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Appendix 3.1

Faculty Council
The Faculty Council was created soon after LaGuardia Community College was founded, in order to meet the faculty's need for a forum of its own. The official governance body of the College, the Senate, was established as an egalitarian tri-partite entity, comprised of faculty, staff and students; as such, it could not provide an arena for the discussion of distinctly faculty concerns. Because the faculty needed a channel for the expression of its own voice, Faculty Council was established.

Appendix 3.2

Mission and Vision of the SGA for 2010-2011
"As elected officials it is imperative for us to continue the timeless tradition of the SGA to work with the school for the students and for our community. Our business is to address the needs of our students. We are going to:

a) Promote events to engage students with the College community
b) Provide information workshops (i.e. Human Rights Week, EID celebration)

As a team we will avoid holding grudges, to balance our emotions, to minimize conflict. We are responsible for our duties that are entitled to us and to the requirements that came along. We promise to respect one another's beliefs, values, and opinions. We understand as 13 individuals that listening carefully and respectfully is essential for our success. As governors we will hold a level of ethical standards that illustrates to the student body a sense of humility and trustworthiness towards the SGA."

Appendix 3.3

SGA Relationship with LaGuardia Community College
The Vice President of Student Affairs appoints the SGA mentor. The Office of Student Life provides leadership training throughout the year to improve SGA member skills through discussions and on-and off-campus workshops that challenge SGA member abilities. Training learning objectives are to develop trust, effective communication, and team building with a specific learning outcome to develop three to four major strategic goals and an implementation plan for the year. The on-campus training starts in August with a full day on leadership, followed by workshops on College Association operations, sexual harassment awareness, and drug and alcohol awareness. Additional workshops are scheduled as needed and may include conflict resolution, Robert’s Rules of Public Order, team building, and communication. Off-campus, the Student Governors attend the National Student Leadership Certificate Conference; Emerging Leaders Conference; New Leadership Challenge Conference; and the University Student Senate (USS) Leadership Retreat for all new University Student Senate delegates.

SGA Assessment
The SGA mentor’s role is to determine if student governors, while maintaining their focus on the SGA mission, are developing the core competencies of trust, communicating through active
listening, negotiating, forming agreements, accountability, and building a team. Student governors demonstrate acquired leadership skills while developing and implementing college-wide events such as heritage events, including Hispanic, African, Ramadan, Holi, Martin Luther King celebrations, and Student Government Summits. These events require focused event planning, delegation, budgeting, negotiating and networking. In cases where behaviors do not match the intentions of the SGA, tutorials, counseling, and coaching sessions are provided on a weekly basis based on students’ needs and requests. Individual meetings for each of the Executive Board members may also be scheduled.

SGA Student Voice
Present (Irene Sosa) and former (Luis Merchant) SGA mentors identified representing the student voice as the most important SGA function. From grassroots conversations on hot topics, formal town hall meetings, and appointing students to major committees (i.e., College Association Budget, Personnel Review, and Board of Directors; Campus Affairs, Auxiliary Enterprises; Technology Fee Committee), students are part of the process of determining funding allocations for the benefit of students. Furthermore, CUNY is able to have a direct connection to the Student Government Executive Boards as they communicate policies and participation in hearings. CUNY is also able to hear student reactions to proposed policies through the SGA.

SGA Relationship with Mentors
Although in 2010-11 the SGA has been focused, engaged and aligned with the College’s mission, many of the prior SGA have seen themselves as autonomous and completely independent despite training and mentorship. While student governors enjoy a degree of autonomy and independence in practice, they are overseen by a mentor, appointed by the Vice President of Student Affairs. Still, the relationship of any student government to the College’s administration can be problematic, depending on how the members of SGA interpret their role and the role of the College’s administrative authorities as developed in their governance documents.

Appendix 3.4.

Perez v. CUNY
The ruling stated: “Under the Open Meetings Law, the public has the right to attend any meeting of a public body. Any time a quorum of a public body gathers to discuss business, the meeting must be held in public, subject to the right to convene an executive session under certain limited circumstances. In addition, there must be prior notice of the meeting; the business of the meeting must be recorded in written minutes; and a record must be maintained of the final vote of each member of the public body on all matters on which a vote is formally taken. These requirements apply to meetings not only of the public body itself, but also to meetings of its committees, subcommittees and other similar bodies” (04.2.01 Perez v. CUNY 5 NY3d 522. (2005)).

In addition to the changes mandated by the Perez v. CUNY ruling, the 2009 LaGuardia Governance Plan reflects further modifications:

A. Changes in the composition of the Senate Article III, Section I. Distribution of Membership.
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B. Changes in Senate Standing Committees. Article V, Section I.
C. Changes in the membership of the College Personnel and Budget Committee, Article VIII, Section III

Appendix 3.5

Skills and Expertise of Executive Council Members

- Academic instruction
- Higher education institution administration
- Financial management, including audit, controller and pension management
- Facilities and construction management, including master planning and capital projects
- Extensive fund raising
- Public/media affairs management
- Legislative communication
- Academic program development and teacher education outcomes assessment
- Grants development and administration
- Information technology systems development and administration
- Instructional technology and academic computing
- Institutional research/data management
- Disaster recovery
- Academic and career counseling
- Workforce and career development
- Economic development programs
- Student affairs and enrollment management
- Organizational development
- Strategic Planning
- Legal counsel
- Governmental programs, including local Deputy Borough President experience

Appendix 3.6

Executive Council Use of PMP Measures and KPI’s to Assess Administrative Effectiveness

Performance Management Program (PMP) reports (05.1.521 LaGCC PMP Report 10-11) are reviewed by the Executive Council to assess the College’s success in achieving strategic plan targets negotiated with CUNY. These assessments of College success are the primary measure of the Executive Council’s effectiveness in leading the College to achieve its goals, as well as suggesting areas for continued improvement and further action. For example, the PMP report for 2006/07 indicated that, while our target for increasing the pass rate in basic skills writing was to increase by two percentage points, the pass rate actually decreased by five percentage points. The Executive Council included on the 2007/08 strategic plan a target to increase the basic skills writing pass rate by two percentage points the following year. Several actions items were implemented to achieve this increase, including a course proposal for ENG098 basic skills
writing, seminars for adjunct faculty who teach basic writing, and revision of the Basic Writing Handbook. At the end of 2007/08, the pass rate had increased by four percentage points.

A set of key performance indicators (05.1.25 Performance Indicators) is reviewed by the Executive Council at each bi-monthly meeting as part of measuring institutional effectiveness. The criteria includes basic skills pass rates, college course pass rates, transfer rates of graduates, six-year graduation rates, CPE pass rates, re-enrollment semester-to-semester, one-year retention at LaGuardia, total equated credits per semester, number of contact hours taught by full-time faculty, number of contact hours taught by part-time faculty, and financial health (percent of need funded by the University as determined in the CUNY Community College Allocation Model). The Executive Council also routinely reviews enrollment headcount data (05.3.01 Enrollment Chart F04-F08) to monitor progress toward enrollment targets. These key performance indicators of the institution’s effectiveness are the primary measurement of the effectiveness of the Executive Council in leading the institution toward its goals and targets each year. For example, one of the key performance indicators reviewed by the Executive Council is the percentage of contact hours taught by full-time faculty versus adjunct faculty. Based on this assessment, the Executive Council included a college target to increase the percentage of instruction taught by full-time faculty by five percentage points on the 2007/08 strategic plan. The action item associated with this target was the inclusion on the 2007/08 CUNY Compact (02.03.18 Compact and SI FY 07-11) funding request to hire additional full-time faculty.

Beginning with 2008-2009, divisions have been required by the Executive Council to tie the requests for additional funding to strategic plan targets or to CUNY Compact designated areas of emphasis. The Executive Council reviews the requests and references to the Compact and strategic plan to ensure that projects crossing divisional boundaries work together so that the College meets overall strategic objectives. At monthly “Stand-up” meetings, the Executive Council discusses specific strategic issues in more depth. The Executive Council reviews these requests and prioritizes them for any available funds, often allocating portions to multiple divisions if a given project overlaps divisional boundaries.

For example, the divisional funding requests for fiscal year 2009 included projects related to the Strategic Plan and CUNY Compact area of emphasis “Create a Flagship Environment” from the divisions of Academic Affairs, External Affairs (now named Institutional Advancement), and Information Technology. Actions for the 2009 Compact category “Create a Flagship Environment” included items such as hiring 15 more faculty members, support staff and furniture/equipment for new faculty in Academic Affairs, additional funds for advertising in External Affairs, and outfitting smart classrooms with information technology.

