LaGuardia Community College Self-Study Report 2021-2022

For the
Middle States Commission on Higher Education

President Kenneth Adams

LaGuardia DARE TO DO MORE
Community College

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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 below.

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.

Building for Tomorrow
LaGuardia stands ever-ready to adapt to the rapidly changing landscape of higher education, and to serve our students whose dreams will shape our common future. Further, it will take many resources to bring forward the future we want. Thanks to a growing network of donors, our Tomorrow Campaign, organized by the Division of Institutional Advancement, is currently working to raise $15 million, and the launch of an ACE Scholarships Fund. These new donations will transform the lives of LaGuardia students by providing scholarships, emergency funds (books, rent, food, etc.), internships, job training programs, and multiple means of helping students stay in school, graduate, and build better lives.

Importantly, our Self-Study has launched opportunities to renew how we imagine our support services and academic practices, and how we might propel even greater success for our students. Such questions are especially urgent now because of the impact of Covid-19 on our enrollment and budget, but also because long-term demographic trends have resulted in a declining number of high school graduates in New York City and throughout the region. Our Recommendations offer new directions to further address racial and gender equity, to define the future of our governance and assessment processes, and to improve our graduation rate through further innovations in support, guidance, and care. Through our proposed Recommendations, we aspire to foster learning and improve our enrollment, retention, and graduation.

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 2. Strengthen learning for students- and for faculty & staff at the College 3. Enrich the student experience 4. Build inclusive community 5. Advance career & workforce development	1. Demonstrate how the institution currently meets the Commission's Standards for Accreditation and Requirements of Affiliation; 2. Focus on continuous improvement in the attainment of the institution's mission and its institutional priorities; 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. Integrate and improve the planning processes at the College to advance Institutional Effectiveness and student success; 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 Collegewide 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.

Members and Affiliation of the Middle States Steering Committee

Reem Jaafar, Professor, Math, Engineering & Computer Science	Core group, Steering Committee co-chair
Justin Rogers-Cooper, Professor, English	Core group, Steering Committee co-chair
Nava Lerer, Dean of Institutional Effectiveness	Core group
Robert Jaffe, Senior Advisor to the President	Core group
Linda Mellon, Senior Director, Business Services, Division of Adult & Continuing Education	Standard I co-chair
Preethi Radhakrishnan, Professor, Natural Sciences	Standard I co-chair
Lara Kattekola, Professor, English	Standard II co-chair
Jeanne Funk, Professor, Math, Engineering & Computer Science	Standard II co-chair

Elizabeth Iannotti, Senior Director of ESOL Programming, Division of Adult & Continuing Education	Standard III co-chair
Demetri Kapetanakos, Professor, English	Standard III co-chair
Ellen Quish, Director of First Year Programming and Student Success, Division of Academic Affairs	Standard IV co-chair
Lanaia DuBose, Confidential Executive Officer, Division of Adult & Continuing Education	Standard IV co-chair
Marisa Klages-Bombich, Professor, English	Standard V co-chair
Regina Lehman, Professor, Health Sciences	Standard V co-chair
Nicole Maguire, Lecturer, Business &Technology	Standard VI co-chair
Anthony Garafola, Director of Budget & Financial Planning, Business Office	Standard VI co-chair
Rajendra Bhika, Professor, Business & Technology	Standard VII co-chair
Fay Butler, Interim Associate Dean of Student Affairs	Standard VII co-chair
Gail Baksh-Jarrett, Interim Associate Dean of Enrollment Management & Student Financial Services	Compliance Group/ Working Group VIII
Charles Elias, Communication Officer for Information Technology, Division of Information Technology	Communication Team
Juan Genao, Project Manager, Division of Information Technology	Evidence Inventory Team
Ann Matsuuchi, Instructional Technology Librarian & Professor	Evidence Inventory Team

