's social networking tools to connect students, professors, and classes in networked learning communities that extend horizontally across disciplines and vertically throughout academic levels as well as to the wider LaGuardia community and to the world.

In order to create this learning community network, we strive to bring together experienced Web 2.0 faculty and those faculty members who want to incorporate Web 2.0 tools into the classroom but have not yet done so, or have done so in a limited fashion. All participants must be willing to put a public, online face to their pedagogy and praxis.

Inquiries: Priscilla Stadler (pstadler@lagcc.cuny.edu, x5489)

Carnegie Seminar on Teaching and Learning

(Please note: The next application period is Spring 2013).

The scholarship of teaching and learning (SoTL) is generally defined as the rigorous and systematic study of student learning, publicly shared, open to peer review and critique, and committed to collective knowledge-building. The *Carnegie Seminar* commits itself to these principles and to LaGuardia's vision of an integrated culture of evidence-based teaching and learning. As the nation reflects on problems facing our schools, the values and missions of community colleges are more visible and pivotal than ever in the educational and intellectual life of our country. LaGuardia's *Carnegie Seminar* provides faculty the opportunity to cultivate habits of pedagogical research that result in transformed and shared understanding of student experiences in our classrooms and beyond.

Inquiries: Michele Piso (mpiso@lagcc.cuny.edu , x5483)

Connect to Learning: ePortfolio, Engagement and Student Success

Connect to Learning: ePortfolio, Engagement and Student Success is a 3-year FIPSE-funded project that works with a dynamic national network of 22 campuses - community colleges, private colleges and research universities -- to collectively engage in a recursive knowledge-generation process. The project focuses ePortfolio on reflective pedagogy and student learning, correlating improvement on student success measures such as retention with more nuanced assessment of student work using the AAC&U's nationally normed VALUE rubrics. Working in diverse institutional and multimedia environments, moving from learning design to broad testing and assessment, the project will produce and publish broadly applicable and effective national models needed to effectively focus ePortfolio usage on the pressing issues of student learning. Not accepting applications at this time.

For more information go to: <http://www.laguardia.edu/connections> .

Making Transfer Connections: ePortfolio and Student Success Across CUNY

Making Transfer Connections: ePortfolio and Student Success Across CUNY is a 5-year Title V grant-funded project that works with two senior colleges (Queens and Lehman) and three community colleges (Queensborough, Bronx and LaGuardia) in a partnership designed to facilitate transfer and ensure student progress toward the Bachelor's degree. Under LaGuardia's leadership, the five CUNY colleges employ ePortfolio practice in strengthening three areas pivotal to transfer success: instruction, advisement, and assessment- which all contribute to building a culture of transfer on these participating campuses. Together, these interrelated efforts address a central goal – building a comprehensive academic pathway toward the baccalaureate degree for our students. Not accepting applications at this time.

For more information go to: <http://www.laguardia.edu/connections> .

In Transit: The LaGuardia Journal on Teaching and Learning

In Transit: The LaGuardia Journal on Teaching and Learning is committed to serving a scholarly community in which, as Pat Hutchings and Lee Schulman have written, "faculty frame and systematically investigate questions related to student learning - the conditions under which it occurs, what it looks like, how to deepen it...with an eye not only to improving their own classrooms, but to advancing practice beyond it." Designed to support scholarly work initiated in the *Carnegie Seminar*, *In Transit* welcomes original contributions that advance understanding of teaching and learning practice, policy, and theory.

In Transit 2013 will accept papers on innovations in teaching and learning the natural sciences and the performing arts.

Inquiries: Michele Piso (mpiso@lagcc.cuny.edu , x5483)



LaGuardia Center for Teaching and Learning
2013-14 Professional Development Seminars
Application Deadline: April 26, 2013

For full descriptions and the online application form, visit:
http://laguardia.edu/2013-14_Professional_Development_Seminars/

The Art of Advising: Learning and Implementing Holistic Advisement Skills

How do we guide students' educational growth and change? What roles can faculty play in advisement? How can faculty and staff collaboration around advisement help our students? What roles can faculty and advisors play in helping students ease their way through their first year at the College? Working with first-generation college students, how can we help them envision and build new identities as learners and emerging professionals?

LaGuardia's new advisement structure will offer many new opportunities to meet students' needs, helping more of our students graduate and succeed. A range of targeted workshops for faculty and staff will be developed and offered next year. The *Art of Advising* seminar offers a unique opportunity to engage in a sustained, in-depth exploration of the issues and techniques related to effective advisement.

Inquiries: Mercedes Del Rosario (mdelrosario@lagcc.cuny.edu, x5440)

New to College! Building First Year Success

For many LaGuardia students, getting into college is much easier than staying and succeeding. The first year of college is a critical juncture for building student success, particularly for the first generation college students so prominent at LaGuardia. Responding to the recently released recommendations of the Task Force on the First Year Experience and department-based plans, the Center for Teaching and Learning invites faculty from Business and Technology, the Humanities, and Natural Sciences to join a faculty seminar that will develop and test a bold innovation: a new, credit-bearing first-year course that links an introduction to the major with advisement and an orientation to college learning. Taught by discipline faculty and supported by advisement teams, this seminar will utilize peer mentoring and the connective power of ePortfolio to advance student success in the first college year and beyond. Academic chairs of these three departments will distribute more detailed information. Interested faculty can apply using the CTL seminar application form. Dates and leaders to be determined.

Inquiries: Michele Piso (mpiso@lagcc.cuny.edu, x5483)

Strengthening Core Learning: Competencies, Integration and Student Success

(This seminar provides Writing in the Disciplines (WID) Certification.)

How do we help LaGuardia students become expert learners? What do they need to know? What competencies are important? And, how can we help students more effectively use their skills and knowledge as they move from one class to the next?

LaGuardia's Core Competencies – from Research, Reading and Writing to Critical Thinking and Quantitative Literacy – have been identified by faculty as crucial to students' academic success. These competencies have guided curriculum development in General Education and our majors, informed effective faculty seminars, and shaped our increasingly meaningful assessment process. All too often, however, students experience these competencies as fragmented and discrete, rather than as closely connected elements of a well-rounded education. They have difficulty applying skills and knowledge gained in one class to activities in another. Integration, transfer of knowledge, the ability to apply a range of skills to solve complex problems – these are critical qualities that will help our students as professionals, citizens, and life-long learners.

Inquiries: Ros Orgel (roslyno@lagcc.cuny.edu, x5448)

Cultivating and Expanding Hybrid/Online Teaching and Learning

As LaGuardia continues to expand its offering of hybrid/online classes, faculty are actively exploring the distinction between hybrid/online teaching and teaching in traditional classrooms. What logistical and pedagogical issues do we need to consider when transitioning from a face-to-face to a hybrid (partially online, partially face-to-face) or fully online environment? Which tools can help us engage students in their learning? How might ePortfolio fit into a hybrid or online course? How will our assessment of student learning be different?

These questions and more are explored in two interlocking seminar components:

- *Introduction to Hybrid/Online Teaching and Learning*
- *Developing Advanced Practices and Mentoring Faculty in the Hybrid/Online Classroom*

These components will provide opportunities for faculty to develop course plans and activities, explore new technologies for teaching and learning, sustain and deepen their practices in hybrid/online teaching, and learn from each other about the benefits and challenges of teaching in hybrid and online environments.

Inquiries: Josephine Corso (jcorso@lagcc.cuny.edu, x5416)

Connected Learning: ePortfolio and Integrative Pedagogy

The ePortfolio field is advancing and changing nationwide, with ePortfolio initiatives springing up at institutions as diverse as Duke University, San Francisco State, and CUNY's New Community College. At these and many other colleges, growing interest in holistic, integrative learning is challenging reductive visions of education. Meanwhile, evolving ePortfolio technology offers new opportunities for social pedagogy. *Connected Learning* offers the chance to learn about fresh new ideas and explore emergent possibilities.

Connected Learning faculty learn about the pedagogical applications of ePortfolio, including the use of ePortfolio to: meaningfully connect students with their faculty, peers, and external audiences; overcome fragmentation in their learning; embed thinking about transfer throughout the curriculum; and integrate students' diverse learning experiences, both inside and outside of the classroom. The seminar invites faculty to construct their own professional ePortfolios for documenting and reflecting upon their ongoing course revision, modeling a classroom environment in which everyone shares with and learns from one another

Inquiries: Craig Kasprzak (ckasprzak@lagcc.cuny.edu, x5994)

The ePortfolio/Assessment Mini-Grant Program

Academic departments and programs college-wide are moving forward with two distinct but closely-connected efforts: integrating ePortfolio across their curricula, and deepening their work through the Periodic Program Review (PPR) process.

To support programs' work in these areas, the Center for Teaching and Learning is offering mini-grants of up to \$7,500 for the 2013-14 academic year. These grants can be used to support program- or department-led efforts, including faculty development and curriculum integration processes, addressing the following initiatives:

- Advancing the program's work related to the PPR process and alignment with the Program Assessment Grids, such as refining assignments and pedagogies that help faculty build students' Core Competencies.
- Programmatic implementation of LaGuardia's ePortfolio system, supporting integration across the program's curriculum and instruction, maximizing benefits for students and faculty; and

Inquiries: Ros Orgel (roslyno@lagcc.cuny.edu , x5448)

Seminars and Programs Currently Not Accepting Applications

Making Digital Learning Count: Expanding On-Line/Hybrid Education in Mathematics

Colleges and universities nationwide are experimenting with new ways to use online tools to increase access and improve student learning. In Spring 2013, the Mathematics, Engineering and Computer Science Department will launch an initiative to test the viability of online/hybrid teaching of key gateway courses in Mathematics. The department has selected four faculty to redesign courses to work with the CTL to plan a June 2013 faculty institute and 3 follow-up seminars in Fall 2013, as faculty implement these courses.

Inquiries: Josephine Corso (jcorso@lagcc.cuny.edu, x5416)

Community 2.0: Teaching and Learning Networks – Spring and Fall 2013

This seminar will develop a wider community of LaGuardia faculty who test new strategies for educational application of new media resources, reflect upon these approaches, share their insights with colleagues, and participate in an ongoing dialogue about the connections among pedagogy, curriculum, sound academic practice, and technology. The *Community 2.0* seminar helps participants make meaningful connections among students, faculty, and the broader web public with the goal of fostering mentoring relationships at all stages of students' academic work at LaGuardia.

In order to create this learning community network, we strive to bring together experienced Web 2.0 faculty and those faculty members who want to incorporate Web 2.0 tools into the classroom but have not yet done so, or have done so in a limited fashion. All participants must be willing to put a public, online face to their pedagogy and praxis.

Inquiries: Priscilla Stadler (pstadler@lagcc.cuny.edu , x5489)

New Faculty Colloquium

The College recognizes its responsibility to support new faculty as they enter LaGuardia's teaching community and to share with them LaGuardia's tradition of caring and innovative teaching. LaGuardia is aware of a specific need to develop reflective teachers who are responsive to the vocational goals, the academic skills, and the diverse cultural, social and linguistic backgrounds of our students.

Through a carefully-structured program of professional development, the *Colloquium* focuses on issues of pedagogy and classroom practice, emphasizing sharing among instructors and student-centered classrooms. It introduces new faculty to a range of teaching issues and helps them as they develop effective strategies for LaGuardia classrooms.

Inquiries: Josephine Corso (jcorso@lagcc.cuny.edu , x 5416), Priscilla Stadler (pstadler@lagcc.cuny.edu , x5489)

Carnegie Seminar on Teaching and Learning

The scholarship of teaching and learning (SoTL) is generally defined as the rigorous and systematic study of student learning, publicly shared, open to peer review and critique, and committed to collective knowledge-building. The *Carnegie Seminar* commits itself to these principles and to LaGuardia's vision of an integrated culture of evidence-based teaching and learning. As the nation reflects on problems facing our schools, the values and missions of community colleges are more visible and pivotal than ever in the educational and intellectual life of our country. LaGuardia's *Carnegie Seminar* provides faculty the opportunity to cultivate habits of pedagogical research that result in transformed and shared understanding of student experiences in our classrooms and beyond.

Inquiries: Michele Piso (mpiso@lagcc.cuny.edu , x5483)

Connect to Learning: ePortfolio, Engagement and Student Success

Connect to Learning: ePortfolio, Engagement and Student Success is a 3-year FIPSE-funded project that works with a dynamic national network of 25 campuses -- community colleges, private colleges and research universities -- to collectively engage in a recursive knowledge-generation process. The project focuses ePortfolio on reflective pedagogy and student learning, correlating improvement on student success measures such as retention with more nuanced assessment of student work using the AAC&U's nationally normed VALUE rubrics. Working in diverse institutional and multimedia environments, moving from learning design to broad testing and assessment, the project will produce and publish broadly applicable and effective national models needed to effectively focus ePortfolio usage on the pressing issues of student learning. Not accepting applications at this time. For more information see: <http://www.laguardia.edu/connections> .

Making Transfer Connections: ePortfolio and Student Success Across CUNY

Making Transfer Connections: ePortfolio and Student Success Across CUNY is a 5-year Title V grant-funded project that works with two senior colleges (Queens and Lehman) and three community colleges (Queensborough, Bronx and LaGuardia) in a partnership designed to facilitate transfer and ensure student progress toward the Bachelor's degree. Under LaGuardia's leadership, the five CUNY colleges employ ePortfolio practice in strengthening three areas pivotal to transfer success: instruction, advisement, and assessment, which all contribute to building a culture of transfer on these participating campuses. Together, these interrelated efforts address a central goal : building a comprehensive academic pathway toward the baccalaureate degree for our students. Not accepting applications at this time. For more information see: <http://www.laguardia.edu/connections> .

In Transit: The LaGuardia Journal on Teaching and Learning

In Transit: The LaGuardia Journal on Teaching and Learning is committed to serving a scholarly community in which, as Pat Hutchings and Lee Schulman have written, "faculty frame and systematically investigate questions related to student learning -- the conditions under which it occurs, what it looks like, how to deepen it...with an eye not only to improving their own classrooms, but to advancing practice beyond it." Designed to support scholarly work initiated in the *Carnegie Seminar*, *In Transit* welcomes original contributions that advance understanding of teaching and learning practice, policy, and theory.

Inquiries: Michele Piso (mpiso@lagcc.cuny.edu , x5483)



LaGuardia Center for Teaching and Learning

2014/15 Professional Development Seminars

Application Deadline: Monday, April 28, 2014, 5:00 pm

For full descriptions and link to application please visit

http://laguardia.edu/2014-15_Professional_Development_Seminars/

The CTL's seminars for 2014-2015 will provide a broad range of professional development opportunities for full- and part-time faculty and staff in Academic Affairs, Student Affairs, and Adult and Continuing Education. As always, this year's CTL seminars will engage faculty and staff in exploration of critical questions and design of high-impact, learning-centered strategies. While each seminar will explore specific approaches and methodologies, a recurring theme throughout Center programs in the coming year will be exploration and implementation of LaGuardia's ambitious new General Education competencies: Inquiry and Problem Solving, Global Learning, and Integrative Learning. Whether exploring the potential of social pedagogies, shaping a more inclusive and connected classroom environment, or carefully deploying ePortfolio and other online learning applications, participation in CTL seminars will help you meet your professional goals while working closely with colleagues and building your capacity to help LaGuardia's students succeed. All seminars are led by faculty-staff teams, bringing colleagues together to learn and share insights in a supportive professional community.

Please visit http://laguardia.edu/2014-15_Professional_Development_Seminars/ to learn more about specific seminars, or contact the seminar co-leader listed below.

NEW!! Building New Competencies

How do we ensure that LaGuardia students fulfill the potential of our new Gen Ed competencies and develop the higher-order habits of thought and communication they need to be capable and thoughtful inquirers, competent and creative problem-solvers, and aware and engaged participants in an interconnected global world?

What assignments do you already use that could be re-thought to strengthen student achievement in the new competencies: Inquiry and Problem Solving, Global Learning, and Integrative Learning? What can we learn from national practice such as the work being done by AAC&U? What's most relevant for your discipline? What do we need to do differently in our courses? How will we assess student work demonstrating the competencies? The 2014-2015 CTL seminar *Building New Competencies* will enable faculty to engage with these and related questions and prepare to bring the new competencies effectively and meaningfully into courses.

Inquiries: Ros Orgel (roslyno@lagcc.cuny.edu, x5448)

Connected Learning: ePortfolio and Integrative Pedagogy

In *Connected Learning*, seminar participants learn and apply ePortfolio pedagogy by actively exploring key concepts, such as integrative learning, reflective practice, and an awareness of audience. The seminar intentionally models a classroom environment in which principles of inquiry, reflection, and integration frame participants' activities and instructional design. Participants learn about the varieties of ePortfolio practice at LaGuardia and at other colleges and pursue both conceptual and practical goals: developing

these pedagogical strategies while creating their own seminar and course-based ePortfolios and becoming adept users of the Digication platform. Specific areas of emphasis include using ePortfolio to help students overcome fragmentation in their learning; structure active and meaningful connections with faculty, peers, and external audiences; integrate their diverse learning experiences, both inside and outside of the classroom; and, envision and plan their educational futures, including graduation and transfer.

Inquiries: Ellen Quish (equish@lagcc.cuny.edu, x5382)

NEW!! Design for Social Pedagogy

A dynamic and emergent approach to teaching and learning, social pedagogy invites educators to design for instruction that engages and connects students to their learning and to each other while building an understanding of voice, agency, and audience. In this hybrid seminar, faculty will explore the use of social media platforms such as blogs, Twitter, wikis, ePortfolios, and Facebook to design course syllabi and assignments that advance principles of social pedagogy such as collaboration, peer learning, and interdisciplinarity. The seminar will integrate hands-on practice with online tools, iterative instructional design, peer critique, and readings from the field. Faculty will engage with LaGuardia's new core competencies, with a special focus on inquiry-based learning, as a rich context to explore this innovative approach to educating our students.

Inquiries: Priscilla Stadler (pstadler@lagcc.cuny.edu, x 5489) or Maria Jerskey (mjerskey@lagcc.cuny.edu, x5358)

The ePortfolio/Assessment Mini-Grant Program

Academic departments and programs college-wide are moving forward with two distinct but closely connected efforts: integrating ePortfolio across their curricula, and deepening their work through the Periodic Program Review (PPR) process. To support programs' work in these areas, the Center for Teaching and Learning is offering mini-grants of up to \$7,500 for the 2014-15 academic year. These grants can be used to support program or department-led efforts, including faculty development and curriculum integration processes, addressing the following initiatives:

- Programmatic implementation of LaGuardia's ePortfolio system, supporting integration across the program's curriculum and instruction, maximizing benefits for students and faculty; and
- Advancing the program's work related to the PPR process and to program-level alignment with the new Gen Ed competencies.

In both areas, programs and departments will actively address strategic college priorities such as overcoming fragmentation and helping students plan for graduation and transfer.

Inquiries: Ros Orgel (roslyno@lagcc.cuny.edu, x5448)

Faculty Scholars Publication Workshop

In this year-long faculty development seminar, designed to assist LaGuardia faculty with their scholarly writing, faculty scholars seek to complete current academic writing projects and place them in external, peer-reviewed journals. LaGuardia faculty scholars from various disciplines—ranging from Accounting to Humanities, from Mathematics to English, from Library to Cooperative Education—come together to read, critique, and support one another's writing within their respective fields. Past FSPW participants have benefited from the peer support structure of this seminar and have successfully revised and submitted work subsequently published in peer-reviewed journals.

Inquiries: Nancy Berke (nberke@lagcc.cuny.edu, x5908) or Michele Piso (mpiso@lagcc.cuny.edu, x5483)

NEW!! Gender and Diversity at LaGuardia: Rethinking Pedagogy

How do we become more inclusive in our classrooms? How can we make our classrooms more equitable places where education becomes the shared responsibility of students and faculty? Through a review of literature written by those who have been mis- or underrepresented, participants in this seminar will engage in discussions about diversity in the college, and explore pedagogical strategies for building a more inclusive learning environment. Seminar participants will design learning activities using feminist and de-

centering techniques such as collaborative learning, problem-based learning, and democratic classrooms. These methodologies will strengthen an integrative and inquiry-based understanding of teaching and learning while using insights drawn from feminist thinking to engage “whole students”—students belonging to a heterogeneous world of family, work, experience, and aspiration.

Inquiries: Ros Orgel (roslyno@lagcc.cuny.edu, x5448), Minerva Ahumada (mitorres@lagcc.cuny.edu, x5620), or Claudia Moreno Parsons (cmorenopisano@lagcc.cuny.edu, x5909)

NEW!! The Hybrid/Online Mini-Grant Program

Hybrid and online courses connect instructors and students alike to the rich possibilities of web-centered learning while offering valuable scheduling flexibility to students with very busy lives. Hybrid and online learning is most effective when course design, pedagogical methods, and technology applications are built around clear academic objectives. Good practice also includes provision of social, cognitive, and teaching “presence” and the creation of a class-based community of inquiry. For hybrid courses, a clear plan for dividing work between online environments and the classroom is also of critical importance. To encourage the design of high-quality hybrid and online courses at LaGuardia, the CTL will offer mini-grants of up to \$5,000 for the 2014-2015 academic year to support faculty teams pursuing program-based or departmentally-based projects. Mini-grants may be used to support developing new hybrid or online courses or refining and improving existing courses. In addition, building effective peer review and assessment procedures and sustainability strategies will be a funding priority. Teams will work together on development, review, and revision of commonly-understood course content and commonly-determined goals and outcomes. The mini-grant program will be guided by CTL staff and include six meetings of all participating groups throughout the academic year.

Inquiries: Howard Wach (hwach@lagcc.cuny.edu, x5478)

New to College: Re-Inventing the First Year Seminar

The first semester of students’ college career is critical to their chances of success. How can we help new LaGuardia students persist and succeed in their studies? What strategies can we pursue to increase the new student’s likelihood of completing a degree and graduating? In the *New to College* seminar, groups of faculty in specific departments and programs pursue a carefully designed integrative approach to helping first-semester students. Seminar participants develop and teach the First-Year Seminar (FYS), a credit-bearing first-year course which links an introduction to the major, an orientation to college learning, advisement, and co-curricular activity. Opportunities for participation in this seminar are currently available to faculty in Health Sciences, Natural Sciences, Business and Technology, and the following Liberal Arts departments: Humanities, Social Science, Education and Language Acquisition, and English.

Inquiries: Howard Wach (hwach@lagcc.cuny.edu, x5478)

NEW!! Technology, Self, and Society

Few contemporary issues are more important, or more relevant to higher education than the relationship between digital technologies and personal identity. Funded by a grant from the National Endowment for the Humanities, Professors Naomi Stubbs and Phyllis van Slyck will bring together Liberal Arts faculty teaching clusters and/or capstones to develop curricula in conversation with one another and in relation to readings and visiting speakers addressing these topics. Participants will consider digital media and its effects upon our identities and our society, interrogate the ways in which we use technology, the ways we are used by technology, and how technology affects our notions of self and other.

Inquiries: Naomi Stubbs (nstubbs@lagcc.cuny.edu, x5680) or Phyllis van Slyck (vanph@lagcc.cuny.edu, x5660)

NOTE: This seminar is open only to faculty teaching Liberal Arts capstone courses or Liberal Arts clusters.

Writing in the Disciplines (WID)

The Writing in the Disciplines program at LaGuardia is part of a nation-wide interdisciplinary effort that explores strategies for improving student writing and using writing as an active learning tool. In 2014/15, WID will be offered as two separate semester-long faculty development seminars (Fall I 2014 and Spring I 2015). Full- and part-time faculty will develop and test writing-intensive assignments and syllabi, create a Writing Intensive course ePortfolio, and encourage students to deposit written work in their ePortfolios. Seminars are facilitated by interdisciplinary teams of LaGuardia faculty and Graduate Center Writing Fellows.

Inquiries: Ros Orgel (roslyno@lagcc.cuny.edu, x5448)

Active CTL Seminars and Programs Currently Not Accepting Applications**Carnegie Seminar on Teaching and Learning**

The scholarship of teaching and learning (SoTL) is generally defined as the rigorous and systematic study of student learning, publicly shared, open to peer review and critique, and committed to collective knowledge-building. The *Carnegie Seminar* commits itself to these principles and to LaGuardia's vision of an integrated culture of evidence-based teaching and learning. As the nation reflects on problems facing our schools, the values and missions of community colleges are more visible and pivotal than ever in the educational and intellectual life of our country. LaGuardia's *Carnegie Seminar* provides faculty the opportunity to cultivate habits of pedagogical research that result in transformed and shared understanding of student experiences in our classrooms and beyond.

Inquiries: Michele Piso (mpiso@lagcc.cuny.edu, x5483)

In Transit: The LaGuardia Journal on Teaching and Learning

In Transit: The LaGuardia Journal on Teaching and Learning is committed to serving a scholarly community in which, as Pat Hutchings and Lee Schulman have written, "faculty frame and systematically investigate questions related to student learning - the conditions under which it occurs, what it looks like, how to deepen it...with an eye not only to improving their own classrooms, but to advancing practice beyond it." Designed to support scholarly work initiated in the *Carnegie Seminar*, *In Transit* welcomes original contributions that advance understanding of teaching and learning practice, policy, and theory.

In Fall 2014, *In Transit* 2015 will solicit papers on innovations in teaching and learning the first year experience with a particular focus on developing students' academic reading abilities and the whole student.

Inquiries: Michele Piso (mpiso@lagcc.cuny.edu, x5483)

New Faculty Colloquium

In this year-long orientation to teaching and learning at LaGuardia, new full-time faculty work with CTL staff and senior colleagues to begin to adjust to their new educational setting. Participants learn from each other and from senior colleagues about LaGuardia students, about the various pedagogies found to be effective at LaGuardia, and about the college-wide initiatives and opportunities that will inform their working lives. The colloquium is a setting in which new faculty meet colleagues and form friendships, while learning about strategies for future growth and building a successful career at LaGuardia.

Inquiries: Josephine Corso (jcorso@lagcc.cuny.edu, x 5416), or Priscilla Stadler (pstadler@lagcc.cuny.edu, x5489).

Teaching the City: Rethinking Urban Studies at LaGuardia

LaGuardia was one of the first community colleges in the nation with an Urban Studies requirement for all students. What does that mean for us now? What does it mean in different disciplines and majors? How do we teach our Urban Studies courses? What makes them "urban?" What can we do, across the college, to help students connect knowledge of the city with disciplinary skills and understanding? LaGuardia's Urban Studies Program designed this seminar to offer faculty college-wide an opportunity to consider these questions as they rethink and redesign their Urban Studies courses. In dialogue with other professors, and from a cross-disciplinary perspective, faculty will investigate ways to use New York City as a teaching and learning lab.

Inquiries: Kristen Gallagher (kgallagher@lagcc.cuny.edu, x5638), Arianna Martinez (amartinez@lagcc.cuny.edu, x5961), or Ros Orgel (roslyno@lagcc.cuny.edu, x5448)



LaGuardia Center for Teaching and Learning Professional Development Seminars 2015-16

Application Deadlines: Thursday, April 2 by 5:00 pm for New to College

Monday, April 27 is the deadline for all other seminars

For full descriptions and the online application form, visit:

http://laguardia.edu/ctl/seminars/2015-16_Seminars.aspx

Two compelling themes will unify our program of CTL seminars for 2015-2016: the new Core Competencies and Digital Learning. First, as the College moves toward full implementation of the new Core Competency structure, all Center seminars will encourage and facilitate a deeper understanding of the Inquiry and Problem Solving, Integrative Learning and Global Learning Competencies and the Written, Oral, and Digital Communication Abilities. In addition to the half-year and full-year seminars detailed here, opportunities to craft competency-based pedagogies will also include shorter-term workshop series. Details about these will be distributed soon.

The second programming theme for 2015-2016 centers on the pressing need to find ethical and substantive methods for turning our students' digital experiences into effective learning. Several seminars offer opportunities to explore conceptual and practical dimensions of digital experiences that grow ever more complex, and present a constant challenge to rethink our practice as educators. Participants in these seminars will explore ways to bring digital capacities—access to information, expressive modalities, the ability to network and collaborate—to the task of designing strategies to strengthen student learning.

Wherever your interest lies, participation in Center for Teaching and Learning seminars will help you meet your professional goals while working closely with colleagues and building your ability to help LaGuardia's students succeed. All seminars are led by faculty-staff teams, bringing colleagues together to learn and share insights in a supportive professional community.

NOTE: Applications for New to College, Summer 2015 and Beyond: Re-Inventing the First Year Seminar, are due Thursday, April 2 at 5:00 pm. The deadline for all other seminars is Monday April 27th.

Bringing the Global Learning Competency into Your Classes

The Global Learning competency is being incorporated into all Academic Affairs programs. LaGuardia defines Global Learning as "critical analysis of and engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability." What does this mean in your discipline? How effectively can the current rubric be used to assess LaGuardia student work? How can you revise your current course assignments to meet the Global Learning competency? How does a global approach make use of the diversity in our classrooms? And how do we take fullest advantage of the global knowledge that students at "the world's community college" already possess? Participants will examine these and related questions while creating or revising assignments focused on building students' Global Learning skills.

Inquiries: Karen Miller (kamiller@lagcc.cuny.edu, x6016); Christopher Schmidt (cschmidt@lagcc.cuny.edu, x5904); Padmini Biswas (pbiswas@lagcc.cuny.edu, x7552)

The Carnegie Seminar on Teaching and Learning

The scholarship of teaching and learning (SoTL) is generally defined as the rigorous and systematic study of student learning, publicly shared, open to peer review and critique, and committed to collective knowledge-building. The Carnegie Seminar commits itself to these principles and to LaGuardia's vision of an integrated culture of evidence-based teaching and learning. The 2015-2016 participants will choose to investigate issues related to students in transition to the first college year, or to the challenges of underprepared readers. As the nation reflects on challenges facing our schools, the values and missions of community colleges are more visible and pivotal than ever in the educational and intellectual life of our country. LaGuardia's Carnegie Seminar provides opportunities for scholarship to faculty who wish to contribute their voices to the nation's conversations about the paths to increased student aspiration and success.

Inquiries: Michele Piso (mpiso@lagcc.cuny.edu, x5483)

"Closing the PPR Loop" Mini-Grants

Academic programs that have recently completed their Periodic Program Reviews, and are now working on addressing recommendations made in their PPRs, are eligible to apply for mini-grants of up to \$7,500. Proposals can address a range of issues, including developing new courses, improving assessment methodologies, creating and developing new aspects of the program, working with College offices to improve recruitment and student retention, improving program-specific tutoring, etc.

Inquiries: Ros Orgel (roslyno@lagcc.cuny.edu, x5448) or Howard Wach (hwach@lagcc.cuny.edu, x5478)

Connected Learning: ePortfolio and Integrative Pedagogy

Academic programs are strengthening existing strategies, and building new ones, for longitudinal use of ePortfolios from the First-Year Seminar to the capstone course. These efforts combined with implementation of the Integrative Learning Core Competency and Digital Communication Ability across curricula are highlighting ePortfolio's capacity to connect diverse experiences and strengthen student-centered online learning. Connected Learning participants will actively explore key pedagogical concepts such as integrative learning, reflective practice, and learner-centered approaches to disciplinary knowledge. They will pursue both conceptual and practical goals while creating their own seminar and course-based ePortfolios and becoming adept users of the Digication platform; participants will also learn about the varieties of ePortfolio practice nationwide, and prepare for active use of ePortfolio in one of their Spring 2016 classes.