**Appendix 3.7**

**Visioning Summary and Links to Visioning Summit Documents**

In addition, since 2005 the Executive Council has hosted two Vision Summits in which college faculty and staff, students, and community leaders developed strategic themes for the College for the coming strategic planning period. Additionally, in preparation for the 2009 Vision Summit, the President created an online conversation called a “JAM” (05.4.21 Jam Report) to explore the
external trends shaping the College’s future. Administrators, faculty, and staff participated in discussion forums regarding six future challenges for the college: (1) Understanding next generation learners and workers; (2) Preparing students for a changing global workforce; (3) Staying ahead of rapid technological advances; (4) Promoting greater engagement in public life; (5) Fostering leadership for a more sustainable future; and 6) Advocating for greater investment in higher education.

Four central strategic themes for the College emerged from the 2009 Vision Summit: Sustainability; Global citizenry; Embracing Web 2.0; and Advancing the role of the community college locally, nationally and globally. Long-term goals were established for each area (05.4.39 Future Strategic Directions) and short-term action steps were integrated into the 2010-11 Strategic Plan (05.1.47 Strategic Plan 2010-11). For example, included in the 2010/11 strategic plan were two targets specifically related to the Vision Summit theme “Embracing Web 2.0.” One target was for 15 faculty members to utilize web 2.0 technologies for the creation of virtual learning communities (“learning networks”), and another was for five professional development seminars to be conducted to support faculty in developing innovative pedagogies for the use of web 2.0 technologies.

Links
05.4.06 Vision Summit Stories from Appreciative Inquiry - final
05.4.07 second volume of stories
05.4.08 Themes from the Planning team
05.4.09 Summit Volunteers
05.4.10 Planning Team Schedule
05.4.11 Vision Summit Planning Team Calendar - One Page
05.4.12 Dear Vision Summit Participant
05.4.13 Stakeholders
05.4.14 visioning_invitation
05.4.15 Agenda for summit-revision3-2
05.4.16 Appreciative Inquiry and Strategic Planning at LaGuardia Community
05.4.17 The LaGuardia Vision 05
05.4.18 Visionppt
05.4.19 Vision Summit Appreciative Inquiry for Org Change
05.4.20 Vision Summit Binder Introduction 09
05.4.21 JAM Report Final Draft to Cabinet
05.4.22 VS_Invitation_F
05.4.23 Invitation Letter to Students
05.4.24 Vision Invite 2009
05.4.25 Vision Book
05.4.26 Cultivating Possibilities Making Choices for the Future Vision Summit 09
05.4.27 Vision Summit poster 1b
05.4.28 Vision Summit poster 1
05.4.29 Institutional Resources
05.4.30 How has our history prepared us to respond to future challenges
05.4.31 HandoutsyFinalGSAv_editcb_REV Cultivating 2009
05.4.32 Proposed Next Steps and Timeline
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05.4.33 Agenda for Leadership Team Meeting 2009
05.4.34 Dotted Themes 2 2005
05.4.35 Draft Agenda for March 20th Meeting
05.4.36 Charge to the Four Workgroups 2009
05.4.37 Future Directions Work Groups
05.4.38 CompleteListofStrategicPlanWorkGroups
05.4.39 Future Strategic Directions Final
05.4.40 PlanningAgenda2 2009
05.4.41 Vision Summit CNN Headline Exercise
05.4.42 Vision Summit Materials Cultivating Possibilities 2009

Appendix 3.8

Cabinet Meeting Notes and Agenda Links
05.1.08 October agenda 2007-08
05.1.09 January agenda 2007-08
05.1.10 March agenda 2007-08
05.1.11 May Agenda 2007-08
05.1.12 October 2008 agenda 2008-09
05.1.13 January 2009 agenda 2008-09
05.1.14 March Agenda 2008-09
05.1.15 May Agenda - Presidents Cabinet 2008-09
05.1.16 Presidents Cabinet October Agenda 2009-10
05.1.17 Presidents Cabinet January Agenda 2009-10
05.1.18 Presidents Cabinet March Agenda 2009-10
05.1.19 Presidents Cabinet May Agenda 2009-10
05.1.20 Cabinet March 28 2008 Discussion Notes
05.1.21 May 19 2006 Cabinet Notes on Strat Plan
05.1.22 Notes from Cabinet Meeting3.27.09 revised
05.1.23 March Agenda - Presidents Cabinet revised
05.1.24 Notes from Cabinet Meeting5.29.09 revised

Appendix 3.9

Stages of a Faculty Reappointment and Appeal Process
The Department Chair advises each faculty member on performance expectations. Goals and Objectives are discussed and planned. Peer review, student evaluations, professional development efforts, research scholarship, academic advisement, Departmental and College wide contributions are placed in the faculty members Personnel file. The guideline language is subject to wide interpretation and lacks specifics such as what constitutes Academic advisement and what is considered a valid College Wide contribution as part of the review process. There may be a need to look more closely to the various contracts themselves. The chair then presents this evidence for each non-tenured faculty member before both a Departmental and College Wide Personnel and Budget Committee. If the Departmental Committee denies a candidate approval,
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the grievant may appeal to the College Wide Committee and file a “Stop the Clock” motion with
the union. The Human Resources Department schedules an appeal with the College Wide
Personnel and Budget Committee and notifies the Grievant. The President notifies the Grievant
in writing of the College Wide P&B decision. If the appeal is denied the Grievant may appeal to
the President. This process is the same at this point should the Departmental Committee approve
the faculty member but denied by the College Wide. The president notifies the Grievant in
writing. The Grievant has ten days to submit a signed request for a written statement for the
Presidents reasons for denial of appeal. Within ten days the president shall furnish a written
statement of reasons to the Grievant. If the President does not recommend to the Board of
Trustees a reappointment or promotion the grievance clock is restarted and the grievance
proceeds. The process now includes an arbitrator who is not an employee of the college or the
union but is a neutral third party. The Grievant works with a union representative during this
process. The only variation to this process involves Higher Education Officers in their first
appointment and first, second and third re-appointment may appeal to the president, but does not
get a statement of reasons.

Appendix 3.10

Academic Integrity Policy
The policy states that academic dishonesty is prohibited and punishable. It mandates a process
for faculty members to follow in case of such incidents. This process includes retaining related
documentation, completing an “Academic Integrity Complaint Form” (06.4.05 Academic
Integrity Complaint Form), meeting with the student to explain the process, and, when the
student does not contest the allegation, filing completed paperwork with the relevant department
chairperson and the Student Judiciary Officer (SJO) in the Office of Students Rights,
Responsibilities and Advocacy. If the student challenges, he or she has the option of meeting
with the department chairperson and, if necessary, with the college’s SJO and/or with the Student
Faculty Review Board.

Data from the Student Judiciary Officer shows that faculty members file an average of 35
violation reports during regular 12-week semesters and eight to ten reports during the
abbreviated 6-week semesters. In most cases, students do not challenge the allegations; the
evidence tends to be fairly straightforward and unambiguous.

The SJO keeps track of students for whom the process reaches his office. This record is not
shared to maintain student privacy. There have been no repeat offenses, indicating the apparent
effectiveness of the policy and its administration. A workshop was conducted in March 2011 to
improve faculty understanding of the process.
## Appendix 4.1

### Student Support Services

<table>
<thead>
<tr>
<th>Category</th>
<th>Support Service</th>
<th>Department</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Guidance</strong></td>
<td>Early Alert Program</td>
<td>Student Services and academic faculty</td>
<td>SA</td>
</tr>
<tr>
<td><strong>Services</strong></td>
<td>Educational planning and course selection for incoming students</td>
<td>Educational Planning and Testing Office</td>
<td>SA</td>
</tr>
<tr>
<td></td>
<td>New Student Orientation</td>
<td>Student Life and Recreation and the First Year Program</td>
<td>SA</td>
</tr>
<tr>
<td></td>
<td>Administer the Placement test and provide results to incoming students</td>
<td>Educational Planning and Testing Office</td>
<td>AA and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SA</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Academic Support Services</strong></th>
<th>Supplemental tutoring and counseling support</th>
<th>Accelerated Student in Associate Programs (ASAP), College Discovery, Student Government Association</th>
<th>AA, SA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A community of students that connect with each other and the College for support in achieving their goals.</td>
<td>Black Male Empowerment Cooperative (BMI)</td>
<td>SA</td>
</tr>
<tr>
<td></td>
<td>Deaf and hard-of-hearing students</td>
<td>Program for Deaf Adults</td>
<td>ACE</td>
</tr>
<tr>
<td></td>
<td>Student Success workshops such as Study Skills and Time Management</td>
<td>Center for Counseling, Advising and Academic Support</td>
<td>AA</td>
</tr>
<tr>
<td></td>
<td>Students who receive public assistance</td>
<td>COPE, Single Stop, USA</td>
<td>AA, SA</td>
</tr>
<tr>
<td></td>
<td>Students with educational barriers</td>
<td>College Discovery</td>
<td>AA</td>
</tr>
<tr>
<td></td>
<td>Students with disabilities</td>
<td>Student Services and Disabled Student Services</td>
<td>SA</td>
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</tbody>
</table>

| **Career Services**         | Career Central and the eCareer Plan              | The Career Development Center                                                                  | ACE    |
|                             | Job placement on and off campus, job readiness skills | The Employment Services Center                                                                | ACE    |
|                             | Transfer applications and information           | Office of Transfer Services                                                                     | AA     |

