

Middle States Evaluation Team Site Visit Dates, Schedule. Purpose and Description

Team Visit Dates & Schedule

The **virtual** Middle States Evaluation Team Site Visit will occur between Sunday, March 20th and Wednesday, March 23rd. Most meetings will occur on Monday and Tuesday. The schedule will be posted here once it is confirmed by the visiting team.

Meeting Protocols

Overall approach:

- Treat visitors with respect, patience, and collegiality.
- For technical issues, please call (TBA).
- Have your full name displayed and turn your camera on.

Purpose and Description of Visit

The purpose of the visit is to determine LaGuardia's compliance with the Middle States Standards and Requirements of Affiliation. It is a high-stakes event that represents the culmination of our three-year Self-Study.

The following important information is edited from the [Middle States website](#):

The visit usually begins on a Sunday afternoon and concludes with the exit report given by the Team Chair to the institutional community midday on the following Wednesday.

The visit begins with an initial team meeting, the host's 'Get-Acquainted' program, and the first working session of the team.

The principal activities for the two days which follow include interviews with groups and individuals on campus and scheduled daily evaluation team meetings. It is not unusual for the team chair to request adjustments to the schedule while onsite. All efforts should be made to accommodate the team's meeting request changes. It is also common that the team will request additional documentation while onsite.

At least six weeks prior to the On-Site Evaluation Visit, the institution must upload all self-study materials to the MSCHE portal. Peer evaluators will begin studying these documents as soon as they are accessible. If additional documents are requested, they would be uploaded to the Evidence Inventory in the MSCHE portal.

During the visit, the team assesses the institution in the context of the Self-Study Report. **Team members meet with faculty, students, staff, administrators, trustees, and other members of the campus community to confirm and clarify the information provided in the Report and to gather additional perspectives, and in some cases, additional information that was not available to them prior to the visit.**

The team examines the documentation and what they've learned from meetings and discussions, and then spends the latter part of the visit assembling its findings into a Team

Report. On the final day of the visit, the Team Chair will provide an oral exit report sharing the following findings:

- For each standard, the chair will indicate whether or not, in the judgment of the team, the institution appears to meet the standard.
- The team may also offer recommendations for improvement or requirements if non-compliance is indicated.
- The Team Report may also identify an institution's significant accomplishments, progress, or exemplary or innovative practices for each standard.

The institution will receive a written draft of the Team Report within 14 calendar days of the On-Site Evaluation Visit. At that point, the institution may correct errors of fact.

Preparation Strategy

Availability is crucial, and the Site Visit is a universal priority. The entire community needs to be on stand-by during the specified times. All faculty and staff with positions of responsibilities central to accreditation should be prepared to answer questions and make time during the visit.

Read the chapter(s). The main goal for each member of the community should be to familiarize themselves with the [Self-Study](#) as a whole, and *especially the chapter(s) that pertain to their areas of responsibility and/or interest.*

Know your assessments. The campus community should be prepared to address and provide details to a variety of questions about the Report, and, by extension, relevant campus practices, assessments, evidence, and data. Broad data will include retention, persistence, and graduation.

Address equity and inclusion. Key areas of questioning relative to all members will include how they address equity and inclusion.

Emphasize Mission and Strategic Plan Priorities. Be prepared to link department and divisional missions, assessments, and data to the College Mission and relevant Strategic Plan Priorities.

Balance the present with the future. We should balance our experience of the current college landscape, including on-going issues related to course modality and enrollment relative to the Covid-19 global health emergency, with a holistic approach to explaining our Mission and plans over the next eight years of the accreditation cycle.

Preparation Approaches and Resources

Preparation Questions

We should be prepared to address a variety of questions about the Report, and, by extension, relevant campus practices, assessments, evidence, and data.

1) **Knowing institutional assessments**

- [Institutional Profile](#)
- Key Performance Indicators (KPIs) of the [Strategic Plan](#)
- [Institutional Effectiveness](#)

2) **Impact of the Pandemic**

- Recent enrollment trends can be found in the [Institutional Profile](#).
- Recent enrollment data will be added to the [LaGuardia's Middle States website](#).
- An analysis of [the Impact of the Covid 19 Pandemic](#).
- Graduation rates can be found in the [Institutional Profile](#) (page 34)

3) **Prepare a two-minute summary of what your unit/department does and how you have used data/assessment results to make improvements**

- Review the mission and the goals of your units
- Review specific assessment activities that your unit conducted, the results, and how the results were used to make improvement
- What are some best practices of your units?
- How does data & evidence highlight your best practices?
- What are some opportunities for improvement? How do data or assessment inform your understanding of these opportunities?
- How do assessment results inform resource allocation in your area?

Note: Avoid acronyms in your discussions.

4) **Addressing Equity and inclusion**

- What steps does your unit take to address equity and inclusion, and/or what steps has it taken in the past?
- What steps do you think should be taken going forward?

5) **Emphasize Mission and Strategic Plan Priorities.**

- Be prepared to link department and divisional missions, assessments, and data to the College Mission and relevant Strategic Plan Priorities.
- BIG PICTURE: how does your work tie into students success?