Inquiries: Ellen Quish (equish@lagcc.cuny.edu, x5382)

Designing Information Assignments for Literacy

This one-semester intensive seminar has two goals: to contribute to a body of Open Education Resources (OER), and to help faculty design assignments addressing LaGuardia's Inquiry and Problem Solving Competency while building students' technology skills. DIAL participants from across the disciplines will incorporate research and information literacy skill-building into class assignments. Faculty will integrate the Inquiry and Problem Solving Competency with the assignment they develop, and contribute to a publicly available Open Education Resource (OER) guide designed to help other faculty integrate information literacy into their teaching. This seminar will provide the opportunity to learn about Library resources and how to best integrate them into student research projects.

Inquiries: Alexandra Rojas (arojas@lagcc.cuny.edu, x6020); Dianne Gordon Conyers (dconyers@lagcc.cuny.edu, x5415); Priscilla Stadler (pstadler@lagcc.cuny.edu, x5489)

Digital By Design: Teaching in a Connected World

In this age of social media, digital connectedness, and rapidly changing expectations of work and personal interactions with technology, what is the role of the digital pedagogue? What role does technology play in our disciplines, in the classroom, in our curricula, in our lives? How do faculty and students alike negotiate the powerful world of digital technology and learn what it means to live, teach, and work with a carefully considered digital identity? Inviting participants to engage with these questions both theoretically, through the lens of shared texts, and practically, through hands-on, how-to application of the principles we discuss to the classroom environment, we will explore emerging models for scaffolding digital assignments. Considering LaGuardia's Integrative Learning Competency and Digital Communication Ability as exciting and engaging points of entry for curriculum design, the seminar will focus particular attention on this question: What constitutes a carefully and intentionally designed digital pedagogy?

Inquiries: Liz Clark (lclark@lagcc.cuny.edu, x5665); Priscilla Stadler (pstadler@lagcc.cuny.edu, x5489)

Faculty Scholars Publication Workshop

In this year-long faculty development seminar, designed to assist LaGuardia faculty with their scholarly writing, faculty scholars seek to complete current academic writing projects and place them in external, peer-reviewed journals. LaGuardia faculty scholars from various disciplines—ranging from Accounting to Communication Studies, from Mathematics to English, from Library Science to Sociology—come together to read, critique, and support one another's writing within their respective fields. Past FSPW participants have benefited from the peer support structure of this seminar and have successfully revised and submitted work subsequently published in peer-reviewed journals.

Inquiries: Nancy Berke (nberke@lagcc.cuny.edu, x5908)

Foundations of Advising

To support LaGuardia's model of team-based advisement organized by majors, Foundations of Advising provides participants with the training, tools, and resources needed to help students plan their academic and professional futures. Participants learn about advisement model and resources, including Degree Audit and the Advising Portal. Other seminar topics include registration and grading processes, course sequencing and selection, financial aid, educational planning, conducting effective advisement conversations, and "advising as teaching." Foundations of Advising will help faculty and staff advisors navigate critical aspects of the LaGuardia student experience while providing hands-on opportunities to explore College advisement resources. The seminar will be offered in two formats: a two-day Summer 2015 Intensive and a one-semester four-meeting session in Fall I 2015.

Inquiries: Howard Wach (hwach@lagcc.cuny.edu, x5478) or Mercedes del Rosario (mdelrosario@lagcc.cuny.edu, x5440)

Gender and Diversity at LaGuardia: Rethinking Pedagogy

How do we become more inclusive in our classrooms? How can we make our classrooms more equitable places where education becomes the shared responsibility of students and faculty? The Gender and Diversity seminar will feature readings, discussions, and activities designed to build greater sensitivity toward LaGuardia's diverse population. Participants will engage with a broad range of primary sources and apply them both to their classrooms and to the diversity of the seminar itself (e.g., people of richly diverse backgrounds teaching in many disciplines). Each session will model feminist and/or decentering pedagogical techniques to analyze seminar readings and to apply their insights to classroom strategies, to making classes more inclusive for LaGuardia students, and to application of the Global Learning competency.

Inquiries: Claudia Moreno Parsons (cmorenopisano@lagcc.cuny.edu, x5909); Dahlia Elsayed (delsayed@lagcc.cuny.edu, x4074); Ros Orgel (roslyno@lagcc.cuny.edu, x5448)

Hybrid/Online Mini-Grants

To strengthen the process of building high-quality hybrid courses at LaGuardia, and to provide resources for faculty to further develop their practice collaboratively, the Center for Teaching and Learning will offer mini-grants of up to \$7,500 for the 2015-2016 academic year. Grants will be awarded to faculty teams pursuing program-based or departmentally-based projects and may be used to support developing new hybrid courses or refining and improving existing hybrid courses. Funding priorities include:

- Building effective peer review and course design strategies;
- Demonstrated plan for sustainability beyond the grant period; and,
- Where applicable, utilizing the online environment to integrate selected Core Competencies and Abilities into targeted courses.

Inquiries: Nicole Maguire (nhernand@lagcc.cuny.edu, x5478); Josephine Corso (jcorso@lagcc.cuny.edu, x5416); Howard Wach (hwach@lagcc.cuny.edu, x5478)

New to College, Summer 2015 and Beyond: Re-Inventing the First Year Seminar – NOTE: EARLY DEADLINE!

LaGuardia's key strategy to help entering students persist and succeed in their studies is the First-Year Seminar, which links an introduction to the major, an orientation to college learning, advisement, and co-curricular activity. In this seminar, participants prepare to teach FYS courses in their discipline through a carefully designed integrative strategy. In 2015-16, New to College will be offered as an intensive seminar for the Departments of Business and Technology, Health Sciences, and departments included in the Liberal Arts Humanities/Social Sciences program (English, Social Sciences, Humanities, and Education and Language Acquisition). It is also open to faculty in Liberal Arts Math/Science, Criminal Justice, Psychology, and Engineering/Computer Science who are not currently enrolled in the Wave III New to College seminar.

NOTE: THE APPLICATION DEADLINE FOR THIS SEMINAR IS THURSDAY, APRIL 2 AT 5:00 PM.

Inquiries: Ellen Quish (equish@lagcc.cuny.edu, x5382) or Michele Piso (mpiso@lagcc.cuny.edu, x5483)

Teaching the City: Urban Studies at LaGuardia

New York City is a center of global commerce, politics, culture and art; Queens is the most ethnically diverse urban area in the world. A microcosm of these socio-economic and historical trends, LaGuardia was one of the first community colleges to require Urban Studies coursework. How do we teach our Urban Studies courses, given this dynamic transnational backdrop? How can we revise and create Urban Studies assignments that address the College's Global Learning Competency across our disciplines? What can we do, across the college, to help students connect knowledge of the city with disciplinary skills and understanding? Teaching the City offers faculty an opportunity to consider these questions as they rethink their Urban Studies courses. In dialogue with other professors from a cross-disciplinary perspective, faculty will investigate ways to use New York City as a teaching and learning lab.

Inquiries: Arianna Martinez (amartinez@lagcc.cuny.edu, x5691), or Ros Orgel (roslyno@lagcc.cuny.edu, x5448)

Technology, Self & Society: An NEH-Funded Seminar

Few contemporary issues are more important, or more relevant to higher education, than the relationship between digital technologies and personal identity. Funded by a grant from the National Endowment for the Humanities, the seminar will bring together Liberal Arts faculty teaching clusters and/or capstones with a view to developing their curricula in conversation with one another and in relation to readings and visiting speakers addressing these topics. The 2015-16 seminar, co-led by Richard Brown (Humanities) and Naomi Stubbs (English) will focus on how definitions of "human" have been challenged by technological advancements. The focus will be on techno-humanism, trans-humanism, and on the biomedical ethical issues that derive from biological "enhancements" and reproductive choices. Braden Allenby, author of the *Techno-Human Condition* (2011), and Michio Kaku, author of *The Future of the Mind* (2014) will be our visiting speakers.

Inquiries: Naomi Stubbs (nstubbs@lagcc.cuny.edu, x5680)

Writing in the Disciplines

The Writing in the Disciplines program at LaGuardia is part of a nationwide, interdisciplinary effort that explores strategies for improving student writing and using writing as an active learning tool. A semester-long faculty development seminar, WID helps full- and part-time faculty develop and test writing-intensive assignments adapted to specific disciplines and courses. Participants create and/or revise syllabi to meet the requirements for Writing Intensive courses, and post their work in a WID ePortfolio. Faculty who complete the seminar and ePortfolio will be certified to teach Writing Intensive courses such as Urban Studies and Capstone courses.

The 2015-16 WID program will consist of two separate semester-long seminars. The Fall 2015 seminar is co-led by Drs. Evelyn Burg and Michelle Pacht (English) and will meet on Mondays from 3:30 - 5:30. The Spring 2016 seminar schedule will be designed to meet the needs of adjunct faculty who want to teach a Writing Intensive course.

Inquiries: Michelle Pacht (mpacht@lagcc.cuny.edu, x5914); Karen Miller (kamiller@lagcc.cuny.edu, x6016); Ros Orgel (roslyno@lagcc.cuny.edu, x5448)

Seminars and Programs Currently Not Accepting Applications**Exploring and Preparing for MAT 119 (Statway)**

MAT 119 is a new course, designed for non-STEM majors who need MAT096 and whose major requires them to take Elementary Statistics (MAT120). MAT 119 is based on the nationally recognized Statway curriculum, developed by the Carnegie Foundation for the Advancement of Teaching. Statway has been proven to work on campuses nationwide, and LaGuardia is an active participant in the national network. Faculty interested in teaching MAT 119 have been invited to participate in a year-long professional development seminar led by Drs. Prabha Betne, Milena Cuellar, and Marina Nechayeva, and Ros Orgel from the Center for Teaching and Learning. The seminar will help faculty prepare to teach MAT 119.

Inquiries: Ros Orgel (roslyno@lagcc.cuny.edu, x5448)

New Faculty Colloquium

In this year-long orientation to teaching and learning at LaGuardia, new full-time faculty work with CTL staff and senior colleagues to begin to adjust to their new educational setting. Participants learn from each other and from senior colleagues about LaGuardia students, about the various pedagogies found to be effective at LaGuardia, and about the college-wide initiatives and opportunities that will inform their working lives. The colloquium is a setting in which new faculty meet colleagues and form friendships, while learning about strategies for future growth and building a successful career at LaGuardia.

Inquiries: Josephine Corso (jcorso@lagcc.cuny.edu, x 5416) or Priscilla Stadler (pstadler@lagcc.cuny.edu, x5489)



LaGuardia Center for Teaching and Learning Professional Development Seminars 2016-17

Application Deadline: Thursday, May 7, 2016

Full descriptions and online application form: <http://www.laguardia.edu/ctl/seminars>

For 2016-2017, the CTL's professional development program will offer multiple opportunities for LaGuardia faculty to improve their knowledge and skills while strengthening the College's key strategic directions and exploring compelling contemporary themes. Digital Learning and the Core Competencies will take center stage in this effort, while at the same time we continue the critical work of fostering first-year student success and strengthening team-based advisement. The Competencies—Integrative Learning, Global Learning, and Inquiry and Problem Solving—and the three communication abilities (Oral, Written, and Digital) will be central to all CTL programming. Integrating the Competencies into specific areas of inquiry through assignment design, careful utilization of the assessment rubrics, and thinking through disciplinary implications will be key activities across the seminars. Explorations of digital affordances will be as well, whether to foster inquiry and integrated learning experiences, or to extend and deepen communicative capacities, or to capture the connective and multiplicative power of networks and online communities.

As with the Core Competencies, fostering effective modes of digital learning will center on assignment design and consideration of disciplinary implications. Another programming direction, funded by Project AVANZAR, LaGuardia's current Title V program, will support specific seminars on inquiry-based learning and advisement for faculty in the STEM disciplines. Finally, opportunities to teach the First-Year Seminar will continue to grow as we offer seminars both for new FYS instructors, and one-semester mini-seminars for experienced FYS teachers who wish to strengthen their practice in specific areas. As always, all CTL's professional development seminars will be sites of reflective collaboration, where colleagues from a range of departments and programs have the time and space to explore, converse, share, and learn from each other. Wherever your interest lies, participation in CTL seminars will help you meet your professional goals while working closely with colleagues and building your ability to help LaGuardia's students succeed.

Advising in STEM Disciplines

This seminar will prepare faculty from the Mathematics, Engineering, and Computer Science and Natural Sciences departments to help STEM students succeed in their studies and plan their academic and professional futures in these fields. Focused on strengthening LaGuardia's team-based advising structure, the seminar will offer participants opportunities to build new advising strategies and strengthen existing ones.

Inquiries: Marzena Bugaj (mbugaj@lagcc.cuny.edu, x5455); Holly Porter-Morgan (hporter-morgan@lagcc.cuny.edu, x6181)

Assessment-related Mini Grants: Three Opportunities

LaGuardia's Outcomes Assessment process involves two key elements: 1) a strong focus on a systematic and longitudinal examination, by faculty, of actual student work and 2) the Periodic Program Reviews (PPRs) that all majors undergo on a regularly scheduled basis. In order to harness the information collected through our outcomes assessment processes to work toward continual improvement of student learning, Academic Affairs is offering the following three mini grant opportunities:

1. Closing the PPR Loop
2. Sustaining Comprehensive Efforts for Connecting Core Competencies into the Curriculum
3. Engagement and Dissemination

Note: for Assessment-related Mini Grants application, contact Niesha Ziehmke (nziehmke@lagcc.cuny.edu)

Inquiries: Regina Lehman (rlehman@lagcc.cuny.edu, x5775); Justin Rogers-Cooper (jrogers@lagcc.cuny.edu, x5913); Niesha Ziehmke (nziehmke@lagcc.cuny.edu, x6058).

Bringing the Global Learning Competency into Your Classes

LaGuardia's Global Learning rubric is designed to encourage students to deepen their understanding of global issues, strengthen their ability to identify a range of global perspectives, demonstrate their awareness of how the world is shaped by global patterns of power, and develop a reflective, ethically engaged understanding of global issues. This seminar will provide a forum for discussing questions related to the Global Learning Competency as well as time to develop and/or revise assignments designed to help students build their Global Learning Competency.

Inquiries: Karen Miller (kamiller@lagcc.cuny.edu, x6016); Christopher Schmidt (cschmidt@lagcc.cuny.edu, x5904)

The Capstone and Integrative Learning at LaGuardia: Putting It All Together

By the time LaGuardia students arrive at the Capstone course in their majors, they have accumulated a wealth of education and experiences. But how does it all fit together? How does a student's learning in one course connect to that of another? How—if at all—do the student's experiences away from LaGuardia fit into the picture? How does the student integrate it all to make sense of the whole before transitioning to what lies beyond? Participants will examine best practices in Capstone courses nationwide and strengthen and refresh our own Capstone curriculum at LaGuardia.

Inquiries: J. Elizabeth Clark (ldark@lagcc.cuny.edu, x5665)

Connected Learning: ePortfolio and Integrative Pedagogy

Participants will explore key concepts in the field, such as integrative learning, reflective practice, and social pedagogy. Pursuing both conceptual and practical goals, participants create their own seminar and course-based ePortfolios, and become skilled users of the Digication platform. The seminar intentionally models a classroom environment in which principles of inquiry, reflection, and integration organize participants' activities and learning design. The seminar prepares faculty to implement pedagogies with a proven record of elevating students' performance while strengthening their sense of self and purpose.

Inquiries: Ellen Quish (equish@lagcc.cuny.edu, x5382)

Cultivating the Hybrid/Online Teaching and Learning Environment

The hybrid/online seminar will offer faculty from across the disciplines a year-long structure for designing and delivering hybrid or fully online courses. We will explore effective pedagogy, assignment and assessment design, create a clear plan for dividing work between the online environment and the classroom, and align technology use with academic goals. As LaGuardia implements the new Core Competencies—Integrative Learning, Global Learning, Inquiry and Problem Solving and the new Digital Communication ability—online learning will provide abundant opportunity for creative, meaningful assignment and course design.

Inquiries: Josephine Corso (jcorso@lagcc.cuny.edu, ext.5416; Jade Davis (jadavis@lagcc.cuny.edu, ext.7563; Dionne Miller (dmiller@lagcc.cuny.edu, ext.5741)

Digital By Design: Teaching in a Connected World

In this age of social media, digital connectedness, and rapidly changing expectations of work and personal interactions with technology, what is the role of the digital pedagogue? How do we negotiate the world of digital technology and learn what it means to live, teach, and work with a carefully considered digital identity? Participants will engage with these and other theoretical and practical questions, as well as hands-on explorations of relevant technologies. Considering LaGuardia's Integrative Learning Competency and Digital Communication Ability as entry points for curriculum design, the seminar will focus attention on what constitutes an intentionally designed digital pedagogy.

Inquiries: Liz Clark (ldark@lagcc.cuny.edu, x5665); Jade Davis (jadavis@lagcc.cuny.edu, x 7563); Priscilla Stadler (pstadler@lagcc.cuny.edu, x5489)

Faculty Scholars Publication Workshop

In this year-long seminar, designed to assist LaGuardia faculty with their scholarly writing, faculty scholars seek to complete current academic writing projects and place them in external, peer-reviewed journals. LaGuardia faculty scholars from various disciplines—ranging from Accounting to Communication Studies, from Mathematics to English, from Library Science to Sociology—come together to read, critique, and support one another's writing within their respective fields. Past FSPW participants have benefited from the peer support structure of this seminar and have successfully revised and submitted work subsequently published in peer reviewed journals.

Inquiries: Nancy Berke (nberke@lagcc.cuny.edu, x5908); Michele Piso (mpiso@lagcc.cuny.edu, x5483)

Foundations of Advising

Led by a team of CTL staff, faculty, and Student Affairs professionals, this one semester seminar (offered in Fall I 2016 and Spring I 2017) provides practical and immediately applicable knowledge for faculty and staff engaged in advisement. Participants will learn about programs, policies, and procedures, and develop skills needed to communicate effectively as an advisor. Participants will be introduced to the fundamentals of registration and grading processes, course sequencing and selection, financial aid, and educational planning.

Inquiries: Marzena Bugaj (mbugaj@lagcc.cuny.edu, x5455); Linda Chandler (lchandler@lagcc.cuny.edu, x5910)

Future Humans: The Pedagogy of Technology, Self, and Society

How does technology change our relationships, use of resources, bodies, and our very understanding of humans and consciousness? What does it mean to live at a time when--according to some--we are on the brink of an intelligence explosion? Faculty interested in learning and teaching about questions related to technology, superintelligence/AI, and/or transhumanism are invited to apply for this Fall 2016 seminar. Readings, tools, and resources will be provided for faculty interested in helping students explore aspects of ethical, legal, medical, economic, privacy, cultural, and other issues related to advanced technologies, and their disciplinary relevance.

Inquiries: Bethany Holmstrom (bholmstrom@lagcc.cuny.edu, x7505); Priscilla Stadler (pstadler@lagcc.cuny.edu, x5489)

Gender and Diversity at LaGuardia: Re-thinking Pedagogy

The Gender and Diversity Seminar welcomes faculty interested in developing strategies for increased awareness of diversity and increased ability to advance equity and justice in the classroom. The seminar is a cross-disciplinary forum for dialogue, active practice, and support aligned with the College's commitment to Global Learning. Participants will develop their abilities to thoughtfully communicate across differences such as race, gender, class, religion, ethnicity, and sexuality, and to consider the role higher education plays in expanding awareness of privilege, representation, and stratification. Participants will consider the ways in which interdependent yet inequitable social systems function in the classroom.

Inquiries: Dahlia Elsayed (delsayed@lagcc.cuny.edu, x4074); Claudia Moreno Parsons (cmorenopisano@lagcc.cuny.edu, x5909); Michele Piso (mpiso@lagcc.cuny.edu, x5483)

Incarceration and Daily Life: The Carnegie Seminar on the Scholarship of Teaching and Learning

The Scholarship of Teaching and Learning (SoTL) is the rigorous and systematic study of student learning, publicly shared, open to peer review and critique, and committed to the collective creation of knowledge. The Carnegie Seminar commits itself to these principles and to LaGuardia's vision of an integrated culture of evidence-based teaching and learning. Framed by the broad theme of social justice, the 2016-2017 Carnegie Seminar invites the participation of faculty and staff interested in designing publishable SoTL projects that examine the question of mass incarceration, its causes and destabilizing consequences.

Inquiries: Jose Fabara (fabarajo@lagcc.cuny.edu, x5624); Michele Piso (mpiso@lagcc.cuny.edu, x5483); Patricia Sokolski (psokolski@lagcc.cuny.edu, x6027)

Inquiry and Problem-Solving in STEM Disciplines

Recognizing the national need to improve STEM education and ensure that students have the knowledge and skills needed to succeed in 21st century jobs, Mathematics, Engineering, and Computer Science and Natural Science faculty participating in this seminar will design and refine assignments that use inquiry learning pedagogy and undergraduate research to help students engage more deeply in STEM learning.

Inquiries: Ros Orgel (roslyno@lagcc.cuny.edu, x5448)

Liberal Arts: Clusters and Pairs

Liberal Arts Clusters support student success, and with the recent introduction of LIF101, there are opportunities to enhance student advisement, retention, and graduation still further. In addition, the introduction of the Integrative Learning Core Competency means the kinds of interdisciplinary teaching found in clusters and pairs are increasingly important. This seminar will provide a forum for faculty teaching in clusters and pairs to work with one another and with Student Services staff to enhance integration and advisement within Learning Communities. As co-curriculars are an important component in the First Year Experience, this seminar will also support field trips.

Inquiries: Naomi Stubbs (nstubbs@lagcc.cuny.edu, x5680)

New to College Mini-Seminars: Three Opportunities

To support ongoing learning and exchange among First Year Seminar faculty, the Center for Teaching and Learning is offering a trio of advanced Mini-Seminars:

1. Supporting ESL Students in the FYS (Fall I 2016)
2. Building Growth Mindset in the FYS (Fall II 2016)
3. Introducing Your Discipline in the FYS (Spring I 2017)

Each Mini-Seminar will consist of a total of six hours. To be eligible, faculty must have successfully completed a New to College seminar. Faculty can apply to take part in one or more Mini-Seminars.

Inquiries: Ellen Quish (equish@lagcc.cuny.edu; x5382)

New to College: Summer and Beyond

The first year of college has emerged as a critical juncture for building student success. To meet this challenge, LaGuardia has launched the First Year Seminar (FYS). Linking an introduction to the major with advisement and an orientation to college learning, the FYS cultivates an integrative pedagogy addressing not only cognitive academic abilities, but also co-curricular experience and affective dimensions of learning. ePortfolio practice is a central element in the course design as well, and while participants need not have extensive ePortfolio experience, willingness to learn about integrative ePortfolio practice will be critical to success.

(Applications due March 21. Please complete the form at: <https://www.surveymonkey.com/r/NtCI16-17>)

Inquiries: Ellen Quish (equish@lagcc.cuny.edu; x5382)

Teaching the City: Urban Studies at LaGuardia

New York is a global city—a site of global commerce, politics, culture and art. How do we teach our Urban Studies courses given this dynamic transnational backdrop? What makes course content “urban”? How can we revise and create assignments that will address the College’s Global Learning Competency? What can we do, college-wide, to help students connect knowledge of the city with disciplinary skills and understanding? This seminar offers faculty an opportunity to consider these questions as they rethink and redesign their Urban Studies courses.

Inquiries: Arianna Martinez (amartinez@lagcc.cuny.edu, x5691); Laura Tanenbaum (ltanenbaum@lagcc.cuny.edu, x5747)

Writing in the Disciplines

The semester-long Writing in the Disciplines seminar explores strategies for improving student writing and using writing as an active learning tool. Faculty will develop and test writing-intensive assignments that can help students learn course content and develop Core Competencies, and revise syllabi to create a Writing Intensive course. Seminars are facilitated by interdisciplinary teams of LaGuardia faculty and Graduate Center Writing Fellows. Faculty interested in teaching Writing Intensive courses, such as Urban Studies and Capstones, must complete the seminar to receive Writing Intensive certification.

Inquiries: Evelyn Burg (burgev@lagcc.cuny.edu, x5634); Michelle Pacht (mpacht@lagcc.cuny.edu, x5914); Ros Orgel (roslyno@lagcc.cuny.edu, x5448).

Seminars and Programs Currently Not Accepting Applications**New Faculty Colloquium**

In this year-long orientation to teaching and learning at LaGuardia, new full-time faculty work with CTL staff and senior colleagues to learn about their new professional environment. Participants learn from each other and colleagues across the College about LaGuardia’s students, college-wide initiatives, opportunities, and pedagogical strategies proven to be effective at LaGuardia. The colloquium is a setting where new faculty can form friendships that carry into future endeavors. Colloquium activities include introductions to key processes, resources, and information that will help new faculty successfully navigate their first year at the college and set the stage for a successful LaGuardia career.

Inquiries: Josephine Corso (jcorso@lagcc.cuny.edu, x 5416); Priscilla Stadler (pstadler@lagcc.cuny.edu, x5489)

Appendix 5.1b CTL Compensation Participation 2012-2016

Released Time						Stipends				
	TL Amount	RF # Hrs	RF Amt	Total RT Hrs	Total Amount	Adjunct	F/T	Total Stipends	Overall Totals for PD	
2012/13	\$ 63,375.00	60	\$ 80,700.00	125	\$ 144,075.00	\$33,882.73	\$183,977.78	\$217,860.51	\$ 361,935.51	
2013/14	\$ 33,073.20	38	\$ 51,110.00	78	\$ 84,183.20	\$25,853.43	\$175,976.63	\$201,830.06	\$ 286,013.26	
2014/15	\$ 142,708.55	84	\$ 112,980.00	208	\$ 255,688.55	\$80,712.85	\$348,631.55	\$429,344.40	\$ 685,032.95	
2015/16	\$ 133,454.10	74	\$ 99,530.00	195	\$ 232,984.10	\$44,405.00	\$159,841.00	\$204,246.00	\$ 437,230.10	
Numbers and Categories of Participants										
	# F/T Faculty	# P/T Faculty	Staff	#Total faculty						
2012/13	168	61	11	229						
2013/14	143	34	16	177						
2014/15	257	108	12	365						
2015/16	252	102	16	354						
Totals	820	305	55	1125						

Appendix 5.2a Moving from Associate to Full Professor Workshop (Spring 2016)

Office of Academic Affairs

Moving from Associate to Full Professor

**A workshop series and funding opportunity for
CUNY Associate Professors**

Spring 2016 Application

Application Deadline: **February 22, 2016**

I. PROGRAM DESCRIPTION

The 2015 administration of the Collaborative on Academic Careers in Higher Education (COACHE) survey indicated that Associate Professors at CUNY would like more support for their major work responsibilities (i.e., scholarly and creative activity, teaching and service) and promotion to full Professor. In response, during the spring 2016 semester, the CUNY Office of Academic Affairs (OAA) is pleased to pilot test a new program, *Moving from Associate to Full Professor*, a workshop series and funding opportunity for CUNY Associate Professors.

Two workshop series will be offered – one for Associate Professors at CUNY community colleges and one for Associate Professors at CUNY senior colleges. The series will address a broad range of practices that are important for professional success generally and for promotion to full Professor specifically. They are based on a successful workshop series developed as part of the federally-funded [Gender Equity Project](#) (GEP) by CUNY Executive Vice Chancellor and University Provost Vita Rabinowitz, CUNY Distinguished Professor Virginia Valian and University Associate Dean for Faculty Affairs Annemarie Nicols-Grinenko.

Each workshop series will include two six hour (12:00 pm – 6:00 pm) sessions at CUNY Central (205 East 42nd Street) on the following dates:

Workshop Series for Senior College Associate Professors
Friday, March 18, 2016
Friday, April 22, 2016 (first day of spring break)

Workshop Series for Community College Associate Professors
Friday, April 8, 2016
Friday, April 29, 2016 (last Friday of spring break)

Following the workshop series, participants will have the opportunity to apply for funding aimed at helping them make progress toward promotion to full Professor (see section IIIB - Program Benefits - for more details).

Questions? Contact Dr. Annemarie Nicols-Grinenko, University Associate Dean for Faculty Affairs, at Annemarie.Nicols-Grinenko@cuny.edu or 646-664-8068.

Appendix 5.2b Academic Affairs Research/Scholarly Work Award (2 pages)**Academic Affairs Research/Scholarly Work Award**

This is a competitive award designed to support the scholarly/creative work of tenure-track faculty in their 6th year of appointment. Proposals will be rated by a panel of LaGuardia faculty.

Eligibility: Full-time, tenure-track faculty in their sixth year of appointment.

Award amount: 3 hours released time for one academic year. For this round, the released time will be awarded in Spring I, 2017. Note that the award cannot be “rolled over” to next year; you must be scheduled for teaching hours in spring that you can actually be released from.

Funding Available for 2016-17 academic year: 6 awards @ 3 hrs released time.

Criteria:

- Submission of scholarly/creative work by August 31, 2017. (Priority will be given to faculty currently engaged in preparation of a manuscript or other scholarly or creative work to be submitted - not necessarily accepted - by Aug 31, 2017 for publication or exhibit).
- Scholarly/creative merit of the project.
- Institutional Strengthening.

Academic Affairs Research/Scholarly Work Award**Application****DUE COB WEDNESDAY, NOVEMBER 30, 2016**

Name: _____

Rank: _____

Department: _____ Chairperson's approval _____
(signature)

*Your proposal should answer the following questions. Length should be from 300-600 words.
Submit your completed application to Provost Paul Arcario by COB Wednesday, November 30,
2016.*

Description of the work: What is the nature of the scholarly/creative work you are now working on? Where will it be submitted by August 31, 2016?

Scholarly/creative merit of the work: What will be the potential contribution to the field?

Institutional Strengthening: What is the potential for the project to strengthen/contribute to the college? In what way (e.g., the curriculum, pedagogy, student success)?

Appendix 5.2c Chancellor's Research Fellowship Program Letter (2 pages)

The Chancellor
chancellor@cuny.edu
205 East 42nd Street, 18th floor
New York, NY 10017
646 664-9100 tel.
646 664-3868 fax

November 28, 2016

Dear Community College Presidents:

I am pleased to announce a new round of the Chancellor's Research Fellowship Program to advance the research and scholarship of our outstanding community college faculty. I have heard a great deal about how important and successful the program is when I've hosted receptions in honor of Fellows and learned of the exciting projects this program supports.

Under the program, the Chancellor's Office will award up to 20 research fellowships of two courses of released-time each to tenured full-time community college faculty members who have demonstrated an ongoing commitment to research, scholarship and/or creative work. The two course releases may be taken over one or two semesters during the 2017-18 academic year.

Applicants for the Chancellor's Research Fellowships should electronically submit the following materials at <http://www2.cuny.edu/academics/faculty-affairs/funding-opportunities/chancellors-research-fellowship-program/>.

