



Institutional Effectiveness
Assessment of Administrative and Education Support Units (AES)
LaGuardia Community College

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Middle States PPR Findings - August 1, 2017

Standard 7 Institutional Effectiveness

Recommendation #7.7:

The College should regularly assess the effectiveness of institutional resource allocation, including the budget process itself, to ensure alignment with strategic objectives and initiatives

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.

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.

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.

The recommendations, as summarized by the visiting team, focused more on a process that would allow sharing of findings and opportunities for collaboration and improvement of the assessment activities.

Suggestion: The College should develop an implementation plan to ensure all areas of the College are utilizing a “focused assessment methodology.”

Assessment of Administrative and Education Support Units (AES)

LaGuardia Community College is marked as a national leader in the assessment of its delivery of student learning as well as other innovative and effective design and delivery of student support and services. This plan for the assessment of non-academic units will build upon the strong foundation already established in the area of academics. The Assessment of Administrative and Education Support Units (AES) will allow units deep reflection on how effectively they have been meeting goals and making progress towards achieving their unit mission. This process of inquiry allows for and encourages substantial discussions with unit staff, colleagues, and external evaluators about the past, present, and future of the unit. While highly systematic and incremental in nature, the unit review process must be flexible and able to contextualize and customize. An AES planning team will form in year 1 comprised of key administrative staff from each of the college divisions. Staff from the Office of Institutional Research and Assessment (OIRA) will provide on-going training and facilitation for the AES unit assessments.

Goals of the Process

The goals of the AES review include:

1. Establish benchmarks and gather data designed to evaluate unit performance;
2. Use data and analysis to increase operational effectiveness;
3. Better understand how to more effectively collaborate across units;
4. Measure successes against external benchmarks and recommended practices; and
5. Determine opportunities for improvement and establish plans to realize the opportunities.

Three Phase Process

It is also important to note that there are three phases to the unit review process. While addressed in depth in the template that follows, the phases are:

- 1) Planning (semester before the review begins) – the phase that lays the groundwork for the review. This includes gathering 5 years of data, assessments, reports, and other information that can assist with the evaluation of accomplishment of goals. Additionally, the unit should consider internal committee members and external

evaluators. There is no writing during this phase. A half-day retreat facilitated by OIRA will help to provide reflection, inquiry, and brainstorm mission, goals, and KPIs.

- 2) **Internal Assessment (over two semesters)** –The unit starts completing the unit review template; assembles the internal committee; gathers evidence/data and completes all sections of the template prior to the external review section. This phase will initiate the development of internal recommendations for the unit.
- 3) **External Review (close to the end of second semester of review)** – the phase in which external evaluators provide guidance to the unit. The external evaluators will review the documentation, participate in a site visit, provide an oral report, and deliver a set of recommendations. The unit will then combine the internal and external recommendations, set up a five-year assessment and strategic activities plan, and complete the process.

Why Assess?

An opportunity to engage in a process of inquiry and self-reflection regarding the unit’s operational effectiveness

An opportunity for unit self-assessment, planning and change: The review ensures a systematic evaluation of its strengths, weaknesses, satisfaction of those served, and progress.

An opportunity to help determine future direction based on the analysis of data, as well as to identify potential improvements.

Input to College decision-making: The review creates a base of knowledge that provides critical input to the College’s decision processes, including the setting of unit priorities, hiring plans, budget setting, space allocations and program sizing, among others.

Communication: Unit review is fundamentally a process of communications within the unit, across units and with the central administration. The process provides an opportunity for members to express their views directly to the relevant college constituencies and the reviewers.

Candid assessment by external experts: Program review provides a reliable mechanism for qualitative expert evaluations that are credible to both the unit and the administration.

The Unit Review Template

The report template, housed within an MS-SharePoint site, is the mechanism for inputting evidence to the following sections. The SharePoint site will be a repository of documents such as meeting minutes, key alignments to LaGuardia's Mission & Goals, the CUNY Strategic Plan and Middle States Standards. Typically, the narrative portion of the review should range between 5 to 10 pages.

1. Unit Profile

This chapter provides a comprehensive summary of the unit. This summary will include information on the history of the unit, its mission, goals, KPIs, day-to-day functions and staffing. The goal of this section is to provide readers a description of unit, whom it serves, the scope of activities, and a glimpse into the culture and climate that affect operations.