Over 1000 documents were examined during the inquiry process, and about 500 of them were used in the final version of the Self-Study. A list of key documents used throughout the Self-Study follows. In addition to our evidence inventory on Sharepoint, most key documents can be located on the [Institutional Effectiveness Website](#).

Strategic Plans & KPIs

- The Most recent [Institutional Profile](#)
- [The Annual Monitoring of the IE KPI 2020-21](#)

- [The Annual Monitoring of the Strategic Plan 2020-21](#)

Assessment

- All documents under assessment in the [IE website](#), including the [AES assessment summary](#) relevant to units mentioned in your chapter, and the [General Education Assessment](#) (as applicable), including [benchmark reading data](#). There is also evaluation of major initiatives funded by grants (e.g FYS/Advisement) that includes assessment data that can be found under Evaluation studies on the [IE website](#).

Diversity, Equity, and Inclusion

- Check Strategic Plans, KPIs, and Assessment
- <https://www.laGuardia.edu/dei/>

Student Information & Surveys

- The most recent [student handbook](#), the [Student Consumer Information Website](#)
- Student Surveys under Evaluation studies on the [Institutional Effectiveness Website](#) and Office of Institutional Research & Assessment including [The Pandemic Impact on Support Services and Student Needs](#) and [Distance Learning Experience and the Pandemic Impact on Education](#). A more recent study on [The Impact of the Covid 19 Pandemic](#) done by IR can be found in the inventory.

Faculty/Staff Surveys

- Faculty and Staff Surveys under Evaluation studies on the [IE website](#) including (the [2019 COACHE](#) & the [2020 Employee Engagement Survey](#)).

Programs

- [LaGuardia Pathways](#) & [College Catalog](#), the [Liberal Arts website](#).
- Adult and Continuing Ed materials ([ACE](#)) including: [ACE Catalog](#), [support services](#), & the [ACE Annual Report 2021](#)

Budget and Enrollment

- Summary of the Budget Process is in Standard VI. Data related to enrollment (at the time of the visit) is needed.

Governance

- LaGuardia [College Senate](#) and Governance Plan.

Recommendations

Standard I: Mission and Goals

1. The College should develop a well-defined timeline and process regarding the periodic assessment of the College Mission and Strategic Plan Priorities.
2. LaGuardia should evaluate how the College's ability to fulfill its Mission and successfully implement Strategic Priorities can be further enhanced by the utilization and dissemination of assessment results, data, and analysis.

Standard II: Ethics and Integrity

3. LaGuardia should create a Social Equity Plan that establishes a diverse, equitable, and inclusive community in response to student, faculty, and staff feedback, and that addresses Universal Design and/or strategies of accessible design.
4. Human Resources should provide more support handling fairness in departmental P&B election process.

Standard III. Design and Delivery of the Student Learning Experience

5. The College should expand professional development opportunities for ACE and adjunct instructors by leveraging the resources of the Center for Teaching and Learning.
6. The College should secure resources to implement the goal to expand credit for prior learning, stackable credentials, micro-credentialing for ACE and credit students, and ACE certifications that add value to associate degrees.

Standard IV: Support of the Student Experience

7. The College should strengthen academic and non-academic student support services, including for evening and weekend students, through ongoing assessment leading to continuous improvement.

Standard V: Educational Effectiveness Assessment

8. The College should systematize the use of academic and AES assessment data across all areas of the College, including full and part-time faculty and staff, departments, divisions, leadership, and governance, to encourage collaboration and to strengthen the culture of data-driven decision making.

Standard VI: Planning, Resources, and Institutional Improvement

9. The College should disseminate plans and improve communications about the annual budget and resource allocation process, and further define the role, responsibilities, and relationships of governance bodies in relation to resource allocation decisions and consultations.
10. The College should develop procedural guidelines and periodic assessment for the College-Wide and departmental Personnel and Budget committees, in addition to training and guidelines to address actual or perceived conflict of interest.

Standard VII: Governance, Leadership, and Administration

11. The College should develop periodic assessments of the College Senate and Faculty Council, and further clarify the relational structure of the College's overall governance.