- online application form with name, department, college, rank, date of tenure, email address, home and college addresses and phone numbers;
- a proposal of no more than five pages, describing the project for which they are seeking the fellowship, a plan for completing the project and expected outcomes; and
- a current vitae with evidence of an ongoing commitment to research, scholarship and/or creative work.

The deadline for submissions is February 6, 2017.

Faculty committees will review all applications on the following dimensions:

1. intellectual/academic/creative quality of the proposal (with relevant work cited)
2. quality and specificity of the plan to complete the research/scholarship/creative work, including a realistic timeline and expected outcomes
3. evidence that the candidate has the necessary resources (other than released time) to complete the plan and, if relevant, has laid the necessary groundwork to start the plan (e.g., IRB approval already in place)
4. candidate's record of research/scholarship/creative activity, including publications and grants

Announcements of fellowship recipients will be made in late spring 2017 and an awards ceremony will be held in May. Fellowship recipients will be asked to submit a brief progress summary on their research in the semester following the completion of their fellowship.

-2-

Please feel free to contact University Associate Dean for Faculty Affairs, Annemarie Nicols-Grinenko, with questions about this program.

Thank you for distributing this announcement to tenured full-time faculty members at your college.

Sincerely,



James B. Milliken

c: Community College Provosts
Vita C. Rabinowitz, Executive Vice Chancellor and University Provost
Annemarie Nicols-Grinenko, University Associate Dean for Faculty Affairs

Appendix 5.3 SIRS update V3 Fall 2016

10.2 - The College should reconsider the **SIRs** and investigate alternative methods of student evaluation of teaching, and, if a preferable alternative is found, implement a change to this alternative.

RESPONSE – Fall 2016

This recommendation was meant to address the broader issue of how faculty classroom instruction is evaluated at the College. The Collegewide P&B Committee has been attempting to look at teaching in an increasingly holistic fashion, in particular striving to facilitate stronger written evaluations of classroom instruction, which form the "third-leg" of the assessment of teaching along with SIRs and peer observations. In the Spring 2015 semester, members of the Collegewide P&B offered two well-attended workshops for untenured faculty on how to incorporate documentation of student learning into annual evaluations of teaching. Building on these workshops, the 2015-16 Provost's Learning Space – a faculty professional development initiative - spent the year exploring ways to assess and document student learning for the purpose of continuous improvement of teaching, as well as strengthening annual evaluation write-ups. Participants included the Provost, two academic chairs, and 17 faculty members representing all of the academic departments. Based on its success, this initiative has expanded in 2016-17, led by the Provost, a faculty member, and four academic chairs, with participants including both current and newly-hired faculty; over 60 faculty are participating.

Regarding the SIRs specifically, during the 2013-14 academic year, Provost Arcario participated in discussions at the CUNY Academic Council regarding teaching evaluations, with particular attention to the idea of doing the evaluations online. In reporting on these discussions to the Collegewide P&B Committee, the idea of developing a "home-grown" alternative student survey did not seem practical or worthwhile, as such an instrument would most likely face issues of reliability, validity, and difficulty in determining satisfactory comparisons. Also, the P&B members were not all on board with the idea of online administration, given concerns about response rates and the need to incentivize students to participate.

To look further into whether the Collegewide P&B Committee was making optimum use of the SIR instrument, Provost Arcario arranged for the Educational Testing Service (developer of the SIRs) to provide a workshop for the Committee. The workshop was led by ETS staff, including the educational researcher who had originally developed the SIR, at the August 20, 2015 P&B meeting. The workshop presented "best practices" for using the SIR data, with a review and discussion of how to best consider the comparative data presented in the SIR Instructional Reports received from ETS. In addition, the P&B was made aware of the availability of – and then ordered - an institutional "combined report" (subsequently received in October, 2015), which provides further comparative data (namely, LaGuardia's own overall means for the scales). This workshop and subsequent discussions raised a number of issues regarding comparative data that the Collegewide P&B Committee could make use of (for example, comparing by specific discipline when available), but it was decided that the current comparisons to national two-year colleges remained the best alternative. It should be noted that the institutional "combined report" showed that overall LaGuardia's scores exceed the national comparisons for two-year colleges in every category; a recent review of "letters of concern" issued by Collegewide P&B to provide guidance to faculty showed that over a five-year period (2011-15), only 21 such guidance letters, out of 831 reappointment actions, were issued to faculty regarding a concern with SIR scores.

Appendix 5.4 Instructional Staff handbook, pg. 31**Scholarship Incentive Awards**

In order to allow members of the full-time teaching instructional staff to conduct scholarly research, the Board has provided for scholarship incentive awards.

The Faculty member must have completed one full year of continuous active service prior to applying for an award. After receiving the approval of the Divisional or Departmental and the College-wide Personnel and Budget Committees, the President must endorse the proposal. Such endorsement must state that the work of the area in which the applicant serves can be so arranged as to be carried out effectively during the leave, and that the work the applicant intends to do is consonant with the concept of the award.

The college is allowed to compensate the person for up to 25% of his or her annual salary. However, the total amount of money earnable with outside support may not exceed 100% of his or her annual salary rate. (For further information see Article 25 of the PSC/ CUNY Agreement.) The faculty member shall be eligible for a subsequent Scholar Incentive award after six years of creditable service with the University since completion of the last Scholar Incentive Award.

Annual Leave**For staff in HEO Series titles and CLT Series titles;**

Staff employed prior to January 1, 1998 in the Higher Education Officer Series titles (HEO) or College Laboratory Technician Series (CLT) are eligible to receive twenty five (25) work days per year of annual leave. Staff employed prior to January 1, 1998 as librarians are eligible to receive thirty (30) workdays per year of annual leave. Staff employed after January 1, 1998 accrue annual leave at a different rate in accordance with Article 14 of the PSC/CUNY Agreement as follows:

During the first year of service, fifteen (15) work days per year.

During the second year of service through the eleventh year of service and thereafter, fifteen (15) work days per year, plus one additional work day for each year of service, to maximum of twenty five (25) work days per year.

For staff in Librarian titles;

During the first year of service, twenty (20) work days per year. During the second year of service through the eleventh year of service and thereafter, twenty (20) work days per year, plus one additional work day for each year of service, to a maximum of thirty (30) work days per year. The annual leave year is from September 1 through August 31. Annual leave may not be in excess of the employee's maximum accrual as of August 31. Annual leave must be requested in advance and approved by the employee's supervisor. An Advance Approval of Leave form may be used which can be found on the human resources website under "Forms".

Appendix 6.2 PPR Calendar (4 pages)

LaGuardia Community College
Learning Outcomes Assessment schedule

DEPARTMENT/UNIT - Degree	PPR LAST COMPLETED	Accreditation STATUS	Accrediting body	Last accreditation	Next accreditation	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Programs/ Option/ Certificate by department															
Business & Technology Department															
Accounting-A.S.	2014-2015	non-accredited							P	AR	I	I	I		
Business Administration-A.S. (Bus. Admin programs grouped under 1 PPR)	2013-2014	non-accredited						P	AR	I	I	I			P
Bus. Admin. Aviation Management Option	new	non-accredited													P
Business Management-A.A.S. (Bus. Mgmt programs grouped under 1 PPR)	2013-2014	non-accredited						P	AR	I	I	I			P
Bus. Mgmt. Entrepreneurship and Small Bus. Option	2013-2014	non-accredited						P	AR	I	I	I			P
Bus. Mgmt. International Business Option	2013-2014	non-accredited						P	AR	I	I	I			P
Paralegal Studies-A.A.S.	2011-2012	Approved	American Bar Association (ABA)	2013	2020	P	AR	I	I	I			P	AR	I
Travel, Tourism and Hospitality Mgmt-A.A.S.	2014-2015	non-accredited							P	AR	I	I	I		
Word Processing Specialist-CERT	?	non-accredited						P	AR	I	I	I			P
ELA Department															
Education Associate/Bilingual Child-A.A. (3 Education programs grouped under 1 PPR)	2011-2012	non-accredited, dual-joint articulation with Queens College				P	AR	I	I	I			P	AR	I
Education: Childhood - AA	2011-2012	non-accredited, dual-joint articulation with Queens College				P	AR	I	I	I			P	AR	I
Education: Secondary - AA	2011-2012	non-accredited, dual-joint articulation with Queens College				P	AR	I	I	I			P	AR	I
Modern Languages -A.A.	2013-2014	non-accredited						P	AR	I	I	I			P
ESL	2008-2009	non-accredited						P	AR	I	I	I			P
Spanish Translation-A.A.	new 2009	non-accredited							P	AR	I	I	I		P

Updated 7/25/13

LaGuardia Community College
Learning Outcomes Assessment schedule

DEPARTMENT/UNIT - Degree	PPR LAST COMPLETED	Accreditation STATUS	Accrediting body	Last accreditation	Next accreditation	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Programs/ Option/ Certificate by department															
ENGLISH Department															
Writing/ Composition Program (ENG099, 101, 102, & 103)	2008-2009	non-accredited								P	AR	I	I	I	
Writing and Literature (English)-A.A.	new 2007	non-accredited						P	AR	I	I	I			P
Journalism Option	new 2011	non-accredited											P	AR	I
Creative Writing (Writing & Lit. track)	new 2011	non-accredited											P	AR	I
HUMANITIES Department															
Commercial Photography-A.A.S. (3 Photo programs grouped under 1 PPR)	2008-2009	non-accredited								P	AR	I	I	I	
Commercial Photography- Fine Arts Option		non-accredited								P	AR	I	I	I	
Commercial Photography-CERT	2008-2009	non-accredited								P	AR	I	I	I	
Communication Studies-A.A.	2013-2014	non-accredited						P	AR	I	I	I			P
Fine Arts-A.S. (both Fine Arts programs grouped under 1 PPR)	2012-2013	non-accredited					P	AR	I	I	I				P
Fine Arts- Design Studies Option- A.S.	2012-2013	non-accredited					P	AR	I	I	I				P
Music Recording Technology-A.A.S.	2014-2015	non-accredited							P	AR	I	I	I		P
New Media Technology-A.A.S. (both Media programs grouped under 1 PPR)	2012-2013	non-accredited					P	AR	I	I	I		P	AR	I
Digital Media Arts-CERT	new 2009	non-accredited					P	AR	I	I	I		P	AR	I
Philosophy-A.A.	new 2009	non-accredited							P	AR	I	I	I		P
Theater- A.A.	new 2011	non-accredited											P	AR	I
Industrial Design A.A.S. [closed in 2013 due to Pathways]	new 2010	non-accredited													
MATHEMATICS, ENGINEERING, & COMPUTER SCIENCE (MEC)															
Basic Skills-Math	2012-2013						P	AR	I	I	I			P	AR
Computer Operations-A.A.S. [closed in 2013 due to Pathways]	2009-2010	non-accredited				I									

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LaGuardia Community College
Learning Outcomes Assessment schedule

DEPARTMENT/UNIT - Degree	PPR LAST COMPLETED	Accreditation STATUS	Accrediting body	Last accreditation	Next accreditation	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Programs/ Option/ Certificate by department															
Computer Operation: Network Admin and Security Option - A.A.S.	2009-2010	non-accredited				I					P	AR	I	I	I
Computer Science-A.S.	2009-2010	non-accredited				I					P	AR	I	I	I
Computer Technology-A.A.S.	2009-2010	non-accredited				I					P	AR	I	I	I
Engineering: Civil - A.S. (3 Engineering program reviews grouped under 1 PPR)	2011-2012	non-accredited; dual-joint articulation with City College				P	AR	I	I	I			P	AR	I
Engineering Science Electrical - A.S.	2011-2012	non-accredited; dual-joint articulation with City College				P	AR	I	I	I			P	AR	I
Engineering: Mechanical - A.S.	2011-2012	non-accredited; dual-joint articulation with City College				P	AR	I	I	I			P	AR	I
Programming and Systems-A.A.S.	2009-2010	non-accredited				I					P	AR	I	I	I
NATURAL SCIENCES Department															
Biology - A.S.	new 2010	non-accredited										P	AR	I	I
Environmental Science - A.S.	new 2010	non-accredited										P	AR	I	I
HEALTH SCIENCES Department															
Food Service Mgmt-A.A.S. (Food Mngt. programs grouped under 1 PPR)	2007-2008	non-accredited							P	P	AR	I	I	I	

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LaGuardia Community College
Learning Outcomes Assessment schedule

DEPARTMENT/UNIT - Degree	PPR LAST COMPLETED	Accreditation STATUS	Accrediting body	Last accreditation	Next accreditation	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Programs/ Option/ Certificate by department															
Dietetic Technician-A.S.	2007-2008	Accredited & on probation	Accreditation Council for Education in Nutrition & Dietetics (ACEND)	2002	2013				P	P	AR	I	I	I	
School Food Service Mgmt- A.A.S.	2007-2008	non-accredited							P	P	AR	I	I	I	
Emergency Medical Technician/ Paramedic-A.A.S. [prep closing by 2014]		non-accredited	Commission on the Accreditation of Allied Health Education Programs (CAAHEP) through the Committee on Accreditation												
Human Services: Gerontology-A.A. (Human Services programs grouped under 1 PPR)	2012-2013	non-accredited					P	AR	I	I	I			P	AR
Human Services: Mental Health-A.A.	2012-2013	non-accredited					P	AR	I	I	I			P	AR
Nursing-A.A.S. (Nursing programs grouped under 1 PPR)	2008-2009	Accredited; dual-joint articulation with York & Lehman	National League for Nursing Commission, Inc., also New York State	2008	2016				P	AR	I	I	I		

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LaGuardia Community College
Learning Outcomes Assessment schedule

DEPARTMENT/UNIT - Degree	PPR LAST COMPLETED	Accreditation STATUS	Accrediting body	Last accreditation	Next accreditation	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<i>Programs/ Option/ Certificate by department</i>															
Occupational Therapy Assistant-A.S.	2012-2013	Accredited	ACOTE – Accredited Council for Occupational Therapy Education of the American Occupational Therapy Association	2006	2016		P	AR	I	I	I			P	AR
Physical Therapist Assistant-A.A.S.	2008-2009	Accredited	Commission on Accreditation in Physical Therapy Education	2010	2020					P	AR	I	I	I	
Practical Nursing-CERT	2004-2005	non-accredited	New York State	2011	2016					P	AR	I	I	I	
Radiologic Technology-A.A.S.	new 2006	non-accredited	Recognized by the American Registry of Radiologic Technologists (ARRT) as Accredited through LaGuardia Community College's Middle States Accreditation							P	AR	I	I	I	

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LaGuardia Community College
Learning Outcomes Assessment schedule

DEPARTMENT/UNIT - Degree	PPR LAST COMPLETED	Accreditation STATUS	Accrediting body	Last accreditation	Next accreditation	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<i>Programs/ Option/ Certificate by department</i>															
Veterinary Technology-A.A.S.	2009-2010	Accredited	Committee on Veterinary Technician Education & Activities	2012		AR	I	I	I		P	AR	I	I	
SOCIAL SCIENCE Department															
Psychology -A.A. (as of fall 2013, was an A.S. degree prior to Pathways)	new 2012	non-accredited										P	AR	I	
Criminal Justice-A.S.	2013-2014	non-accredited; dual-joint articulation with John Jay						P	AR	I	I	I			P
Urban Studies	2008-2009	non-accredited								P	AR	I	I	I	
Cooperative Education (department closed as of 9/1/13)	2009-2010	non-accredited				I									
Counseling (moved to Student Affairs in fall 2005-2006)	2005-2006	non-accredited								P	AR	I	I	I	
Liberal Arts: Mathematics and Science	2010-2011	non-accredited				AR	I				P	AR	I	I	
Lib Arts MS: Actuary Science Option		non-accredited									P	AR	I	I	
Liberal Arts: Social Sciences and Humanities	2010-2011	non-accredited				AR	I				P	AR	I	I	
Lib Arts: Deaf Studies Option	2008-2009	non-accredited						P	AR	I	I	I			
Lib Arts: History Option		non-accredited						P	AR	I	I	I			
Lib Arts: International Studies Option		non-accredited								P	AR	I	I		
Lib Arts: Labor and Community Organizing Option (closed in fall 2013 due to Pathways)	2008-2009	non-accredited								P	AR	I	I		
Lib Arts: Media Studies Option		non-accredited						P	AR	I	I	I			P
Lib Arts: Latin American Studies Option		non-accredited						P	AR	I	I	I			P
Lib Arts: Music Option (new)		non-accredited													
Lib Arts: Psychology	converted to major in 2012	non-accredited													
OTHER PROGRAMS															

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LaGuardia Community College
Learning Outcomes Assessment schedule

DEPARTMENT/UNIT - Degree	PPR LAST COMPLETED	Accreditation STATUS	Accrediting body	Last accreditation	Next accreditation	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<i>Program/ Option/ Certificate by department</i>															
Library Department	2013-2014	non-accredited						P	AR	I	I	I			P
Communication Skills [department closed in fall 2013 and merged with the ELA department]	2006-2007	non-accredited													
program/ certificate totals = 59		P				5	5	7	5	5	3	4	7	5	10
		AR				2	3	5	6	5	8	8	4	7	5
		I				2	1	3	9	14	16	19	19	16	13

Updated 7/25/13

Appendix 6.3 Alignment with Weill Cornell Medical Center**Alignment with Weill Cornell Medical Center**

The Division of Adult and Continuing Education's partnership with Weill Cornell Medical Center illustrates a recent success in the alignment of their employer engagement strategy and credit articulation practice to support credentialing around specific skills and competencies. Weill Cornell Medical Center, which employs over 4,000 individuals in the New York City area, had experienced high levels of staff turnover and a significant skills gap in new applicants within their administrative job titles. In response, ACE developed a five-course, project-based, medical billing certificate program that supports students' continued career advancement through job readiness training, career advisement, and an articulation agreement for up to nine credits towards an Associate's degree in Business Administration. The certificate that students receive upon completion of the course would allow them to be considered for employment as a Medical Biller in lieu of an Associate's degree. Weill Cornell informed ACE's screening and assessment, recruitment plans, curriculum design, and job readiness activities. Senior staff from LaGuardia's skills training and career advisement teams met with Weill Cornell's managers within their medical billing units, human resources managers, and junior medical billing staff to understand day-to-day job requirements and tasks, what differentiated successful job candidates and high-performing employees from unsuccessful and low-performing ones, and career paths leading to and from this job title. Weill Cornell provided ACE with extensive input on curriculum and learning outcomes relating to technical and workplace-readiness skills, hosted three onsite learning sessions, including training on EPIC software, interviewed each program participant for possible employment, and made hiring offers to more than fifty percent of participants of the initial pilot. The program has since expanded to train fifty students for a projected expansion of Weill Cornell's provider practice.

Appendix 6.4 Degrees Awarded by Major (2 pages)

Measures of
SuccessDegrees Awarded by Major
Five-Year Trend

Program Name	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015	1-Yr. Change*	4-Yr. Change*
Accounting (AS)	62	116	143	174	201	16%	224%
Accounting (AAS)	100	58	13	6	0	*	*
Administrative Assistant	13	12	2	0	0	*	*
Biology		1	6	15	33	*	*
Business Administration	422	468	405	362	408	13%	-3%
Business Management	95	89	46	41	51	24%	-46%
Commercial Photography	32	32	32	31	32	3%	0%
Commercial Photography (Certificate)		1	0	1	1	*	*
Communication Studies	8	25	29	35	57	63%	*
Computer Operations	54	55	25	33	24	73%	6%
Computer Science	14	26	13	16	40	*	*
Computer Technology	28	30	15	18	30	*	7%
Criminal Justice	45	102	136	216	272	26%	504%
Dietetic Technician	10	22	17	12	17	*	*
Digital Media Arts (Certificate)				2	3	*	*
Education Associate: The Bilingual Child	18	13	9	7	11	*	*
Engineering Science: Civil Engineering	18	16	16	12	16	*	*
Engineering Science: Electrical Engineering	13	17	11	23	20	*	*
Engineering Science: Mechanical Engineering	13	15	15	13	10	*	*
Emergency Medical Technician/Paramedic	7	3	7	13	5	*	*
Environmental Science			2	4	6	*	*
Fine Arts	50	60	66	57	82	44%	64%
Foodservice Management	3	6	3	6	14	*	*
Human Service	99	121	78	87	86	-1%	-13%
Industrial Design Technology			1	5	4	*	*
Liberal Arts: Childhood Education	70	72	45	89	94	6%	34%
Liberal Arts: Deaf Studies	14	14	4	12	9	*	*
Liberal Arts: History	4	4	3	0	3	*	*
Liberal Arts: International Studies	7	11	1	12	8	*	*
Liberal Arts: Journalism				3	10	*	*
Liberal Arts: Latin American Studies	2	1	0	0	1	*	*

Measures of Success

Degrees Awarded by Major Five-Year Trend

Program Name	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015	1-Yr. Change*	4-Yr. Change*
Liberal Arts: Mathematics and Science	123	124	100	112	154	38%	25%
Liberal Arts: Media Studies	11	17	4	22	23	*	*
Liberal Arts: Secondary Education	18	13	4	32	30	-6%	36%
Liberal Arts: Social Sciences and Humanities	262	375	392	365	320	-12%	36%
Music Recording Technology	15	16	10	13	19	*	*
New Media Technology	18	26	26	27	40	48%	122%
Nursing	173	140	110	116	70	-40%	-60%
Occupational Therapy Assistant	41	41	46	46	39	-15%	-5%
Paralegal Studies	65	66	42	39	56	44%	-14%
Philosophy	7	12	14	12	8	*	*
Physical Therapist Assistant	26	31	33	39	36	-8%	38%
Practical Nursing (Certificate)	94	61	80	66	71	8%	-24%
Programming & Systems	19	35	16	11	20	*	*
Psychology	39	50	34	87	149	71%	282%
Radiologic Technology		10	13	15	18	*	*
School Foodservice Management	8	3	7	0	0	*	*
Spanish Translation		1	1	2	5	*	*
Theatre				17	19	*	*
Travel, Tourism, & Hospitality Management	39	69	53	51	57	12%	46%
Veterinary Technology	33	26	35	24	14	*	*
Writing & Literature	26	15	27	29	35	21%	35%
Phased Out Programs	9	9	0	1	2	*	*
	2,227	2,530	2,190	2,431	2,733	12%	23%

* Percent change not calculated where there are fewer than 25 students.

Source: LaGuardia Community College Data Warehouse

Appendix 6.5 Job Linkage Report 2014-2015 (4 pages)

NEXT GENERATION NY JOB LINKAGE PROGRAM REPORT

LaGuardia Community College

PROGRAM NAME	INDUSTRY SECTOR ⁽¹⁾	PROGRAM CATEGORY ⁽²⁾	JOB LINKAGE CRITERIA ⁽⁴⁾				PRACTICAL TRAINING				
			(A)	(B)	(C)	(D)					
			Employer Partnership	Advisory Committee	High-Tech Sector	None	Paid Internships (Y/N)	If Yes, # of Students	Apprenticeships (Y/N)	If Yes, # of Students	Co-Ops (Y/N) If Yes, # of Students
Commercial Photography	Professional, scientific and technical services	AAS	X	X			Y	3	N		N
Computer Science, Operations, and	Professional, scientific and technical services	AAS	X	X	X		N		N		N
ENT/Paramedic	Health care and social assistance	AAS	X	X	X		N				
Food Service Management	Accommodation and food services	AAS	X	X			Y	16	N		N
Industrial Design Technology	Professional, scientific and technical services	AAS	X	X	X		N		N		N
Music Recording Technology	Arts, entertainment and recreation	AAS		X	X		N		N		N
New Media Technology	Information	AAS	X		X		N		N		N
Nursing	Health care and social assistance	AAS	X	X	X		N		N		N
Occupational Therapy Assistant	Health care and social assistance	AAS	X	X	X		N		N		N
Paralegal Studies	Professional, scientific and technical services	AAS	X	X			Y	1	N		N
Physical Therapist Assistant	Health care and social assistance	AAS	X	X	X		N		N		N
Practical Nursing	Health care and social assistance	Certificate	X	X	X		N		N		N
Radiologic Technology	Health care and social assistance	AAS	X	X	X		N		N		N
Travel, Tourism and Hospitality Management	Accommodation and food services	AAS	X	X	X		Y	4	N		N
Veterinary Technology	Other services	AAS	X	X	X		N		N		N

(4) Enter an "X" under the applicable job linkage criteria as defined below:

(A) Employer Partnership: The program is a partnership between the community college and one or more employers to train and employ the students in(B) Advisory Committee: The program has an advisory committee which is comprised in majority by employers in the occupation or sector or a related sector, or is otherwise advised by one or more employers in the occupation or sector, that employ or commit to employ workers in the region where the(C) High-Tech Sector: The program is in a high-tech sector and is in demand for current or projected job growth, including those sectors identified by the(D) None: The program does not meet any of the criteria defined in (A), (B), or (C).

Commercial Photography	Advisory Board Membership Roster
	Advisory Board Agenda (10/09/15)
	Internship to Employment Tracking
Computer Science, Operations & Technology	Advisory Board Membership Roster
	Advisory Board Minutes 12/05/14
	Advisory Board Minutes 01/28/15
	Advisory Board Minutes 04/24/15
	Advisory Board Minutes 05/01/15
	Advisory Board Minutes 05/08/15
	Advisory Board Minutes 05/23/15
EMT/Paramedic	Advisory Board Agenda & Minutes 07/01/15
	Advisory Board Membership Roster
	Advisory Board Agenda & Minutes 02/09/15
Food Service Management	Internship Tracking
	Advisory Board Membership Roster
	Advisory Board Minutes 06/15/15
Industrial Design Technology	Internship Tracking
	Advisory Board Membership Roster
	Advisory Board Agenda & Minutes 05/11/15
Music Recording Technology	Advisory Committee Guidelines
	Advisory Board Membership Roster
	Advisory Board Agenda & Minutes 02/09/15
New Media	Advisory Board Agenda & Minutes 06/01/15
	Advisory Board Membership Roster
	Advisory Board Membership Roster
Nursing/Practical Nursing	Advisory Board Attendance 05/13/15
	Advisory Board Meeting Minutes 05/13/15
	Nursing/Practical Nursing Program Overview PPT
	Nursing/Practical Nursing Program Overview PPT
Occupational Therapy Assistant	Advisory Board Membership Roster
	Internship Tracking
	Internship to Employment Tracking
Paralegal Studies	Internship Tracking
	Advisory Board Membership Roster
	Advisory Board Agenda & Minutes 11/25/14
Physical Therapy Assistant	Advisory Board Agenda & Minutes 05/28/15
	Advisory Board Membership Roster
	Advisory Board Agenda & Minutes 09/24/15
Radiological Technology	Advisory Board Meeting Attendance 09/24/15
	Advisory Board Membership Roster
	Advisory Board Agenda & Minutes 06/12/15
	Clinical Schedule Fall I
	Clinical Schedule Fall II
	Clinical Schedule Spring I

Travel and Tourism Business Management	Advisory Board Membership Roster
	Advisory Board Agenda & Minutes 06/25/15
Vetinary Technology	Advisory Board Membership Roster
	Advisory Board Minutes 06/02/15

NEXT GENERATION NY JOB LINKAGE PROGRAM REPORT***LaGuardia Community College 2014-2015******Compliance Justifications***

Commercial Photography. The Commercial Photography Advisory Board scheduled for 07/16/2015 did not convene. The meeting has been rescheduled to 10/09/2015. The agenda for 10/09/2015 Advisory Board meeting has been provided as part of "Evidences". To date, (42) students graduated from the program. (3) Students secured employment through internship opportunities facilitated by the program.

New Media Technology. The New Media Technology program went through significant revisions during the 2014-2015 Academic Year. The program is still forming its Advisory Board and the body has not yet convened.

Occupational Therapy Assistant. The Occupational Therapy Assistant Advisory Board did not meet during the 2014-2015 academic year due to scheduling challenges. The next meeting is scheduled to convene October 2015. Agenda for the October Advisory Board meeting has been provided as part of "Evidences." To date, (44) students graduated and secured employment through internship opportunities facilitated by the program.

Physical Therapy Assistant. The Physical Therapy Assistant Advisory Board did not meet during the 2014-2015 academic year. The Advisory Board last convened 9/24/2015. Agenda and minutes for the 09/24/2015 Advisory Board meeting has been provided as part of "Evidences". To date, (36) students graduated and secured employment through internship opportunities facilitated by the program.

LaGCC is taking corrective actions to ensure all degree programs proactively schedule board meetings in advance to ensure compliance with job linkage criteria.

Appendix 6.6 Math Tutoring Lab**Tutoring Math Lab**

The Tutoring Math Lab (TML) operates depending on the budget allocated during one single fiscal year. The recruitment of tutors is based on the experience, the level of education, and in the case that the tutor is a current CUNY student, his or her hiring process takes into consideration the capability and the mastery of the material. The tutors' salaries range from \$12 to \$18 dollars per hours depending on the following classification:

- Tutors and adjuncts: 11
- Professional tutors: 4
- Students: 9

The table below summarizes the algorithm of TML:

	Adjunct	Professional tutors	Students
Number	11	4	9
Percentage	45.83%	16.67%	37.5%
Salary Per Hour	18	16 to 17	12 to 13

There has been an increase of applicants seeking the position of tutor, especially students from the college. In addition, the Tutoring Math Lab (TML) provides help to all courses offered by the Math, Engineering, and Computer Science department, including mathematics, computer science, and engineering courses. A recent study shows that a high percentage of the TML flow of activity is centered on the remedial and developmental courses. Indeed, the number of students taking at least one remedial course is higher comparing to students enrolling in other math courses. The creation of accelerated models incites the TML to create a niche of tutors mastering Mat 99, Mat117, and Mat 119. It is projected that the service quality of TML can be enhanced by implementing a model ready to use, with increased allocations. The model is based on bringing tutors into proximity of the classroom. This strategy is based on effecting tutors to each Computer Lab session. The tutor will provide the assistance to the actual professor.

Appendix 7.0 EMT Student Feedback Form

Name:


EMT TAACCCT Course Reflection

Date:

Directions: Please do your best to answer all of the following questions based on your experience in this program. You can write in paragraph format – just be sure to answer all of the questions in as much detail as possible. Attach additional paper if necessary.

1. What was the one most useful thing you learned in this program?
2. What advice or suggestions would you give other students on ways to be successful in this program?
3. In what area did you improve the most? In what areas do you feel you can still improve?
4. Discuss in detail three ways you think you have developed or grown as a result of this program.
5. What did you learn about writing, research, study habits (or any other skill) from this program?
6. What problems did you encounter in program? You can discuss academic, professional, or personal.
7. What assignment of this program was your best work and why? What topics were most difficult to grasp and why?
8. Explain the areas where you feel you excelled and exceeded expectations in this course.
9. If you could turn the clock back to the beginning of the course, what might you choose to do differently?
10. Can you think of three ideas (however big or small) that would help to make this a better and more valuable course?