Working Group Membership

Members of Standard I Mission and Goals

Linda Mellon, Adult & Continuing Education (co-chair)
Preethi Radhakrishnan, Natural Sciences (co-chair)
Debra Engel, Health Sciences
Edward Goodman, Business and Technology
Michelle Castro, Accelerated Studies in Associate Programs
Rochell Isaac, English
Ian Alberts, Natural Sciences
Praveen Khethavath, Math, Engineering, and Computer Science
Cory Feldman, Social Science
Elizabeth Anderson, College Discovery
Mercedes Flor, Early Childhood Learning Center Programs
John Parssinen, Grants Office, Division of Adult and Continuing Education
Howard Motoike, Natural Sciences
Yves Ngabonziza, Math, Engineering, and Computer Science
Benjamin Taylor, Natural Sciences
Anita Baksh, English

Donald Webster, Marketing and Communications, Division of Institutional Advancement
Student member: Christie Laurent (2020-2021)

Members of Standard II: Ethics and Integrity

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Jeanne Funk, Math, Engineering, and Computer Science (co-chair)
Clarence Chan, Health Sciences
Xin Gao, Natural Sciences
Ian McDermott, Library
John Toland, Natural Sciences
Damaris J. Dorta, Division of Adult and Continuing Education
Sherouk Alzeory, Natural Sciences
Wendy Nicholson, Executive Director of Diversity, Equity, and Inclusion
Shannon Proctor, Humanities
Lucy McNair, English
Sarada Rauch, Assistant Professor, Humanities
Michael Alifanz, Chief Laboratory Technician, Humanities
Schafer, Jason Assistant Professor, Humanities
Karamvir Kaur, Human Resources

Members of Standard III: Design and Delivery of Student Learning Experience

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Demetri Kapetanakos, English (co-chair)
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Deema Bayrakdar, Women's Center and LGBTQIA Safe Zone Hub
Ece Aykol, English
Tomonori Nagano, Education and Language Acquisition
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Jazmine Freire, Health Sciences
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Shakira Whitley, Student Advising Services
Alaa Darabseh, Math, Engineering, and Computer Science
Jennifer Arroyo, Business and Technology
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Nereida Rama, Accelerated Studies in Associate Programs
Niki Jones, Division of Academic Affairs
Jenny Lugo, Accelerated Studies in Associate Programs
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Members of Standard IV: Support of Student Experience

Ellen Quish, Academic Affairs (co-chair)
Lanaia DuBose, Division of Adult & Continuing Education (co-chair)
Leah Richards, English
Jhony Nelson, Office of Students with Disability
Jason Weinstein, Career Development, Division of Adult & Continuing Education
May Tom, Health Sciences

Carolyn Nobles, Career Development, Division of Adult & Continuing Education
Doyel Pal, Math, Engineering, and Computer Science
Silvia Lin Hanick, Library
Alejandro Lopez, Student Engagement
Priscilla Stadler, Center for teaching and Learning
Jarrod San Angel, Student Advising Services [**withdrew but did the work in 2020-2021**]
Sylwia Prendable, English
Student member: Vince Pamolarco (2020-2021) & Kristina Graham (2020-2021)

Members of Standard V: Educational Effectiveness Assessment

Marisa Klages-Bombich, English (co-chair)
Regina Lehman, Health Sciences (co-chair)
Amit Aggarwal, Natural Sciences
Richa Gupta, Natural Sciences
Michele de Goeas-Malone, Education and Language Acquisition
William Fulton, Humanities
Emad Nassar, Office of Institutional Research and Assessment
Mahdi Majidi-Zolbanin, Math, Engineering, and Computer Science
Marsha Oropeza, Division of Academic Affairs
Rejitha Nair, Division of Academic Affairs
Cheri Carr, Humanities
Allia Abdullah-Matta, English
Olga Calderon, Natural Sciences
Kyoko Toyama, College Discovery
Tameka Battle, Health Sciences
Faith Armstrong, Health Sciences
Robin Levenson, Assistant Professor, Humanities

Members of Standard VI: Planning, Resources and Institutional Improvement

Nicole Maguire Business and Technology (co-chair)
Anthony Garafola, Business Office (co-chair)
Paul Fess, English
Nicolle Fernandes, Health Science
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Alexa Duque, Accelerated Studies in Associate Programs
Bonnie Brown, Human Resources Operations
Jin Lee, Building Operations
Hannah Weinstock, Workforce Development, Division of Adult and Continuing Education
Thomas Cleary, Library
Hector Fernandez, Business and Technology
Chandana Mahadeswaraswamy, Division of Adult and Continuing Education
Karen Saca, Business Office
Jessica Zeichner-Saca, Division of Academic Affairs