2. Inter-Unit Synergies/Linkages

The unit identifies which other units they interact most frequently with and forms the membership of the internal review committee. This section is the opportunity to reflect upon how collaboration and cross-unit synergy could potentially improve operational effectiveness.

3. Internal Assessment

In order to conduct a comprehensive and useful review - the unit requires data. The unit will collect information on the attainment of all KPIs, including goals and activities from the College Strategic Plan. The more years that a unit has to conducted systematic assessment, the easier it becomes to complete this section. Five-years of historical data is recommended for adequate trend analysis. OIRA will work with the unit during the planning phase to identify potential data sources from previous years, gather existing data, collect new data (if needed), conduct data analysis, and present findings.

4. External Evaluation

The unit will choose an external reviewer and submit the internal assessment report for review. The external reviewer will conduct a site visit and develop recommendations. After receiving the final report back from the external evaluators, the unit will respond to the observations, opinions, and

recommendations in a final revised report and consider revisions and recommendations for future activities.

5. Conclusion

Based on the internal and external reviews, the final section will contain a completed *Assessment Follow-Up Plan*, indicating follow-up actions with annual KPIs and assessment method(s) for collecting and analyzing the performance data. The plan will require the unit to consider alignment with the LaGuardia's CUNY Strategic Plan for all proposed KPIs and strategies.

In consideration of the reading audience and Middle States reviewers, writers should:

Avoid the use of institution specific jargon or acronyms unless necessary and appropriately explained;

Be completely accurate and not shy away from negative information while also showing discretion (verbal conversations should occasionally remain verbal).

Assessment Follow-Up Plan

Institutional

Effectiveness

Assessment of Administrative and Education Support (AES) Units

Unit/Department

Mission Statement

Time Period

**The definition of each term is located in the "Glossary" tab.*

Goals	Measurable Outcomes	Key Actions	Alignment w CUNY Strategic Plan & PMP	Inputs	Assessment Methods	Targets

ASSESSMENT FOLLOW-UP PLAN

GLOSSARY

Assessment of Administrative and Educational Support (AES) Units

Term	Definition
Mission	Broad statement of existence. It should express the uniqueness of the unit and should consider what the Institution be lacking if the Unit did not
Goals	Goals are broad, general statements of what is intended to be be accomplished. Goals are clear, meaningful statements about the functions of a program or unit.
Strategic Direction Supported	What area of the School's Strategic Plan does the goal address.
Measurable Outcomes	Measurable Outcomes are achieved (measured) results or consequences. Describes the benefit that a unit hopes to achieve and is the result of the work the unit performs.
Key Actions	Strategies/functions/efforts/tasks/initiatives taken to achieve an outcome.
Inputs	Resources needed to conduct activities, including personnel (existing and/or new), systems (existing and/or new), or other supports.
Assessment Methods	Strategies, techniques, tools and instruments for collecting information to determine the extent to which desired and stated outcomes are being achieved.
Targets	What does success look like? Relevant statistic, number, or qualitative description that provides a simple and reliable mean to express achievement or attainment of a goal.
Assessment Timeline	When will the outcome be assessed? This is not the same as when the activities will occur. Rather, it is when data will be collected and analyzed for a specific time period preceding the assessment activity. All outcomes should be assessed within a three year period.
Assessment Findings	Summary and analysis of data collected.
Recommendations	Summary of findings and plans for improvement/areas to be addressed in coming year.

LaGuardia Community College, City University of New York

Administrative & Education Support (AES) Assessment Schedule

5-Year Cycle

Programs/Services

FY 2018-19 FY 2019-20 FY 2020-21 FY 2021-22 FY 2022-23

Fall Spring Fall Spring Fall Spring Fall Spring Fall Spring

total annual reviews

9	7	8	7	7
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Division of Academic Affairs

- 1- Pre-College Programs
- 2 - Archives
- 3 -Center for Teaching and Learning
- 4 - Tutoring
- 5 - Theatre
- 6 - Institutional Research and Assessment

						X	X		
								X	X
X	X								
				X	X				
		X	X						
X	X								

Division of Adult and Continuing Education

- 7 -Career Skills Development
- 8 - Pre-College Programs
- Business Development
 - 9 - Business Services
 - 10 - Workforce Development
 - 11 -Career Development Center

				X	X				
		X	X						
						X	X		
X	X								
								X	X

Division of Student Affairs

- Enrollment Management Services**
- 12 -Admissions
 - 13 - Testing
 - 14 - Financial Aid
 - 15 - Student Information Services