<table>
<thead>
<tr>
<th><strong>Personal Guidance and Wellness</strong></th>
<th>Crisis intervention</th>
<th>Center for Counseling, Advising and Academic Support</th>
<th>AA</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Health counseling and compliance</td>
<td>Health Center</td>
<td>SA</td>
</tr>
</tbody>
</table>
### Appendix 4.2

#### Detailed Review of College Communication Efforts

**Information about Academic Programs and Requirements.** All students receive information about academic programs and specific program requirements through the academic program websites or links that are accessible from the LaGuardia website Home page. Information about programs and program requirements are also listed in the College Catalog. In addition, many programs, e.g. Nursing, Engineering, Philosophy, offer brochures.

**Information about Basic Skills.** Information about basic skills policies and requirements can be obtained from the CUNY Testing Website. The College also provides this information in the Orientation Handouts, brochures, and the Basic skills brochure that is issued by the departments that foster remedial courses: MEC, English, and ELA.

**Information about Financial Aid.** Student Financial Services (SFS) communicates with students through the Tuition and Financial Aid web site (SFS), accessible via the LaGuardia Home page. The web site contains financial aid information and advises students of the requirements and resources available to finance their education at LaGuardia. Since spring 2011 SFS has started a podcast that gives students information about financial aid and help in case of financial hardship. “Financial Aid Awareness Day” is conducted twice a year to update students with new information about financial aid and help to file applications.

**Information about Transfer.** The Office of Transfer Services provides personal advice and brochures for students. Their website (Transfer Center) offers information and links to resources.

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<table>
<thead>
<tr>
<th>Services</th>
<th>Counseling Department, special programs</th>
<th>AA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Support Services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access benefits and services offered by NYC agencies</td>
<td>Single Stop U.S.A.</td>
<td>SA</td>
</tr>
<tr>
<td>Bursar</td>
<td>Business Office</td>
<td>Admin</td>
</tr>
<tr>
<td>Respond to in-coming requests for information and conduct targeted outgoing calls to students on timely matters</td>
<td>Student Information Center</td>
<td>SA</td>
</tr>
<tr>
<td>Financial services</td>
<td>Student Financial Services</td>
<td>SA</td>
</tr>
<tr>
<td>Generalist services</td>
<td>Enrollment Services Center</td>
<td>SA</td>
</tr>
<tr>
<td>On-campus child care</td>
<td>Early Childhood Learning Center</td>
<td>SA</td>
</tr>
<tr>
<td>Registrar and Registration</td>
<td>Enrollment Services</td>
<td>SA</td>
</tr>
<tr>
<td>Student rights and advocacy</td>
<td>Office for Student Rights, Responsibilities and Advocacy</td>
<td>SA</td>
</tr>
<tr>
<td>Students on temporary non-immigrant visa status such as F-1, Diplomatic A or G</td>
<td>International Student Office</td>
<td>SA</td>
</tr>
</tbody>
</table>
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They are also on Facebook and have information on their own blog. The Website features transfer information, links, as well as videos.

College Website. The College website, including Academic Program web pages and the Admission web page, offers comprehensive information about academic programs, requirements, policies, financial aid, basic skills, and transfer for prospective, new, and current students. The website contains reference to other sources to obtain information (e.g. office locations, phone numbers, workshops). The websites are regularly updated and provide accurate information. The VIP site (VIP) provides information and planning tools for prospective students.

The College is currently in the process of overhauling the College website, including all connected sites. Changes to the site include a new managing system, Ektron, that makes it more user friendly to manage and control the sites, as well as implement updates in content and a new design. A team consisting of Terry Saljanin, Susan Lyddon and Charles Elias has already presented the Website Redesign and alternative design approaches to Executive Council and based on Executive Council consensus, choice, and approval, the team is now proceeding with the development of one design. The new site will be tested among students, faculty and staff during key stages of development through surveys, focus groups and usability tests.

Key pages (for example, the Home Page, Student Pages, Academics, etc., of the new site were launched in September, 2011. Currently there are over 20 sites that were built using Ektron. That number is likely to increase significantly by the end of 2012.

DegreeWorks (10.07.01 DegreeWorks Instructions, 10.07.02 DegreeWorks Presentation Student 5-10, 10.07.03 Student News How to Use DW, 10.07.04 Faculty DW Training Participants 2008, 10.07.05 Faculty DW training 5-09 Survey Results, 10.07.06 Faculty DW training 11-09 Survey Results). DegreeWorks (DW) is an interactive web tool that gives students and advising faculty updated information about the student’s current academic status and any remaining requirements for the completion of his or her degree. In order to ensure that students receive correct information from DW the College wide Degree Works Committee constantly detects and fixes problems and discrepancies in the system. Using the “Help” button, students may receive personalized information via e-mail if they could not find answers on DW. All DW workshops conducted by the Degree Works Committee for students and faculty use pre- and post- surveys (09.2.25 Fa 09 DegreeWorks Workshop Evaluation) to assess the effectiveness of their work.

“GradPath” (08.1.40 MLJ for Atd 1-11, 08.1.42 ATD MLJ Presentation 1-20-11). GradPath is an online tool with a single-sign-on student portal linking all other existing tools (e-SIMS, Degree works, e-Portfolio, e-Career). Yet to be completed, it promises to enable students to manage their Path to Graduation, understand what they should accomplish at particular junctures, connect to available support, and learn behaviors, mindsets and attitudes that help them to be successful.

Basic Skills Brochures. LaGuardia provides students with accurate and comprehensive information about basic skills policies and requirements on the Testing Website and the Orientation Brochure. However, no assessment of the effectiveness of these sources has been completed.
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College Catalog. The College Catalog is updated once a year and contains comprehensive information about academic programs, requirements, policies, financial aid, basic skills, and transfer for prospective, new, and current students. Like the website, the catalog contains references to other information sources.

Brochures. Orientation Brochures offer updated information and reference points for new students. For majors or prospective majors academic program brochures provide specific and detailed information about academic programs, degrees and requirements, as well as future opportunities in the field of study. The Basic skills brochure issued by the departments that offer remedial courses (MEC, English, Communication Skills, and ELA) provides all students with information about basic skills. Most of the special programs (for example, ASAP, BMI, etc.) have their own brochures.

The Office of Transfer Services offers a wide range of information about the transfer process, the transfer experience, as well as information about four year institutions in their brochure.

Events and Workshops. Community outreach events by representative of academic programs, as well as College Fairs at affiliated High Schools, recruit new students by providing information to prospective students at High Schools.

Admission workshops and College Tours provide general information to incoming new students.

LaGuardia offers various advising events, such as First Year Academy Advising and College Advising Day to keep new and current students informed. The Center for Teaching and Learning offers seminars for faculty on advisement.

Financial Aid Awareness Day is conducted twice a year to update students with new information about financial aid and help them to file applications.

Transfer Fair is an event that gives students information and advice for transfer to a four-year institution.

New Social Media. The College is also expanding into new means of communicating with students, using text messaging (08.1.29 Bursar text messaging as a retention strategy), Facebook, and blogs. Some academic programs have Facebook pages, blogs, and can be followed on Twitter. The Office of Transfer Services also has a Facebook page and a blog.

Appendix 4.3

Details of Student Financial Services Communications
In order to help students navigate the complex world of financial deadlines and remain on time with their financial obligations, the following changes have been implemented since 2007:

The Bursar (tuition charge) process. The bursar charge process is described under figure 1 in document (08.3.06 Bursar Charge Process). In the bursar process, the institution examines
students’ accounts for outstanding balances. If an account contains an outstanding balance for the current semester, an invoice is generated and is sent to the student along with an information flyer. The information flyer contains on a single-page some of the essential information for the student for tuition payments, and financial aid resources. The flier varies by the registration season and student account status. A sample of a communication flyer is given under (08.3.07 Communication Sample Bursar).