Table of Recommendations, Strengths, Challenges and Key Evidence

Standard	Recommendations & Key Evidence	Strengths	Challenges
<p>I Mission and Goals</p> <p>Co-Chairs: Linda Mellon & Preethi Radhakrishnan</p>	<p>The College should develop a well-defined timeline and process regarding the periodic assessment of the College Mission and Strategic Plan Priorities.</p> <p>LaGuardia should evaluate how the College's ability to fulfill its Mission and successfully implement Strategic Priorities can be further enhanced by the utilization and dissemination of assessment results, data, and analysis.</p> <ul style="list-style-type: none"> ○ Institutional Profile ○ The Annual Monitoring of the IE KPI 2020-21 ○ The Annual Monitoring of the Strategic Plan 2020-21 ○ AES assessment summary ○ CUNY PMP Performance Management Process Databook 2020-2021 	<p>LaGuardia's Mission and Strategic Plan Priorities are well defined and fully endorsed across the campus. They are visible, and drive budgeting, resource allocation, and decision-making. The Priorities were developed to meet the needs of students, faculty, and staff while engaging the internal and external members of the community. The LaGuardia Institutional Effectiveness Plan and Report describes the alignment of planning and assessment of the College's Mission and Strategic Plan Priorities.</p> <p>Faculty and staff work together to support student growth and development, to address shared Student Learning Outcomes, and to deepen their mutual practices through a careful examination of outcomes evidence and unit strategic goals. These plans emerge as Departmental and Divisional strategic plans, which are closely aligned to the College Strategic Plan Priorities and Periodic Program Reviews (PPRs).</p>	<p>While the College regularly assesses its Mission and Strategic Plan, it could improve the process of how and when it evaluates and sets its Mission and goals. Further, the missions and goals of our departments and divisions could better inform how we devise and assess our Strategic Plan Priorities. Currently, academic departments and divisions select existing Strategic Plan Priorities when reporting their end of year Strategic Plan Report. However, they do not devise missions and goals that are specific to them that address and supplement the College's Strategic Plan Priorities. In the interest of further shared knowledge and utilization of data, the College should continue to improve how it shares the divisional and departmental operational plans and the Institutional Effectiveness Plan with the community.</p>

Standard	Recommendations	Strengths	Challenges
<p data-bbox="73 215 264 277">II Ethics and Integrity</p> <p data-bbox="73 347 247 475">Co-Chairs: Jeanne Funk & Lara Kattekola</p>	<p data-bbox="285 215 814 443">LaGuardia should create a Social Equity Plan that establishes a diverse, equitable, and inclusive community in response to student, faculty, and staff feedback, and that addresses Universal Design and/or strategies of accessible design.</p> <p data-bbox="285 483 814 578">Human Resources should provide more support handling fairness in departmental P&B election process.</p> <ul data-bbox="285 618 814 1279" style="list-style-type: none"> ○ https://www.laguardia.edu/dei/ ○ 2019 COACHE ○ 2020 Employee Engagement Survey ○ Student Handbook ○ Student Consumer Information Website ○ IE Website ○ The Pandemic Impact on Support Services and Student Needs ○ Distance Learning Experience and the Pandemic Impact on Education. ○ The Impact of the Covid 19 Pandemic done by IR can be found in the inventory. ○ Office of Accessibility ○ Distance Learning Experience and the Pandemic Impact on Education CUNY and LaGuardia, ○ The Pandemic Impact On Support Services and Student Needs 	<p data-bbox="846 215 1339 846">The College complies with federal, state, city, University, and institutional policies. In particular, LaGuardia complies policies aimed at ensuring diversity and non-discrimination, including those pertaining to hiring. The College supports activities to promote diversity and inclusion among students, staff, and faculty. The President has announced a clear commitment to advance DEI initiatives and values. The College also follows an existing body of regulations and guidelines to ensure accessibility. There is an emergent understanding of Universal Design (UD) in the design of spaces, programs, and services.</p> <p data-bbox="846 886 1339 1214">The College offers numerous programs and opportunities to promote affordability and financial access. The College's communications include a strong social media presence, an accessible and well-utilized website, and an interactive mobile app that address internal and external constituents with varying needs and priorities.</p>	<p data-bbox="1360 215 2016 743">With the hiring of an Executive Director to integrate DEI efforts, the college is well-positioned to address long-standing issues surrounding the central coordination and need for a comprehensive definition of the College's approach to advancing DEI. For example, the College has not collected qualitative data from students concerning their perspective and experiences with our inclusion and equity efforts. Information regarding resources for financial access and empowerment (e.g., support for women in STEM and minority students) can be perceived as decentralized and fragmented. ACE is currently designing a process to address student grievances to complement their recent design of a student Code of Conduct.</p> <p data-bbox="1360 784 2016 1312">Further, while the College is committed to promoting UD, these efforts lack central coordination. Efforts to promote access and UD are limited by existing infrastructure, bureaucratic tradition, funding deficits, and coordination across divisions and departments. Students seeking services and accommodations through the OA must submit testing reports, which can be expensive and time-consuming to obtain. For example, navigation training for the blind, where students are taken to classrooms prior to the start of term, is ineffective when room assignments are changed with little notice. The College lacks policies and professional development to guide faculty and staff in working with deaf and hard-of-hearing students.</p>