X	X								
				X	X				
X	X								
		X	X						

Advising, Records and Registration

- 16 - Student Advising Services
- 17 - Center for Career & Professional Development
- 18 - Registrar
- 19 - Transfer Services
- 20 - Employment Services

		X	X						
				X	X				
						X	X		
						X	X		
								X	X

Student Development and Campus Life

- 21 - Early Learning Childhood Center
- 22 - Disabled Student Program (OSD)
- 23 - Campus Life
- 24 - Health and Wellness
- 25 - Recreation

				X	X				
								X	X
						X	X		
X	X								
								X	X

Division of Administration

- 26 - Human Resources
- 27 - Building Operations & Safety
- Business Services -
 - 28 - Bursar
 - 29 - Purchasing/Accounting
 - 30 - Budget

X	X								
		X	X						

				X	X				
						X	X		
								X	X

Division of Information Technology

- 31 -Technology Support Services
- 32 - Information Support Services
- 33 - Project Management
- 34 - ACE IT

		X	X						
				X	X				
X	X								
						X	X		

Division of Institutional Advancement

- 35 - Marketing & Communications
- 36 - External Affairs
- 37 - Development

X	X								
		X	X						
				X	X				

President's Office

- 36- Compliance and Diversity

X	X								
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Workplan for Administrative and Education Support Assessments

Year 1 2018-2019

Milestone	Activity
September 7, 2018	Kickoff Meeting <ul style="list-style-type: none"> • Introductions • Middle States Commission on Higher Education's Periodic Program Review for the Assessment of Non-Academic Areas. • Discussion of Mission, Goals and Key Performance Indicators • Identification of Committee Members
September 2018- December 2018	Self-Assessment/Data Collection <ul style="list-style-type: none"> • Development of Mission and Goals (<i>due by September 28, 2018</i>) • Design Thinking: Office retreat to Collaborate - Establish Key Performance Indicators (<i>by October 31, 2018</i>) • Data Collection (<i>due by December 31, 2018</i>) 8 weeks
January 2019- March 2019	Assessment Plan Development <ul style="list-style-type: none"> • Data Analyses and Development of Draft Unit Assessment Plan (<i>due February 15, 2019</i>) 6 weeks • Refinement and Finalization of Unit Assessment Plan (<i>due March 29, 2019</i>) 6 weeks • Identify and Select External Reviewer (<i>due March 29, 2019</i>)
April 2019- May 2019	External Reviewer Engagement <ul style="list-style-type: none"> • Submit Unit Assessment Plan to External Reviewer(s) (<i>due by April 5, 2019</i>) • Schedule and Host Site Visit (<i>due May 15, 2019</i>) • Receipt of External Reviewer(s) Feedback (<i>due May 31, 2019</i>)
June 2019	Develop 4-Year Follow-Up Plan <ul style="list-style-type: none"> • Review and Incorporate External Reviewer Feedback (<i>due June 17, 2019</i>) • Finalize Assessment and Follow-Up Plan (<i>due June 30, 2019</i>) • Develop Action Items for each KPIs for the coming 4-year with Assessment Methods (<i>due June 28, 2019</i>)

Year 1 Participating Administrative Contacts:

- 1) Academic Affairs: Institutional Research and Assessment; Michael Lipkin, Director x6119; Jeanine Molock, x5440; Center for Teaching and Learning; Eric Hofmann, x5189; Kyoung Kang x5404
- 2) Adult and Continuing Education: Business Services– Workforce Development; Francesca Fiore x5332; Hannah Weinstock x5285; Kim Kendall x5159; Chandana Mahadeswaraswamy x5284
- 3) Student Affairs: Financial Aid; Gail Bakash-Jarrett x5116
- 4) Student Affairs: Health & Wellness; Health Services: Renee Fuzeyamore x5959; Wellness; Frank LaTerra x5078; Renee Varin-Mignano x5286
- 5) Student Affairs: Admissions; LaVora Desvigne, Director x5114
- 6) Administration: Human Resources; Oswald Fraser x5080; Michele Stewart x5238; Vanessa Sisto x5082; Heather Grant x5079
- 7) Information Technology: Information Solution Services (ISS); William Lindner x6138; Henry Saltiel, VP x6112
- 8) Institutional Advancement: Marketing & Communication: Charles Elias, Director x5052 Susan Lyddon, VP x5061
- 9) President's Office: Compliance and Diversity; Christopher Carozza x5088