Appendix 7.1a Workshop Evaluation Form 1

 CONTINUING EDUCATION <i>People, Changing</i>		WORKSHOP EVALUATION FORM			
Workshop Title: _____ Today's Date: _____					
For each of the following areas, please indicate your reaction:					
Content	Excellent	Good	Needs Improvement	Not Applicable	
Covered Useful Material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Practical to My Needs and Interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Well Organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Presented at the Right Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Effective Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Useful visual aids or handouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Presentation	Excellent	Good	Needs Improvement	Not Applicable	
Instructor's Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Instructor's Presentation Style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Instructor Covered Material Clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Instructor Responded Well to Questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
How could this workshop be improved?					
Any other comments or suggestions?					
Overall, how would you evaluate this workshop?					
Excellent	Good	Fair	Poor		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Appendix 7.1b Workshop Evaluation Form 2



**CONTINUING
EDUCATION**
People, Changing

**Career Development Center
Workshop Evaluation**

Date: _____

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The workshop leader presented the materials effectively	1	2	3	4	5
2. The handouts helped me to understand the subject	1	2	3	4	5
3. The staff was knowledgeable and helpful	1	2	3	4	5
4. I would recommend this workshop	1	2	3	4	5

5. What is one new thing you learned in today's workshop?

6. What is something you still have questions about?

7. What did you find most helpful in today's workshop?



Appendix 7.2 ACE Assessment of Services

Career Development Center: Workshops and Services

The Career Development Center provides individual services and workshops in 3 different areas during a student's tenure in the certificate program. These include Employment Services: Job Readiness Workshop series, ACE Advisement: Admissions Workshop, and Career Counseling: College vs Training Series. Data collected from evaluation of these services allows the Career Development Center to assess the quality of services that they provide. The Table below provides a summation of student perceptions of the effectiveness of services.

Student Perception of Career Development Center Services and Workshops

Question	Top Three Responses
Which workshop or service provided was the most helpful to you and why?	
	Job Readiness (100%)
	Career Counseling vs. Training Services (98%)
	Admissions (91%)
What would you suggest to make the services provided better?	
	Opening Services to those who aren't students
	Offering Services on the Weekend
	Adding Classroom Discussion
What did you like or dislike about the counselor(s) that helped you?	
	Like the Job Readiness instructor/ counselor (100%)
	Like the Admissions counselor (96%)
	Like the Career Counseling vs Training Series counselor (100%)

Appendix 7.3 Change of Course Proposal Form (3 pages)

**CONTINUING
EDUCATION**
People, Changing

Please keep in mind the ACE Mission Statement as you complete this form.

**LaGuardia Community College
Division of Adult and Continuing Education
Mission Statement**

The mission of LaGuardia's Division of Adult and Continuing Education is to serve as a force for social and economic advancement in the community and city. We are committed to responding to the educational, business, workforce and career-related needs of the many diverse communities of the New York City metropolitan area by offering the highest quality programs and services.

**THE CITY UNIVERSITY OF NEW YORK
DIVISION OF ADULT AND CONTINUING EDUCATION**

CHANGE of COURSE PROPOSAL

(Check all that apply and detail specific changes below)

- | | |
|---|--|
| <input type="checkbox"/> Change of Hours | <input type="checkbox"/> Change of Location |
| <input type="checkbox"/> Change in Tuition | <input type="checkbox"/> Change in Sponsorship |
| <input type="checkbox"/> Change in Course Title | <input type="checkbox"/> Change in Course Leveling |
| <input type="checkbox"/> Change in Course Description | <input type="checkbox"/> Change in Course Code |

(Check one)

1. Tuition ☐

COURSE CODE: _____

COURSE TITLE: _____

2. Grant Funded ☐

Name of Grant/Program _____ Funded by _____

3. Contract ☐

Name of Contractor/Program _____

COLLEGE: LaGuardia Community College/ACE

PREVIOUS COURSE TITLE: _____

NEW or CURRENT COURSE TITLE: _____

PREVIOUS COURSE DESCRIPTION:

Insert description here:

NEW or CURRENT COURSE DESCRIPTION (highlighting any changes with leveling).

No more than 75 words and written in the 2nd person. Reviewed by Liesl Fores-Iza.

Insert description here:

DEPARTMENTAL AFFILIATION: _____

PROGRAM as listed in Ektron (if appropriate): _____

SUB-PROGRAM (if appropriate): _____

If new, please include sub-program description below. Reviewed by Liesl Fores-Iza.

Insert sub-program description here:

CHANGES IN CO-SPONSORSHIP: If sponsorship of the course has changed, please state previous sponsorship and current sponsorship. Describe who maintains major responsibility for the academic and fiscal control of the course/program:

SEMESTER COURSE OFFERED:

F W Sp Su 20 _____

PREVIOUS LOCATION:

CURRENT LOCATION:

____ On-Campus ____ Other

____ On-Campus ____ Other

PREVIOUS INSTRUCTIONAL HRS:

CURRENT INSTRUCTIONAL HRS:

PROJECTED HEADCOUNT:

GUIDELINES for CALCULATING TUITION:

To begin the discussion of tuition with your cluster dean, please use the following formula as a guide. Overall, tuition income collected can be divided into three equal parts: **1)** instructor's salary, **2)** benefits and overhead costs, and **3)** program administration and the division. Be sure that the enrollment for the class covers the cost of the instructor (hourly wages and prep time-if appropriate-plus 27.5% fringe) and generates income for both the program and the division. As a general rule, the "breakeven point" for enrollment should not exceed 3-5 students. Keep in mind the ability of the target population to afford the course as well as the possibility of additional income from pre-college classes which generate FTEs. **The final determination of the tuition for your course is made via this discussion with your cluster dean, not by the Curriculum Committee.**

For example, for a 7-hour course where the instructor is paid \$35.00/hour:

7 hours x \$35.00 = \$245.00

\$245.00 x 27.50 (fringe) = \$67.38

Total Cost = \$312.38

Suggested Base Tuition = \$75.00

Breakeven Point = 4.2 students

PREVIOUS TUITION:

[Base Tuition + Technology and
Registration Fees]

REVISED TUITION:

[Base Tuition + Technology and
Registration Fees]

If you have an MOU for college credit eligibility for this course please attach. If not applicable check here: _____

*Names and dates of approval will suffice.
No "real" signatures are required.*

Proposed by: _____

(Date)

Approved by: _____

(Program Director/Coordinator)

(Date)

Approved by: _____

(Vice President's office)

(Date)

Appendix 7.4 Experimental Course Approval Form (3 pages)



**CONTINUING
EDUCATION**
People, Changing

Please keep in mind the ACE Mission Statement as you complete this form.

**LaGuardia Community College
Division of Adult and Continuing Education
Mission Statement**

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**THE CITY UNIVERSITY OF NEW YORK
DIVISION OF ADULT AND CONTINUING EDUCATION**

EXPERIMENTAL COURSE APPROVAL FORM

(Check one)

1. Tuition ☐

COURSE CODE: _____

COURSE TITLE: _____

2. Grant Funded ☐

Name of Grant/Program _____ Funded by _____

3. Contract ☐

Name of Contractor/Program _____

COLLEGE: LaGuardia Community College/ACE

DESCRIPTION: (No more than 75 words and written in the 2nd person). Reviewed by
Liesl Fores.

Insert course description here:

PROGRAM as listed in Ektron (if appropriate): _____

SUB-PROGRAM (if appropriate): _____

If new, please include sub-program description below. Reviewed by Liesl Fores.

Insert sub-program description here:

CO-SPONSOR: If co-sponsored, describe who maintains major responsibility for the academic and fiscal control of the course/program:

COURSE TO BE OFFERED: _____ **One Time Only**
If so, list date and time: _____

_____ **Potentially More than One Time**

SEMESTER COURSE OFFERED: _____ **F W Sp Su 20** _____

LOCATION: _____ **On-Campus** _____ **Other**

TOTAL INSTRUCTIONAL HOURS: _____

PROJECTED HEADCOUNT: _____

GUIDELINES for CALCULATING TUITION:

To begin the discussion of tuition with your cluster dean, please use the following formula as a guide. Overall, tuition income collected can be divided into three equal parts: **1)** instructor's salary, **2)** benefits and overhead costs, and **3)** program administration and the division. Be sure that the enrollment for the class covers the cost of the instructor (hourly wages and prep time-if appropriate-plus 27.5% fringe) and generates income for both the program and the division. As a general rule, the "breakeven point" for enrollment should not exceed 3-5 students. Keep in mind the ability of the target population to afford the course as well as the possibility of additional income from pre-college classes which generate FTEs. **The final determination of the tuition for your course is made via this discussion with your cluster dean, not by the Curriculum Committee.**

For example, for a 7-hour course where the instructor is paid \$35.00/hour:

7 hours x \$35.00 = \$245.00
\$245.00 x 27.50 (fringe) = \$67.38
Total Cost = \$312.38
Suggested Base Tuition = \$75.00
Breakeven Point = 4.2 students

SUGGESTED TUITION:

[Including Base Tuition and Technology and
Registration Fees]

***Names and dates of approval will suffice.
No "real" signatures are required.***

Proposed by: _____ (Date) _____

Approved by: _____ (Date) _____
(Program Director/Coordinator)

Approved by: _____ (Date) _____
(Vice President's office)

Appendix 7.5a New Course Approval Form –Part One (3 pages)



**CONTINUING
EDUCATION**
People, Changing

Please keep in mind the ACE Mission Statement as you complete this form.

**LaGuardia Community College
Division of Adult and Continuing Education
Mission Statement**

The mission of LaGuardia's Division of Adult and Continuing Education is to serve as a force for social and economic advancement in the community and city. We are committed to responding to the educational, business, workforce and career-related needs of the many diverse communities of the New York City metropolitan area by offering the highest quality programs and services.

**THE CITY UNIVERSITY OF NEW YORK
DIVISION OF ADULT AND CONTINUING EDUCATION**

COURSE APPROVAL FORM for NEW COURSES

PART ONE

(Check one)

1. Tuition ☐

COURSE CODE: _____

COURSE TITLE: _____

2. Grant Funded ☐

Name of Grant/Program _____ **Funded by** _____

3. Contract ☐

Name of Contractor/Program _____

COLLEGE: LaGuardia Community College/ACE

DESCRIPTION: Complete one of the 2 boxes below (No more than 75 words; if for ACE Catalog write in the 2nd person). Reviewed by Liesl Fores-Iza (VPs office, Dean, etc.)

For ACE catalogue Insert course description here:

Grant/Contract Program Description (not for catalog):

DEPARTMENTAL AFFILIATION: _____

PROGRAM as listed in Ektron (if applicable): _____

SUB-PROGRAM (if appropriate): _____

If new, please include sub-program description below. Reviewed by _____

Insert sub-program description here:

CO-SPONSOR: If co-sponsored, describe who maintains major responsibility for the academic and fiscal control of the course/program:

SEMESTER COURSE OFFERED (Tuition): F W Sp Su 20 _____For Grant/Contract programs: Start Date _____

End Date _____

LOCATION: On-Campus ____ Other (specify) _____

TOTAL INSTRUCTIONAL HOURS: _____

PROJECTED HEADCOUNT (of students to be served): _____

FOR TUITION COURSES ONLY—GUIDELINES for CALCULATING TUITION:

To begin the discussion of tuition with your cluster dean, complete and use the following chart as a guide.

Course Calculator		
Tuition	\$	(Retail Cost for Course)
Classroom Hours		(Total classroom hours for semester)
Lab Tech hours		(If no tech leave blank)
Teacher Rate (per hour)	\$	
Lab Tech Rate (per hour)	\$	
Instructional Costs	\$	(total salaries for semester)
Fringe	\$	(assumes 27.5% fringe on total salaries)
Total Instructional Cost	\$	(total salary plus fringe)
Revenue Per Student	\$	(Retail Cost minus \$15 Registration Fee)
Min students to cover instr. costs		
Min Revenue	\$	

Admin/Other	\$	
Investment	\$	(same as Admin/other)
Target revenue	\$	
Target enrollment		

Keep in mind the ability of the target population to afford the course as well as the possibility of additional income from pre-college classes which generate FTEs. **The final determination of the tuition for your course is made via this discussion with your cluster dean, not by the Curriculum Committee.**

SUGGESTED TUITION:

[Including Base Tuition and Technology and
Registration Fees

***Names and dates of approval will suffice.
No "real" signatures are required.***

Proposed by: _____ (Date) _____

Approved by: _____ (Date) _____
(Program Director/Coordinator)

Approved by: _____ (Date) _____
(Vice President's office)

Appendix 7.5b New Course Approval Form –Part Two (4 pages)



Please keep in mind the ACE Mission Statement as you complete this form.

LaGuardia Community College
Division of Adult and Continuing Education
Mission Statement

The mission of LaGuardia's Division of Adult and Continuing Education is to serve as a force for social and economic advancement in the community and city. We are committed to responding to the educational, business, workforce and career-related needs of the many diverse communities of the New York City metropolitan area by offering the highest quality programs and services.

THE CITY UNIVERSITY OF NEW YORK
DIVISION OF ADULT AND CONTINUING EDUCATION

NEW COURSE PROPOSAL

PART TWO

(Check one)

1. Tuition ☐

COURSE CODE: _____

COURSE TITLE: _____

2. Grant Funded ☐

Name of Grant/Program _____ Funded by _____

3. Contract ☐

Name of Contractor/Program _____

COLLEGE: LaGuardia Community College/ACE

DESCRIPTION: Complete one of the 2 boxes below (SAME AS PART ONE)

For ACE catalogue Insert course description here:

Grant/Contract Program Description (not for catalog):

PROPOSED CURRICULUM**I. COURSE or PROGRAM GOALS:****A. The goals of this course or program are:**

1.

2.

3.

4.

B. Technology Goals for this course include:

II. PERFORMANCE OBJECTIVES or OUTCOMES (Each performance objective should correspond, by number, to the course goals above.)**A. At the end of this course, the student should be able to:**

1.

2.

3.

4.

B. List certification(s), if applicable (specify if earned at LaGuardia or external)

C. Additional skills students gain upon completion if applicable (ex., computer, resume writing, etc.)

- III. **COURSE OUTLINE** (Attach on separate paper)
- IV. **Number of Instructional Hours:** _____
- V. **Number of Students per section or per class**
Minimum: _____ Maximum: _____
- VI. **Need for this Course and/or Relationship of this Course to Existing Course Offerings:**
- A. **Stated Need and/or Relationship** _____

- B. **Include applicable Labor Market Information:** NA _____
(Resources: lagcc.cuny.emsicareercoach.com; www.nyc.gov/html/ohcd/html/publications/labor-market.shtml; laborinsight.burning-glass.com/jobs/us#/; login.economicmodeling.com/login/login.php)
Discuss only those items which are applicable:
1. *Describe potential career paths after program completion*
 2. *List possible job titles students may get upon course completion.*
 3. *List industries in which students may find employment.*
 4. *Provide salary range for students entering into the field*
 5. *Describe current demand and expected growth for these jobs within New York City.*
 6. *List additional educational pre-requisites for job-seekers entering into this field*
 7. *List additional technology skills required for entry level positions in the field*
 8. *Identify the top employers in NYC for this particular field.*
 9. *Describe potential employment partnerships in training development.*
 10. *List additional institutions offering the same type of training.*
- C. **WIOA guidelines:** How does this course or program meet WIOA guidelines?
(For details on Workforce Innovation and Opportunity Act, see www.doleta.gov/wioa/)

- VII. **Prerequisites, Skills, or Special Qualifications for Students Enrolling in this Course (for Grant funded programs list student criteria):**
- VIII. **Required Text or Additional Materials** (List prices):
- IX. **List Course Resources Required** (e.g., special classrooms, equipment, supplies, computer labs, Smart rooms, etc.)

X. CEU Units Awarded for the Course

____ Yes, If so, please specify: _____ No _____

XI. If you have an MOU for college credit eligibility for this course please attach. If not applicable check here: NA _____**XII. How are students assessed and evaluated in this course? List or describe assessment tools utilized (attach separate paper if necessary):**

Appendix 8.0 Learning Matters: Report of the Core Competency Task Force**DARE TO DO MORE**

October 30, 2013

Dear Colleagues,

As the Co-Chairs of the Core Competency Task Force, we are pleased to share our Report, proposing a revised General Education Core Competency structure for LaGuardia.

Responding to Middle States and other events, Provost Arcario charged our Task Force with rethinking our Core Competencies. The Task Force assembled faculty and academic chairs, Senate members and Student Affairs professionals. We gathered college input, reviewed best practices, and designed a plan to address the College mission and prioritize the kinds of learning LaGuardians value most.

More than 130 faculty and staff discussed priorities in the Spring 2013 Learning Matters Jam. Over the summer, the Task Force wrestled with ideas from the Jam – the value of knowledge and skills, higher-order thinking, and signature learning. Campus input, documented throughout the report, guided our recommendations. Here are key highlights of the new plan, which would replace our current seven-Competency structure:

- ✓ The Task Force proposes that LaGuardia establish three Core Competencies, asking students to apply knowledge from the humanities and the social and natural sciences in higher order thinking processes: Inquiry and Problem Solving; Global Learning; and Integrative Learning.
- ✓ These new Competencies will be demonstrated through three assessable Communication Abilities: Written, Oral or Digital Communication.
- ✓ Faculty in programs will determine which Abilities students use to demonstrate each Competency. This offers programs new flexibility in addressing General Education priorities.
- ✓ The new plan strengthens alignment, enhancing continuity in student learning from First Year to capstone, within and beyond the classroom.

The new plan builds on established curriculum priorities and assessment processes. It fits CUNY Pathways and meets Middle States requirements. Creating a more manageable structure, it will help LaGuardia students build the higher order capacities they need for success in college and career.

We are pleased to offer this plan for consideration and look forward to broad collaboration as we finalize and implement a new structure. To prepare for effective implementation, we will invite faculty to share assignments and help develop and test rubrics. We will need everyone's contribution as we adapt and update our assessment process.

We thank the Task Force and everyone who joined the Learning Matters Jam. And we look forward to your participation in this process of improvement and change.

Sincerely yours,

Prof. Marisa Klages
Dept. of English

Prof. Eduardo Vianna
Dept. of Social Sciences

Assoc. Dean Bret Eynon
Academic Affairs

ADDRESS: 31-10 Thomson Avenue
Long Island City, NY 11101

PHONE: 718.482.5000
WEB: www.laguardia.edu



Appendix 8.1 New Core Competency Assignment Design Support Workshop Fall II 2014-15



New Core Competency Assignment Design Support Workshops Fall II 2014/15

As LaGuardia prepares to implement the new Core Competencies and Abilities, a series of workshops will be offered during Fall II to help faculty adapt and revise assignments to address specific Competencies and/or Abilities. These sessions are designed for faculty who will introduce Competency and Ability-focused work into classes during Spring I. Each workshop will include:

- A review of the relevant rubrics (selected Competency and/or Ability)
- Peer review of assignments
- Summary of key questions and challenges

Please note: Attendees will be expected to bring with them drafts of assignments intended for use in Spring I 2015. Please bring five copies of your draft assignment to share with participants.

The Fall II workshop calendar is listed below:

Monday, January 26, 3-5pm, E242	Inquiry and Problem-Solving
Wednesday, January 28, 3-5pm, E242	Digital Communication*
Monday, February 2, 1 – 3pm, E255	Inquiry and Problem-Solving
Monday, February 2, 3-5pm, E242	Integrative Learning
Tuesday, February 3, 3-5pm, E242	Global Learning
Monday, February 9, 1-3pm, E255	Inquiry and Problem-Solving
Monday, February 9, 3-5pm, E242	Global Learning
Tuesday, February 10, 1-3pm, C216	Oral Communication
Tuesday, February 17, 3-5pm, E242	Global Learning & Written Communication
Wednesday, February 18, 3-5pm, E242	Digital Communication*

*Digital Communication workshop attendees are encouraged to bring ideas about how they will have students address this Ability.

In addition to the above, a separate workshop on the **Mechanics of Depositing Oral and Digital Communication Artifacts** will be offered on Wednesday, February 10, 3-5, Room C216. Technical support staff will be available at this workshop.

To register to attend a Core Competency and/or Ability Assignment Design workshop, complete and submit the form here: www.surveymonkey.com/s/CoreCompetencyWorkshops.

Subject to available space, faculty may register for more than one workshop.

Appendix 8.2 The First in the World 2015 annual report (Page 1)

Project COMPLETA: Comprehensive Support for Student Success
LaGuardia Community College, CUNY

A. PROJECT SIGNIFICANCE: Improving college completion for low-income and minority students is a national challenge of the highest priority. President Obama has spotlighted this issue and urged college educators to be relentless in their effort to advance evidence-based innovations that can “move the needle,” expanding access and success for our highest risk students.

Serving a student body that is overwhelmingly low-income, minority and first-generation, LaGuardia Community College seeks to test a promising strategy to meet this challenge. Addressing Absolute Priority #1 of the First in the World initiative, LaGuardia requests funding for *Project COMPLETA: Comprehensive Support for Student Success*. Advancing three interlocking Core Activities and taking them to scale, *COMPLETA* will strengthen academic and co-curricular engagement from pre-enrollment through the first college year and beyond, creating a comprehensive support and assessment structure to speed students to graduation.

COMPLETA Core Activities

1. **Back on Track**, supporting thousands of high-risk students as they move from LaGuardia’s non-credit programs to academic enrollment.
2. **Rethink the First Year Seminar**, integrating new discipline-based curriculum with co-curricular innovation to launch more than 20,000 new students towards graduation.
3. **Transform Advisement for all LaGuardia students** by training and activating College-wide faculty/staff/peer mentor teams.

Each of these practices is widely used to build engagement, retention and graduation. To multiply their impact and test an “integrative design” approach, LaGuardia will advance them in combination, using new technologies to connect a campus-wide network of discipline faculty, advisors, and peer mentors. Deploying a comprehensive support system to build success for more than 25,000 low income and underrepresented students, *COMPLETA* will advance broad understanding of the impact of interlocking high impact practices, implemented together at scale.

LaGuardia Community College, *Project COMPLETA*, p. 1

Appendix 8.3 Closing the Loop Via PRR (9 pages)

	<u>Liberal Arts: Social Science and Humanities</u> <u>Date of PPR submission: June 2014</u>
Data Point	Advisement of students in the Liberal Arts degree is weak and often confusing.
Recommendation	Increase communication with college advisors and the registrar, develop a suggested sequence of courses for Liberal Arts majors, and create a plan of greater faculty involvement with academic advisement.
Actions Taken/Impact	As of the Fall 2013 semester a new advisement model was created that divides the majors into councils and teams that specialize in one area. The Liberal Arts council and team are comprised of assigned academic advisors and Liberal Arts faculty. Based on the need of the student, any Liberal Arts student can be seen by any member of the advisement team. Online Advisement Guides were created for each of the majors. The guide serves as a reference handbook that contains the overall curriculum including Pathways and suggested courses. It also lists college-wide resources and contacts of the advisement team members.
Next Steps	Strengthen the process of identifying students who major in Liberal Arts by default because they are not eligible for the major of their choice; these students should be properly advisement. Also, help clarify the educational goals of all Liberal Arts students as early as possible so they can take the courses best suited for their future intended major in the four-year colleges.

	<u>New Media Technology</u> <u>Date of PPR submission: 2013</u>
Data Point	Changes in the way users will access multimedia-based content in the coming years and the convergence of disciplines previously separated by clear delineations have now been brought closer together due to advances in technology. Shifting industry standards and student requests for courses in the emerging fields of mobile application design and visual effects need to be addressed in order to better promote the long-term success of the program. As a result it will be necessary to research these topics for possible inclusion into the New Media Technology (NMT) program in order to maintain the ongoing viability of the degree.
Recommendation	Outline how additional collaborative cross-disciplinary curricular links to other LaGuardia programs such as the new Digital Journalism major (English), the existing Commercial Photography (Humanities), and the Entrepreneurship program (Business) could strengthen the New Media Technology degree from an industry standpoint.
Actions Taken/Impact	Under the leadership of Provost Paul Arcario the NMT Program is creating an interdisciplinary curriculum with the core being offered through the Humanities Department, along with separate tracks in Journalism through the English Department, App Development with the Math and Engineering Department and Business with the Business Department. Faculty from the four departments will be housed together in one office complex to foster collaboration. Richard Dragan from the English Department has been appointed the new Program Director. The NMT Program has been granted three lines to be split between Humanities and Business to facilitate growth and collaboration.
Next Steps	Write curriculum for each new track as mentioned above and increase internship and transfer options.

	<u>Fine Arts</u> <u>Date of PPR submission: 2013</u>
Data Point	Enrollment has increased from 213 students in 2007 to 296 in 2011. Fine Arts is currently the largest major in the Humanities Department and one of the largest in the college. Fine Arts has increased the number of courses and sections of hybrid/online offerings.
Recommendation	Increase the number of hybrid/online courses. Convene a team comprised of outside faculty to review and revise a sampling of class syllabi.
Actions Taken/Impact	In the 2013-2014 academic year, nine sections of HUA101, Intro to Art, were offered as a hybrid course, and a new hybrid course, HUA 191, The Art of Eastern Asia, was added in Spring I 2013. With the continued implementation of Pathways, more sections of Intro to Art will be added to the Fine Arts program course list which will create a greater demand for hybrid sections.
Next Steps	HUA101 is the most popular course in the program and draws students from throughout the college who need to fulfill their Pathways Creative Expression requirement. Increase the number of hybrid/online offerings of this course to ten sections by Fall 2015.

	<u>Occupational Therapy Assistant/OTA</u> <u>Date of PPR submission: 2013</u>
Data Point	Student scores on the Quantitative Reasoning rubric have decreased. Students deposit for Quantitative Reasoning in SCO175 through a critical appraisal of research assignment (20% of grade). The purpose of the assignment is to reinforce students' ability to read and analyze a peer-reviewed scholarly research article that relates to a clinical case in their current fieldwork site. The assignment requires summarization of the research study, critical evaluation of research methods, and application to clinical practice.
Recommendation	Change course designated for deposit and ensure course objectives map to Accreditation Council for Occupational Therapy Education (ACOTE) standards.
Actions Taken/Impact	The program assignments and rubrics to address Quantitative Reasoning have been developed for two courses in the OTA curriculum. The first assignment is in SCO230, Functional Pathology (early in the clinical curriculum) and the second is in SCO175, Clinical Reasoning (at the end of the clinical curriculum). The assignment in SCO230 was implemented in Fall I 2013 and the assignment for SCO175 is scheduled of implementation in Spring I 2014. All course objectives in the OTA clinical curriculum have been reviewed and revised to address the new ACOTE standards.
Next Steps	A second review is currently being conducted as a part of the self-study process in preparation for ACOTE reaccreditation during the 2015-2016 academic year.

	<u>Veterinary Technology</u> <u>Date of PPR submission: 2011</u>
Data Point	A primary concern is the lack of student participation in ePortfolio and Outcomes Assessment. Currently there are no ePortfolios representing the Veterinary Technology (VT) department for review and Outcomes Assessment assignments have just recently been incorporated into the curriculum.
Recommendation	Implement appropriate Outcome Assessment assignments by the end of the 2012 academic year.
Actions Taken/Impact	Full-time VT faculty members participated in a mini-grant seminar series in 2010-2011. As of Fall 2011, ePortfolio has been integrated into the VT program. Select courses require students to complete and upload specific modules of their ePortfolio as an assignment, including their strengths and challenges, complete a professional resume, skills and knowledge obtained through internship experiences.
Next Steps	During the 2012-2013 academic year, the VT department will assess these projects in terms of their reflection of the skills outlined by the department learning objectives. All graduating students will have a completed ePortfolio for the purpose of presentation to potential employers.

	<u>Human Services Program</u> <u>Date of PPR submission: 2016</u>
Data Point	Program must address the GPA requirement for transfer to four-year Social Work programs. The GPA of human services alumni decreases post-graduation below the entry minimum.
Recommendation	Revise the program effective Fall 2016. The program is now focused on a generalist approach to prepare students for transfer into four-year programs. Incorporate experiential learning component in two theory based courses with a practice laboratory based upon motivational interviewing, an evidence based practice used by many providers in health and human services.
Actions Taken/Impact	In Spring 2015, "Common Day" shifted focus to include presentations from substance abuse providers focused on practice with an emphasis on training and education. A Q&A with the presenters replaced the previous interactive experiential activities. A new articulation agreement was reached with the Human Relations program at the CUNY School of Professional Studies, granting students 12 credits of equivalent courses within their program upon transfer with a GPA of at least 2.5.
Next Steps	Implementation of the new curriculum in the 2016-2017 academic year will include new curricular maps for the College Competencies. A new Human Services Program ePortfolio template will be introduced to upload all competency assignments and for deposit into assessment. New assignments will be tested in the first year program courses across the Competencies as well as the Abilities. Common Day will now be held each term with the new focus described above. Further transfer and articulation agreements within CUNY for the Human Services Program must be explored.

	<u>Human Services</u> <u>Date of PPR submission: 2013</u>
Data Point	The majority of deposited Oral Communication artifacts could not be scored against the rubric.
Recommendation	Develop an oral presentation assignment from HSM204 (Second Fieldwork Seminar) that specifically addresses case presentations.
Actions Taken/Impact	Collaborated with Communication Studies faculty to develop an assignment. Developed, reviewed, and implemented a videotaping procedure for Human Services faculty in Fall 2013. Implemented a new assignment into HSM204 and collected artifacts through ePortfolio in Spring 2014. The Oral Communication Ability has been integrated into the new HSS104 Human Services practice course in which students are videotaped during a simulated patient scenario and students and faculty review the students' communication techniques. Students upload an early videotape and a later one, writing a reflection comparing and contrasting the two sessions.
Next Steps	Pilot and assess these assignments.
	<u>Engineering Science</u> <u>Date of PPR submission: 2012</u>
Data Point	Engineering students had low scores in the artifacts collected for the Critical Literacy General Education Competency.
Recommendation	The course used to capture the competency—Urban Studies, SSN187—was not appropriate. Select appropriate courses for artifact collection and support faculty teaching those courses.
Actions Taken/Impact	Statics (MAE211), Circuits (MAE213), and Thermodynamics (MAE219) were identified as the courses capturing Engineering student work pertaining to critical literacy. Projects to address engineering students' critical literacy were developed by Engineering faculty teaching the three courses through a CTL mini-grant. These revisions were also approved by the college-wide curriculum committee. A CTL mini-grant resulted in the creation of Engineering student ePortfolio templates to be used for artifact collection, advisement, assessment and transfer progress tracking.
Next Steps	Other key related issues should be addressed, including recruitment of women into the major, tutoring, and freshman advisement.