When a student account contains no balance, a student does not receive a paper-based invoice. However, an electronic bill (stating a zero balance) is issued and is available to the student through e-SIMS (electronic student information management system).

In 2007 after a careful assessment of the causes of increasing levels of student accounts receivable (the highest in CUNY), a committee, headed by the Vice President of Administration and formed of representatives from Student Financial Services, Registrar, Academic Affairs, IR&A, and the Bursar, made several recommendations for policy change. The Executive Council then revised the student billing policy. New students alone may receive a ‘pending’ status as long as their application for aid (federal or state) is being reviewed (first figure in 08.3.06 Bursar Charge Process). New students receive bursar related communication through their personal Hobson/VIP accounts. Continuing students are communicated to during the semester to ensure that they settle their financial aid applications or payment plans in advance to avoid cancellation. The College also increased the number of bursar-related cancellation dates to ensure that students would settle their bills on time. Also, beginning fall 2009, the Bursar office started sending texts to students’ phones regarding their account balances.

The Financial Aid Process. The financial aid application process is briefly described in figures two and three of document (08.3.06 Bursar Charge Process). The application processing is identical for new and continuing students. It includes decision points for payments, review, and revision or reverse of financial aid authorizations, if applicable. This process applies to federal, state and local government need-based financial aid. The College established standardized communication letters to inform students of their financial aid award (08.3.12 Award Letter Sample), financial aid auditing or review (08.3.10 Edit Letter Sample) and financial aid requests for missing documents (08.3.11 Missing Doc Sample). The College does not have a single process for financial aid applications as the requirements and eligibility for financial aid can vary by the funding source.

Financial aid is essential to LaGuardia students. Without financial aid from public or private sources, most LaGuardia students would not be able to attend college. LaGuardia has implemented a number of changes since 2007 to help students find information about financial help, apply, and keep this financial aid.

For example, the College has created an active outreach program (in collaboration with the student information center) to inform students of their potential eligibility for financial aid, and remind them of the application process and schedules. Beginning in spring 2010, Student Financial Services started using a texting service (Textwire) to alert students regarding their financial aid applications (08.3.16 Bursar Report Repeated Canned).
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The College has simplified the application for scholarships originating from LaGuardia and created a single online location for the application (SFS Apply Online) (08.3.17 Bursar Cancellation Reports 2010 and 2011). The form is encrypted to ensure the security of the information collected. The College also created a link for institutional scholarship applications at the SFS website, to ensure an additional easy access point to the scholarships information.

In fall 2007, the New York State Higher Education Services Corporation (NYSHESC) instituted a new policy called the Ability to Benefit (ATB) test. The test is meant for students who do not have a US high school diploma or recognized equivalent such as a GED. Students must take and pass an ATB exam approved by the NYS Board of Regents and designated by their school to be eligible to apply for State aid. The ATB exam is meant to demonstrate the student’s ability to benefit from the training/aid offered.

The current first time attempt pass rate for the ATB test is 65%. The 35% that failed the test end up with a tuition balance. The tuition balance may limit students’ enrollment for future sessions, if they are not able to pay off the balance.

The ATB is a state requirement for state financial aid. LaGuardia and CUNY do not have the authority to waive or modify its content. Students who do not pass the test cannot apply for state aid. LaGuardia has a very large international student population and has developed workshops to help students prepare for and pass the test. Students may also re-take the test. The College is currently assessing the effectiveness of these steps in increasing the pass rate, thereby increasing retention.

There has been a large increase in student federal financial aid applications. In fall 2009 16,281 students applied for federal financial aid. In fall 2010 the number had increased to 20,546, an increase of 26.2%. In that time, state aid applications increased by 5.5%. The growth in the federal financial aid application rate exceeds the growth in the number of students at LaGuardia. The increase in aid applications is probably a result of the decline in the economy in the NY area and nationwide.

A minor change by a student to his or her class schedule carries financial consequences. A change in class schedule (for example dropping a class, or switching to a class with fewer credits) can result in a student being re-classified from full time to part time, affecting the amount of financial aid a student receives. A loss of aid can mean an outstanding balance and an inability to continue on to the next semester. Thus, new students are currently required to meet with an advisor for registration and course changing decisions. However, continuing students are not required to meet with an advisor for schedule changes.

Appendix 4.4

Health Sciences Department Retention Efforts
Nursing. Of the Allied Health Programs, Nursing is the most competitive program at LaGuardia. Each semester the program receives approximately 120 candidates, accepting only 50. The fall
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2010 GPA requirement to qualify for admission to the program was 3.85 (08.2.06 Annual Nursing ASSOC 09 State Ed, 08.2.04 NLNAC Rep Sp 08).

Attrition/Retention rates in the RN Program from August 2007 to June 2008 reflect 125 graduates (77% retention) from 161 students who were in SCR100 and 110 the year before. From 2008-2009, 132 (73% retention) students graduated. Prior to 2005, the attrition was as high as 40% (60%) in the RN Program. The improvement may be related to the addition of program faculty members (08.2.04 NLNAC Rep Sp 08).

<table>
<thead>
<tr>
<th></th>
<th>Students in the SCR 100 and SCR110 courses</th>
<th>Students Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2007-June 2008</td>
<td>161</td>
<td>125 (77% retention)</td>
</tr>
<tr>
<td>2008-2009</td>
<td></td>
<td>132 (73% retention)</td>
</tr>
</tbody>
</table>

New students who declared Nursing as their major register for a special section of New Student Seminar, taught by a counselor who has been working with the Nursing Program for years. To bridge the gap between the students’ fantasy and the academic reality, the counselor provides academic requirement information and stresses the importance of high academic performance (08.2.37 Interview Academy Coordinators).

Students who are in the pre-clinical phase receive a ten-page “Quick Fact Sheet” on the Registered Nursing program and “Registered Nursing Student Handbook” from the department. Currently, the Director or faculty in the Nursing program personally meets with the students and advises them on upcoming courses (08.2.36 Interview Director Career Ladder Pgm) after the admission process is completed. Students who are not accepted to the program receive a letter explaining what the next steps are at LaGuardia and resources available, including a counselor designated to meet with these students. The students are informed about other professional options if they are not admitted to the program (08.2.01 Alternative Nursing Legal).

Practical Nursing Certificate Program. The LPN (Licensed Practical Nurse) program was established in 2005 in order to accommodate a large number of excellent candidates who were not accepted to the Nursing Program. In 2008, the Bridge Program was created for the LPN students who successfully completed their LPN requirements to continue their education and clinical training to transition to a RN Program. The candidacy only takes place once a year during the spring semester and students who are admitted to the program begin their clinical phase in the fall. The program runs for ten months after the time of entry. The LPN program provides a LPN Student Handbook (08.2.05 Audit PN 09).

In the Practical Nursing program, the recent attrition/retention rates prior to when the program was established as a 10 month program are indicated in the grid below (08.2.05 Audit PN 09).

<table>
<thead>
<tr>
<th></th>
<th>Students Accepted</th>
<th>Students Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2007-June 2008</td>
<td>120</td>
<td>110 (91%)</td>
</tr>
<tr>
<td>2008-2009</td>
<td>120</td>
<td>105 (87%)</td>
</tr>
</tbody>
</table>
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The Bridge Program from LPN to RN. The Nursing Program formulated the Advanced Standing path for licensed practical nurses which began Fall II of 2006 with a new LPN to RN Bridge Program.

The data of the students’ retention from 2007-2010 is shown below. Between 2007 and 2010, more than half of the students who applied were accepted and a high percentage of those students completed the program (08.2.05 Audit PN 09, 08.2.34 Interviews with Allied Health Pgm Dirs and Coords).

LPN to RN Data

<table>
<thead>
<tr>
<th></th>
<th>Applied</th>
<th>Accepted</th>
<th>Completed (out of those accepted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>63</td>
<td>39(62%)</td>
<td>37(95%)</td>
</tr>
<tr>
<td>2008</td>
<td>105</td>
<td>44(42%)</td>
<td>42(95%)</td>
</tr>
<tr>
<td>2009</td>
<td>102</td>
<td>54(53%)</td>
<td>44(81%)</td>
</tr>
<tr>
<td>2010</td>
<td>79</td>
<td>59(75%)</td>
<td>In progress</td>
</tr>
<tr>
<td>Total</td>
<td>349</td>
<td>196(56%)</td>
<td>123 (2010 cohort still in progress)</td>
</tr>
</tbody>
</table>

The NY state Coalition for Nursing Educational Mobility (NYSCNEM) developed the New York State LPN to RN Articulation Model in 2000. LaGuardia has participated in this program in order to respond to the national shortage of nurses and support economically underrepresented students.