Standard	Recommendations	Strengths	Challenges
<p data-bbox="73 212 254 407">III Design and Delivery of the Student Learning Experience</p> <p data-bbox="73 483 247 646">Co-Chairs: Elizabeth Iannotti & Demetri Kapetanakos</p>	<p data-bbox="289 212 821 375">The College should expand professional development opportunities for ACE and adjunct instructors by leveraging the resources of the Center for Teaching and Learning.</p> <p data-bbox="289 412 821 607">The College should secure resources to implement the goal to expand credit for prior learning, stackable credentials, micro-credentialing for ACE and credit students, and ACE certifications that add value to associate degrees.</p> <ul data-bbox="338 613 821 1013" style="list-style-type: none"> ○ Institutional Profile. ○ LaGuardia Pathways & College Catalog ○ Liberal Arts website. ○ Adult and Continuing Ed materials (ACE) including: ACE Catalog, support services, & the ACE Annual Report 2021 From the Evidence Inventory [1094]. ○ LaGuardia Credit For Prior Learning Project From the Evidence Inventory 1092 	<p data-bbox="850 212 1339 646">Through its academic programs, student support services, and co-curricular offerings, LaGuardia provides students with experiences that expand their knowledge, challenge their assumptions, and prepare them for transfer and employment. LaGuardia’s approach to the design, delivery, and assessment of programs of study and co-curricular offerings is ambitious, and meets the needs of our diverse students.</p>	<p data-bbox="1365 212 2018 581">While the College provides extensive supports for students, it could improve how it addresses student issues with effective assistance and guidance. It could also improve how it supports adjunct faculty deliver instruction via professional development. Further, some of ACE’s approaches to the design and delivery of the learning experience could be better integrated into degree programs. It would be valuable to develop more opportunities to collaborate across divisions and departments.</p>

Standard	Recommendations	Strengths	Challenges
<p>IV Support of the Student Experience</p> <p>Co-Chairs: Ellen Quish & Lanaia DuBose</p>	<p>The College should strengthen academic and non-academic student support services, including for evening and weekend students, through ongoing assessment leading to continuous improvement.</p> <ul style="list-style-type: none"> ○ Institutional Profile ○ The Annual Monitoring of the IE KPI 2020-21 ○ The Annual Monitoring of the Strategic Plan 2020-21 ○ AES Assessment Summary ○ The Impact of the Covid 19 Pandemic done by IR can be found in the inventory. ○ Distance Learning Experience and the Pandemic Impact on Education CUNY and LaGuardia, ○ The Pandemic Impact On Support Services and Student Needs ○ Student Handbook ○ Student Consumer Information ○ CCPD website ○ Wellness Center ○ ACE Annual Report 2021 ○ FYS Evaluation ○ Advisement 2.0 Evaluation ○ Peer Programs 	<p>The College offers a wide range of support services designed to keep students on track with their educational goals. LaGuardia students avail themselves of a wide range of student mentoring programs, including programs designed to serve particular populations. Resources, special programs, and the implementation of discipline-specific FYS courses led to an improvement in retention and completion. The systematic structure of the assessments means that results are regularly reviewed and used to inform decision-making. The new AES assessment process provides an improved way for administrative units to evaluate their daily work and Student Learning Outcomes.</p>	<p>The Pandemic Impact on Support Services and Student Needs survey shows that despite current communication and marketing efforts across the College, students may not be aware of vital resources. [880] In addition, not all tutoring centers assess learning outcomes.</p>

Standard	Recommendations	Strengths	Challenges
<p data-bbox="65 212 262 342">Standard V: Educational Effectiveness Assessment</p> <p data-bbox="65 412 262 574">Co-Chairs: Marisa Klages- Bombich & Regina Lehman</p>	<p data-bbox="287 212 760 542">The College should systematize the use of academic and AES assessment data across all areas of the College, including full and part-time faculty and staff, departments, divisions, leadership, and governance, to encourage collaboration and to strengthen the culture of data-driven decision making.</p> <ul data-bbox="338 581 772 846" style="list-style-type: none"> <li data-bbox="338 581 646 610">○ Check Standard I/III <li data-bbox="338 613 772 643">○ PLO related to your program, <li data-bbox="338 646 772 846">○ Check the assessment section on the Institutional effectiveness website (check all documents under Academic Assessment including benchmark reading). 	<p data-bbox="806 212 1337 610">The College conducts systematic assessment at all levels, and participation in the assessment process is inclusive and effective. Assessments are conducted in academic programs and AES units, and there is a culture of recognizing common goals and improving them based on evidence. Faculty are involved in all levels of assessment, whether it be depositing artifacts, benchmark readings, PPRs, or Learning Matters Mini-Grants.</p> <p data-bbox="806 649 1337 1047">Data from the assessment of Student Learning Outcomes is used to improve teaching and learning. For example, programs use the results from the Gen Ed assessments to revise assignments, curriculum, or pedagogy to strengthen student learning. In general, measuring Student Learning Outcomes is a well-established and externally recognized practice, especially with the Core Competencies and Communication Abilities.</p> <p data-bbox="806 1086 1337 1416">Additionally, data from PLOs and PPRs inform curricular changes at the program level. The College's approach to program review is thorough and effective. Examples include a steady increase in the number of graduates in the Engineering programs over the past five years, and increased enrollment trends of students of color in Biology and Environmental Sciences programs.</p>	<p data-bbox="1362 212 1999 846">The College could improve communication between different college divisions about assessment, and how results and data are shared. There are not enough opportunities for conversations about assessment of student learning outcomes among all faculty. Communication about data, and informed strategic planning and resource allocation extending from certain areas such as PPRs and PLOs, could be improved both within and across departments and divisions. PLO processes are relatively recent, and although the College has made substantial strides, it should continue creating sustainable and integrated processes for assessing PLOs. In addition, PPR reports do not always make explicit connections between the assessment actions and department strategic plans. This lack of connection was also noticed in some department strategic plans.</p> <p data-bbox="1362 885 1999 1382">While the PPR process is strong, there is concern about the feasibility of implementing recommendations from PPRs. For example, the PPRs for Theatre and Music Recording Technology included testimony from external reviewers that stated that additional resources (space, funding, and equipment) were required to make the programs effective and competitive, and to prepare students for their respective fields. While programs might or might not receive new resources, it would be beneficial for the College to be transparent in how resources are allocated to programs after PPRs. Due to the resource-related issues at stake, the relevant Recommendation can be found in the conclusion to Standard VI.</p>