	<u>Developmental Math</u> <u>Date of PPR submission: 2016</u>
Data Point	Program must address improvement in student learning outcomes.
Recommendation	Increase the number of Academic Peer Instruction (API) tutors in MAT096 sections; explore the possibility of implementing API in MAT095.
Actions Taken/Impact	The tutoring lab model was redesigned to deemphasize lecturing, increase active engagement by students, and increase communication between tutors and instructors. The new design was piloted in four sections of MAT095 during Spring I, 2014. This new model was implemented in almost all of the 15 MAT117 sections offered in Fall I, 2015 and Spring I, 2016. Five sections of MAT099 were offered for first time in Spring I, 2016; a tutoring model similar to API was implemented in these sections. Weekly review sessions dedicated exclusively to MAT096 and MAT117 were also held. The number of MAT96 sections with assigned API tutors increased from 11 during the 2013-2014 academic year to 50 during the 2014-2015 academic year. In addition to regular API tutoring, weekly review sessions open to all MAT96 students were led by the API tutors; approximately 200 students attended these review sessions during Fall 2014. The API pilot program in MAT096 resulted in significant improvement in student learning outcomes compared to regular sections: pass rates for MAT096 students in the Fall 2014 semester who attended at least three hours of API tutoring was 47% compared with 37% for those who did not attend tutoring. Survey results from the pilot show that an overwhelming majority of students in both MAT095 and MAT096 found the new model helpful, and 86% of students prefer the new model.
Next Steps	Data analysis related to the accelerated courses MAT117 and MAT099, and in particular to the tutoring program implemented in these courses, needs to be completed.
	<u>Basic Math</u> <u>Date of PPR submission: 2013</u>
Data Point	The increase of 11% enrollment in basic math courses results in a higher demand for computer labs and the Math Learning Center (MLC).
Recommendation	Offer remedial math hybrid/online sections and improve existing online tutoring services for basic math students in an effort to free up computer lab space and make the MLC more accessible to more students.
Actions Taken/Impact	A faculty development seminar was held to explore hybrid approaches resulting in the development of teaching materials. The Mathematics, Engineering and Computer Science (MEC) Department piloted over 10 sections of hybrid MAT096 and MAT097 in 2013-2014. MEC faculty also received a CTL mini-grant in 2013 to support their efforts. All MAE101 sections were monitored to ensure that guidelines for the laboratory reports are being followed and course work designed for assessment is being deposited in the appropriate assessment area in Digication.
Next Steps	Hands-on laboratory experiments are being developed and will be incorporated into the MAE209 syllabus, "Efficiency of the Carnot Cycle and Coefficient of Performance for a Refrigerator and Heat Pump." Similar projects are being finalized for the other courses and will soon be added to the course syllabi.

	<u>Writing and Literature</u> <u>Date of PPR submission: 2016</u>
Data Point	ENG288, Internship, continues to struggle for enrollment numbers.
Recommendation	Implement outreach and recruitment campaign--publicize the course more effectively to all Writing and Literature majors; re-write course proposal to remove pre-requisite of CEP 121; continue to create and distribute internship course flyers; contact eligible students via Hobson's Retain once/twice a semester; reach out to program directors of related programs to discuss appropriateness of ENG288 as a substitution for courses in their program core; reduce class size from 15 (minimum of seven to run) to 10 (minimum of five to run).
Actions Taken/Impact	Assessment depositing workshops were held on May 4, 2015 and May 11, 2015. The CEP121 pre-requisite from ENG288 was removed. ENG288 was added as an elective option for Journalism majors so that those students can get credit towards graduation for their work in the course. It no longer has issues of low enrollment and has been able to run as planned. One section of the class has been dedicated to the publication of our literary magazine, Literary LaGuardia. The magazine will be fully staffed by students, have faculty supervision, and be able to publish regularly.
Next Steps	Another section of the course will be dedicated to the student newspaper, The Bridge.

	<u>Writing Program</u> <u>Date of PPR submission: 2014</u>
Data Point	Poor exit exam prompts result in poor exit exam writing.
Recommendation	Create sustained professional development on effective prompt writing for the exit exam in Basic Writing courses. Increase the course contact hours for ENG 098 and ENG 099 to 6 hours plus a one-hour lab.
Actions Taken/Impact	About 40 faculty attended the workshop series. Exit exams prompts in the semesters following the workshops were stronger and less ambivalent. Most developmental writing courses have become an accelerated learning model streamlining ENG 099 and ENG 101 and providing students with 7 contact hours. Results from model have been successful.
Next Steps	Continue professional development workshops and increased course contact hours.

	<u>Library</u> <u>Date of PPR submission: 2016</u>
Data Point	The Library's instruction program has delivered 481 library instruction classes to 12,000 students over the last five years (since 2011-2012); these numbers are among the highest in CUNY.
Recommendation	LaGuardia Community College should invest in additional qualified instruction librarians to support the mission of the Library and meet the research and instruction needs of the College community.
Actions Taken/Impact	The library applied for and received a Center for Teaching and Learning mini-grant in support of this goal. Grant money was spent on supplies and a chat subscription service to increase outreach of reference services. The library collaborated with Prof. Nicole Maguire's Marketing class in Spring II 2016 to develop marketing plans for the Library's services while it is under construction. This project enables students to notify their peers about the changes in the Library. The students toured the library, held an information session, and developed proposals. Final products will be used for a marketing campaign and included in students' ePortfolios. Due to the number of First Year Seminar Library classes, Professor Silvia Lin Hanick was moved from Reference/Social Media Librarian to First Year Experience Librarian.
Next Steps	The Library is still developing an assessment strategy for the First Year Seminar Library classes while it maps content to the Framework. This mapping will allow the Library to reinforce all three College Competencies. The Library will conduct a pre-/post-survey in Spring 2017, and examine a few semesters of data to determine if the mapping has successfully improved outcomes in terms of student ability to conduct academic research.

	<u>Paralegal Studies</u> <u>Date of PPR submission: 2012</u>
Data Point	Program must assess the effectiveness and impact that internship opportunities have on students.
Recommendation	Collaborate with faculty and administration to continue to assess students' internship experience and develop new internship relationships.
Actions Taken/Impact	Created plan to assess effectiveness of the student internship experience. Gathered Paralegal students in an online course featuring ePortfolio and reflective assignments to support and assess the effectiveness of students' experience. The program director and internship faculty have developed three new paralegal internship sites and have placed students at these locations; one student obtained a job after interning.
Next Steps	Cultivate and develop new internship relationships. Develop an assessment rubric for the internship process.

	<p align="center"><u>Paralegal Studies</u></p> <p align="center"><u>Date of PPR submission: 2012</u></p>
Data Point	Low numbers of Paralegal students are eligible for or are participating in an internship.
Recommendation	The Paralegal Program Director should work closely with Business and Technology Internship faculty to develop new and existing internships, and create an assessment tool for the internship.
Actions Taken/Impact	The Program Director worked with the Department Chair and Academic Affairs to develop an assessment procedure and tools to measure the effectiveness of the internship experience, and developed new exit interview for students. Documented responsibilities and duties that accompany each internship site which will facilitate faculty's ability to match students' interests with particular sites. Developed new internship relationships with CUNY Law School which led to a conference presentation and student information panels.
Next Steps	Work with Business Internship faculty to continue to assess students' internship experience and develop new internship partnerships.

	<p align="center"><u>Food & Nutrition</u></p> <p align="center"><u>Date of PPR submission: 2015</u></p>
Data Point	The curriculum and course sequencing need significant revision.
Recommendation	Revise curriculum map.
Actions Taken/Impact	<p>The following courses were revised, eliminated or created:</p> <ul style="list-style-type: none"> • SCD253 was renamed "Introduction to Foodservice Management" and revised to provide insight into various restaurant and foodservices careers and the management skills necessary for advancement. It was reordered to be the first course in the sequence of the degree. • Foods Microbiology was eliminated. A new course, SCD251, Customer Service and Sales was created; it should prepare students for the sanitation exam only and should be reduced to 1.5 credits. • A new Dining Service Management course was created. • SCD250, Quality Food Production, will be the capstone course.
Next Steps	<p>Curriculum revision completed in June 2011. Capstone course for Foodservice Management and Dietetic Technician students will be SCD 253. Revised course to be offered in Spring 2012. SCD251 revised and was reduced to 2 credits and will be offered in Fall 2, 2012.</p> <p>Dining Service Management approved by the Spring 2011 Curriculum Committee and will be offered Spring 2013.</p> <p>SCD252 revised without name change and will be offered Fall 2, 2012.</p>

	<u>Dietetic Technician Program</u> <u>Date of PPR submission: 2016</u>
Data Point	The Dietetic Technician Program (DTP) must address its placement on probation by the Accreditation Council for the Education of Nutrition and Dietetics (ACEND) in April 2014.
Recommendation	Plan an in-depth review of the DTP to ensure that students achieve the knowledge and competency requirements established by ACEND educational standards and are successful on the Dietetic Technician Registration Exam.
Actions Taken/Impact	The DTF implemented a test writing committee; item-analysis of exams; meetings with adjunct faculty to review course objectives and teaching strategies; and strengthened assignments in all courses and deposits in college-wide assessments. The DTP was granted full accreditation status in April 2016.
Next Steps	

	<u>Teacher Education</u> <u>Date of PPR submission: 2012</u>
Data Point	Advisement issues are challenging for students and faculty in education programs.
Recommendation	Increase accuracy and dissemination of information on requirements for teacher education programs.
Actions Taken/Impact	In May 2014, an Education faculty member conducted a training workshop for advisors to explain the newest changes to the Childhood Education and the Secondary Education degrees. In May and June 2014, all the full-time education faculty and the fieldwork coordinator set up additional advising hours to provide students with much needed guidance on the most updated information about program changes. In June 2014, the changes to the Secondary Education degree option were officially approved by CUNY and were recorded in the Chancellor's Report. Consequently, the Education and Language Acquisition Advisement Handbook has been updated and posted online. This will start to provide a clear reference to students and advisors. In Spring 2014, the Secondary Education major has been revised to be offered as a Liberal Arts option.
Next Steps	With the proper revised curricular frameworks for Childhood and Secondary Education in place, continue to help students map out the program requirements, course selections, and correct sequencing in their course of study.

Appendix 8.4 Rubrics for our Core Competencies and Communication Skills (5 Pages)

**INQUIRY AND PROBLEM SOLVING***Adapted from the AAC&U VALUE Rubrics*

Dimensions	Proficient - 4	Competent - 3	Developing - 2	Novice - 1
Framing the Issues <i>Identifies and/or addresses questions problems and/or hypothesis informed by knowledge of context.</i>	Clearly frames and addresses a research question, hypothesis and/or problem. Demonstrates strong knowledge of relevant context.	Sufficiently frames and/or addresses a research question, hypothesis and/or problem. Demonstrates substantial knowledge of relevant context.	Begins to frame and/or address a research question, hypothesis and/or problem. Demonstrates some knowledge of relevant context.	Demonstrates limited or no ability to frame or address a research question, hypothesis and/or problem. Demonstrates little knowledge of relevant context.
Evidence Gathering <i>Assembles, reviews and synthesizes evidence from diverse sources of relevant knowledge.</i>	Assembles, reviews and synthesizes pertinent information from many relevant and appropriate sources with diverse points-of-view.	Assembles, reviews and selects pertinent information from relevant and appropriate sources with diverse points-of-view.	Reviews information from some relevant sources with similar points-of-view.	Reviews limited information from few relevant sources with limited points of view.
Analysis <i>Uses evidence to address questions, test hypotheses and evaluate claims and solutions.</i>	Clearly analyzes, evaluates and organizes evidence to support hypotheses, claims and solutions.	Consistently analyzes, evaluates and organizes evidence to support hypotheses, claims and solutions.	Partially analyzes, evaluates and organizes evidence to support hypotheses, claims and solutions.	Attempts to analyze, evaluate and organize evidence to support hypotheses, claims and solutions.
Conclusions <i>Draws conclusions supported by evidence; Identifies implications and limitations.</i>	Draws logical conclusions, offers insightful solutions strongly supported by evidence. Discusses limitations and implications.	Draws logical conclusions, offers solutions supported by evidence. Discusses limitations and implications.	Draws somewhat logical conclusions, offers some solutions supported by some evidence. Identifies some limitations and implications.	Attempts to draw conclusions, offers few solutions supported by evidence. Identifies few or no limitations and implications.



GLOBAL LEARNING

Adapted from AAC&U VALUE Rubrics

Dimension	Proficient - 4	Competent - 3	Developing - 2	Novice - 1
Understanding Global Issues and Events Analyzes global issues and events, and identifies their interdependent implications on the natural, social, cultural, economic, and political world.	Analyzes the dynamics of a global issue or event. Identifies and connects the most relevant shaping forces and repercussions of global issues or events locally and globally. <i>(e.g., demonstrates knowledge of several interdependent dimensions of global events and discusses how they manifest locally and globally).</i>	Identifies and discusses a global issue or event. Makes knowledgeable connections between local and global events and their repercussions. <i>(e.g., recognizes how interdependent influences of a global event manifests in various localities).</i>	Identifies and describes a global issue or event. Demonstrates basic understanding of the way local issues and events are connected to larger global issues. <i>(e.g., compares local and global manifestations of a global issue/event)</i>	Identifies a global issue or influence. Identifies an example of a local issue or event that occurs globally. <i>(e.g., identifies a local manifestation of a global issue or event)</i>
Communicating Knowledge in Global Contexts Awareness of how diverse cultural perspectives are shaped within global contexts. Ability to communicate across difference.	Employs knowledge of diverse worldviews and cultural practices in communication. Considers and negotiates diverse perspectives to communicate appropriately across differences.	Presents knowledge of diverse worldviews and cultural practices. Considers divergent perspectives in the communication process.	Presents emergent knowledge of diverse worldviews and cultural practices. Begins to recognize divergent perspectives. Demonstrates emergent ability to communicate across difference.	Presents limited or no knowledge of diverse worldviews and cultural practices. Demonstrates limited or no ability to recognize divergent perspectives or communicate across difference.
Ethical Engagement and Global Self-Awareness Recognition of ethical dimensions of global issues (e.g., environment, education, housing, healthcare, etc.). Articulation of global self-awareness. Analysis of human action on global issues and events.	Analyzes the ethical consequences of global issues or events and proposes ethical responses and a range of actions or solutions (individual and collective). Analyzes personal attitudes and actions within a global framework, applying an understanding of the role of individual and collective action in shaping global issues or events.	Discusses the ethical consequences of global issues and events. Discusses personal attitudes and actions within global issues or events. Discusses ways human actions influence local and global issues or events.	Identifies basic ethical challenges of global issues or events. Identifies basic connections between personal attitudes and actions and global issues or events. Identifies ways human actions influence local and global issues or events.	Presents limited or no recognition of ethical dimensions related to global issues or events. Presents limited or no identification of the connections between attitudes and actions and global issues or events. Presents limited or no examples of how human actions influence local and global issues or events.



INTEGRATIVE LEARNING				
Dimension	Proficient - 4	Competent - 3	Developing - 2	Novice - 1
Connections Between and Among Academic Disciplines <i>Identifies and draws insight from connections across disciplinary perspectives, knowledge and skills.</i>	Synthesizes and/or draws conclusions by connecting examples, facts, and/or theories from more than one field of study or perspective.	Connects and compares examples, facts, and/or theories from more than one field of study or perspective. Begins to draw conclusions.	Connects examples, facts, and/or theories from more than one field of study or perspective.	Presents examples, facts, and/or theories from one or more fields of study or perspective.
Connections to Experience <i>Identifies and draws insight from connections across relevant learning experiences, including personal, co-curricular, and academic.</i>	Synthesizes connections among multiple learning experiences inside and outside of classroom to deepen understanding and broaden point of view.	Connects examples of personal or co-curricular learning to academic knowledge to deepen understanding.	Compares relationships between personal or co-curricular experiences and academic knowledge to infer similarities or differences.	Identifies relationships between personal or co-curricular experiences and academic content or knowledge.
Ability to Apply Learning across Diverse Contexts <i>Applies knowledge, skills, abilities, theories and/or methodologies across different learning experiences (inside or outside the classroom).</i>	Applies skills, knowledge, theories, and/or methodologies from one learning experience to another to offer solutions to a problem or issue.	Applies skills, knowledge, theories, and/or methodologies from one learning experience to another to explain problem or issue.	Applies skills, knowledge, theories, and/or methodologies from one learning experience to another to explore problem or issue.	Applies skills, knowledge, theories, and/or methodologies from one learning experience to another.
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts.</i>	Critically evaluates strengths and challenges; connects current sense of self to past and/or future selves across multiple and/or diverse contexts. Consistently demonstrates ability to reflect on experiences and/or examine personal identity as a learner.	Describes and evaluates strengths and challenges. Begins to describe self over time and/or in different contexts. Demonstrates ability to reflect on experiences and/or examine personal identity as a learner.	Describes strengths and challenges within a specific learning context. Demonstrates emergent ability to reflect on experiences and/or examine personal identity as a learner.	Describes strengths and challenges in a general learning context. Demonstrates limited or no ability to reflect on experiences and/or examine personal identity as a learner.



WRITTEN, ORAL & DIGITAL COMMUNICATION ABILITIES

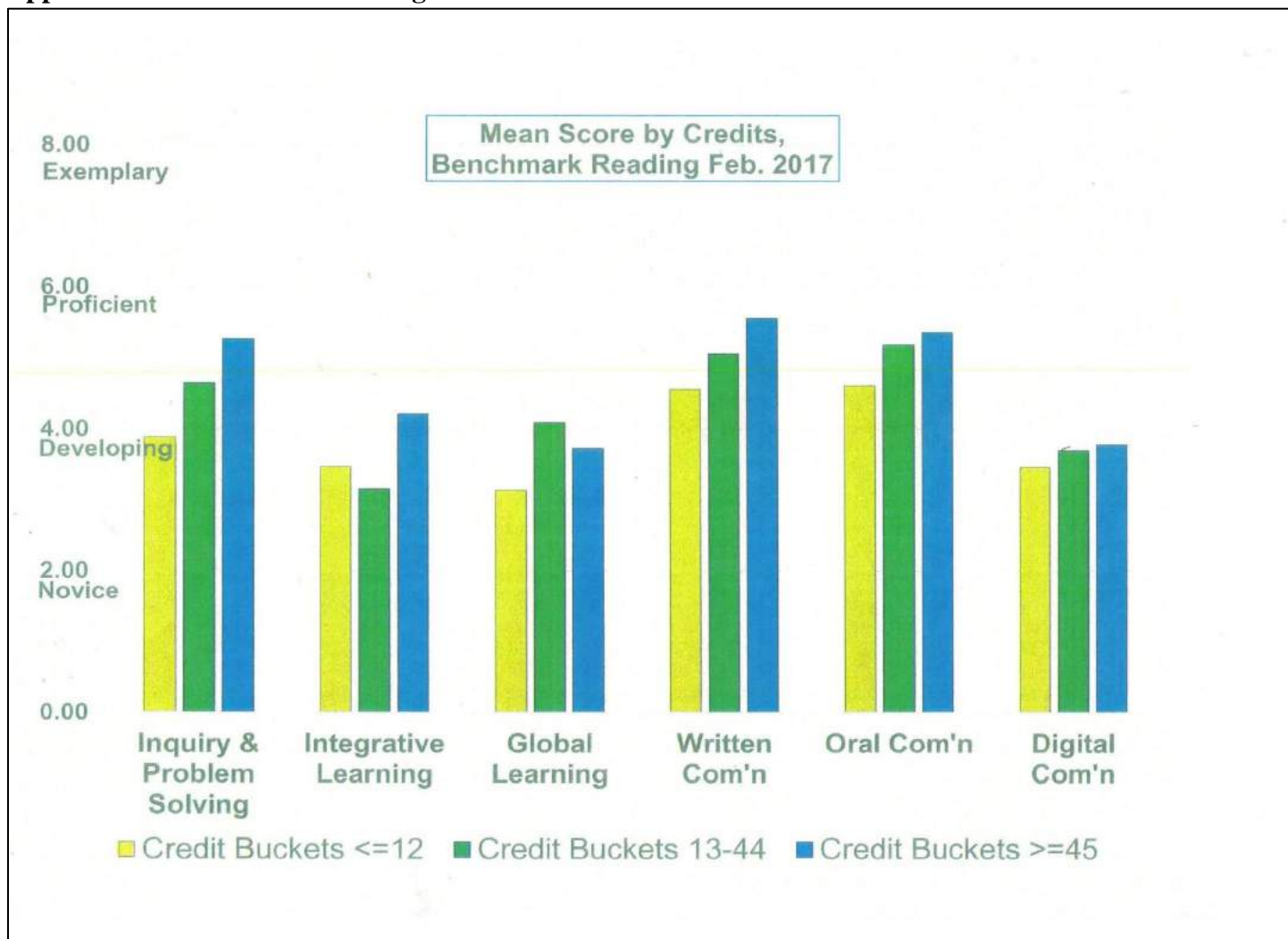
Dimension	Proficient - 4	Competent - 3	Developing - 2	Novice - 1
Content Development and Organization	<p>Content is well-organized, clear and logical.</p> <p>Statements and/or thesis and conclusions are supported by evidence or narrative detail.</p> <p>Facts are not confused with opinions. Sources are credible and relevant.</p>	<p>Content is mostly well-organized, clear and logical.</p> <p>Statements and/or thesis and conclusions are mostly supported by evidence or narrative detail.</p> <p>Facts are usually not confused with opinions. Sources are usually credible and relevant.</p>	<p>Content is somewhat well-organized, clear and logical.</p> <p>Statements and/or thesis and conclusions are somewhat supported by evidence or narrative detail.</p> <p>Facts are occasionally confused with opinions. Sources are sometimes credible and relevant.</p>	<p>Content is minimally organized, clear and logical.</p> <p>Statements and/or thesis and conclusions are rarely supported by evidence or narrative detail.</p> <p>Facts are often confused with opinions. Credible and relevant sources are rarely used.</p>
Purpose, Audience, and Genre	<p>The purpose of the communication is clear.</p> <p>The style and use of language are appropriate for the audience and the communication's purpose.</p> <p>The conventions of the chosen genre and/or discipline are respected.</p>	<p>The purpose of the communication is mostly clear.</p> <p>The style and use of language are mostly appropriate for the audience and the communication's purpose.</p> <p>The conventions of the chosen genre and/or discipline are mostly respected.</p>	<p>The purpose of the communication is somewhat clear.</p> <p>The style and use of language are somewhat appropriate for the audience and the communication's purpose.</p> <p>The conventions of the chosen genre and/or discipline are sometimes respected.</p>	<p>The purpose of the communication is unclear.</p> <p>The style and use of language are rarely appropriate for the audience and the communication's purpose.</p> <p>The conventions of the chosen genre and/or discipline are rarely respected.</p>
Control of Language, Syntax, and Mechanics for all Artifacts	<p>Communication is clear, fluent and appropriate for the chosen genre and medium.</p> <p>Grammar, pronunciation, vocabulary and language choice are appropriate to the audience and occasion.</p> <p>Errors don't interfere with comprehension.</p>	<p>Communication is mostly clear, correct, fluent and appropriate for the chosen genre and medium.</p> <p>Grammar, pronunciation, vocabulary and language choice are mostly appropriate to the audience and occasion.</p> <p>Errors minimally interfere with comprehension.</p>	<p>Communication is somewhat clear, correct, fluent and appropriate for the chosen genre and medium.</p> <p>Grammar, pronunciation, vocabulary and language choice are somewhat appropriate to the audience and occasion.</p> <p>Errors sometimes interfere with comprehension.</p>	<p>Communication is rarely clear, correct, fluent or appropriate for the chosen genre and medium.</p> <p>Grammar, pronunciation, vocabulary and language choice are rarely appropriate to the audience and occasion.</p> <p>Errors consistently interfere with comprehension.</p>



WRITTEN, ORAL & DIGITAL COMMUNICATION ABILITIES

Oral Communication Delivery techniques and active listening for oral communication, including interactions.	Articulation, tone, volume, pace, eye contact, and body language are appropriate to the interaction. Speaker listens attentively as exhibited by body language and responses to audience and/or modifies approach to clarify, reinforce and/or summarize main ideas.	Articulation, tone, volume, pace, eye contact, and body language are mostly appropriate to the interaction. Speaker mostly listens attentively as exhibited by body language and responses to audience and/or modifies approach to clarify, reinforce and/or summarize main ideas.	Articulation, tone, volume, pace, eye contact, and body language are somewhat appropriate to the interaction. Speaker sometimes listens attentively as exhibited by body language and responses to audience and/or modifies approach to clarify, reinforce and/or summarize main ideas.	Articulation, tone, volume, pace, eye contact, and body language are rarely appropriate to the interaction. Speaker rarely listens attentively as exhibited by body language and responses to audience and/or modifies approach to clarify, reinforce and/or summarize main ideas.
Digital Communication Effective Digital Communication will enhance interaction and/or employ diverse media elements to enhance digital composition.	Demonstrates consistently effective use of digital capacities (e.g., interactivity and/or the juxtaposition of diverse media elements) to advance content and purpose of communication.	Demonstrates mostly effective use of digital capacities (e.g., interactivity and/or the juxtaposition of diverse media elements) to advance content and purpose of communication.	Demonstrates somewhat effective use of digital capacities (e.g., interactivity and/or the juxtaposition of diverse media elements) to advance content and purpose of communication.	Demonstrates minimal or no use of digital capacities (e.g., interactivity and/or the juxtaposition of diverse media elements) to advance content and purpose of communication.

Appendix 8.5 Benchmark Reading Scores



Section III- Appendix C

Appendix C-1 COACHE Survey and Findings (8 pages)

**Faculty Council Report
on the 2015 COACHE Faculty Satisfaction Survey
to Provost Paul Arcario
September 28, 2016**

Prepared by President Francine Egger-Sider & Vice-President Hara Bastas

For the first time, CUNY community college faculty participated in the COACHE survey administered in April 2015. The results were emailed to all faculty on October 19, 2015 by Provost Paul Arcario. The Survey revealed that faculty at LaGuardia were more dissatisfied in certain categories than their counterparts at the other CUNY community colleges. Provost Arcario charged Faculty Council to delve into the results of the COACHE Survey and come up with feasible recommendations. More specifically, Faculty Council was asked "... to plan and sponsor venues for discussion and further research as needed, along with formulating suggested action steps." (For full letter, see Appendix A.) This report will first summarize the results of the COACHE Survey and how Faculty Council fulfilled its charge and then present our recommendations.

The COACHE Survey analyzed the following nine benchmarks:

1. Nature of work in research, service, teaching
2. Resources in support of faculty work – facilities and support
3. Benefits, compensation, and work/life balance - personal and family policies, health and retirement benefits
4. Interdisciplinary work and collaboration
5. Mentoring
6. Tenure and promotion practices
7. Leadership at the senior, divisional, and departmental level
8. Departmental collegiality, quality, engagement
9. Appreciation and recognition

As the COACHE report explains: "For each benchmark, your report displays a series of three inter-campus comparisons: the mean for all CUNY community colleges, compared to the mean for the entire CUNY system; the mean for your institution compared to the mean for the entire CUNY system; and the mean for your institution compared to all CUNY community colleges" (*COACHE Faculty Satisfaction Survey Provost's Report LaGuardia Community College, 2015*, page 3; hereinafter cited as *COACHE Provost's Report*). The LaGuardia response rate was 50% (159 responses out of a population of 320); for a full analysis of response rates by demographic characteristics, see the snapshot below: (*COACHE Provost's Report*, page 6)

		overall	tenured	pre-tenure	tenure stream	mtl	full	assoc	men	women	white	faculty of color
LaGuardia Community College	responders	159	78	76	154	5	26	55	62	97	93	66
	population	320	183	132	215	5	92	93	142	178	191	129
	response rate	50%	43%	58%	49%	100%	39%	59%	44%	54%	49%	51%

MAJOR AREAS OF CONCERN

The following three benchmarks (listed above as 1, 3, and 6) represent areas in which LaGuardia faculty are more dissatisfied than their counterparts at the CUNY community colleges surveyed:

Benchmark 1: Nature of work: Service:

The two sub-areas of greatest concern are:

1. Time spent on service; and
2. Number of committees.

More specifically, dissatisfaction was compared for pre-tenured vs. tenured faculty, tenure stream vs. non-tenured stream, associate vs. full and women vs. men (COACHE *Provost's Report*, pages 11 and 28)

For these two sub-areas, the overall dissatisfaction is more significant among pre-tenured faculty, associate professors and women.

Benchmark 1: Nature of work: Teaching: The sub-area of greatest concern is:

1. Ability to balance teaching/research/service.
All LaGuardia faculty were the most dissatisfied compared to all of CUNY and all of the community colleges.

The teaching load is a contractual CUNY issue, so Faculty Council did not address it, although the excessive number of courses faculty have to teach came up repeatedly (COACHE *Provost's Report*, pages 12 and 28).

Benchmark 3: Benefits, compensation, and work/life balance: Personal and family policies: The three sub-areas of concern are:

1. Stop-the-clock policies:
Greatest dissatisfaction among women vs. men and among faculty of color vs. white faculty.
2. Institution does what it can for work/life compatibility:
Dissatisfaction among pre-tenure vs. tenured, associate vs. full, women vs. men, and faculty of color vs. white faculty.
3. I found personal and professional balance:
Dissatisfaction among pre-tenure vs. tenured, tenure stream vs. non-tenure stream, associate vs. full, and women vs. men.

Overall, women were more dissatisfied than men and faculty of all ranks have not found personal and professional balance (COACHE *Provost's Report*, page 14).

Benchmark 6: Tenure and promotion practices: Tenure Policies: The sub-area of greatest concern is:

1. Consistency of messages about tenure.
Women were more dissatisfied with the consistency of messages about tenure than men.
(COACHE *Provost's Report*, page 20).

AREAS OF STRENGTH

The following three benchmarks (2, 4, and 6) represent areas in which LaGuardia faculty were more satisfied than their counterparts at the CUNY community colleges surveyed:

Benchmark 2: Resources in support of faculty work (COACHE *Provost's Report*, page 14):**Facilities and work resources**

Faculty were more satisfied than other CUNY faculty in the following sub-areas:

1. Support for improving teaching;
2. Laboratory, research, and studio space;
3. Classrooms; and
4. Computing and technical support.

Benchmark 4: Interdisciplinary work and collaboration (COACHE *Provost's Report*, page 17):

- A. Interdisciplinary Work.** In this category, LaGuardia faculty were more satisfied than their CUNY Community College counterparts in the following sub-areas:
1. Budgets encourage interdisciplinary work;
 2. Interdisciplinary work is rewarded in merit;
 3. Interdisciplinary work is rewarded in promotion; and
 4. Interdisciplinary work is rewarded in tenure.
- B. Collaboration.** In this category, the highest ratings were for:
1. Opportunities for collaboration within department; and
 2. Opportunities for collaboration outside department.

Benchmark 6: Tenure and promotion practices (COACHE *Provost's Report*, page 20):

Promotion

Faculty were more satisfied than their CUNY Community College counterparts with:

1. Department culture encourages promotion;
2. Clarity of promotion process;
3. Clarity of promotion criteria;
4. Clarity of promotion standards; and
5. Clarity of body of evidence for promotion.

Women were more satisfied than men in this category.

FACULTY COUNCIL'S APPROACHES

Faculty Council undertook a multi-pronged approach to promoting venues for discussions with a view to coming up with "feasible" solutions to issues troubling LaGuardia faculty. The fall of 2015 was devoted to publicizing the results of the COACHE Survey and spring was devoted to addressing the concerns highlighted in the COACHE Survey. Focus groups with outside consultants were organized and Faculty Council representatives led discussions in their individual departments. A list of activities in response to the COACHE Survey follows:

Fall 2015:

- **Two COACHE 101 info sessions**

After Dr. Bastas presented LaGuardia's major areas of concerns and strengths (see COACHE 101 flyer, Appendix B), the following topics came up during the discussion period:

1st session (November 2, 2015) – 12 faculty

Faculty mentioned the erosion of release time specifically for professional development and extra departmental assignments, as well as the need for additional travel funds to support conference attendance.