This program, called LPN to RN Advanced Standing Pathway, requires a number of criteria, which includes the NYS PN-RN Transition Course. After completing this zero credit but required course, the students are granted 15 credits from their LPN courses towards Nursing Program (08.2.36 Interview Director Career Ladder Pgm).

The program, Career Ladder Program in Allied Health at LaGuardia’s Adult and Continuing Education Division, provides two services under the Pathway Program: 1) Transitional Course for a lower cost or free if the students qualify for it; and 2) Funding for the program completion including the hospital internship. This program began in 2006 when the Bridge program started at LaGuardia. Currently 19 out of 30 to 35 students (roughly 50%) of the Bridge program students are in the Pathway Program and receive funding through this grant. Students are assigned to a counselor in the program for mandatory advisement. In order to qualify for the program, students are interviewed to determine if they are committed to work hard. Students receive help from tutors or an assigned counselor. The workshop is offered for those who register for Intent to Graduate, and those who apply for candidacy also attend the 6 week seminar. Students also receive peer support since they move through the program as cohorts. The students receive a book related to health care and the opportunity to attend the ACE workshop, Bridge to Health Career. Currently, almost one-quarter of the 120 LPN students are in this program. Students who receive support (Financial Aid, tutoring, counseling and just someone to talk to when they need it) are more likely to succeed (08.2.36 Interview Director Career Ladder Pgm).
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Occupational Therapy Assistant Program. Occupational Therapy Assistant (OTA) has information on the Collegiate Science and Technology Entry Program (CSTEP) which provides additional support for students who are taking science courses and seek help. CSTEP not only provides academic support but periodic workshops and seminars to all interested.

The OTA program has responded to one of the Colleges’ strategic goals, “Improve Student Success” by setting up a long term goal to “Provide new role models and supportive environment (08.2.14 OTA Report to ACOTE 07-08, p. 72).

Physical Therapy Assistant Program. Physical Therapy Assistant (PTA) program has placed its handbook online with details on the requirements and eligibility for admission to the PTA program. The program offers an information session describing admission policies twice a year in the spring and fall semesters. The Program Director attends New Student Seminar classes to discuss and answer questions regarding the PTA program. Admission criterion is available on the College website, in the College catalog, on the PTA program website and in the PTA Student Admission Handbook on page 5. The PTA Admission Handbook is also available in hard copy in the PTA program office (08.2.15 PTA Self Study 2009).

<table>
<thead>
<tr>
<th>Semesters</th>
<th># applied</th>
<th># qualified</th>
<th># offered a seat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2007</td>
<td>40</td>
<td>26 (65%)</td>
<td>26</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>41</td>
<td>25 (61%)</td>
<td>25</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>48</td>
<td>28 (58%)</td>
<td>24</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>32</td>
<td>19 (59%)</td>
<td>19</td>
</tr>
</tbody>
</table>

According to the 2010 PTA compliance report, the PTA program is actively engaged in student retention. The program provides additional assistance through weekly mandated one hour open laboratory session for each laboratory class by their full time CLT (college laboratory technician). The program also employs early detection for those who need additional help as identified by their faculty who provides student evaluations before mid-term. The program sets aside Friday as a remediation day, when PTA classes are regularly scheduled. Laboratory competencies and rubrics are posted by program faculty on the course’s Blackboard site each semester. These competencies mimic laboratory practical exams and are performed with the CLT during open laboratory sessions. Program faculty collect and review laboratory skill competencies with grading rubrics that are provided on the competency forms. Those individuals who score below 70% on the competencies are required to arrange additional remedial sessions with the program CLT. Other supports that the program provides are: group study, Monday through Friday from 9am – 5pm and lab rooms, equipped with a white board, anatomical models, mat tables, and information charts including spinal levels, dermatomes, myotomes, and therapeutic exercise examples. The program also has a resource center, E356, which is available for students to do online research and access Blackboard materials. The computers also have numerous versions of practice examinations to assist the students in preparation for the Licensure Exam (NPTE). The program faculty participates in the Black Male Initiative (08.2.15 PTA Self Study 2009; 08.2.16 PTA Compliance Report 8-10).

The PTA program works closely with various college departments and programs:
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- the Office for Student Services and Disabled Students (OSSDS), which offers academic advisement, counseling and testing accommodations for learning disabilities;
- the English Language Acquisition Department by conducting seminars on test taking strategies to improve the students understanding of the language of a multiple choice questionnaires;
- the Communication Department to design a diagnostic tool to administer to entering clinical students.

The PTA faculty works collaboratively with the College to design remediation programs for those students who score poorly on the diagnostic exam (08.2.15 PTA Self Study 2009). PTA faculty regularly encourage students to present drafts of written work to the writing center.

The PTA program faculty also developed a collegial relationship with CSTEP and has offered numerous presentations to potential allied health career students on Ethics, Health and Wellness, Medical Terminology and Physical Therapy Careers. CSTEP has provided the PTA students with lectures on textbook reading, stress management, test taking strategies, multiple choice exam strategies and financial planning (08.2.15 PTA Self Study 2009, p. 21-22).

Radiologic Technology Program. The Radiologic Technology Program is one of the newest programs at the College. This is program was created and approved by the CUNY Board of Trustees and the requirements have been listed in the College catalog since 2009. However, the department was not able to fill the program director’s position until 2010 and as a result has not been able to accept students into the program until the spring 2011 semester. Like most of the other Health Science programs, the Radiologic Technology Program will require candidacy and competition to get into the program is anticipated.

Veterinary Technology Program. Vet Tech candidacy takes place only once a year in the fall. The program offers an information session about the requirements and other important aspects of the program. The director of the program works closely with the Academy Coordinator and the Counseling Department to disseminate the information about the program in a timely fashion (08.2.37 Interview Academy Coordinators, 08.2.38 NSS Syllabus for Vet Tech).

The grids below are from the last Vet Tech Periodic Program Review (PPR) in 2005 (08.2.17 Vet Tech Accreditation Report 2005).

<table>
<thead>
<tr>
<th>Semester</th>
<th># applied</th>
<th># qualified</th>
<th># offered a seat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>109</td>
<td>52 (48%)</td>
<td>48 (44%)</td>
</tr>
</tbody>
</table>

Vet Tech Attrition Chart:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of students entered</th>
<th># of students dropped out</th>
<th>Which semester do majority drop out?</th>
<th>Primary reasons: Academic</th>
<th>Primary Reasons: Personal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003 Two years past</td>
<td>47</td>
<td>13(28%)</td>
<td>First semester</td>
<td>65%</td>
<td>35%</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th></th>
<th>2004 Prior Year</th>
<th>2005 Current YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>48</td>
<td>48*</td>
</tr>
<tr>
<td>New class</td>
<td>12(25%)</td>
<td>5 (10%)*</td>
</tr>
<tr>
<td>First</td>
<td>59%</td>
<td>60%</td>
</tr>
<tr>
<td>semester</td>
<td>41%</td>
<td>40%</td>
</tr>
</tbody>
</table>

The chart above indicates that between 2003 and 2005, the number of students leaving the program slightly declined.

The Counseling department offers a section of New Student Seminar for students who have declared Allied Health as their major. Many students who would like to have an Allied Health major, but are Liberal Arts/Science majors, are registered for this section, hoping to change their major. Currently, Lynne Alston Jackson teaches seven sections, on average, each semester and Jeannie Buckley-Lockhart teaches a special section for Vet Tech majors. Interviews with Lynne and Jeannie revealed that new students who registered for the special sections of New Student Seminar in Allied Health program receive first-hand information about these competitive programs and learn strategies to obtain high grades (08.2.37 Interview Academy Coordinators). However, many new students do not register for the seminar, which hurts for those students who need special attention to understand the Allied Health program requirements.

The College Discovery (CD) Program also began offering a separate section of New Student Seminar for their students who declared majors in Allied Health and Math and Science. The goal of the seminar is to educate and inform students on roles and responsibilities as well as requirements for candidacy into Nursing and other Allied Health programs. In the last few years, the CD program intentionally recruited these science majors and channeled them to various academic and research programs that are already established at the College. In the New Student Seminar and Second Semester Seminar, science students work on essay writing, networking, exchange information on effective study strategies, academic opportunities, and build a community of learners who share a common career interest (08.2.37 Interview Academy Coordinators).
Phase I: Getting Ready for College/ Pre-Enrollment Advisement (gaining admission; getting ready for the college experience; understanding financial aid obligations and other payment options; selecting a major; understanding college curriculum and major “degree map”; and being self-reliant).