Standard	Recommendations	Strengths	Challenges
<p data-bbox="73 215 264 410">Standard VI: Planning, Resources, and Institutional Improvement</p> <p data-bbox="73 483 218 646">Co-Chairs: Anthony Garafola & Nicole Maguire</p>	<p data-bbox="285 215 806 475">The College should disseminate plans and improve communications about the annual budget and resource allocation process, and further define the role, responsibilities, and relationships of governance bodies in relation to resource allocation decisions and consultations.</p> <p data-bbox="285 516 806 743">The College should develop procedural guidelines and periodic assessment for the College-Wide and departmental Personnel and Budget committees, in addition to training and guidelines to address actual or perceived conflict of interest.</p> <ul data-bbox="338 816 741 946" style="list-style-type: none"> ○ Check SI/SIV documents ○ CUNY Budget and Finance ○ LaGuardia Business Office Website 	<p data-bbox="848 215 1339 678">LaGuardia demonstrates a strong commitment to inclusive planning, budgeting, and decision-making. This is evidenced by sustained efforts and investments of human, technical, and financial resources towards providing opportunities for collaboration between faculty, staff, and students. Such collaboration includes Senate Committees, participatory events such as the Strategic Jam and Opening Sessions, various college committees, and annual assessment processes.</p> <p data-bbox="848 719 1339 1084">LaGuardia is also dedicated to regular self-analysis and continuous improvement. The administration of the faculty COACHE survey, the changes spurred by its results, and the recent administration of the staff-oriented Employee Engagement Survey exemplify LaGuardia's promise to hear every voice, and encourages our community to shape our collective culture and values.</p>	<p data-bbox="1360 215 2016 743">While LaGuardia has demonstrated strong efforts toward budget transparency, most notably via our Business Office website, not all our constituents are aware that this information is available or fully understand the context of our relation to University resource allocation. Additionally, there are members of the community who would benefit from tutorials or further discussion of budget processes. Furthermore, feedback from our Town Halls and online Yammers suggest the need for more definition about how members of the College-Wide and departmental P&B Committees are involved in budget decisions for their areas. Members of the community seek more clarity about College-Wide and departmental P&B processes.</p>

Standard	Recommendations	Strengths	Challenges
<p>Standard VII: Governance, Leadership, and Administration</p> <p>Co-Chairs: Fay Butler & Raj Bhika</p>	<p>The College should develop periodic assessments of the College Senate and Faculty Council, and further clarify the relational structure of the College's overall governance.</p> <ul style="list-style-type: none"> ○ Check SII and SVI evidence ○ LaGuardia Senate & Governance Plan 	<p>LaGuardia operates with appropriate autonomy and adheres to The Board of Trustees Bylaws. LaGuardia is committed to inclusive and shared governance, and efforts to maintain and improve effective governance are on-going. Our tripartite governance structure and strong Senate committees reveal a culture of inclusion and representation, as do the significant roles of SGA and Faculty Council by allowing faculty, staff, and students to participate in the College's Mission, planning, and improvements. Much collaborative work is done by the College Senate and its committees, the Faculty Council, the College-Wide Personnel and Budget Committee, and other ad-hoc committees. These bodies facilitate communication between different divisions and roles at the College, and create a strong collaborative ethos in the community, with a focus on innovative education and student support.</p>	<p>As Standard VI also suggests, there could be an improved system for assessing governance, and for further defining the roles, responsibilities, and activities of bodies like Faculty Council and College-Wide P&B [LaGuardia College Senate, Faculty Council, LaGuardia Personnel and Budget Committee] Further assessment of our governance bodies, and further defining our governance roles, will help ensure that we meet our Mission. Likewise, regular conversations should occur about continuous improvement. Therefore, there needs to be a system of formal periodic assessment of governance. The College also needs to better define and communicate about its organizational structure and changes to that structure.</p>

The Self-Study Executive Summary

As a vibrant two-year college within the City University of New York, LaGuardia Community College has proudly served the Queens community for the past 50 years. Located in Long Island City, LaGuardia annually educates thousands of New Yorkers. Since opening our doors to all in 1971, we have been committed to diversity, equity, and inclusion, and we offer a welcoming environment for immigrants of all nations and individuals of all backgrounds. LaGuardia is recognized as a Hispanic-Serving Institution (HSI), and we enrolled 89 percent minority students and 47 percent Hispanic students as of Fall 2020. Our successes reflect the hard work and dedication of our faculty and staff – allowing students to write their own futures.