2nd session (November 10, 2015) – 19 faculty

Faculty reported lack of transparency within and across departments regarding release time, as

well as the lack of release time for additional research for faculty in their 5th to 7th years of their march towards tenure.

- **Middle States Meeting** (November 17, 2015)
Professor Egger-Sider presented an overview of the COACHE Survey results and suggested more support be given to faculty in their 5th to 7th year of appointment as well as more transparency in tenure and promotion requirements.
- **Tenure and Promotion Forum** (November 19, 2015)
COACHE Survey results were addressed in the Q&A section. Faculty asked for written expectations for publication requirements. Provost Arcario announced that he was working with the Chairs to create a formula for release time for program directors and others.
- **Institutional Research and Assessment** (December 2, 2015)
Professor Egger-Sider and Dr. Bastas met with Nathan Dickmeyer, Director of Institutional Research and Assessment, to request a demographical profile of LaGuardia faculty: who is our faculty by gender, rank, and tenure status across all departments.

IR data: Using CUNYfirst data, a spreadsheet of raw data represents the actual numbers of faculty in each department (see Appendix C).

COACHE data: For the major areas of concern, each question of the Survey (example: Q45A for Time spent on teaching, COACHE *Provost's Report*, page 12), data was reported by gender, rank and tenure status. Women assistant professors answered the questions in the areas of concern in greater numbers than any other category of faculty (see Appendix D).

- **Chairs Meeting** (December 15, 2015)
Professor Egger-Sider presented the results of the COACHE Survey to department Chairs.

Spring 2016:

- **Departmental activities**
 - a) Several departments conducted their own surveys based on the COACHE results and issued specific recommendations. In order to respect the privacy of the faculty, the responses have been compiled into one document (see Appendix E).
 - b) Using CUNYfirst data, MEC faculty created charts of the proportional representation of faculty in each department and across all departments. These charts illustrate the composition of each department in terms of gender, rank, and tenure status (see Appendix F).
- **Focus groups** (May 18, 2016 and May 24, 2016) – 59 faculty
Faculty Council representatives suggested names for possible consultants to conduct the focus groups. The selection process took longer than expected and the team chosen consisted of: Dr. Rani Varghese, Dr. Michael Funk, and Dr. Patricia Romney. For their full biographies, see Appendix G.

The questions for the focus groups were developed by the consultants to find out why dissatisfaction regarding service, teaching, and research varied by gender and race/ethnicity among LaGuardia faculty.

The report uses descriptive and interpretive data drawn from the interviews to identify broad themes and patterns related to the questions under discussion. The focus groups revealed the concerns about the following:

1. Respondents' experiences at LaGuardia
2. Typical work week
3. Evaluation/SIRS
4. Mentoring
5. Gender and racial identity and bias
6. Lack of transparency, consistency and clarity
7. Governance/top down/autonomy
8. Lack of appreciation, respect, recognition, and support
9. Money

CONSULTANTS' RECOMMENDATIONS

1. **Pursue all means to reduce workload**
 - Adopt a "Do Less and Accomplish More" philosophy for faculty.
 - Consider course reductions.
 - Provide more course release time. For example, those pursuing research could be provided 3 hours of course release time on a rotating or competitive basis.
 - Decrease faculty time spent in meetings. Use technology (Skype or GotoMeeting) to decrease the waste of resources (time and money) spent in commuting.
2. **Undertake a discussion of SIRS results at LaGuardia**
 - Ensure that faculty are evaluated only against their peer groups in community colleges and not against the overall national statistics for four-year colleges and other types of institutions.
 - Determine how the College, in looking at SIRS results, will take into account the well-documented race and gender bias that appears in student evaluations.
3. **Increase clarity about tenure requirements**
 - Work toward equity across departments.
 - Consider publishing tenure requirements so that all faculty will have access to these.
4. **Increase equity and reduce bias and preferential treatment**
 - Conduct a comparative review and analysis of years to promotion for all faculty of color and women faculty, comparing faculty of color to whites and males to females.
 - Identify departments where problems such as gender and racial microaggressions appear to exist. Make achieving racial and gender equity in promotion one of the goals to be met in the annual performance review of the Chair, Division Head, and other relevant administrators.

- Provide coaching, mentoring, and necessary supports for women and faculty members who have been delayed or stuck on their road to tenure and promotion.
- Conduct an additional comparative review to analyze the number and quality of service and committee assignments by race and gender.
- Set term limits for Chairs. We suggest appointments should be for two years and renewable for no more than two additional terms, based on satisfactory performance reviews as measured by 360° evaluation processes which would include feedback from faculty in the department and from the dean who supervises the department Chair, as well as a self-evaluation by the department Chair him or herself.

5. Build collaborative structures and decrease administrative top-down management

- Encourage collaborative work around programming so that teams of faculty can collaborate on projects and each of them can be credited for the work.
- Conduct a specific survey of the Center for Teaching and Learning asking faculty to identify what courses are useful, what timeframes are useful, and what courses and supports would be most beneficial to them.

6. Find all possible ways to appreciate, recognize, and celebrate the work of the faculty

- Celebrations of publications, grants received and other success.
- Reward collaboration by including collaboration efforts in annual as well as tenure and promotion reviews.
- Acknowledge teamwork publicly.
- Celebrate team achievements with dinners and greater exposure to senior leaders at LaGuardia.

7. Increase faculty salaries/Decrease faculty expenses

- Continue to maximize the positive impact of the recent salary increases.
- Provide free parking for all LaGuardia faculty in an easily accessible safe space adjacent to campus.
- Allow telecommuting (Skype or GoToMeeting) to decrease the cost of parking and gas.
- Subsidize day care for all faculty members.
- Pay department Chairs a stipend for their additional work.

RECOMMENDATIONS forwarded by President and Vice-President of Faculty Council:

In consideration of the recommendations put forth by the consultants regarding the various issues troubling faculty at LaGuardia, these additional specific recommendations from Faculty Council appear below:

1. Alleviation of heavy service requirements at LaGuardia

An area that needs closer attention at the College and departmental levels is the amount of service and the population of committees. Presently, the same faculty are tapped for committee work; there are no tenured faculty on many committees, thus leaving the bulk of service work to junior faculty; a greater load is placed on women than on men; men are chosen for the plum committees; and whites are privileged above faculty of color.

Faculty Council recommends a systematic re-evaluation of the amount and type of service performed by each faculty member and of the selection process for committees to ensure and reflect more equity across all social identities.

2. Greater support for research by faculty between their 5th and 7th year of reappointment

Faculty Council recommends giving additional release time for research and/or lighter service load during the last two years before tenure.

3. Conference travel

Faculty Council recommends full reimbursement for conference travel and related expenses.

4. Standardization of release time within and across departments

Faculty Council recommends that the Provost, in conjunction with the department Chairs, expand the closer examination of release time beyond program directors ensure and reflect equity across all social identities

5. Transparency of Chairs' and program directors' responsibilities

To create more equity and consistency among departments, Faculty Council recommends that clear, accessible job descriptions be written for Chairs and program directors.

6. Greater transparency for tenure

Faculty Council recommends more specific guidelines for tenure requirements in the service and research categories.
Faculty Council also recommends a shorter time period between a letter of reappointment and a letter of concern.

7. Strengthen Faculty Council

As the only faculty-specific voice on campus, Faculty Council needs a more visible presence to consistently provide a venue for discussion of issues raised by the COACHE Survey. Faculty Council recommends that participation and contributions to Faculty Council initiatives (such as addressing work/life balance) count as service contributions toward promotion and tenure.

NEXT STEPS

Faculty Council representatives have approved the above recommendations at their meeting of September 28, 2016.

Faculty Council would like to thank Provost Arcario for his early distribution of the COACHE Survey results in October 2015 and for charging Faculty Council with the task of reporting on the areas of dissatisfaction at LaGuardia and offering feasible recommendations. This report documents the scope of the problem areas brought up by the COACHE Survey and initial suggestions for the resolution of these problems.

APPENDICES

- A. Provost Arcario's initial email re the COACHE Survey to the College Community on October 29, 2015
- B. COACHE 101 flyer
- C. Institutional Research & Assessment, demographic profile of LaGuardia faculty based on CUNYfirst data
- D. Institutional Research & Assessment, demographic profile of respondents to selected COACHE Survey questions
- E. Departmental survey results
- F. Proportional representation of faculty
- G. Biographies of consultants

Appendix C-2 COACHE Departmental Meeting Findings (3 pages)

1 of 3

**Selected individual faculty responses to COACHE survey findings
from Spring 2016 department meetings.****Major areas of concern:****1) Nature of work -- teaching, service and research**

- Our service expectations are completely unreasonable and extremely higher than that at the other two-year schools (many of which have the same success rates as our own). Our teaching loads on top of service suffer at the expense of the students. And our research expectations are untenable due to teaching and service. A perfect self-perpetuating problem...
- Teaching load is excessive: it leaves little time for service or research, and it is unfair considering that we are expected to conduct research as senior college professors with less of a load.
- Specialists in their respective academic fields are becoming more and more expected to become generalists in the eyes of the administration. The numerous "generalized and meaningless" activities leave little or no room for faculty to further their areas of specialty.
- The guidelines for college contributions and scholarship is too vague. What is needed from us?
- I get permission to do something, then get encouragement to do something else, and then the situation changes. Goals can feel too much like moving targets.
- I feel overburdened by the service requirements in the college and find the way that the college uses student evaluations to be completely unfair and skewed.
- The workload at the junior colleges is simply untenable. 27 credit hours is an extremely heavy teaching load; furthermore we are expected to excel in our teaching practices while producing peer-reviewed scholarship and fulfilling our service requirements. It is an unjust situation that must change. This is why so many faculty members leave LaGuardia as soon as the opportunity arises.
- My college contribution did not count enough. I was told later (after review) that they want more of a leadership role than just participation.
- I am concerned that 1) the compensation (in terms of reassigned time, payment, etc.) for different types of service is not described in any public document that new and continuing faculty can reference, and 2) there seems to be little distinction made between service that helps the administration and service that directly impacts students and is connected with teaching and department curricula. The former often takes time away from our work with students, while the latter enriches it.
- There is too much pressure, I can't say "no" to service opportunities.
- The administration doesn't understand faculty and programs' needs for space. There are too many variables that change the game in the middle of the play.

2 of 3

Major areas of concern:**1) Nature of work -- teaching, service and research continued**

- Gender and racial bias/stereotypes experienced by female instructors in the classroom need to be addressed. Lack of support for cultivating and recognizing women leaders at the college-level. Lack of awareness that women do the equivalent of "housework" at the workplace. Their labor goes unnoticed, while male employees often get high-profile (not necessarily more difficult) assignments. Why is it that all the departmental chairs save two (one of whom was appointed, not elected) men? And all but 2 white? There is also a culture at the college that tolerates micro-aggressions re: gender (e.g. accomplished women being subjected to "mansplaining"?).
- Personally, I feel that I must be a "Blob of Perfection." Expectations are unrealistic.
- How can smaller programs be expected to do the same amount of work as larger programs (ie: advisement – core competencies, course development). For example, 200 students being managed by 2 full-time faculty members.
- Initiatives seem to come from administration rather than from faculty.
- 1.) Overemphasis on service, especially committees, mini-grants, etc. that only fulfill administrative initiatives that do not actually serve our students. 2.) The teaching workload is too high and the distribution of reassigned time is not transparent or openly advertised. The college president also has the ability to budget for a reduction in teaching load across the board. For our students to succeed we need more time to spend with them (i.e. less hours in the classroom and less service). 3.) The provost and college-wide P&B have contradictory messages regarding promotion and tenure. Also the college-wide use of SIRS (which have a demonstrated gender, racial and age bias) as a metric for teaching skill shows a disingenuous approach to evaluating our skills as professors.
- There is no time left to work on research and creative work.
- Administration is reluctant to explain the process for promotion or job description changes.
- Faculty should reserve the right to say, "no."
- There should be different standards for different disciplines and different departments.
- Why are faculty told they need college contributions outside of their discipline?
- Junior faculty do not feel that they can say no to requests for service. Some feel overloaded. Some feel it could be a matter of gender bias. Some feel it could be personality issues.
- We never know if a contribution "counts." Communication is hampered.
- There is a lack of information on the part of the administration about what constitutes professional development – beside publication and scholarship.

3 of 3

Major areas of concern:**1) Nature of work -- teaching, service and research continued**

- 1) A 27 hour work load is too much. It is impossible to commit the time and energy our students need when one has so many students, so many classes. Requiring a 27 hour workload from community college instructors is a way of designing student failure into the system. There are also institutional, work-culture issues that arise from the 27 hour teaching load, but it would make this entry far too long to get into it now. 2) Along with the teaching load, the service required at LaGuardia is unrealistic. The school is over 40 years old. It needs to lose its institution-in-the-making culture and start giving some value to tradition. Not every cohort of new hires should be asked to reinvent the institution and the rest of us don't need to be permanently re-evaluating and recycling committee work.
- Faculty feel disrespected.

2) Benefits, compensation, and work/life balance - personal and family policies:

- We still live in an unequal society, and women simply have more responsibilities outside of campus life.
- The College needs to provide better daycare options for faculty, perhaps in consultation with the union.
- Working at LaGuardia is not family friendly. Childcare is hard to get for faculty on site and there is no subsidizing or assistance in finding care elsewhere. The service load, often requiring people to be on campus extensively rather than making use of technology to facilitate non-face-to-face meetings or mitigating service in other ways adds to the lack of family policies.
- I would like LaGuardia to expand its daycare program and extend its daycare to faculty (right now there is a 2-year waiting list for a few open spots).
- I think it is obvious that our basic health coverage only pays for basic health. Why shouldn't someone under 45 years old be allowed to get a once-a-year health exam? Preventive medicine saves money in the long run.

Appendix C-3 COACHE Provost Letter to Faculty (2 pages)

October 19, 2015

Dear Colleagues: As you are aware, last spring LaGuardia along with the other CUNY colleges, participated in the Collaborative on Academic Careers in Higher Education (COACHE) faculty survey. I recently received "The Provost's Report" summarizing the results, and would like to take this opportunity to share my own initial thoughts on some of the outcomes with you.

As you will see in reviewing the report, you rated several benchmark themes higher than faculty did, on average, at other CUNY institutions. You also rated some benchmark themes lower than faculty did at other CUNY institutions. COACHE has summarized these comparisons to the CUNY system as a whole and to the other CUNY community colleges:

Your faculty rated *Facilities and Work Resources*, *Interdisciplinary Work*, *Collaboration*, *Mentoring*, *Promotion*, *Senior Leadership* and *Departmental Engagement* higher than faculty did, on average, across the CUNY system. Compared to faculty at the other five CUNY community colleges, your faculty rated *Facilities and Work Resources*, *Interdisciplinary Work*, *collaboration*, *Promotion*, and *Senior Leadership* higher.

Your faculty also rated some benchmark themes lower than faculty did across the CUNY system. These areas of concern include *Nature of Work: Research*, *Nature of Work: Service*, *Nature of Work: Teaching*, *Personal and Family Policies*, *Health and Retirement Benefits*, and *Tenure Policies*. Compared to the other five CUNY community colleges, your faculty provided lower ratings on seven benchmarks: *Nature of Work: Research*, *Nature of Work: Service*, *Nature of Work: Teaching*, *Personal and Family Policies*, *Health and Retirement Benefits*, *Tenure Policies* and *Tenure Clarity*.

You will be able to delve deeper into individual items as you examine the report, but at this broad thematic level, I believe there is cause for both celebration and introspection, for acknowledging strengths and reflecting upon concerns. As a faculty body, you appreciate the efforts the college has been making to improve facilities, and provide resources and support for teaching. You deeply value the cooperative and interdisciplinary nature of our academic community; it thus is incumbent upon each of us individually to continue to build, nurture, and safeguard this culture, one that is reflective of our stated "core values" - a collaborative environment in which we recognize that diverse perspectives make us stronger.

What was identified as a primary concern is the work expectations for faculty. This can be seen in the answers to specific benchmarks (particularly in the Nature of Work areas), corroborated by what was identified as the two worst aspects of working at LaGuardia: "teaching load" (identified by 49% of you) and "too much service/too many assignments" (identified by 27%). In fact, according to the CUNY Central Office, teaching load (along with compensation) was ranked among the worst aspects system-wide.

What our college by itself can do in regard to the required 27-hour teaching load (which is a contractual matter at the University level) remains a question; perhaps ideas will emerge in your discussions. As to the amount of service and assignments, there is a clear expression of the difficulty many are having with achieving a work-life balance. LaGuardia is no doubt a "service-intensive" institution, which I do not see as changing. Why? We all know that our students present a compelling mix of enormous potential coupled with great need. I have interviewed literally

over a hundred faculty members seeking to teach here and I always begin by asking why they want to come to LaGuardia. The answer is always expressive of a deep commitment to work with our student body – those who are marginalized, who lack resources, who very likely would have no access to a life of deep learning, success, and fulfillment if we were not opening the gates for them. Our work is not easy, but it is necessary work that I believe in our heart of hearts we all want to be engaged in by virtue of our choosing to be here.

Our collective work therefore will not ease up - as we have chosen to engage in a capacious mission - but we could explore whether it might be made easier for the individual faculty member. At one level, the college's administration will continue to seek additional outside funding and resources to support faculty, needed to supplement the underfunding of public education in this country, particularly at community colleges. At the same time, I believe we must seriously review if service assignments are being equitably shared among *all* the faculty; college and department leaders (and I recognize my own part in this) cannot always call upon the same people again and again. We might also endeavor to ensure that work is truly meaningful, reducing and streamlining the less essential. And you may or may not be aware that just last year the College-wide P&B, in an intentional effort to lessen faculty service requirements, expanded what now can be counted as college-wide service, allowing certain categories of critical work to "double-count" in more than one of the contractually required evaluation categories (for example, simultaneously fulfilling a departmental and college-wide contribution).

Another major concern also emerged, one that calls for examination and action – the fact that women faculty are across the board less satisfied than men faculty. I asked the COACHE researchers whether this was a trend across the other CUNY colleges, and the reply was that the difference was starker and widespread across more categories here at LaGuardia. Clearly, as a community we need to learn the reasons for this troubling gender disparity and how they can be addressed.

I have not attempted to address every topic in the survey in this brief commentary; there is certainly much more to discuss and explore – and I encourage you to review all the benchmark outcomes carefully. To guide the process and help determine responses to these issues – and others that will no doubt emerge from the COACHE data - I have asked the one college body specifically charged to address *faculty* concerns, the Faculty Council, to plan and sponsor venues for discussion and further research as needed, along with formulating suggested action steps. The Faculty Council will meet very shortly to discuss its role and next steps in the process; they will inform you as soon as plans are put in place. In addition, the academic chairpersons are planning to engage you in conversations at future department meetings, the results of which will be synthesized by the Faculty Council as we work together towards ensuring a more gratifying experience for all.

Sincerely,



Paul Arcario, Provost

Section IV-Appendix D

Appendix D-1 Institutional Research and Assessment Reports 2015-2016 (4 pages)

Appendix D-1

Institutional Research & Assessment Reports 2015-16 (219)

ND-15-10-21 Non-cluster and Cluster-Math Analysis F12-13-14	10/21/2015 10:21 ...
JW-15-10-21 Math Courses Scheduling Analysis Fall 2015 Session 1	10/21/2015 3:31 PM
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JW-15-10-29 NAS Data and Trend Analysis Questions 1-8	10/29/2015 3:09 PM
EL-15-11-2 Notes on Reverse Transfer for Bart	11/2/2015 3:51 PM
EL-15-11-04 First Time Course Takers Performances in SCC 201 Before and After Changes to Pre-Requisites	11/5/2015 12:37 PM
JW-15-11-06 Students who miss a term	11/6/2015 10:54 A...
EL-15-11-06 IA Scholarship Attendance Follow Up Structure -- How to monitor Attendance	11/6/2015 3:16 PM
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JZ-ND-15-11-09 Comparing Outcomes of FYS and FSM	11/16/2015 3:16 PM
JZ-15-11-30 OTA Self-Study November 30 2015	11/30/2015 3:30 PM
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JZ-15-12-04 ESL Enrollment Trend by Native Language and Country of Birth	12/4/2015 1:31 PM
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JZ-16-08-24 Fall 2015 FYS and Non-FYS Performance Study -- Part A Headcount	8/24/2016 3:07 PM
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JZ-16-08-24 Spring 2015 FYS and Non-FYS Performance Study -- Part C Cumulative GPA_2016_09	8/24/2016 3:10 PM
ND-16-08-17 2016 CCSSE Report-2012-2014-2016 Trends	8/24/2016 3:48 PM
JZ-16-08-24 Fall 2015 FYS and Non-FYS Performance Study -- Part B Cumulative Credits_2016_09	8/25/2016 9:37 AM
JZ-16-08-24 Fall 2015 FYS and Non-FYS Performance Study -- Part C Cumulative GPA_2016_09	8/25/2016 9:37 AM
JZ-16-08-24 Spring 2014 FYS and Non-FYS Performance Study -- Part B Cumulative Credits_2016_09	8/25/2016 9:38 AM
JZ-16-08-24 Spring 2014 FYS and Non-FYS Performance Study -- Part C Cumulative GPA_2016_09	8/25/2016 9:39 AM
JZ-16-08-25 Spring 2016 FYS and Non-FYS Performance Study -- Part A Headcount	8/25/2016 10:43 A...
JZ-16-08-25 Spring 2016 FYS and Non-FYS Performance Study -- Part B Cumulative Equated Credits_2016_09	8/25/2016 10:43 A...
JZ-16-08-25 Spring 2016 FYS and Non-FYS Performance Study -- Part C Cumulative Equated GPA_2016_09	8/25/2016 10:44 A...
ND-16-08-26 ELM 102 Analysis	
ND-16-08-25 RTS Retention Rates by Tier	Type: Microsoft Excel Worksheet Size: 51.0 KB Date modified: 8/25/2016 10:43 AM
ND-16-08-29 RTS Tier Estimates	8/29/2016 9:18 AM
ND-16-08-30 BandT-HS-NS Tier estimates for Michael 8-30-16	8/31/2016 10:47 A...
EL-16-08-30 Data for LC60 Spring I 2016 for Opening Sessions	8/31/2016 1:55 PM
EL-16-01-26 New Student Change of Major Behavior	12/14/2016 9:29 A...

Appendix D-2 Five Year PMP Trends and LaGuardia's Performance (7 pages)**A Broader Look at Five-Year PMP Trends and LaGuardia's Performance**

Nathan Dickmeyer
Institutional Research & Assessment
July 19, 2012

Research Questions

1. Does the PMP appear to have improved CUNY's, CUNY community colleges', and LaGuardia's performance over the last five years?
2. Did LaGuardia's performance improvement, if any, beat that of the average CUNY community college?

Definitions

Definition of "improvement": The average of the last two years should be greater than the average of the first two years by at least the amount of "noise" in the five years (if the indicator is for "increasing" something, but "less than" if the goal of the indicator is to decrease).

Definition of "noise": Noise is the standard deviation of the five years of statistics divided by the average of the five years (a kind of variance as a percentage).

Method

For each indicator, I looked at the percentage change of the last two of the five years of data against the first two years. I computed noise as the standard deviation of all five years of data divided by the five year average for the data. If the percentage change was less than the noise, I rated the indicator as unchanged.

If, however, the percentage change of the last two years compared to the first two years was greater than the calculated noise of the indicator, I called it an improvement, if the change was in the proper direction or a decline if it went against the apparent indicated direction.

I made two corrections to the data: I eliminated all enrollment measures, except total enrollment. All enrollment measures correlated, except Transfers, and I could not figure out what the goal should be for transfers. I also corrected the two dollar figures in the PMP for NYC CPI changes. There were thus 58 primary (non-context) CUNY PMP measures, and 35 of those were used with Community Colleges and LaGuardia.

Results for the University As a Whole

40% of the indicators showed an improvement, while 22% of the indicators declined. The net difference is 17% (small rounding factors). 37% were unchanged.

Results for Community Colleges

40% of the indicators showed an improvement, while 23% of the indicators declined. The net difference is 17%. 37% were unchanged.

Results for LaGuardia Community College

40% of the indicators showed an improvement, while 26% of the indicators declined. The net difference is 14%. 34% were unchanged.

Not all the indicators in the 40% improvements were the same among all three levels (which would be nearly impossible given that 23 University-wide indicators do not apply to the community colleges), but there was a great deal of similarity. Eight of LaGuardia's 14 indicators showing improvement were also improved upon by the university as a whole.

LaGuardia Compared Against the Other CUNY Community Colleges

In 25% of the measures LaGuardia's improvement beat the improvement from the first two years to the last two years of all CUNY community colleges combined by more than the "noise" in the community college measure. In 28% of the measures LaGuardia's improvement was lower (or the decline was higher) than the improvement of all CUNY community colleges combined by more than the "noise" in the community college measure. In 47% of the measures, the difference between LaGuardia's level of change and all CUNY community college's change over that period was less than the noise in the community college measure.

Conclusion

While finding improvement in 40% of the measures at all levels is encouraging, the decline found in 22% to 26% of the measures is disappointing. Perhaps this reflects the emphasis on year-to-year changes with less attention to sustaining longer trends.

LaGuardia's performance over the last five years did not distinguish it among the CUNY community colleges.

The tables that follow show the results at all three levels and the LaGuardia comparative performance.

CUNY	Goal	Measures Improved on Over Five Years	Score	Change Last Two v. First Two
all				
1	Increase	Percentage of instructional (student) FTEs offered partially or totally online	Improvement	21%
2	Increase	Pass rate in math on exit from remediation	Improvement	36%
3	Increase	Total FTEs	Improvement	15% dup
4	Increase	Grants and contracts awarded (weighted, rolling, three-year average) (CPI adjusted)	Improvement	14%
5	Increase	New Graduates	Improvement	14% dup
6	Increase	Total Undergraduates	Improvement	12% dup
7	Increase	Total Enrollment	Improvement	12%
8	Increase	Total Graduates	Improvement	11% dup
9	Increase	Four-year Graduation Rate: Percentage of full-time first-time freshmen in baccalaureate programs who graduated from the college of entry within four years	Improvement	8%
10	Decrease	Administrative Costs (Institutional Support Services)	Improvement	-8%
11	Increase	First-time Freshmen	Improvement	6% dup
12	Increase	One-year Retention Rate (institution rate): Percentage of full-time first-time freshmen in associate programs still enrolled in the college of entry one year later	Improvement	6%
13	Increase	Four-year Graduation Rate: Percentage of full-time transfers into baccalaureate programs who graduated from the college of transfer entry within four years	Improvement	5%
14	Increase	Two-year Retention Rate: Percentage of full-time transfers into baccalaureate programs still enrolled in the college of transfer entry two years later (or earned degree pursued)	Improvement	4%
15	Increase	Mean SAT score of regularly-admitted first-time freshmen enrolled in baccalaureate programs	Improvement	4%
16	Increase	Percentage of students passing gateway mathematics courses with C or better	Improvement	4%
17	Increase	One-year Retention Rate: Percentage of full-time first-time freshmen in baccalaureate programs still enrolled in the college of entry one year later	Improvement	4%
18	Increase	One-year Retention Rate: Percentage of full-time transfers into baccalaureate programs still enrolled in the college of transfer entry one year later (or earned degree pursued)	Improvement	4%
19	Increase	Average number of credits earned by full-time first-time freshmen in baccalaureate programs in the first 12 months (fall, winter, spring and summer terms)	Improvement	3%
20	Increase	Ratio of FTEs to Headcount in associate programs	Improvement	3%
21	Increase	Two-year Retention Rate: Percentage of full-time first-time freshmen in baccalaureate programs still enrolled in the college of entry two years later	Improvement	3%
22	Increase	Percentage of College Now participants who earn an A, B, or C in College Now high school and college credit courses	Improvement	3%
23	Increase	Six-year Graduation Rate: Percentage of full-time first-time freshmen in baccalaureate programs who graduated from the college of entry within six years	Improvement	3%
24	Increase	Student satisfaction with student services	Improvement	3%
25	Increase	Mean teaching hours of full-time faculty eligible for contractual release time	Improvement	2%
26	Increase	Percentage of entering first-time freshmen who increased their basic skills COMPASS Math 2 (algebra) test score over the summer	Improvement	1%
27	Increase	Ratio of FTEs to Headcount in baccalaureate programs	Improvement	1%
28	Increase	Mean College Admissions Average (CAA) of regularly-admitted first-time freshmen enrolled in baccalaureate programs	Improvement	1% 23
Measures with Decline Over Five Years				
1	Increase	Total Voluntary Support (weighted rolling average) (CPI adjusted)	Decline	-24%
2	Increase	Number of seats filled in Adult and Continuing Education courses	Decline	-21%
3	Increase	Six-month job placement rate in career and technical education programs	Decline	-16%
4	Increase	Percentage of associate degree students not fully skills proficient upon initial testing who have met basic skills proficiency in reading, writing and math by the 30th credit	Decline	-10%
5	Decrease	URM Gaps Indicator: One-year retention rate of first-time freshmen enrolled in associate programs (full-time entrants)	Decline	9%
6	Increase	Pass rate in reading on exit from remediation	Decline	-5%
7	Increase	Percentage of instructional FTEs in lower division courses delivered by full-time faculty	Decline	-5%
8	Increase	Percentage passing the NCLEX exam	Decline	-3%
9	Increase	Percentage passing a Content Specialty Test (CST)	Decline	-3%
10	Increase	Percentage of non-ESL SEEK students who pass all basic skills tests within one year	Decline	-3%
11	Increase	Percentage of freshmen and transfers taking one or more courses the summer after entry	Decline	-3%
12	Increase	Mean teaching hours of veteran full-time faculty	Decline	-2%
13	Increase	Percentage passing the Assessment of Teaching Skills-Written (ATS-W) for teacher certification	Decline	-1% 13