Phase II: Becoming a Student / First Year Academy Advisement (identifying/clarifying career and educational goals as well as career options related to specific majors; identifying benefits of co-op experience for career success; completing basic skills to support academic and career goals; becoming aware of institutional resources to support student success).

Phase III: Staying the Course - Second Year Advisement (achieving academic plan, including course selection and scheduling; maintaining academic standing; preparing for post-LaGuardia transfer) (09.1.095 DAC Report 7-5-10).
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Appendix 4.6

Inventory of College Retention Efforts
An inventory of College retention efforts is summarized in the following three charts: 1) Comprehensive approaches; 2) Career-point approaches; and 3) Special population approaches.

### Comprehensive Approaches for All Students

<table>
<thead>
<tr>
<th>Retention Effort</th>
<th>Retention Intervention Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieving The Dream (AtD)</td>
<td>Developing &quot;GradPath,&quot; an online tool for helping students navigate their path to graduation by providing direct services, tips, directions to services and other guides at appropriate points in their journey.</td>
</tr>
<tr>
<td>Black Male Initiative (BMI)</td>
<td>The BMI program was originally designed for Black males but is now open to all academically eligible students. The BMI program provides personal counseling, “Real Talk” sessions, and tutoring services. At risk students registered in the program are identified using Early Alert.</td>
</tr>
<tr>
<td>Learning Communities</td>
<td>Learning Communities are linked or clustered classes: the same groups of students take two or more classes together. The classes themselves are linked: the teachers have organized readings and other activities around common themes or questions.</td>
</tr>
<tr>
<td>New Majors</td>
<td>The College has added new academic programs/ majors and options to meet the current and prospective economic milieu and market demand and to increase the chance of faculty/student contact.</td>
</tr>
<tr>
<td>Technology</td>
<td>ePortfolio provides LaGuardia students with a tool for collecting their academic work, their reflections on their learning, and for sharing their portfolios on the Internet.</td>
</tr>
<tr>
<td>Developmental Advising Committee (DAC)</td>
<td>In 2007, the College formed a committee focused on improving advisement through faculty and staff collaboration using a developmental model of advisement.</td>
</tr>
<tr>
<td>Web Attendance</td>
<td>The College in 2007 implemented Web Attendance to better inform faculty and staff members of student attendance and bolster the Early Alert project.</td>
</tr>
</tbody>
</table>

### Career-point Approaches for Students at Particular Points in their Academic Careers.

<table>
<thead>
<tr>
<th>Retention Effort</th>
<th>Retention Intervention Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Academy Advisement</td>
<td>Beginning in Spring 2005, entering freshman join a First Year Academy in Business/Technology, Liberal Arts, or Allied Health according to their major for greater advising focus.</td>
</tr>
<tr>
<td>New Student Orientation (NSO)</td>
<td>NSO provides an overview to new and transfer students of college and student support resources, including an individualized Personal Educational Plan through three workshops.</td>
</tr>
<tr>
<td>New Student Advisement and Registration (NSAR)</td>
<td>Academy Coordinators and Educational Planners, as well as ESL faculty for ESL students, advise entering students during NSAR.</td>
</tr>
</tbody>
</table>
### Special Population Approaches for Specific Groups of Students

<table>
<thead>
<tr>
<th>Retention Effort</th>
<th>Retention Intervention Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Alert</td>
<td>Faculty members submit student performance information on students in their courses. Responsible support programs contact students identified as at risk for failing a course, asking these students to come in and meet with an advisor. The advisor identifies strategies and options to address and improve student course performance. Early Alert support programs include BMI, Office of Disabled Students, Early College, GED Bridge, ASAP, and the Office of International Students.</td>
</tr>
<tr>
<td>Accelerated Study in Associate Programs (ASAP)</td>
<td>ASAP offers consolidated block class schedules, small class sizes, required full-time study, comprehensive advisement, and career development services. Financial incentives include tuition waivers for financial aid eligible students, free use of textbooks, and monthly Metrocards. Students must meet certain requirements to be eligible. The goal of ASAP is to graduate 50% of students within three years.</td>
</tr>
<tr>
<td>College Discovery (CD)</td>
<td>The CD program offers comprehensive counseling and academic support services for qualifying students including new student seminars, tutoring, supplemental instruction, and financial aid. Students must meet certain requirements to be eligible.</td>
</tr>
<tr>
<td>First Year Institute (USIP)</td>
<td>Available to students needing to complete developmental skills. The First Year Institute provides a variety of programs and support services for new and first-year continuing students. All courses, instructional materials, and services are offered to eligible students for zero tuition.</td>
</tr>
<tr>
<td>Project Quantum Leap (PQL)</td>
<td>For students in basic math, the College initiated PQL in 2007 as a collaboration between the Department of Math, Engineering &amp; Computer Science and the Center for Teaching and Learning. PQL applies the nationally-recognized Science Education for New Civic Engagements and Responsibilities (SENCER) approach to teaching mathematics in context.</td>
</tr>
</tbody>
</table>

### Appendix 4.7

**Details of Retention Efforts**

**New Student Orientation (NSO).** The New Student Orientation (NSO) was designed for all new and transfer students and provides an overview of college and resources through three workshops. The NSO program aims to accomplish the following four key goals: (1) address student concerns, (2) help students feel more prepared for college, (3) discuss students’ goals for college attendance, and (4) increase the sense of “belonging” via engagement within the Academy structure. There was clear and focused evidence of satisfaction and learning outcomes data informing the development of a continuously revised NSO program over the past two years. Specifically, NSO data showed that almost all of the students learned more about their academy, had a clearer appreciation of their personal goals, expressed an increased sense of engagement, felt more prepared for college as they learned at least one thing during the day (08.1.23 LPN Rejection Fa 10 Letter).
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New Student Advisement and Registration (NSAR). All new students, including those who will enroll in special support programs, are advised during NSAR. Following the program students are asked to report on its effectiveness in achieving the Phase I learning outcomes (09.3.08 NSAR Yields Sp10 and 09.3.09 New Students Registration Report Fa10). Advisors and other staff participants also respond to a survey on strengths and weaknesses of the program. In fall 2009, 77.3% of the 1,052 responses collected from students indicated satisfaction with NSAR. More importantly, changes to NSAR were made based on the comments from those who did not indicate satisfaction. For example in spring 2010, smaller numbers of students were invited per event, and the number of events was increased to ensure more effective student advising. This resulted in an improvement of five percentage points in the satisfaction score. For fall 2010, a group advisement model was instituted to provide even more opportunity for learning outcomes to be achieved. To assist students in getting ready for the College experience, Educational Planners from the Student Affairs Division, assessed and revised the NSAR program. During fall 2009 NSAR sessions, data was collected from a random sample of over one thousand students. The satisfaction and learning outcomes results documented in 2009 and 2010 were quite positive (09.1.095 DAC Report 7-5-10).

First Year Experience Programs. The College’s First Year Experience is a comprehensive array of program activities designed to create the optimal environment for new student retention and success. The activities, which assist new students in becoming connected to the College community and become active learners, include Summer and Winter Pre Freshman Programs, NSAR, NSO, New Student Seminar, First Year Academies and Learning Communities, Intersession Academic Intensives (USIP), and Academic Prep Sessions (08.1.21 PTA Waiting List Letter).

Counseling and the New Student Seminar (NSS). The Counseling Department conducts the NSS, a course that introduces students to the College and advising. The Department conducted a Periodic Program Review (09.1.040 Counseling Dept PPR), which included pre- and post-tests, reflections, journals, and “About Me’s” derived from the New Student Seminars (NSS) and data collected from walk-in counseling. Evaluations of Advisement Fairs, Probation Workshops and an Academic Screening Day event were analyzed using SPSS (Statistical Package in Social Sciences). Later, a pre-/post-test pilot was carried out to assess how students perceive and value the NSS. Students’ awareness of services, policies and major requirements were examined (see spring 09 results 09.1.045 NSS Pre, Post Results Sp09). This pilot led to a full-scale fall 2009 assessment of the NSS which asked 1,553 students in 99 seminars eight content-questions designed to measure their familiarity with college requirements, policies, and services. It also included two questions to gauge student satisfaction (09.1.014 NSS Eval Sp10). The results of this assessment (09.3.11 NSS Course Eval F 09) showed a wide range in the percentages of students correctly answering the various content-oriented questions. For example, 92.5% of students knew that a family emergency affecting their ability to attend full-time should be discussed with a counselor, while only 40.7% of students knew the correct answer to what a “WU grade in MAT120” would signify. The Counseling Department concluded that there may have been some design flaws in the survey (i.e., asking students for the “best” answer instead of the “correct” answer and including several responses that were partially correct). The spring 2010 assessment (09.3.13 NSS Course Eval Sp 10) yielded similar results, however, with the
exception of a much improved knowledge of the lowest GPA needed for graduation (correct responses went from 58.5% responding correctly to 84.5%).