Our guiding principle, “Dare to Do More,” reflects our conviction in the transformative power of education for individuals and for our community. We take pride in living that conviction as a “learning college,” and continuously assess and improve how we support student learning, development, and success. Our strong academic programs and culture of continuous improvement are buttressed by a host of support services and co-curricular learning opportunities, including an Honors Program, Veterans Services, and a range of peer mentoring programs. We recognize the value of providing interactions between successful students and newer students, and peer mentoring and tutoring programs are central to our student experience. The experience of working as a peer mentor for at least one semester in our Center for Teaching and Learning (CTL), for example, has had a positive impact on retention and graduate rates. Funded by major federal and private grants, the CTL provides professional development for faculty and staff that is instrumental in supporting student success, including advisement, Universal Design, and assessment from First-Year Seminar to capstone.

As a public institution committed to low-income and first-generation students of color, we are proud that improvements to our programs and services have helped to move our 3-year graduation rate from 16% in 2011 to 32% in 2017. The Stanford University’s Mobility Report Card ranks LaGuardia in the top five community colleges nationwide in moving low-income students into the middle class. The transfer rates of our graduates to 4-year colleges within two years of attaining an associate degree is consistently over 70%. Graduating our students matters to the social and economic future of Queens and New York City, but also matters to address long-standing equity gaps among immigrants and communities of color in our nation at large, as demonstrated by lower retention and graduation rates for students from underrepresented minority groups.

Our Self-Study has empowered our community to look carefully at our strengths and challenges. In this Report, we have presented an honest appraisal of how we live our Mission, and how we might build on our challenges in key areas. Led by President Kenneth Adams, we are confident that our findings will make us even stronger and more inclusive.

The Self-Study used a standard-based approach. Major findings are summarized as follows.

Standard I

The College relies on its Mission to guide resource allocation, curricular development, and governing processes. LaGuardia's Mission and Strategic Plan Priorities are well defined and visible, and drive budgeting, resource allocation, and decision-making. The Priorities were developed to meet the needs of students, faculty, and staff while engaging the internal and external members of the community. Faculty and staff work together to support student growth and development, to address shared Student Learning Outcomes, and to deepen their mutual practices through a careful examination of outcomes evidence and unit strategic goals.

Going forward, we hope to improve the process of how and when we evaluate and set our Mission and goals, and how departments and divisions strategic priorities and planning align with and inform our Strategic Plan Priorities.

Standard II

LaGuardia upholds and is deeply committed to the values of ethics and integrity in our practices, guidelines, and policies inside and outside the classroom, and promotes a climate that fosters equity, inclusion, and respect among students, faculty, staff, and administration. The College also follows an existing body of regulations and guidelines to ensure accessibility. We support activities to promote diversity, equity and inclusion (DEI), and President Adams has announced a clear commitment to advance DEI initiatives and values. With the hiring of Executive Director Wendy Nicholson to integrate our DEI efforts, we are well-positioned to forming and advancing a Social Equity Plan.

Standard III

Student learning and achievement are central to our Mission. We provide both academic and non-academic support programs to a wide spectrum of students, and faculty and staff enthusiastically dedicate their collective energy and creativity to providing superior learning experiences to typically underserved students, many of whom are members of low income, first-generation, and minority communities. Through our academic programs, student support services, and co-curricular offerings, we provide students with experiences that expand their knowledge, challenge their assumptions, and prepare them for transfer and employment.

Going forward, we plan to improve how we offer effective assistance and guidance, and to expand professional development opportunities for our Adult and Continuing Education (ACE) and adjunct instructors by leveraging the resources of the Center for Teaching and Learning. Further, we hope to better integrate how ACE programs can develop more opportunities for collaboration across divisions and departments.

Standard IV

Across all levels and instructional modalities, LaGuardia recruits and admits students whose interests, abilities, experiences, and goals are congruent with our Mission and offerings. We support student retention, persistence, completion, and transfer and long-term success

coherently and effectively. The Student Experience at LaGuardia is the driving force behind high-impact initiatives such as the First-Year Seminar, as well as our advisement and co-curricular programs. Peer mentors, academic tutoring centers, and our Administrative and Educational Support (AES) all lead services designed to keep students on track with their goals. Since [the Pandemic Impact on Support Services and Student Needs](#) survey indicates that some students are not aware of the existence of available resources, we will work to strengthen academic and non-academic student support services, including for evening and weekend students, through ongoing assessment. [880]

Standard V

We continuously address our Mission and Strategic Plan Priorities through a well-organized approach to each level of assessment, demonstrating our success and identifying areas for improvement. Our academic assessment practices begin with our General Education Core Competencies and Communication Abilities, and extend through our Program Learning Outcomes (PLOs) and Periodic Program Reviews (PPRs). Despite Covid-19 and the transition to distance learning, the assessment of student learning at all levels continued and outcomes data sustains the positive trends that began before the pandemic's inception in Spring 2020. As we move forward, we look to improve communication between different college divisions about assessment, and how results and data are shared across all areas of the College.