CUNY	all	Goal	Measures Showing No Change Over Five Years	Score	Change Last Two v. First Two
1	Increase	Percentage of entering first-time freshmen who increased their basic skills writing (essay) test score over the summer		N/C	4%
2	Increase	Transfers		N/C	2% ?
3	Decrease	Gender Gaps Indicator: One-year retention rate of first-time freshmen enrolled in baccalaureate programs (full-time entrants)		N/C	2%
4	Increase	Four-year Graduation Rate: Percentage of master's students who graduated within four years of entry into master's program		N/C	2%
5	Increase	Percentage of entering first-time freshmen who increased their basic skills reading test score over the summer		N/C	2%
6	Increase	Percentage of ESL students (SEEL and regular) who pass all basic skills tests within two years		N/C	1%
7	Increase	Percentage of entering first-time freshmen who increased their basic skills COMPASS Math I (pre-algebra) test score over the summer		N/C	1%
8	Increase	Percentage of FTEs offered on Fridays, evenings or weekends		N/C	1%
9	Increase	Percentage of baccalaureate students who have declared a major by the 70th credit		N/C	1%
10	Increase	Student satisfaction with access to computer technology		N/C	0%
11	Increase	Percentage of students passing freshman composition with C or better		N/C	0%
12	Increase	Percentage passing the Liberal Arts and Sciences Test (LAST) for teacher certification		N/C	0%
13	Increase	Student satisfaction with academic support services		N/C	0%
14	Increase	Indirect cost recovery as a percentage of overall activity		N/C	0%
15	Increase	Six-year Graduation Rate (institution rate): Percentage of full-time first-time freshmen in associate programs who graduated from the college of entry within six years		N/C	0%
16	Increase	Pass rate in writing on exit from remediation		N/C	0%
17	Increase	Total College New enrollment (high school and college credit courses)		N/C	0%
18	Increase	Student satisfaction with administrative services		N/C	-1%
19	Increase	Six-year Graduation Rate: Percentage of full-time transfers into baccalaureate programs who graduated from the college of transfer entry within six years		N/C	-1%
20	Increase	Percentage of instructional FTEs in undergraduate courses delivered by full-time faculty		N/C	-2%
21	Increase	Percentage of instructional FTEs delivered by full-time faculty		N/C	-2% dup
22	Increase	Percentage of College Now participants with previous enrollment in College Now high school and college credit courses		N/C	-6%
23	Decrease	URM Gaps Indicator: One-year retention rate of first-time freshmen enrolled in baccalaureate programs (full-time entrants)		N/C	-12%
24	Decrease	Gender Gaps Indicator: One-year retention rate of first-time freshmen enrolled in associate programs (full-time entrants)		N/C	-19%

CUNY CC's	Goal	Measures Improved on Over Five Years	Score	Change Last Two v. First Two
1 Increase		Percentage of instructional (student) FTEs offered partially or totally online	Improvement	130%
2 Increase		First-time freshmen	Improvement	26% dup
3 Increase		Total FTEs	Improvement	25% dup
4 Increase		Grants and contracts awarded (weighted, rolling, three-year average)	Improvement	23%
5 Increase		Total Enrollment	Improvement	19%
6 Increase		Total Undergraduates	Improvement	19% dup
7 Increase		Total Voluntary Support (weighted rolling average)	Improvement	15%
8 Increase		Percentage of entering first-time freshmen who increased their basic skills reading test score over the summer	Improvement	6%
9 Increase		Student satisfaction with student services	Improvement	5%
10 Increase		One-year Retention Rate (institution rate): Percentage of full-time first-time freshmen in associate programs still enrolled in the college of entry one year later	Improvement	5%
11 Decrease		Administrative Costs (Institutional Support Services)	Improvement	-5%
12 Increase		Mean teaching hours of veteran full-time faculty	Improvement	4%
13 Increase		Ratio of FTEs to Headcount in associate programs	Improvement	3%
14 Increase		Percentage of students passing gateway mathematics courses with C or better	Improvement	3%
15 Increase		Student satisfaction with administrative services	Improvement	3%
16 Increase		Student satisfaction with access to computer technology	Improvement	3%
17 Increase		Percentage of entering first-time freshmen who increased their basic skills COMPASS Math 2 (algebra) test score over the summer	Improvement	2% 10
		Measures with Decline Over Five Years		
1 Increase		Percentage of students passing freshman composition with C or better	Decline	-1%
2 Increase		Mean teaching hours of full-time faculty eligible for contractual release time	Decline	-2%
3 Increase		Percentage of instructional FTEs delivered by full-time faculty	Decline	-5%
4 Increase		Percentage of instructional FTEs in undergraduate courses delivered by full-time faculty	Decline	-5% dup
5 Increase		Percentage of College Now participants with previous enrollment in College Now high school and college credit courses	Decline	-6%
6 Increase		Percentage passing the NCELEX exam	Decline	-6%
7 Increase		Percentage of associate degree students not fully skills proficient upon initial testing who have met basic skills proficiency in reading, writing and math by the 30th credit	Decline	-7%
8 Increase		Pass rate in math on exit from remediation	Decline	-12%
9 Increase		Six-month job placement rate in career and technical education programs	Decline	-16% 8
CUNY CC's	Goal	Measures Showing No Change Over Five Years	Score	Change Last Two v. First Two
1 Decrease		URM Gaps Indicator: One-year retention rate of first-time freshmen enrolled in associate programs (full-time entrants)	N/C	4%
2 Increase		Percentage of entering first-time freshmen who increased their basic skills writing (essay) test score over the summer	N/C	4%
3 Increase		Number of seats filled in Adult and Continuing Education courses	N/C	2%
4 Increase		Total College Now enrollment (high school and college credit courses)	N/C	2%
5 Increase		Student satisfaction with academic support services	N/C	1%
6 Increase		Pass rate in writing on exit from remediation	N/C	1%
7 Increase		Percentage of College Now participants who earn an A, B, or C in College Now high school and college credit courses	N/C	1%
8 Increase		Percentage of FTEs offered on Fridays, evenings or weekends	N/C	0%
9 Increase		Percentage of entering first-time freshmen who increased their basic skills COMPASS Math 1 (pre-algebra) test score over the summer	N/C	-1%
10 Increase		Indirect cost recovery as a percentage of overall activity	N/C	-2%
11 Increase		Six-year Graduation Rate (institution rate): Percentage of full-time first-time freshmen in associate programs who graduated from the college of entry within six years	N/C	-2%
12 Increase		Pass rate in reading on exit from remediation	N/C	-3%
13 Increase		Transfers	N/C	-9% ?
14 Decrease		Gender Gaps Indicator: One-year retention rate of first-time freshmen enrolled in associate programs (full-time entrants)	N/C	-19% 13

LaGCC	Goal	Measures Improved Over Five Years	Score	Change Last Two v. First Two	
1	Increase	Percentage of instructional (student) FTEs offered partially or totally online	Improvement	2000%	
2	Increase	Total Voluntary Support (weighted rolling average)	Improvement	108%	
3	Increase	Pass rate in math on exit from remediation	Improvement	26%	
4	Increase	Pass rate in writing on exit from remediation	Improvement	24%	
5	Increase	First-time Freshmen	Improvement	23% dup	
6	Increase	Total FTEs	Improvement	22%	
7	Increase	Total Enrollment	Improvement	18% dup	
8	Increase	Total Undergraduates	Improvement	18% dup	
9	Increase	Grants and contracts awarded (weighted, rolling, three-year average)	Improvement	16%	
10	Increase	Total College Now enrollment (high school and college credit courses)	Improvement	9%	
11	Increase	One-year Retention Rate (institution rate). Percentage of full-time first-time freshmen in associate programs still enrolled in the college of entry one year later	Improvement	6%	
12	Increase	Percentage of College Now participants who earn an A, B, or C in College Now high school and college credit courses	Improvement	4%	
13	Increase	Student satisfaction with access to computer technology	Improvement	4%	
14	Increase	Percentage of entering first-time freshmen who increased their basic skills COMPASS Math 2 (algebra) test score over the summer	Improvement	4%	
15	Increase	Student satisfaction with student services	Improvement	3%	
16	Increase	Ratio of FTEs to Headcount in associate programs	Improvement	1%	
17	Increase	Student satisfaction with administrative services	Improvement	1%	14
Measures with Decline Over Five Years					
1	Decrease	Administrative Costs (Institutional Support Services)	Decline	3%	
2	Increase	Percentage of associate degree students not fully skills proficient upon initial testing who have met basic skills proficiency in reading, writing and math by the 30th credit	Decline	-7%	
3	Increase	Pass rate in reading on exit from remediation	Decline	-8%	
4	Increase	Percentage of instructional FTEs delivered by full-time faculty	Decline	-8%	
5	Increase	Percentage of instructional FTEs in undergraduate courses delivered by full-time faculty	Decline	-8% dup	
6	Increase	Mean teaching hours of full-time faculty eligible for contractual release time	Decline	-11%	
7	Increase	Number of seats filled in Adult and Continuing Education courses	Decline	-14%	
8	Increase	Percentage passing the NCLEX exam	Decline	-16%	
9	Increase	Percentage of College Now participants with previous enrollment in College Now high school and college credit courses	Decline	-19%	
10	Increase	Six-month job placement rate in career and technical education programs	Decline	-20%	9
Measures Showing No Change Over Five Years					
1	Increase	Indirect cost recovery as a percentage of overall activity	N/C	15%	
2	Increase	Percentage of FTEs offered on Fridays, evenings or weekends	N/C	5%	
3	Increase	Percentage of entering first-time freshmen who increased their basic skills writing (essay) test score over the summer	N/C	4%	
4	Increase	Mean teaching hours of veteran full-time faculty	N/C	2%	
5	Increase	Percentage of entering first-time freshmen who increased their basic skills reading test score over the summer	N/C	2%	
6	Increase	Percentage of students passing freshman composition with C or better	N/C	2%	
7	Increase	Percentage of students passing gateway mathematics courses with C or better	N/C	1%	
8	Increase	Student satisfaction with academic support services	N/C	-1%	
9	Increase	Six-year Graduation Rate (institution rate). Percentage of full-time first-time freshmen in associate programs who graduated from the college of entry within six years	N/C	-2%	
10	Increase	Percentage of entering first-time freshmen who increased their basic skills COMPASS Math 1 (pre-algebra) test score over the summer	N/C	-2%	
11	Increase	Transfers	N/C	-4% ?	
12	Decrease	URM Gaps Indicator: One-year retention rate of first-time freshmen enrolled in associate programs (full-time entrants)	N/C	-12%	
13	Decrease	Gender Gaps Indicator: One-year retention rate of first-time freshmen enrolled in associate programs (full-time entrants)	N/C	-22%	12

Goal	Measure	LaGuardia Beat CC's by More than CC Neke	LaGCC Change Minus CC's Change
1 Increase	Percentage of instructional (student) FTEs offered partially or totally online	Better	1870%
2 Increase	Total Voluntary Support (weighted rolling average)	Better	93%
3 Increase	Pass rate in math on exit from remediation	Better	38%
4 Increase	Pass rate in writing on exit from remediation	Better	23%
5 Increase	Indirect cost recovery as a percentage of overall activity	Better	17%
6 Decrease	URM Gap: Indicator: One year retention rate of first-time freshmen enrolled in associate programs (full-time entrants)	Better	-16%
7 Increase	Total College Now enrollment (high school and college credit courses)	Better	6%
8 Increase	Percentage of FTEs offered on Fridays, evenings or weekends	Better	6%
9 Increase	Percentage of College Now participants who earn an A, B, or C in College Now high school and college credit courses	Better	4%
10 Increase	Percentage of students passing freshman composition with C or better	Better	2%
1 Increase	Ratio of FTEs to Headcount in associate programs	Not Better	-2%
2 Increase	Student satisfaction with academic support services	Not Better	-2%
3 Increase	Percentage of students passing gateway mathematics courses with C or better	Not Better	-3%
4 Increase	Percentage of entering first-time freshmen who increased their basic skills reading test score over the summer	Not Better	-4%
5 Increase	Pass rate in reading on exit from remediation	Not Better	-5%
6 Decrease	Administrative Costs (Institutional Support Services)	Not Better	-7%
7 Increase	Percentage passing the NOLEX exam	Not Better	-10%
8 Increase	Mean teaching hours of full-time faculty eligible for contractual release time	Not Better	-10%
9 Decrease	Gender Gap: Indicator: One-year retention rate of first-time freshmen enrolled in associate programs (full-time entrants)	Not Better	-13%
10 Increase	Percentage of College Now participants with previous enrollment in College Now high school and college credit courses	Not Better	-13%
11 Increase	Number of seats filled in Adult and Continuing Education courses	Not Better	-17%
1 Increase	Transfers	No Difference	5%
2 Increase	Percentage of entering first-time freshmen who increased their basic skills COMPASS Math 2 (algebra) test score over the summer	No Difference	1%
3 Increase	Student satisfaction with access to computer technology	No Difference	1%
4 Increase	One-year Retention Rate (institution rate): Percentage of full-time first-time freshmen in associate programs still enrolled in the college of entry one year later	No Difference	1%
5 Increase	Six-year Graduation Rate (institution rate): Percentage of full-time first-time freshmen in associate programs who graduated from the college of entry within six years	No Difference	0%
6 Increase	Percentage of associate degree students not fully skills proficient upon initial testing who have met basic skills proficiency in reading, writing and math by the 30th credit	No Difference	0%
7 Increase	Percentage of entering first-time freshmen who increased their basic skills writing (essay) test score over the summer	No Difference	0%
8 Increase	Percentage of entering first-time freshmen who increased their basic skills COMPASS Math 1 (pre-algebra) test score over the summer	No Difference	-1%
9 Increase	Mean teaching hours of veteran full-time faculty	No Difference	-1%
10 Increase	Total Enrollment	No Difference	-1%
11 Increase	Total Undergraduates	No Difference	-1%
12 Increase	Student satisfaction with administrative services	No Difference	-2%
13 Increase	Student satisfaction with student services	No Difference	-2%
14 Increase	Total FTEs	No Difference	-3%
15 Increase	Percentage of instructional FTEs delivered by full-time faculty	No Difference	-3%
16 Increase	Percentage of instructional FTEs in undergraduate courses delivered by full-time faculty	No Difference	-3%
17 Increase	First-time Freshmen	No Difference	-3%
18 Increase	Six-month job placement rate in career and technical education programs	No Difference	-4%
19 Increase	Grants and contracts awarded (weighted, rolling, three-year average)	No Difference	-7%

Appendix E-1a All Active Grants, Contracts and Related Activity (3 pages)

a.

The chart below, shows all Active Grants, Contracts and Related Activity. The budget amount is cumulative over the life of the contract. Federal, state and New York City agencies are well represented. Small grants to faculty and staff from the Professional Staff Congress (PSC union) for research projects are also shown, as are grants by the president to various areas for strategic purposes. These are listed as "recovery derived."

[illegible]

Appendix E1

NYCDOJ/NYC Department of Probation	12/31/2016	CONTINUING EDUCATION	ED - Education	TG2 - TRAINING GRANTS OFF CAMPUS	55,922.90
NYCHPP/NYC Department of Housing Preservation & Development	12/31/2016	ADULT CONTINUING EDUCATION	VC - Vocational and Educational Training	TG1 - TRAINING GRANTS ON CAMPUS	150,000.00
NYCHRA/NYC Human Resource Administration	6/30/2016	OFFICE OF ACADEMIC AFFAIRS	VC - Vocational and Educational Training	TG2 - TRAINING GRANTS OFF CAMPUS	20,000.00
NYCHRA/NYC Human Resource Administration	6/30/2017	ACADEMIC AFFAIRS	ED - Education	TG1 - TRAINING GRANTS ON CAMPUS	291,881.62
NYCHRA/NYC Human Resource Administration	6/30/2017	ACADEMIC AFFAIRS	ST - STUDENT SUPPORT	ST2 - STUDENT SUPPORT OFF CAMPUS	55,800.00
NYCERDA/NYC Energy Research & Development Authority	12/30/2016	DESIGN/CONSTRUCTION	ED - Education	PO1 - PROGRAM DEVELOPMENT ON CAMPUS	133,114.00
NYCERDA/NYC Governor's Office of Employee Relations	6/30/2016	ADULT EDUCATION	OT - Other	TG1 - TRAINING GRANTS ON CAMPUS	3,429.77
NYCERDA/NYC Governor's Office of Employee Relations	6/30/2016	ADULT EDUCATION	OT - Other	TG2 - TRAINING GRANTS OFF CAMPUS	42,246.45
NYMESC/NYS & prior Education Services Corporation	8/31/2015	STUDENT AFFAIRS	ED - Education	ST1 - STUDENT SUPPORT ON CAMPUS	16,004.94
NYOCPA/NYS Office of Children and Family Services	7/31/2016	OFFICE OF STUDENT AFFAIRS/DEVELOPMENT	CM - Community Services	PO1 - PROGRAM DEVELOPMENT ON CAMPUS	55,419.00
NYOCPA/NYS Office of Children and Family Services	7/31/2017	OFFICE OF STUDENT AFFAIRS/DEVELOPMENT	CM - Community Services	PO1 - PROGRAM DEVELOPMENT ON CAMPUS	53,419.00
NYSED/NYS Department of Economic Development	3/31/2018	ADULT CONTINUING EDUCATION	ED - Education	PO1 - PROGRAM DEVELOPMENT ON CAMPUS	75,000.00
NYSDOL/NYS Department of Labor	7/31/2015	ADULT CONTINUING EDUCATION	VC - Vocational and Educational Training	TG2 - TRAINING GRANTS OFF CAMPUS	145,859.74
NYSDOL/NYS Department of Labor	7/31/2016	ADULT CONTINUING EDUCATION	VC - Vocational and Educational Training	TG2 - TRAINING GRANTS OFF CAMPUS	147,722.00
NYSDOL/NYS Department of Labor	6/30/2017	ACADEMIC AFFAIRS	VC - Vocational and Educational Training	ST1 - STUDENT SUPPORT ON CAMPUS	16,772.00
NYSDOL/NYS Department of Labor	7/31/2017	ADULT CONTINUING EDUCATION	VC - Vocational and Educational Training	TG2 - TRAINING GRANTS OFF CAMPUS	112,885.00
NYSED/Office of Adult Career and Continuing Education Services	6/30/2016	ACADEMIC AFFAIRS	VC - Vocational and Educational Training	TG1 - TRAINING GRANTS ON CAMPUS	242,000.00
NYSED/Office of Adult Career and Continuing Education Services	6/30/2016	ACADEMIC AFFAIRS	VC - Vocational and Educational Training	TG1 - TRAINING GRANTS ON CAMPUS	166,281.56
NYSED/Office of Adult Career and Continuing Education Services	6/30/2016	ACADEMIC AFFAIRS	VC - Vocational and Educational Training	TG1 - TRAINING GRANTS ON CAMPUS	217,202.16
NYSED/Office of Adult Career and Continuing Education Services	6/30/2016	ACADEMIC AFFAIRS	VC - Vocational and Educational Training	TG1 - TRAINING GRANTS ON CAMPUS	45,122.45
NYSED/Office of Adult Career and Continuing Education Services	6/30/2016	ACADEMIC AFFAIRS	VC - Vocational and Educational Training	TG1 - TRAINING GRANTS ON CAMPUS	52,445.62
NYSED/Office of Adult Career and Continuing Education Services	6/30/2016	PROGRAM FOR THE DEAF & HEARING IMPAIRED	VC - Vocational and Educational Training	TG1 - TRAINING GRANTS ON CAMPUS	22,281.62
NYSED/Office of Adult Career and Continuing Education Services	6/30/2016	ACADEMIC AFFAIRS	VC - Vocational and Educational Training	TG1 - TRAINING GRANTS ON CAMPUS	56,419.00
NYSED/Office of Adult Career and Continuing Education Services	6/30/2016	ACADEMIC AFFAIRS	VC - Vocational and Educational Training	TG1 - TRAINING GRANTS ON CAMPUS	26,404.44
NYSED/Office of Adult Career and Continuing Education Services	6/30/2016	ACADEMIC AFFAIRS	VC - Vocational and Educational Training	TG1 - TRAINING GRANTS ON CAMPUS	24,612.20
NYSED/Office of Adult Career and Continuing Education Services	6/30/2016	ACADEMIC AFFAIRS	VC - Vocational and Educational Training	TG1 - TRAINING GRANTS ON CAMPUS	56,585.87
NYSED/Office of Adult Career and Continuing Education Services	6/30/2016	ACADEMIC AFFAIRS	VC - Vocational and Educational Training	TG1 - TRAINING GRANTS ON CAMPUS	44,304.54
NYSED/Office of Adult Career and Continuing Education Services	6/30/2016	ENGLISH	VC - Vocational and Educational Training	TG1 - TRAINING GRANTS ON CAMPUS	55,841.00
NYSED/Office of Adult Career and Continuing Education Services	6/30/2017	ACADEMIC AFFAIRS	VC - Vocational and Educational Training	TG1 - TRAINING GRANTS ON CAMPUS	33,430.00
NYSED/Office of Adult Career and Continuing Education Services	6/30/2017	ACADEMIC AFFAIRS	VC - Vocational and Educational Training	TG1 - TRAINING GRANTS ON CAMPUS	186,954.00
NYSED/Office of Adult Career and Continuing Education Services	6/30/2017	ACADEMIC AFFAIRS	VC - Vocational and Educational Training	TG1 - TRAINING GRANTS ON CAMPUS	225,150.00
NYSED/Office of Adult Career and Continuing Education Services	6/30/2017	ACADEMIC AFFAIRS	VC - Vocational and Educational Training	TG1 - TRAINING GRANTS ON CAMPUS	58,845.00
NYSED/Office of Adult Career and Continuing Education Services	6/30/2017	ACADEMIC AFFAIRS	VC - Vocational and Educational Training	TG1 - TRAINING GRANTS ON CAMPUS	57,683.00
NYSED/Office of Adult Career and Continuing Education Services	6/30/2017	PROGRAM FOR THE DEAF & HEARING IMPAIRED	VC - Vocational and Educational Training	TG1 - TRAINING GRANTS ON CAMPUS	32,288.00
NYSED/Office of Adult Career and Continuing Education Services	6/30/2017	ACADEMIC AFFAIRS	VC - Vocational and Educational Training	TG1 - TRAINING GRANTS ON CAMPUS	106,114.00
NYSED/Office of Adult Career and Continuing Education Services	6/30/2017	ACADEMIC AFFAIRS	VC - Vocational and Educational Training	TG1 - TRAINING GRANTS ON CAMPUS	30,334.00
NYSED/Office of Adult Career and Continuing Education Services	6/30/2017	ACADEMIC AFFAIRS	VC - Vocational and Educational Training	TG1 - TRAINING GRANTS ON CAMPUS	25,469.00
NYSED/Office of Adult Career and Continuing Education Services	6/30/2017	ACADEMIC AFFAIRS	VC - Vocational and Educational Training	TG1 - TRAINING GRANTS ON CAMPUS	112,938.00
NYSED/Office of Adult Career and Continuing Education Services	6/30/2017	ACADEMIC AFFAIRS	VC - Vocational and Educational Training	TG1 - TRAINING GRANTS ON CAMPUS	41,884.00
NYSED/Office of Adult Career and Continuing Education Services	6/30/2017	ACADEMIC AFFAIRS	VC - Vocational and Educational Training	TG1 - TRAINING GRANTS ON CAMPUS	27,523.00
NYSED/Office of Adult Career and Continuing Education Services	6/30/2017	ACADEMIC AFFAIRS	VC - Vocational and Educational Training	TG1 - TRAINING GRANTS ON CAMPUS	47,544.00
NYSED/Office of Adult Career and Continuing Education Services	6/30/2017	ENGLISH	VC - Vocational and Educational Training	TG1 - TRAINING GRANTS ON CAMPUS	100,000.00
NYSED/Office of Adult Career and Continuing Education Services	6/30/2017	UNMIGRANT EDUCATION AND TRAINING	ED - Education	TG1 - TRAINING GRANTS ON CAMPUS	225,000.00
NYSED/Office of Adult Career and Continuing Education Services	6/30/2017	CONTINUING EDUCATION	ED - Education	TG1 - TRAINING GRANTS ON CAMPUS	392,211.00
NYSED/Office of Higher Education	8/31/2016	ACADEMIC AFFAIRS	ST - STUDENT SUPPORT	ST1 - STUDENT SUPPORT ON CAMPUS	225,563.00
NYSED/Office of Higher Education	8/31/2017	ACADEMIC AFFAIRS	ST - STUDENT SUPPORT	ST1 - STUDENT SUPPORT ON CAMPUS	325,742.00
NYSED/Office of P-12 Education	6/30/2016	EDUCATION	ED - Education	ST1 - STUDENT SUPPORT ON CAMPUS	261,226.00
NYSED/Office of P-12 Education	12/31/2017	EDUCATION	ED - Education	ST1 - STUDENT SUPPORT ON CAMPUS	47,488.00
OTDA/NYS Office of Temporary and Disability Assistance	12/31/2016	EDUCATIONAL OPPORTUNITIES CENTER	ED - Education	TG2 - TRAINING GRANTS OFF CAMPUS	55,250.00
FOUNDING/LEWIS MARIAN CAUFFMAN FOUNDATION	11/15/2015	ADULT CONTINUING EDUCATION	OT - Other	PO1 - PROGRAM DEVELOPMENT ON CAMPUS	106,000.00
FOUNDING/SOLDANIAN SAGHS FOUNDATION	4/30/2017	ADULT CONTINUING EDUCATION	BS - Business/Accounting/Finance	TG1 - TRAINING GRANTS ON CAMPUS	2,720,386.50
FOUNDING/DR. MORGAN CHASE FOUNDATION	8/31/2016	ACADEMIC AFFAIRS	VC - Vocational and Educational Training	TG2 - TRAINING GRANTS OFF CAMPUS	111,500.00
FOUNDING/IN MERTON FOUNDATION	6/30/2017	ACADEMIC AFFAIRS	ST - STUDENT SUPPORT	ST1 - STUDENT SUPPORT ON CAMPUS	75,859.00
PSCCNT/PSC-CUNY PROGRAM YEAR 45	12/31/2015	MATHEMATICS, ENGINEERING AND COMPUTER SCIENCE	SO - Science, General	RS1 - RESEARCH ON CAMPUS	3,482.75
PSCCNT/PSC-CUNY PROGRAM YEAR 45	12/31/2015	SOCIAL SCIENCE	SO - Science, General	RS1 - RESEARCH ON CAMPUS	3,368.56
PSCCNT/PSC-CUNY PROGRAM YEAR 45	12/31/2015	NATURAL SCIENCE	BO - Biology, General	RS1 - RESEARCH ON CAMPUS	6,000.00
PSCCNT/PSC-CUNY PROGRAM YEAR 45	12/31/2015	ENGLISH LANGUAGE & LITERATURE	CW - Creative Writing	RS1 - RESEARCH ON CAMPUS	5,850.00
PSCCNT/PSC-CUNY PROGRAM YEAR 45	6/30/2016	MATH & COMPUTER SCIENCE	CS - Computer Science	RS1 - RESEARCH ON CAMPUS	3,489.02
PSCCNT/PSC-CUNY PROGRAM YEAR 45	6/30/2016	MATHEMATICS, ENGINEERING AND COMPUTER SCIENCE	M/C - MATHEMATICS AND COMPUTER SCIENCE	RS1 - RESEARCH ON CAMPUS	3,500.00
PSCCNT/PSC-CUNY PROGRAM YEAR 45	6/30/2016	ENGLISH	AH - Art/History	RS1 - RESEARCH ON CAMPUS	3,489.02
PSCCNT/PSC-CUNY PROGRAM YEAR 45	6/30/2016	ENGLISH	ET - Ethnic Studies	RS1 - RESEARCH ON CAMPUS	3,420.00
PSCCNT/PSC-CUNY PROGRAM YEAR 45	6/30/2016	MATHEMATICS, ENGINEERING AND COMPUTER SCIENCE	CS - Computer Science	RS1 - RESEARCH ON CAMPUS	2,900.00
PSCCNT/PSC-CUNY PROGRAM YEAR 45	6/30/2016	ENGLISH	CW - Creative Writing	RS1 - RESEARCH ON CAMPUS	1,247.00
PSCCNT/PSC-CUNY PROGRAM YEAR 45	6/30/2016	ENGLISH	MU - Music	RS1 - RESEARCH ON CAMPUS	3,500.00
PSCCNT/PSC-CUNY PROGRAM YEAR 45	6/30/2016	ENGLISH LANGUAGE & LITERATURE	CW - Creative Writing	RS1 - RESEARCH ON CAMPUS	3,420.00
PSCCNT/PSC-CUNY PROGRAM YEAR 45	6/30/2016	ENGLISH	MU - Music	RS1 - RESEARCH ON CAMPUS	3,412.00
PSCCNT/PSC-CUNY PROGRAM YEAR 45	6/30/2016	ENGLISH	ET - Ethnic Studies	RS1 - RESEARCH ON CAMPUS	3,489.02
PSCCNT/PSC-CUNY PROGRAM YEAR 45	6/30/2016	NATURAL SCIENCE	BA - Biochemistry, Biophysics and Molecular Biology	RS1 - RESEARCH ON CAMPUS	3,500.00
PSCCNT/PSC-CUNY PROGRAM YEAR 45	6/30/2016	NATURAL SCIENCE	BA - Biochemistry, Biophysics and Molecular Biology	RS1 - RESEARCH ON CAMPUS	3,500.00
PSCCNT/PSC-CUNY PROGRAM YEAR 45	6/30/2016	ACADEMIC ADVISEMENT/SKILLS	MU - Music	RS1 - RESEARCH ON CAMPUS	3,489.02
PSCCNT/PSC-CUNY PROGRAM YEAR 45	6/30/2016	SOCIOLOGY	LC - Law and Criminal Justice	RS1 - RESEARCH ON CAMPUS	3,489.02
PSCCNT/PSC-CUNY PROGRAM YEAR 45	6/30/2016	SOCIAL SCIENCE	EC - Economics	RS1 - RESEARCH ON CAMPUS	3,489.02
PSCCNT/PSC-CUNY PROGRAM YEAR 45	6/30/2016	ACADEMIC AFFAIRS	CO - Comparative Literature	RS1 - RESEARCH ON CAMPUS	3,489.02
PSCCNT/PSC-CUNY PROGRAM YEAR 45	6/30/2016	SOCIAL SCIENCE	ED - Education	RS1 - RESEARCH ON CAMPUS	3,482.52
PSCCNT/PSC-CUNY PROGRAM YEAR 45	6/30/2016	ENGLISH	CW - Creative Writing	RS1 - RESEARCH ON CAMPUS	4,842.35
PSCCNT/PSC-CUNY PROGRAM YEAR 45	6/30/2016	ENGLISH LANGUAGE & LITERATURE	ET - Ethnic Studies	RS1 - RESEARCH ON CAMPUS	4,470.00
PSCCNT/PSC-CUNY PROGRAM YEAR 45	6/30/2016	NATURAL SCIENCE	BO - Biology, General	RS1 - RESEARCH ON CAMPUS	5,886.00
PSCCNT/PSC-CUNY PROGRAM YEAR 45	6/30/2016	ENGLISH	ET - Ethnic Studies	RS1 - RESEARCH ON CAMPUS	4,470.00
PSCCNT/PSC-CUNY PROGRAM YEAR 45	6/30/2016	HUMANITIES	ET - Ethnic Studies	RS1 - RESEARCH ON CAMPUS	4,470.00
PSCCNT/PSC-CUNY PROGRAM YEAR 45	6/30/2016	ENGLISH	CW - Creative Writing	RS1 - RESEARCH ON CAMPUS	4,470.00
PSCCNT/PSC-CUNY PROGRAM YEAR 45	6/30/2016	CRIMINAL JUSTICE	LC - Law and Criminal Justice	RS1 - RESEARCH ON CAMPUS	5,160.00
PSCCNT/PSC-CUNY PROGRAM YEAR 45	6/30/2016	ACADEMIC ADVISEMENT/SKILLS	CW - Creative Writing	RS1 - RESEARCH ON CAMPUS	4,470.00
PSCCNT/PSC-CUNY PROGRAM YEAR 45	6/30/2016	ENGLISH	CW - Creative Writing	RS1 - RESEARCH ON CAMPUS	4,470.00
PSCCNT/PSC-CUNY PROGRAM YEAR 45	12/31/2016	MATHEMATICS, ENGINEERING AND COMPUTER SCIENCE	BE - Engineering, General	RS1 - RESEARCH ON CAMPUS	3,489.02
PSCCNT/PSC-CUNY PROGRAM YEAR 45	12/31/2016	BIOLOGICAL SCIENCES	BO - Biology, General	RS1 - RESEARCH ON CAMPUS	3,500.00
PSCCNT/PSC-CUNY PROGRAM YEAR 45	12/31/2016	ENVIRONMENTAL SCIENCE	BA - Biochemistry, Biophysics and Molecular Biology	RS1 - RESEARCH ON CAMPUS	3,452.00
PSCCNT/PSC-CUNY PROGRAM YEAR 45	12/31/2016	SOCIAL SCIENCE	EC - Economics	RS1 - RESEARCH ON CAMPUS	3,489.02
PSCCNT/PSC-CUNY PROGRAM YEAR 45	12/31/2016	BUSINESS EDUCATION	BS - Business/Accounting/Finance	RS1 - RESEARCH ON CAMPUS	3,489.02
PSCCNT/PSC-CUNY PROGRAM YEAR 45	12/31/2016	ACADEMIC AFFAIRS	ET - Ethnic Studies	RS1 - RESEARCH ON CAMPUS	4,050.00
PSCCNT/PSC-CUNY PROGRAM YEAR 45	12/31/2016	HUMANITIES	MU - Music	RS1 - RESEARCH ON CAMPUS	5,886.00
PSCCNT/PSC-CUNY PROGRAM YEAR 45	12/31/2016	SOCIAL SCIENCE	ET - Ethnic Studies	RS1 - RESEARCH ON CAMPUS	6,000.00
PSCCNT/PSC-CUNY PROGRAM YEAR 45	12/31/2016	NATURAL SCIENCE	BO - Biology, General	RS1 - RESEARCH ON CAMPUS	6,000.00
PSCCNT/PSC-CUNY PROGRAM YEAR 47	6/30/2017	ENGLISH	CW - Creative Writing	RS1 - RESEARCH ON CAMPUS	3,489.02