The Department also used GPA and persistence data to compare students who successfully completed New Student Seminar with those who did not. Those who completed persisted at much higher rates.

First Year Institute (Academic Intensives) (FYI). The First Year Institute (FYI) enrollment data indicated that 77% of students who registered for FYI in 2009 summer session attended FYI. This represents an increase of 3% versus the summer of 2008. The LaGuardia FYI/ Immersion program transitioned, on average, close to 50% of the enrolled student (08.1.15 Learning Communities and 08.4.12 CUE Report 5-22-09).

First Year Academies and Learning Communities. Beginning in 2004, entering freshman join a First Year Academy in Business/ Technology, Liberal Arts, or Allied Health, according to their major. Each academy provides at least one basic skills course (if needed), an introductory credit course in the major, a freshman seminar, and a studio hour where students begin to build their ePortfolio. Goals for students in Learning Communities include improving retention and success for under-represented students (08.1.15 Learning Communities, 08.1.24 LC Home Page, 08.4.08 CTL Report 2-11-10, 08.4.09 CTL Data Report 11-29-07, 13.1.07 ESL PPR 2009, and 12.3.05 First Year Academy Website).

Developmental Advising Committee (DAC). In 2007, the College formed a committee to improve advisement through faculty and staff collaboration using a developmental model of advisement. This committee was formed in direct response to prior recommendations to improve advisement. A major goal of developmental advising is to increase retention by empowering students to discover for themselves the connection between their studies and major life choices.

Approximately 70% of students said they are motivated to take action after College-Wide Advising Day. Of these, approximately 30% state a "next step" is going to the Transfer Center. Consequently, the transfer center director increased their presence at future College-Wide Advisement days (09.1.095 DAC Report 7-5-10 and 13.1.07 ESL PPR 2009).

In addition, a joint project on registration scheduling between the Registrar and IT improved the process of advising students during peak periods, so that flow could be more predictable and registration for continuing students completed earlier. As of June 7, 2010, 47.5% more continuing students (1,133) had registered for fall 2010 compared with a year earlier (09.1.095 DAC Report 7-5-10, p. 16).

The Center for Counseling, Advising, and Academic Support has collected considerable data for use in improving the academic quality of advisement. Dr. Mitchell Levy and Ms. Laura McGowan along with their team spearheaded several promising initiatives in order to strengthen advisement and retain students. The Center examined several cohorts of transcripts to determine patterns of persistence and graduation (2009-10 target 4.3.1). The project goal was to use the data to increase graduation rates by 1% – from 24.8% to 25.8% for 2009-10. The academic
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coordinators proactively reached out to all students with 30 credits who still needed to pass out of remediation.

College-Wide Advisement Day. The College-Wide Advising Day is offered each semester to students who completed 30 credits to receive advisement in a large forum. Incentives are offered to students, including clearing college registration ‘stops,’ avoiding long advisement lines, and having plenty of faculty members present for advisement.

Art of Advisement Seminar. To prepare faculty members to assist students more effectively in achieving their Academic Plan, the Director of Academic Support, Ms. Laura McGowan, the Executive Director of the Center for Counseling, Advising and Academic Support, Dr. Mitchell Levy, and the Director of ASAP, Dr. Bernard A. Polnariev, developed the Art of Advising (Level I) faculty development seminar series. The series received the NASPA 2011 Student Affairs Partnering with Academic Affairs (SAPAA) Promising Practices Award. The seminar series was tailored to improve faculty-student engagement and advisement and ultimately improve retention and graduation and represented a partnership between Academic Affairs and Student Affairs. Topics included similarities between teaching and advising, the role of advising in student retention, advising from a multicultural perspective, and special advising needs for under-prepared students and special populations. The approximately forty faculty and staff participants completed formative evaluations each session. The evaluations revealed highly positive satisfaction and learning outcomes (2009-10, target 6.1.4). All faculty members who participated in the Art of Advisement seminar series also advised students during College-Wide Advising Day (09.1.095 DAC Report 7-5-10, 08.6.01 Promising Practices Award).

The fall 2009 and spring 2010 Art of Advising seminar series addressed the conceptual, informational and relational elements (NACADA, 2009) inherent in effective academic advising. Based on feedback obtained from spring 2010 participants, the program facilitators will implement an Art of Advising - Level II seminar (Fall 2010) to allow faculty who have completed Art of Advising - Level I to provide advising under the supervision of an Academy Coordinator, attend advising skills workshops, and increase their advising expertise. Finally, faculty advisement is now reported via the faculty contact sheet (09.3.05). Engagements reported for spring 2010 are 3,618 and for fall 2010 they number 4,826, versus 503 reported contacts in fall 2008 (09.1.159 Summary of Advising Data 2008-2010.docx).

Advisor Central website. As part of the work from the DAC, Mr. Alex Abramov, Ms. Laura McGowan, and Dr. Mitchell Levy focused on increasing the centrality and accessibility of current institutional information necessary for effective advisement by faculty members by created the Advising Central website (Advising Central). The site is designed specifically for faculty advisors, consolidating currently dispersed information (09.1.095 DAC Report 7-5-10).

Expanding Academic Opportunities. LaGuardia has raised academic quality by including new majors and options over the past five years. The process for development of new programs depends greatly on reports of need from students and department chairs, new advances in the fields of study, and changes in the job market (08.1.47 Dean Feibel Interview). According to Dean Ann Feibel, the new ‘Radiology Technician’ major was created in response to students’ requests and the expectation that the market will support new graduates. Dean Feibel’s research
often extends to LaGuardia’s ACE Division, where thriving non-degree programs provide inspiration for new degree offerings. An example of the influence of ACE programs is that of the Pharmacy Technician major. Tracking of retention in the new majors and options will allow the College to further revise programmatic efforts (08.1.34 AA New Majors-Interim VP Arcario Interview).

In spring 2010, the Cooperative Education department engaged in a project entitled the Cooperative Education Male Empowerment Initiative (CEMEI) designed to retain underrepresented minority first-time freshmen. In addition, this department focused on increasing the number of summer 2010 courses offered.

The College also focused on offering more courses during underutilized hours. The 2009-10 goal was to increase course offerings on early mornings, Fridays, nights, and weekends by 1%, from 36.6 to 37.6%. LaGuardia now offers several courses at these times, including some that start at 6:45 am.

On-campus student employment. Beginning in 2008, the College president supported strategic initiatives to create and fill on-campus jobs with LaGuardia students. Eighty-six LaGuardia students were employed on-campus in spring 2008. Although we believe this to be a good retention effort, more evaluation is needed to determine its significance on retention (Strategic Plan Results 2010-11).

ePortfolio. Students who have developed an ePortfolio had higher means than both the LaGuardia and national averages on a number of CCSSE key indicators, including synthesizing ideas, writing, working effectively with others, and making judgments about the soundness of information, arguments or methods. Research conducted over multiple semesters shows that students building ePortfolios are significantly more likely to return the following semester (08.1.38 CUE Report 08-09, and 13.1.07 Retention Committee Report 2006).

WebAttendance. The College began implementation of WebAttendance in 2007. In the 2009-10 PMP goals, the College focused on integrating the Early Alert program into the WebAttendance / Grading system (target 4.2.4, 02.1.01 Strat Plan and 05.1.53 LaGCC PMP Report 07-08).

Accelerated Study in Associate Programs (ASAP). ASAP brings together a comprehensive retention package providing students with intensive academic, social, career, and financial support systems. LaGuardia ASAP currently serves 250 students from three cohorts. Students who comply with the program’s policies, including mandated bi-monthly academic advisement meetings, bi-semester meetings with the career and employment specialist, and weekly tutoring attendance, earn full transportation and textbook stipends, and tuition waivers for those who receive any amount of financial aid (08.1.16 ASAP Presentation to AtD, 08.1.17 ASAP FY09 Report, and 08.1.18 ASAP Report FY10).

Cohort 1 students were all remedial free by the start of the program in fall 2007. Cohorts 2 (those who started in fall 2009), 3 (those who started in spring 2010), and 4 (those who started in fall 2010) meet the following criteria:
  - NYC residents with a HS diploma or its equivalent;
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- within 200% of the federal poverty limits;
- having one or two remedial needs at their start with the program;
- having 12 or fewer credits before starting; and
- enrolled full-time.