Standard VI

At LaGuardia, we consistently monitor our performance indicators and goals, and build a culture of shared decision-making and accountability. The College's planning processes, resources, and structures are aligned, and sufficient to fulfill our Mission and our programs and services. We demonstrate a strong commitment to inclusive planning, budgeting, and decision-making. Our resource allocation is closely integrated with the CUNY budget and is often affected by City and State funding. Despite unprecedented circumstances during the Covid-19 pandemic, LaGuardia continued its strong commitment to inclusive planning, budgeting, and decision-making. At this moment of uncertainty in the wake of the Covid-19 health emergency, we seek to more clearly communicate information about our budget and resource allocation, and to further how members of the College-Wide and departmental Personnel and Budget (P&B) Committees are involved in budget decisions for their areas. We also hope to develop procedural guidelines and periodic assessment for the College-Wide and departmental Personnel and Budget committees.

Standard VII

CUNY-wide and institutional policies and procedures are in place to ensure integrity and accountability in governance across all levels of the College, reinforcing LaGuardia's commitment to be governed and administered to realize our Mission and goals. Throughout the Covid-19 health emergency and our recent presidential transition, we have remained steadfast in our commitment to shared governance, and in leveraging community feedback to mitigate the disruption to our retention and enrollment. We are committed to inclusive and shared

governance, and efforts to maintain and improve effective governance are on-going. Our tripartite governance structure and strong Senate committees reveal a culture of inclusion and representation, as do the significant roles of SGA and Faculty Council. As Standard VI also found, we could improve our system for assessing governance, and for further defining the roles, responsibilities, and activities of bodies like Faculty Council and College-Wide P&B.

The Self-Study Introduction

LaGuardia offers more than 60 associate degrees (A.A., A.S., A.A.S) and certificate programs, including many continuing education programs, educating students from more than 140 countries who speak close to 80 different languages. Almost 60% are women and nearly one-third over 25 years old, and most are low-income and first-generation. According to IPEDS 2019-2020 data, 87% of first-time, full-time students receive grant or scholarship aid, and the recent Institutional Profile data shows that the majority of students have household income of less than \$25,000 per year. We employ approximately 2,700 full- and part-time staff, including more than 900 faculty, approximately 400 of whom are full-time. Most faculty and staff are employees of the College, although some are employed by the Research Foundation of CUNY (RFCUNY), which administers the majority of grant-funded activities at CUNY campuses.

LaGuardia has vibrant non-credit programs, and LaGuardia's Adult & Continuing Education division (ACE) is the largest such program in CUNY. ACE works to align non-credit workforce development courses to the College's credit-based programs, utilizing labor market tools to align education and training with workforce needs. ACE serves a diverse group of students with different socio-economic backgrounds and needs, and currently offers over 140 active course offerings. Our Self-Study has advanced how the College plans to build more bridges and connections to ACE, so that we grow closer to becoming "One College," where students seamlessly move between non-credit and credit programs.

We are steadfast in our commitment to leverage the expertise and dedication of our faculty and staff to provide an accessible path to graduation and transfer for all LaGuardia students. With these aspirations guiding our inquiry and intentions, each of the Standard Chapters in our Self-Study focuses renewed attention on our Mission: to educate and graduate one of the most diverse student populations in the country to become critical thinkers and socially responsible citizens who help to shape a rapidly evolving society. We decided to adopt a Standards-Based approach to the Self-Study. The Standards-Based Self-Study enabled the Steering Committee and Working Groups to seamlessly map the Standards to the Mission of the College and Strategic Priorities to better address the lines of inquiry. We also believed that this approach would facilitate the integration of Institutional Effectiveness measures to demonstrate the degree to which LaGuardia is achieving its Mission.

With this Mission guiding us, our Self-Study integrated the College's Strategic Priorities into our Intended Outcomes to renew and transform our way forward.

LaGuardia’s Strategic Plan Priorities and Self-Study Intended Outcomes:

Strategic Priorities		Intended Outcomes
1.	Build student access and success	1. Demonstrate how the institution currently meets the Commission’s Standards for Accreditation and Requirements of Affiliation;
2.	Strengthen learning for students- and for faculty & staff at the College	2. Focus on continuous improvement in the attainment of the institution’s mission and its institutional priorities;
3.	Enrich the student experience	3. Demonstrate the strength of academic and co-curricular programs, as well as our Adult and Continuing Education divisions (ACE), through evidence-based practices that yield achievable recommendations;
4.	Build inclusive community	4. Integrate and improve the planning processes at the College to advance Institutional Effectiveness and student success;
5.	Advance career & workforce development	5. Engage the College’s internal and external constituents to strengthen community building and advance collegewide communication, and learn how to expand opportunity, access, and equity;
		6. Engage the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community.