Appendix E1

PSCONY/PSC-CUNY PROGRAM YEAR 47	6/30/2012	ENGLISH	ET - Ethnic Studies	RS1 - RESEARCH ON CAMPUS	3,499.02
PSCONY/PSC-CUNY PROGRAM YEAR 47	6/30/2012	ACADEMIC ADVISEMENT/SKILLS	MC - MATHEMATICS AND COMPUTER SCIENCE	RS1 - RESEARCH ON CAMPUS	3,500.00
PSCONY/PSC-CUNY PROGRAM YEAR 47	6/30/2012	ACADEMIC ADVISEMENT/SKILLS	CW - Creative Writing	RS1 - RESEARCH ON CAMPUS	3,420.80
PSCONY/PSC-CUNY PROGRAM YEAR 47	6/30/2012	MATHEMATICS, ENGINEERING AND COMPUTER SCIENCE	EE - Engineering, General	RS1 - RESEARCH ON CAMPUS	3,499.89
PSCONY/PSC-CUNY PROGRAM YEAR 47	6/30/2012	ENGLISH LANGUAGE & LITERATURE	CW - Creative Writing	RS1 - RESEARCH ON CAMPUS	3,499.02
PSCONY/PSC-CUNY PROGRAM YEAR 47	6/30/2012	ENGLISH	CW - Creative Writing	RS1 - RESEARCH ON CAMPUS	3,500.00
PSCONY/PSC-CUNY PROGRAM YEAR 47	6/30/2012	NATURAL SCIENCE	EE - Engineering, General	RS1 - RESEARCH ON CAMPUS	3,500.00
PSCONY/PSC-CUNY PROGRAM YEAR 47	6/30/2012	ENGLISH	ET - Ethnic Studies	RS1 - RESEARCH ON CAMPUS	3,499.02
PSCONY/PSC-CUNY PROGRAM YEAR 47	6/30/2012	FINE ARTS	AH - Art History	RS1 - RESEARCH ON CAMPUS	3,500.00
PSCONY/PSC-CUNY PROGRAM YEAR 47	6/30/2012	PHYSICS	MC - MATHEMATICS AND COMPUTER SCIENCE	RS1 - RESEARCH ON CAMPUS	3,499.02
PSCONY/PSC-CUNY PROGRAM YEAR 47	6/30/2012	ENGINEERING	EE - Engineering, General	RS1 - RESEARCH ON CAMPUS	3,499.02
PSCONY/PSC-CUNY PROGRAM YEAR 47	6/30/2012	NATURAL SCIENCE	HH - Health and Human Services	RS1 - RESEARCH ON CAMPUS	3,376.00
PSCONY/PSC-CUNY PROGRAM YEAR 47	6/30/2012	ENGLISH	CW - Creative Writing	RS1 - RESEARCH ON CAMPUS	3,370.00
PSCONY/PSC-CUNY PROGRAM YEAR 47	6/30/2012	NATURAL SCIENCE	BO - Biology, General	RS1 - RESEARCH ON CAMPUS	3,500.00
PSCONY/PSC-CUNY PROGRAM YEAR 47	6/30/2012	NATURAL SCIENCE	BO - Biology, General	RS1 - RESEARCH ON CAMPUS	3,500.00
PSCONY/PSC-CUNY PROGRAM YEAR 47	6/30/2012	NATURAL SCIENCE	BB - Biochemistry, Biophysics and Molecular Biology	RS1 - RESEARCH ON CAMPUS	3,500.00
PSCONY/PSC-CUNY PROGRAM YEAR 47	6/30/2012	ENGLISH	CW - Creative Writing	RS1 - RESEARCH ON CAMPUS	3,499.02
PSCONY/PSC-CUNY PROGRAM YEAR 47	6/30/2012	ENGLISH LANGUAGE & LITERATURE	CW - Creative Writing	RS1 - RESEARCH ON CAMPUS	3,499.02
PSCONY/PSC-CUNY PROGRAM YEAR 47	6/30/2012	ENGLISH	CW - Creative Writing	RS1 - RESEARCH ON CAMPUS	3,499.02
PSCONY/PSC-CUNY PROGRAM YEAR 47	6/30/2012	CHEMISTRY AND BIOCHEMISTRY	BB - Biochemistry, Biophysics and Molecular Biology	RS1 - RESEARCH ON CAMPUS	3,499.89
PSCONY/PSC-CUNY PROGRAM YEAR 47	6/30/2012	ACADEMIC ADVISEMENT/SKILLS	CO - Comparative Literature	RS1 - RESEARCH ON CAMPUS	3,499.02
PSCONY/PSC-CUNY PROGRAM YEAR 47	6/30/2012	ART HISTORY	AH - Art History	RS1 - RESEARCH ON CAMPUS	3,499.02
PSCONY/PSC-CUNY PROGRAM YEAR 47	6/30/2012	ENGLISH LANGUAGE & LITERATURE	ET - Ethnic Studies	RS1 - RESEARCH ON CAMPUS	4,470.00
PSCONY/PSC-CUNY PROGRAM YEAR 47	6/30/2012	ENGLISH	MU - Music	RS1 - RESEARCH ON CAMPUS	4,470.00
PSCONY/PSC-CUNY PROGRAM YEAR 47	6/30/2012	NATURAL SCIENCE	BO - Biology, General	RS1 - RESEARCH ON CAMPUS	6,000.00
PSCONY/PSC-CUNY PROGRAM YEAR 47	6/30/2012	ENGLISH	ET - Ethnic Studies	RS1 - RESEARCH ON CAMPUS	4,470.00
PSCONY/PSC-CUNY PROGRAM YEAR 47	6/30/2012	HEALTH SCIENCES	BO - Biology, General	RS1 - RESEARCH ON CAMPUS	6,000.00
PSCONY/PSC-CUNY PROGRAM YEAR 47	6/30/2012	NATURAL SCIENCE	BO - Biology, General	RS1 - RESEARCH ON CAMPUS	5,588.63
PSCONY/PSC-CUNY PROGRAM YEAR 47	6/30/2012	ACADEMIC ADVISEMENT/SKILLS	CW - Creative Writing	RS1 - RESEARCH ON CAMPUS	4,470.00
PSCONY/PSC-CUNY PROGRAM YEAR 47	6/30/2012	ACADEMIC ADVISEMENT/SKILLS	CW - Creative Writing	RS1 - RESEARCH ON CAMPUS	5,870.00
PSCONY/PSC-CUNY PROGRAM YEAR 47	12/31/2012	SOCIAL SCIENCES	ET - Ethnic Studies	RS1 - RESEARCH ON CAMPUS	5,874.00
PSCONY/PSC-CUNY PROGRAM YEAR 47	12/31/2012	SOCIAL SCIENCES	AN - Anthropology	RS1 - RESEARCH ON CAMPUS	4,470.00
PUBFND/ACADEMY OF NUTRITION AND DIETETICS FOUNDATION	5/31/2016	HEALTH SCIENCES	HS - Health Science	PD1 - PROGRAM DEVELOPMENT ON CAMPUS	5,000.00
PUBFND/NATIONAL FISH AND WILDLIFE FOUNDATION	2/28/2018	NATURAL SCIENCE	SI - SCIENCE	RS1 - RESEARCH OFF CAMPUS	50,464.00
PUBFND/ROBIN HOOD FOUNDATION	8/11/2015	ADULT CONTINUING EDUCATION	OT - Other	TG1 - TRAINING GRANTS ON CAMPUS	265,975.66
PUBFND/ROBIN HOOD FOUNDATION	10/31/2015	ADULT CONTINUING EDUCATION	AD - Administration	ST1 - STUDENT SUPPORT ON CAMPUS	340,000.00
PUBFND/ROBIN HOOD FOUNDATION	8/31/2016	ACADEMIC AFFAIRS	ED - Education	PD1 - PROGRAM DEVELOPMENT ON CAMPUS	15,871.45
PUBFND/ROBIN HOOD FOUNDATION	10/31/2016	ADULT CONTINUING EDUCATION	AD - Administration	ST1 - STUDENT SUPPORT ON CAMPUS	368,000.00
PUBFND/ROBIN HOOD FOUNDATION	12/31/2016	ADULT CONTINUING EDUCATION	OT - Other	TG1 - TRAINING GRANTS ON CAMPUS	180,000.00
PUBFND/ROBIN HOOD FOUNDATION	6/30/2012	ADULT CONTINUING EDUCATION	AD - Administration	ST1 - STUDENT SUPPORT ON CAMPUS	225,000.00
RDER00/Recovery Derived	6/30/2012	OFFICE OF GRANTS & CONTRACTS	AD - Administration	E - General Administration - AF Chart	1,615,868.05
RDER00/Recovery Derived	6/30/2012	PRESIDENT'S OFFICE	AD - Administration	E - General Administration - AF Chart	3,365,248.95
RDER00/Recovery Derived	6/30/2012	OFFICE OF STUDENT SERVICES	AD - Administration	D - Student Services - AF Chart Only	56,288.54
RDER00/Recovery Derived	6/30/2012	OFFICE OF THE DEAN PROFESSOR/PERSONNEL	ED - Education	C - Departmental Admin - AF Chart Or	215,983.10
RDER00/Recovery Derived	6/30/2012	OFFICE OF THE DEAN OF ACADEMIC ADMIN	ST - STUDENT SUPPORT	B - Organized Research - AF Chart Or	124,665.46
RDER00/Recovery Derived	6/30/2012	OFFICE OF THE DEAN OF ACADEMIC ADMIN	ST - STUDENT SUPPORT	D - Student Services - AF Chart Only	58,121.81
RDER00/Recovery Derived	6/30/2012	INFORMATION TECHNOLOGY	AD - Administration	E - General Administration - AF Chart	1,141,717
RDER00/Recovery Derived	6/30/2012	INFORMATION TECHNOLOGY	IT - INFORMATION TECHNOLOGY	D - Student Services - AF Chart Only	85,234.00
RDER00/Recovery Derived	6/30/2012	ACADEMIC AFFAIRS	AD - Administration	D - Student Services - AF Chart Only	45,990.00
RDER00/Recovery Derived	6/30/2012	ACADEMIC AFFAIRS	ED - Education	E - General Administration - AF Chart	10,500.00
RDER00/Recovery Derived	3/31/2020	PRESIDENT'S OFFICE	AD - Administration	E - General Administration - AF Chart	91,624.01
RDER00/Recovery Derived	6/30/2020	OFFICE OF ADMINISTRATION	AD - Administration	E - General Administration - AF Chart	362,946.15
RDER00/Recovery Derived	6/30/2020	OFFICE OF ADMINISTRATION	AD - Administration	E - General Administration - AF Chart	33,960.00
RDER00/Recovery Derived	6/30/2020	INFORMATION TECHNOLOGY	AD - Administration	E - General Administration - AF Chart	762,266.66
RDER00/Recovery Derived	6/30/2020	PRESIDENT'S OFFICE	AD - Administration	E - General Administration - AF Chart	566,638.32
RDER00/Recovery Derived	6/30/2020	PRESIDENT'S OFFICE	AD - Administration	E - General Administration - AF Chart	173,693.57
RDER00/Recovery Derived	6/30/2020	PRESIDENT'S OFFICE	AD - Administration	C - Departmental Admin - AF Chart Or	12,000.00
RDER00/Recovery Derived	6/30/2020	PRESIDENT'S OFFICE	AD - Administration	E - General Administration - AF Chart	181,523.45
RDER00/Recovery Derived	6/30/2020	COLLEGE RELATIONS	PD - Public Administration	E - General Administration - AF Chart	12,900.00
RDER00/Recovery Derived	6/30/2020	STUDENT AFFAIRS	ED - Education	D - Student Services - AF Chart Only	81,928.38
RDER00/Recovery Derived	6/30/2020	ACADEMIC AFFAIRS	AD - Administration	E - General Administration - AF Chart	566,750.00
RDER00/Recovery Derived	6/30/2020	VICE PRESIDENT EXTERNAL AFFAIRS	AD - Administration	E - General Administration - AF Chart	94,687.12
RDER00/Recovery Derived	6/30/2020	INFORMATION TECHNOLOGY	AD - Administration	C - Departmental Admin - AF Chart Or	93,186.58
REC000/Recovery	6/30/2008	PRESIDENT'S OFFICE	AD - Administration	E - General Administration - AF Chart	4,843,305.34
REC000/Recovery	6/30/2008	OFFICE OF GRANTS & CONTRACTS	AD - Administration	E - General Administration - AF Chart	953,577.34
REC000/Recovery	6/30/2008	OFFICE OF GRANTS & CONTRACTS	OT - Other	E - General Administration - AF Chart	360,829.35
REC000/Recovery	6/30/2008	PRESIDENT'S OFFICE	AD - Administration	E - General Administration - AF Chart	162,269.17
REC000/Recovery	6/30/2008	OFFICE OF GRANTS & CONTRACTS	AD - Administration	E - General Administration - AF Chart	7,611.45
USED/Department of Education	9/30/2015	MATHEMATICS	SI - SCIENCE	TG1 - TRAINING GRANTS ON CAMPUS	88,720.55
USED/Office of Postsecondary Education	9/30/2015	ADULT CONTINUING EDUCATION	ED - Education	TG1 - TRAINING GRANTS ON CAMPUS	311,278.65
USED/Office of Postsecondary Education	9/30/2015	ADULT CONTINUING EDUCATION	ED - Education	TG1 - TRAINING GRANTS ON CAMPUS	251,577.34
USED/Office of Postsecondary Education	9/30/2015	ACADEMIC AFFAIRS	ED - Education	TG1 - TRAINING GRANTS ON CAMPUS	25,277.68
USED/Office of Postsecondary Education	9/30/2015	ACADEMIC AFFAIRS	SI - SCIENCE	PD1 - PROGRAM DEVELOPMENT ON CAMPUS	45,640.35
USED/Office of Postsecondary Education	9/30/2015	ADULT CONTINUING EDUCATION	ED - Education	ST1 - STUDENT SUPPORT ON CAMPUS	524,538.00
USED/Office of Postsecondary Education	8/31/2012	ADULT CONTINUING EDUCATION	ED - Education	TG1 - TRAINING GRANTS ON CAMPUS	257,487.00
USED/Office of Postsecondary Education	9/30/2012	ACADEMIC AFFAIRS	SI - SCIENCE	ST1 - STUDENT SUPPORT ON CAMPUS	924,270.00
USED/Office of Postsecondary Education	9/30/2012	ACADEMIC AFFAIRS	ST - STUDENT SUPPORT	ST1 - STUDENT SUPPORT ON CAMPUS	806,822.00
USED/Office of Postsecondary Education	9/30/2012	ACADEMIC AFFAIRS	ED - Education	ST1 - STUDENT SUPPORT ON CAMPUS	79,541.00
USED/Office of Postsecondary Education	9/30/2018	ACADEMIC AFFAIRS	ST - STUDENT SUPPORT	ST1 - STUDENT SUPPORT ON CAMPUS	2,306,031.00
USED/Office of Special Education and Rehabilitative Services	9/30/2016	PROGRAM FOR THE DEAF & HEARING IMPAIRED	ED - Education	TG1 - TRAINING GRANTS ON CAMPUS	306,674.10
USED/Office of Special Education and Rehabilitative Services	9/30/2017	ADULT CONTINUING EDUCATION	ED - Education	TG1 - TRAINING GRANTS ON CAMPUS	250,000.00

Appendix E-1b Strategic Plan Budget Worksheets for 2013-14 and 2014-15 (2 pages)

Appendix E1

b.

Strategic Plan Budget Worksheets for 2013-14 and 2014-15

Fiscal 2014 Compact Funding and College High Priorities

Fiscal 2014 Compact Funding and College High Priorities		Strat Plan Reference	Request	APPROVED BUDGET			Notes on Future Funding Needs
				Approved PS Budget Notes 1 & 2	Approved OTPS Budget	Approved Using Non-Tax Levy Funds	
A. Strategic Plan Commitments from prior years							
1	IT - Upgrade of Core System Network - FY13	6.2.5	\$ 185,000		\$ 185,000		No further allocations is requested
2	IT - Computer Replacement Policy FY13	6.2.7	\$ 50,000		\$ 50,000		Recurring expense
B. Strategic Plan Commitments for FY2014							
1	AA - Lab for Computer-based testing	1.3.3	\$ 25,850		\$ 25,850		Permanent annualized expense
2	AA- Hire 29 new faculty	2.3.1	\$ 783,000	\$ 783,000			Permanent annualized expense
3	AA - Hiring of Non-Teaching Support (5 shEOs, 1 HEA, 2 CLTs, 2 COAs)* revised & furnished	2.3.1	\$ 379,000	\$ 274,450	\$ 104,550		Permanent annualized expense
4	SA - Expand Utilization of Hobson's Connect (hire 1 shEO & 3 IT Assoc)	4.3.6	\$ 98,824	\$ 57,647			Permanent annualized expense
5	SA - Facilitate transfer students' timely progress toward enrollment and completion (1 shEO & College Asst)	4.3.7	\$ 51,253	\$ 29,898			Permanent annualized expense
6	SA - Hire a Consultant for Knowledge Management	6.1.3	\$ 63,000		\$ 63,000		FY15 \$30K and FY16 \$30K
7	SA - Implement, Assess and Revise Achievement Mode (SSO Frontline Staff training and SSO for Advisor Professional Development and hire 3 HEAs @ \$42,873 ea)	6.3.2	\$ 228,000	\$ 74,167	\$ 100,000		Permanent annualized expense of \$129K
8	SA - Testing Office will establish baselines to enhance delivery of services, staffing and website. (2 Civil Service entry level)	9.1.3	\$ 50,000	\$ 29,167			Permanent annualized expense
9	SA - Registration Effectiveness - CUNfirst and Registration Support (\$95,545 for SFS, \$16,000 for direct advisor, a new hire \$20,000 for Registration Mgr & \$104K for 8 College Assistants (REVISED))	9.1.4	\$ 245,545	\$ 121,500	\$ 111,545		Permanent annualized expense of \$10K
10	ACE - Lab for Computer-based testing	1.3.3	\$ 25,000		\$ 25,000		Permanent annualized expense
11	ACE - Expand CUNfirst and Use of Centralized Console (Hire an HEA position)	4.2.5	\$ 74,556	\$ 43,724			Permanent annualized expense
12	ACE - eCareer Counselor	6.2.4	\$ 55,782	\$ 32,540			Permanent annualized expense
13	ACE - Meet enrollment targets in ACE courses as measured by the number of student registration (Hire a HEA)	7.3.1	\$ 64,556	\$ 37,491			Permanent annualized expense
14	ACE - ACE will use dashboard indicators to track and measure the effectiveness of offerings (A new hire an annual salary of \$70,000)	7.3.2	\$ 70,000	\$ 40,833			Permanent annualized expense
15	IA - Marketing - Devoted Student Communications Manager for AA (\$59K for hiring the manager and \$3K for computer/printer/phone)	4.3.5	\$ 59,000	\$ 32,667	\$ 3,000		Permanent annualized expense of \$58K
16	IA - Utilize Electronic display signage to increase efficiency of communication	6.2.6	\$ 38,000		\$ 38,000		
17	IA - Increase Alumni-Corporate fund raising - Hire a consultant	6.1.1	\$ 38,000		\$ 38,000		Future funding needed: \$28,510 in FY15; and \$29,365 in FY16
18	IT - Integrate Hobson Connect, Retain, eCareer & ePortfolio	4.2.3	\$ 37,680		\$ 37,680		
19	IT - Provide software and infrastructure to support advisement	6.2.5	\$ 146,534		\$ 146,534		
20	IT - Registration Effectiveness - CUNfirst and Registration Support (IT Support)-OT	9.1.4	\$ 62,000		\$ 62,000		
21	ADM - Renovate former International High School Labs for College programs	9.1.1	\$ 400,000			\$ 400,000 Aux. Exp.	
22	ADM - Renovation of Health and Wellness Center - M840	9.1.1	\$ 200,000		\$ 200,000		
C. College Priorities for FY2014							
1	IT - Ektron Upgrades		\$ 88,000		\$ 88,000		
2	IT - Digiplex/Works Data Mining		\$ 139,000		\$ 139,000		
3	IT - GroupWise User Storage Increase		\$ 20,000		\$ 20,000		
4	ADM - Construction of Faculty Offices		\$ 100,000		\$ 100,000		
5	ADM - Relocation of Adult Learning Center Computer Lab		\$ 50,000		\$ 50,000		
6	ADM - Repair of Roofs		\$ 200,000		\$ 200,000		
7	ADM - Classroom Upgrades - Quality of Life		\$ 100,000		\$ 100,000		
Grand Total			\$ 4,176,240	\$ 1,558,183	\$ 1,916,059	\$ 400,000	

Approved PS Budget Notes:

- PS Numbers have been adjusted to reflect estimated hiring date of November 1, 2013 for all new hires
- Funds will be made available at the time when positions are filled

Appendix E1

9/15/2014
Revised: 9/15/2014

2014-15 LaGCC Strategic Plan & Other College Priority Commitments					Approved Allocation			Notes on Future Funding Needs
#	Strat Plan Sect #	IRV	Description of Target	Remarks	PS	Hourly/OT/RT and Stipends	OT/PS	
1	OTB	AA	CTL will develop, deliver, and assist stakeholders comprehensive professional development programs for at least 80 faculty and staff (including full-time staff) and 120 peer mentors to support implementation of the new advancement model and the first-year seminar program.	AA: Advise Professionals Dev. program for 200 faculty & staff AA: One H&A staff line to design & delivery of First-Line staff dev. programs AA: Released Time for fac. leaders & stipends for participants (PTC) AA: PTC stipends for faculty co-facilitating AA: Peer mentor dev. Prog. for 120 peer mentors to staff PTC students AA: One A&ED @ \$44K for supervision & PC of peer mentors	\$64,368 \$100,000 \$60,000 \$41,862 \$40,000	\$25,000 \$6,000	One time Permanent One time One time Permanent	
2	OTC	AA	Increase awareness of Knowledge Management on campus via various marketing campaigns.	AA: \$40,000 to convert all metadata Browser to full time				Permanent
3	OTC	AA	CTL will offer 2 professional development centers (3-5 faculty) focused on integrative and reflective educational pedagogy and social pedagogies; evolved through reflective and other (Web 2.0) technologies, and offer 1 multi-year program to up to four departmental or program-based faculty teams to develop or revise a minimum of 5 online/hybrid courses in each department, specifically focused on the increased use of technology.	AA: Released Time for faculty leaders & stipends for faculty participants		\$38,000	\$7,000	One time
4	OTB	AA	The Center for Teaching and Learning (CTL) will collaborate with the Assessment Leadership Team to offer mini-seminars to faculty from all academic programs in order to help out the revised curriculum, design, and implement appropriate assignments and activities based on or use new general education competencies and abilities (year 1 of multi-year).	AA: CTL faculty stipends		\$2,000		One time
5	OTC	AA	Academic Affairs and CTL will support faculty and programs implement year one PFR recommendations with mini-grants for the following programs: Business Administration, Business Management, Communication Studies, African Languages, Library, Criminal Justice, and Writing and Literature. Implement year two PFR recommendations for the following programs: Basic Skills Math, First Year, Human Services, Gerontology & Mental Health, New Media Technology, and Occupational Therapy Assistant. Implement year three PFR recommendations for the following programs: Psychology Studies, Education, and Engineering Sciences.	AA: \$17,500 for mini-grants AA: For new Gen Ed Competencies implementation for faculty			\$17,500 \$31,000	One time One time
6	Other	AA	CTL for Science Labs	AA: One CTL position (convert from part-time to full-time)	\$	\$8,000		Permanent
7	ART	SA	Indicate and assess retention rates for students who participate in their default management program based on three-year retention data.	SA: Default Mgt. Specialist H&A	\$62,000			Permanent
8	A&C	SA	Indicator: Training Office will continue to establish a baseline to enhance the delivery of services, staffing and website (year 2 of multi-year).	SA: Additional part-time staff		\$2,000		One time
9	OTB	SA	Indicator: As part of the Academic Affairs-Student Affairs alignment initiative, implement and assess the re-designed advising model to establish an integrated and comprehensive system, including specific initiatives for students at all critical junctures, from pre-admission to post-graduation. Support this initiative with faculty/staff professional development training, including strategic and technical, including broad programs for advancement, career and more targeted and intensive efforts such as the Act of Advising seminar and the Support Team for Advancement Relation (STAR) work group (year 2 of multi-year).	SA: Hire a Transfer Advisor in Transfer Services SA: College Acads	\$42,000 \$31,200			Permanent One time
10	OTB	SA	Indicator: Develop a comprehensive cycle-specific recruitment plan to increase market share yield of first-line full-time freshmen applications by 2% over 06-2013 baseline with 22,800 applications; transfer and special population student applications will also increase by 2% over fall 2010 baseline of 5819 (year 1 of 2-year goal).	SA: H&A One Transfer Student specialist SA: Outside marketing consultant SA: \$80,000 Training	\$74,000 \$20,000 \$80,000			Permanent One time One time
11	OTB	SA	Indicator: Establish persistence baseline of registered veterans in degree and ACE based non-degree programs. Create a full-on-site Veterans Affairs office to provide and track benefits, mental health, academic, and career counseling services to degree and ACE non-degree veteran students to increase persistence to degree.	SA: One Veterans Mgt H&A SA: OT/PS	\$83,000 \$3,500			Permanent Permanent
12	OTB	SA	Through an improved and targeted referral system, we will increase persistence to transfer re-enrollment rates of full-time public benefits eligible students who utilized the Single Stop Benefit Access program by 2 percentage points from 61% (as a baseline) to 63%, and increase the number of students who change enrollment status from part-time to full-time by 2 percentage points from 10% to 12%. SA wants to institutionalize the proposed position.	SA: One H&A for Single Stop Mgt. SA: OT/PS	\$83,000 \$3,500			Permanent Permanent
13	Other	SA	One Registrar H&A - Registrar Audit	SA: One Registrar H&A - Registrar Audit	\$	\$2,000		Permanent
14	Other	SA	Increase Financial Aid Support	SA: H&A advisor - Fin Aid Specialist P274 SA: Financial Aid H&A - Financial Aid for Student Support	\$62,000 \$			Permanent Permanent
15	OTC	ACE	Indicator: Increase the number of non-credit students transitioning to credit programs by 10% from 1330 to 1430 through targeted recruitment efforts.	ACE: One H&A Advisors @ \$53,782 - Support from SA staff		\$58,000		Permanent
16	OTC	ACE	Indicator: Implement the Enhanced Tax Training program, with LaGuardia as the lead across a five-campus partnership.	ACE: H&A registration coordinator		\$58,782		Permanent
17	OTC	ACE	Indicator: Implement an employment and internship pipeline for students in ACE and credit programs by engaging 50 small businesses and achieving a 75% job fill rate by the end of the year.	ACE: Hire one H&A staff @ \$61,803 Job Placement Employer relations for design of recruitment and job placement		\$61,803		Permanent
18	Other	ACE	AA&C Communication Marketing Manager	ACE: H&A - AA&C Communications manager		\$	\$6,000	Permanent
19	OTC	IT	Indicator: Enhance SEMS (Student Engagement Management System) to integrate team-based student advancement, calendar, email, chat, testing, and workflow (year 1 of multi-year).	IT: \$168,000 for three Application Software Programmers		\$164,000		Permanent
20	Other	IT	Indicator: MS Exchange Installation, Migration, Online Archive, SharePoint 2013, Single Sign On & Technology Training	IT: Software and Consulting Services			\$	\$275,000 FY16 need is \$10K
21	Other	IT	Indicator: Upgrade - Personnel Support	IT: Staff promotions IT: Overtime	\$	\$22,000 \$	\$	Permanent One time
22	Other	IT	Indicator: AV readiness for ESD & ESD	IT: AV equipment for ESD and ESD		\$	\$	\$25,000 One time
23	AM	ACM	Enhance LaGuardia's infrastructure through several projects: begin construction of the Library Center 3 facade project, build new faculty offices in building C, replace the gym and pool roofs, gym floor, renovate the seating of the Main Stage Theater, refurbish the in the Theater & C buildings, and also design two multipurpose state of the art rooms for the 10,000 Small Business program.	ACM: \$100,000 for Roof replacement-Repairs ACM: \$400,000 for replacement of a stadium in Theater Hall ACM: \$800K 2 Security Staff in Support of C Facade project ACM: Work related to preparing 7th floor for ESD/ESD project		\$100,000 \$400,000 \$80,000 \$		Permanent One time One time One time
24	Other	ACM	Indicator: Construction and move to vacate C Building 7th floor for 10,000 Small Business space	ACM: Work on deliver to conform with OSHA/OSHA			\$	\$75,000 One time
25	Other	ACM	Indicator: Roof Leaky Pipes, and upgrades	ACM: Work on deliver to conform with OSHA/OSHA			\$	\$75,000 One time
Sub-Totals					\$1,224,303	\$476,200		\$1,267,500
Fringe Benefits (43% for FT, 13% for PT/OT/RT)					\$524,450	\$53,836		\$0
					\$1,748,753	\$489,176		\$1,267,500
Total Allocation						\$3,487,429		