The one-year ASAP retention rate for cohort 1 was 76.4%. The two-year retention rate for cohort 1 was 64.9% (with 28.8% graduating within two-years). The one-year retention rate for cohort 2 was 89% and the one-semester retention rate for cohort 3 was 93%. Unofficial internal data (not confirmed by IR&A) suggests that the one-year retention rate for cohort 3 is 85% and the one-semester retention rate for cohort 4 is 88%. LaGuardia ASAP has met the charge of graduating at least 50% with 105 of 208 students of their first cohort graduating within three academic years. Impressively, the ASAP program graduated more than double the two-year College graduation rate of 12.5% and the three year rate of 22.8%.

There is an emphasis on assessment and follow up based on assessment in the ASAP program. Dr. Bernard A. Polnariev and the ASAP team have taken a proactive initiative to assess a large number of initiatives since fall 2008 to determine their effect on retention and graduation, including learning outcomes from the 2009 and 2010 Summer Institute Orientation workshops, ASAP Leadership seminars, and tutoring services. ASAP asked students not only if they were pleased with ASAP support services, but also, arguably more importantly, what they have learned and the effectiveness of the information presented. The evidence gathered was used to continue to develop programmatic efforts and to revise workshop materials. All relevant data and final assessment evaluations provided by CUNY Central are regularly discussed at local ASAP staff meetings with the LaGuardia ASAP advisors.

ASAP has conducted programmatic evaluation and monitored progress since fall 2008 (08.1.17 ASAP FY09 Report, 08.1.18 ASAP Report FY10). ASAP administers surveys to ascertain if students are pleased with support services, what they have learned and the effectiveness of the information presented. Additionally, monthly tracking reports provided to ASAP advisors determine the percentage of students who met with their advisor (09.1.022 ASAP Sp09 Exit Survey, 09.1.023 AdvEvaForm 2009, 09.1.024 ASAP Feedback Time Management, and 09.1.029 ASAP Feedback DegreeWorks). This assessment program has revealed the importance of the academic advisors. For example, 97% of 2.5 year LaGuardia graduates stated that the ASAP advisor was “a helpful resource to their college success” (Q22b). Moreover, 91.7% of these graduates said that graduating in the time frame would have been difficult if not for the advisors. Over one-third of these students stated that they “would not have been able to graduate in two-in-a-half years” if not for the ASAP advisors (Q23). For the three-year LaGuardia graduates, 90.3% stated on the exit survey that the advisor’s services were “very helpful” for the College success (Q22b). In addition, 93.6% of these three year graduates stated that “graduating in this time frame would have been difficult if not for the advisors.” Furthermore, almost one-half of these students stated that they “would not have been able to graduate in two-in-a-half years” if not for the competence and dedication of the ASAP advisors (Q23).

Black Male Initiative (BMI). The Black Male Initiative is no longer limited to “blacks” or “males.” Personal Counseling services are offered to provide advice, support, and
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encouragement to students. BMI is focused on increasing retention of under-represented students by providing them with tutoring and personal counseling services (08.1.33 BMI Website).

College Discovery (CD). The CD Program, one of the Special Programs at CUNY, serves approximately 600 students. CD students are the most economically needy and the most academically at-risk students in the University. Students receive comprehensive counseling and academic support services, including individual counseling, academic preparation and assistance and financial aid. Most importantly, students are assigned a specific counselor. CD offers an impressive array of student support services and seems to truly build a community. The program has compiled a significant amount of data over several years and uses it to inform practice and further program building.

The program sets annual goals and conducts a formal assessment of goal attainment in accordance with protocols established by the CUNY Office of Special Programs (09.1.042 CD Annual Report 09-10). Since 2008 the program has expanded a number of retention initiatives: the piloting of a Peer Partner program; increased student participation in annual student recognition events (a CD club, XAE National Honor Society and the CUNY SEEK/CD Leadership Institute); increased program enrollment; and established a transfer program for business majors with Baruch’s SEEK program (09.1.043 CD Annual Report 08-09).

The College Discovery Program submits an annual report to CUNY Office of Special Programs. The narrative format includes an executive summary, an assessment of goal attainment, a description of the program year, and goals for the subsequent year. The program reports (09.1.043 CD Annual Report 08-09) an increase in student enrollment through outreach to on-campus feeder programs from 455 in 2008 to 494 in 2009. CD secured grant funding for training of tutors in counseling awareness, working with students with disabilities, mentoring, and learning styles. More Pre-Freshmen Summer Program students mastered basic math and writing skills by end of first semester. The program’s efforts to engage more CD students have led to an increase in student utilization of services. In fall 2008, 331 CD students sought tutoring in the CD Resource Center compared to 294 students in fall 2007, a 12% increase. Over 200 students attended the program’s annual student recognition events in 2008-09, compared to 81 in 2007-08. Additionally, 12 students enrolled in the second semester CD seminar in 2007 while over 100 students enrolled in the seminar in both 2008 and 2009. To improve the tracking of student utilization of tutoring and counseling, an AdvisorTrac electronic system was implemented. Based on data provided by IR&A the program acted to improve CD students’ mastery of basic math by offering a four-week CD Math Institute in summer 2009. The decrease in percentage of students who passed developmental reading and writing by end of second semester is thought to be a result of the higher enrollment of students whose first language is not English (09.1.043 CD Annual Report 08-09). Other accomplishments (09.1.042 CD Annual Report 09-10) include expansion of a Peer Partner program initiated in 2008-09 to motivate new students, develop leadership skills for the Peer Partners, and create retention opportunities for middle range students. Faculty and staff of the program are examining data patterns on the College Student Inventory to explore possible predictors of student academic outcomes or barriers to success. In addition, the program administered a student survey to provide student feedback on the services provided (09.1.021 CD Survey on Program Services). Students report that tutoring is a valuable support, more resources like books and computers are available, and they are able to stay in
touch with other students in similar academic situations. A recent highlight is the taping of a segment on the program to be shown on CUNY TV (09.1.042 CD Annual Report 09-10). The CD establishes annual goals and reports findings related to each goal as well as additional highlights that develop throughout the year. The assessment plan does not, however, specify steps involved in achieving each program goal or program highlight, the resources required to implement the operational goals, or the assessment measures employed to determine effectiveness in meeting a goal.

Early Alert. The 2006 Retention Committee report recommended developing “systems to identify, track, and reach out to at-risk students.” The current Early Alert population includes 1,952 ASAP, Black male, learning disabled, Early College, and international students. The fall 2008 session I Early Alert cohort represented 14.5% of the College’s total population. The 3,054 reports submitted by faculty in 2009 were 34.2% more than the previous fall, representing an increase in faculty compliance from 34.4% to 51.9%. Educational Planners, the academic advisors responsible for new student advisement, expanded their role at the College into Early Alert advising to provide more opportunities for contact with at risk students (08.1.20 Evaluation of Early Alert Student Outcomes Sp 10, 08.1.12 Early Alert AtD Presentation, and 13.1.07 ESL PPR 2009).

College Opportunity to Prepare for Employment (COPE). The COPE program was created in 1992 in an effort to provide public assistance recipients a plausible opportunity through an academic program and support services to become self-sufficient individuals. The goals of the COPE program are to see that public assistance recipients graduate quickly, improve job retention, and ultimately find stable employment.

During early advisement in May 2010 for the fall 2010 semester, 16 students were given the Service Feedback Form. All respondents felt they benefited from the advisement session, 99% learned something new, and 99% were motivated to take action. The COPE counselors track the number of all individual appointments. (09.1.149 COPE Program F 10)

Program For Deaf Adults (PDA). This program provides specialized academic advising and counseling for Deaf and Hard-of-Hearing students pursuing an Associate in Arts (AA) or Associate in Science (AS) degree. Experienced Deaf counselors assist students through advisement and registration, helping them to select appropriate courses with respect to their major.

At the completion of every cycle, four times a year, the PDA administers an 88 question “Support Survey Evaluation” which solicits students opinions and satisfaction levels with various aspects of the students’ academic and support experiences at the College. In spring 2010, 67% of PDA students stated that they ‘Strongly Agree’ that their PDA counselor assisted them with their academic planning (09.1.013 PDA Support Service Evaluation Survey).

Office for Students with Disabilities. The Office for Students with Disabilities (OSD) provides services for students with disabilities to ensure access to College programs. OSD offers personal, academic, career, and accommodations counseling. OSD also performs evaluation referrals, provides testing for learning disabilities, and offers adaptive/assistive technology. OSD provides
individualized academic advisement for all of its 350 students including course advisement and course registration. OSD tracks all its students using Early Alert and academic progress reports and provides intervention services when necessary.