Members of Standard VII: Governance, Leadership, and Administration

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Denise Steeneck, Building Operations, Division of Administration
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Cristina Bruns, English
Loretta Capuano, Student Information Center
Nancy Santangelo, Student Information Center
Luke Cardaio, Student Advising Services
Tara Coleman, English
Neil Meyer, English

Working Group VIII: Compliance Group

Gail Baksh-Jarrett (Steering Committee)	Interim Associate Dean of Enrollment Management & Student Financial Services
Leslie Scamacca	Associate Professor and the Director of the Travel, Tourism, and Hospitality Management program, Business &Technology
Caitlin Dean	Adjunct CLT/Coordinator of the Modern Languages Lab ELA
Shinhi Han	
	Assistant Professor, Health Science Department
	Associate Professor, Social Science
Burhan Siddiqui	Office of the Registrar

Evidence Inventory Team

The Evidence Inventory Team serves on the Steering Committee. They were in charge of organizing and managing the evidence uploaded into the SharePoint site.

Ann Matsuuchi	Instructional Technology Librarian & Professor
Juan Genao	Project Manager, Division of Information Technology

Communication Team

The Communication Team assisted the Core Group with all aspects of Communication during the entire Self-Study Cycle.

Charles Elias (Steering Committee)	Officer for Information Technology, Division of Information Technology
Tonya Hendrix, (Student communication Team)	Associate Professor, Natural Sciences

Standard I: Mission and Goals

LaGuardia's Mission defines our purpose within the context of higher education, and our stated goals are clearly linked to its Mission and assessed regularly. In this chapter, we discuss LaGuardia Community College in terms of Standard I: Mission and Goals, and evidence that aligns with Requirements of Affiliation 7 and 10.

Introduction

Since its inception 50 years ago, LaGuardia Community College has been an economic, cultural, and educational leader, working with communities and businesses to provide positive change. LaGuardia's guiding principle, "Dare to Do More," reflects our belief in the transformative power of education - not just for individuals, but also for our community — and our conviction that education creates pathways to economic opportunity and upward social mobility. [LaGuardia Mission Core Values 34] LaGuardia prides itself as a "learning college" – a college that is continuously examining, constructing, and seeking to improve the ways it supports student learning, development, and success. [LaGuardia College Catalog 28]

> LaGuardia Community College's **Mission** is to educate and graduate one of the most diverse student populations in the country to become critical thinkers and socially responsible citizens who help to shape a rapidly evolving society. [LaGuardia Mission and Core Values 34]

Our Strategic Plan Priorities are clearly illustrated in the LaGuardia 2020 Institutional Effectiveness Plan. [486] This report strongly establishes the alignment of the five standards of MSCHE with those of LaGuardia's Strategic Plan Priorities. As one of the 25 institutions within the City University of New York (CUNY) registered with the New York State Education Department (NYSED), LaGuardia is also bound by the CUNY's Strategic Framework for a four-year period. [CUNY Master Plan 2016-20 5] In addition, CUNY follows a Performance Management Process (PMP), and LaGuardia's Mission, Values, and Strategic Goals align with CUNY's PMP (See Table 1). [CUNY PMP Performance Management Process Databook 2020-2021 613] CUNY embarked on a comprehensive vision from 2016-20 to advance the University's historic mission within our evolving knowledge economy. [CUNY Master Plan 2016-20 5] CUNY also implemented the Pathways to Degree Completion and the Academic Momentum Campaign, both of which LaGuardia utilized to streamline general education requirements, to ease student transfer, increase degree completion, and close equity gaps. [CUNY Pathways Guidelines 331, CUNY 2019 Momentum Campaign Report 436, Momentum Monitoring Report Review 389, Strong Start to Finish Steps to Success LaGuardia 753]

The College relies on its Mission to guide resource allocation, the development of curricular programming, and governing processes. LaGuardia prides itself on hiring faculty and staff that can assist the College with realizing its Mission: not only are our faculty and staff personally and professionally invested in diversity, they are also racially and ethnically diverse.