The Self-Study Team: Collaboration & Leadership through Transitions

The Self-Study was led by the Core Group: Professor and Co-Chair Reem Jaafar, Professor and Co-Chair Justin Rogers-Cooper, Dean of Institutional Effectiveness Dr. Nava Lerer, and Senior Advisor to President Kenneth Adams, Robert Jaffe. This Core Group has led the Self-Study in an inclusive, transparent, and meaningful process that reflects LaGuardia’s Mission and Core Values.

In Fall 2019, the Self-Study process began with the Core Group under the leadership of Interim President Paul Arcario. In Spring 2020, the Self-Study transformed into a virtual process as the nation suffered the onset of the Covid-19 pandemic. Steering Committee members were selected for their established leadership, and they later helped to recruit exceptional Working Group teams; throughout everything, they have acted as advisors, consultants, and collaborators. With the Steering Committee in place, we built a strong Self-Study Design, one whose Intended Outcomes aligned with both the Middle States Standards and the College’s Strategic Plan Priorities. We also created a dedicated SharePoint Site for working groups to store their work and find out pertinent information was created. The Core Group and the Evidence Inventory Team were in charge of

creating and updating a document inventory folder, containing pertinent documents and data, while the standards working groups gathered additional information. The documents in the Self-Study Report are linked to the SharePoint site and the community can access them through the LaGuardia portal.

With the Working Groups selected and organized at the end of Spring 2020 and the acceptance of the Self-Study Design, the full Self-Study process began in Fall 2020 Study under the leadership of our new President Kenneth Adams. During the second year, approximately 120 members of the Working Groups conducted their inquiries to address their Standard Criteria and Requirements of Affiliation. They led their inquiries with focus, curiosity, and care, while turning to online platforms of all kinds to support their efforts. They formed teams to conduct research related to the Criteria, and frequently supplemented that research with interviews with faculty and staff across the College. Through conversation and collaboration, they composed sections of the chapters that would become part of this Self-Study. They submitted first drafts to the Steering Committee in January 2021. The Steering Committee and Working Groups then collectively engaged faculty, staff, and students in synchronous and asynchronous Town Halls between Spring 2021 and Fall 2021, totaling more than 45 hours of engagement. Hundreds of students, faculty, and staff attended Zooms, and sent emails to share feedback and suggestions. The Working Groups prioritized their feedback to the Self-Study Co-Chairs, allowing for revisions over the summer.

The feedback process was informative. We found LaGuardia's Mission and Strategic Plan Priorities are well defined and fully endorsed across the campus. Faculty and staff work together to support student growth and development, to address shared Student Learning Outcomes, and to deepen practices through assessment evidence. We are committed to diversity, equity, and inclusion, and we support activities to promote those values among students, staff, and faculty. We offer numerous programs and opportunities to promote affordability and financial access, and our communications include a strong digital presence. As a leader in designing and scaling innovative pedagogical practices, LaGuardia has pioneered effective support services and co-curricular offerings. The College provides students with experiences that expand their knowledge, challenge their assumptions, and prepare them for transfer. LaGuardia also demonstrates a strong commitment to inclusive planning, budgeting, and decision-making.

The self-study process has offered a valuable opportunity for collective introspection. As the executive summary and the following chapters demonstrate, the evidence gathered, reviewed and presented and the College wide discussions and feedback allowed the community to collectively reflect upon College's accomplishment and challenges while identifying specific ways for improvement and for advancing the College's Mission and priorities. Despite the Covid-19 pandemic, LaGuardia used online technology to create an inclusive experience for our Steering Committee and Working Groups, including a variety of feedback methods. We have remained steadfast in our commitment to shared governance, student success, and inclusive planning, and are proud to set new directions for our common future. The pandemic has accelerated demographic changes affecting our enrollment, and that has presented new obstacles for our long-standing retention and graduation goals. We remain confident, however, that we will continue to innovate, including with course modalities and support services, to find stability and spur new growth for 50 more years to come.

LaGuardia Self-Study Steering Committee

The Core Group would like to extend their gratitude to the Steering Committee, members of the Working Groups, the LaGuardia Community, and the President's Cabinet for their resolute commitment to the Self-Study during the large transitions of the past two years. The Self-Study also thanks our dedicated Communication Team. Juan Genao and Ann Matsuuchi led our Evidence Inventory Team, worked tirelessly to manage the 1000-plus artifacts of evidence we collected, and to upload it to the Middle States portal. The Student Communication Team and Peer Advisors, with key assists from Tonya Hendrix and Charles Elias, also helped us reach numerous students on social media, including Instagram, to tell them why accreditation matters. Furthermore, staff at the Office of Institutional and Research and Assessment played a pivotal role throughout the process, including Emad Nassar. Jeffrey Weintraub and Jenny Zhu were special advisors to the Core Group, supporting the inquiry of the entire membership with analysis and data. The Compliance Team prepared the institution's federal compliance report and matched the Requirement of Affiliations that need to be addressed in the compliance report. Our deepest thanks to all involved.

For a list of team members, see the [Self-Study](#).