Evidence and Analysis

1.1 Clearly defined mission and goals

Our Core Values are woven into the culture of the College, and they guide the decisions and actions of the LaGuardia community. They drive how all parts of our institution work, and how we assess the outcomes of our individual and shared efforts. They include a commitment to learning, a celebration of diversity, providing opportunities for diverse learning, promoting

responsibility, and striving for excellence through innovation. [LaGuardia Mission Core Values 34] The LaGuardia Mission and Core Values are deeply ingrained within the mission of CUNY – to remain responsive to the needs of our urban setting, to maintain and expand our commitment to academic excellence, and to provide equal access and opportunity to students, faculty, and staff from all ethnic, racial, and gender groups, and thereby to serve as vehicle of upward mobility for all. [CUNY Strategic Framework 132, CUNY Mission 933]

1.1.a Collaborative participation in goal & mission development
LaGuardia's Mission offers a foundation of values and objectives. The Mission was developed through extensive research, and in consultation with the community via a committee on LaGuardia's Mission commissioned by the President in 2011; it further was reviewed and approved in 2016 by Executive Council (now President's Cabinet). [Mission Statement Detailed Process 2011 760, Executive Council 2016 Minutes 948]

LaGuardia periodically re-examines our strategic directions. Over the past 20 years, we have periodically reviewed our Strategic Goals and identified priorities for attention through community-wide engagement and participation. In Fall 2018, then President Gail Mellow and Provost Paul Arcario convened a Strategic Directions Summit Steering Committee, with faculty, student, and staff representatives from across the College, including the Senate. The overall aim was to review and revise the Strategic Plan Priorities. The group organized a Strategic Directions Summit, attended by 135 students, faculty, and staff representing a broad cross-section of the College. External constituents also offered perspectives and described national trends in higher education. Based on the Summit discussions, the Steering Committee recommended five goals for the new Strategic Plan, each with a set of objectives.

These Strategic Priorities were then shared with the College community during the 2019 Spring Opening Sessions. The College was invited to participate in a two-day online "Strategic Directions JAM" in March 2019. Over 250 members of the community joined and participated in the JAM. They reviewed the summit-generated priorities and recommendations and contributed input for refining the proposed ideas. The Strategic Direction Steering Committee members then reviewed all the posts from the JAM, and synthesized the findings into the five major Strategic Priorities. This draft developed by the Steering Committee was finalized based on feedback from the Strategic Directions JAM, the Senate, and Executive Council (now President's Cabinet). [LaGuardia Strategic Directions 2019-2024 Report on the Strategic Directions Summit and Jam 41, LaGuardia Executive Council 02.2019 30, LaGuardia Executive Council 03.2019 31] The finalized Strategic Plan Priorities and corresponding Objectives are detailed in Table 1. [LaGuardia Strategic Plan 2019-2024 19]

Table 1. Strategic Goals and Objectives

Goals	Objectives	
Goal 1: **Build Student Access and Success**	a.	Develop new enrollment strategies and more fluid connections from ACE to credit, and credit to ACE
	b.	Strengthen FYS and Advisement 2.0, supporting faculty and advisors with professional development and digital systems to build student success
	c.	Advance new models of developmental education to speed student progress to the degree
	d.	Strengthen the cohesiveness of the Liberal Arts & Sciences major to build success for Liberal Arts students
	e.	Develop new revenue streams to support student success and advance the College mission
	f.	Build graduation and transfer success, advancing the 30-credit initiative
Goal 2: **Strengthen Learning for Students – and for Faculty, Staff, and the College**	a.	Help students build the knowledge, skills, and dispositions needed for 21st century success in education and careers, including deepening our shared work on our Core Competencies
	b.	Develop and refine digital learning environments and online offerings that build student engagement, learning and success
	c.	Advance courses that build students' written, oral and digital communication abilities
	d.	Support innovation, assessment and cross-divisional faculty and staff development to build professional learning and advance student learning and success
	e.	Engage part-time faculty in the professional learning process
Goal 3: Enrich the Student Experience	a.	Advance communication and interaction, linking students with faculty and administrators and focusing on students as active agents of their own education
	b.	Expand co-curricular programming and internal experiential education opportunities (e.g., undergraduate research; peer programs; project-based learning) to build learning and community
	c.	Create flexible, state-of-the-art facilities adapt to change and improve the student experience
	d.	Improve support services for night and weekend students
Goal 4: **Build Inclusive Community to Achieve the College Mission**	a.	Examine what diversity means in our unique context, and how to best support underrepresented faculty, staff and students
	b.	Develop strategies that use our diversity - including language diversity - as a resource for learning
	c.	Develop an intersectional approach (ways in which race, gender, sexuality, ability, language, etc. overlap and intersect) to strengthen understanding and connections across all campus groups
	d.	Deepen our relationships with community groups, building enrollment, community-based student support, and opportunities for civic engagement
Goal 5: **Advance Career and Workforce Development**	a.	Make greater use of ACE labor market & employer data in credit programming
	b.	Strengthen and diversify STEM education, engaging experiential learning and interdisciplinary perspectives
	c.	Strengthen career readiness programming, helping students understand, prepare for and find success in meaningful and rewarding careers
	d.	Work with employers and community organizations to expand external experiential learning (internships, apprenticeships & service learning), engaging ACE and credit students

The Strategic Plan Priorities are actualized on a yearly basis by individual academic and non-academic segments within the College. Members of divisions or departments engage in a purposeful process to select two or three Strategic Plan Objectives. They complete area-specific targets and work plans for the academic year using a Strategic Planning template, Department Strategic Work Plans 2020-21, Department Strategic Plan Reports 2019-20, Division Strategic Work Plans 2020-2021, Division Strategic Plan Reports 2019-20. [49, 814, 813, 812, 811] Departments and divisions identify targets, strategic activities, and assessments using metrics outlined in Annual Monitoring of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives: 2019-20. [694] Members also identify significant collaborations with other departments and divisions, and/or with students as strategic partners. Work Plans describe how the intended result will support or enhance the relevant college goal and Strategic Plan Objective, followed by a clear explanation of milestones and outcomes that will be achieved by the division or department. Non-academic divisions use the Administrative and Educational Support (AES) units' assessment plans from their divisions to help build and narrate divisional priorities. They require divisions to list supporting Strategic Plan goals and corresponding objectives as part of their findings. [AES Executive Summary Assessment Report 2019-20 874] Evidence of assessment processes are publicly available on the Institutional Effectiveness website. [940]

1.1.b External contexts and constituents

LaGuardia takes its role as a "community" college seriously. We are embedded in our New York City ecosystem and work carefully to create, strengthen, and assess how we are informed by and shape our local community. The results of our efforts are reflected in the substantial external support the College receives from government and private donors, our robust relationships with employers and unions, and the internal infrastructure built to support community partnerships. LaGuardia maintains a robust portfolio of grant-funded projects that enables our students to thrive in the classroom and beyond. [Active Grants 1105]. Over the past eight years, the College has secured four institutional grants from the US Department of Education, totaling over $12 million. These grants have enabled the College to enhance our academic and student support services, especially for minority students enrolled in STEM majors and programs. These grants strengthen the entire student experience from enrollment to graduation while improving retention and graduation rates, all of which directly align with the College's Mission and Strategic Plan Priorities. [Title V Project Conexion Proposal 640, LaGuardia STEM-CONNECT 3-year impact evaluation findings 597, Project AVANZAR 887, LaGuardia COMPLETA Performance Narrative 826, STEM Academy 1087]

LaGuardia has a fully staffed Marketing and Communications department that shares knowledge about the degrees, programs, and services we provide, and that tracks LaGuardia's visibility in the media and in the community at large; in addition, the College has staff positions dedicated to Community Affairs and Government Relations. [LaGCC Organizational Charts 1086] These positions demonstrate our commitment to "deepen our relationships with community groups." [LaGuardia Strategic Plan 2019-2024 19]

The College's Adult and Continuing Education (ACE) program works closely with many community-based organizations, such as Upwardly Global, Grow NYC, and the Queens Family Justice Center, to offer free English classes, job training, and career counseling to low-income immigrants. [LaGuardia ACE 488] LaGuardia's Center for Immigrant Education and Training (CIET) is a longstanding ACE Program that annually serves over 800 students, and which secures and administers approximately $2 million in grants. [586] CIET works extensively with external partners, including at the national level (National Immigration Forum, USCIS), state level (State Education Department), and city level (NYC Small Services, DYCD) to administer grants to support students. [ACE Annual Report 2021 1094]

One of the College's Strategic Priorities is to work with employers and community organizations to expand external experiential learning (internships, apprenticeships, and service learning) by engaging both ACE and credit students. [LaGuardia Strategic Plan 2019-2024 19] For example, ACE directs the Summer Youth Employment (SYEP) Program to provide seven weeks of entry-level work experience to youth between the ages of 14 to 21. Over the years, between 45,000 to 60,000 youth have received summer jobs at community-based organizations and government agencies. [LaGuardia SYEP 910] LaGuardia also was recently co-recipient of the $495,000 Kresge Foundation BOOST grant aimed at connecting low-income families with critical human services and educational pathways to advance their social and economic mobility. [LaGuardia Kresge Grant 912] Academic affairs will launch an apprenticeship program with Mastercard in Fall 2022. Faculty from the Math, Engineering, and Computer Science Department participated in designing the curriculum, mapping courses and job responsibilities. [Cybersecurity Program with Mastercard 1104]

The College prioritizes work in partnership with external constituencies. We are a member of organizations such as Continuing Education Association of New York (CEANY), Long Island City Partnership, New York City Employment and Training Coalition (NYCETC), and the Queens Chamber of Commerce. [Email Evidence External Affairs 952]

1.1.c Approved and supported by the governing body
LaGuardia is governed by the CUNY Board of Trustees, and its governance is further detailed in Standard VII. [793] The CUNY Manual of General Policy fully endorses "campus-based planning" as part of the CUNY_Master_Plan_2016-2020. [724, 5] At the campus level, the Mission and goals are approved and supported by the College Senate and the LaGuardia Governance Plan and Structure. [LaGuardia2009 Governance Plan 18] There is also clear support and participation from the President's Cabinet (formerly Executive Council), as well as faculty and staff. [President's Cabinet LaGuardia Community College 848] The process and related documents are discussed with chairs and faculty, as well as within each division of the campus, and recorded in the minutes of College Senate meetings. The most recent LaGuardia Strategic Plan 2019-2024 was adopted by the campus after approval by Executive Council (now President's Cabinet), and uploaded on the website. [19, LaGuardia Executive Council 02.2019 30]

1.1.d Guide constituents in decision making
LaGuardia's Strategic Planning Priorities guide faculty, administration, and staff. They are directly linked to planning, resource allocation, and program and curricular development. They further are aligned with the CUNY_Master_Plan_2016-2020, CUNY Strategic Framework, and

the CUNY Performance Management Process (PMP). [5,132, CUNY PMP Performance Management Process Databook 2020-2021 613] The CUNY PMP measures the outcomes of key strategic goals throughout the University, and CUNY systematically reviews system-wide and campus progress based on these indicators. Furthermore, the CUNY Manual of General Policy, particularly Article 1, Academic Policy Programs and Research, provides official guidance. [CUNY Policy- Article I 4] In turn, the College engages in integrated assessment related to planning, resource allocation, program and curricular development, and institutional and educational outcomes as per the LaGuardia 2020 Institutional Effectiveness Plan. [486] The Strategic Priorities provide clear guidelines for decision-making across the various divisions of the campus, and LaGuardia's Instructional Staff Handbook, together with the Assessment of Administrative and Educational Support Units (AES) Mission and Goals 2020-2021, provides further guidance to faculty, administration, and staff. [102, 680] Every goal contains strategies and actions as points of measure, along with a baseline and targets to attain. The Annual Strategic Initiatives of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives provides details on actual strategies used to meet goals, and resources are allocated accordingly. [845] For example, Objective 1b aims to strengthen advisement (Table 2).

Table 2. Strategies for Strategic Objectives

Goal 1: Build Student Access and Success	2019-2020 Strategies	4-year Target
Objective 1b. Strengthen FYS and Advisement 2.0, support faculty and advisors with professional development, and digital systems to build student success	● Offer professional development activities for faculty and staff to deepen their understanding and practice of FYS and advisement 2.0 ● Advisement integration across offices and divisions by an Advising Council consisting of representatives across all areas of advising - for better support of Advisement 2.0	● 57% of enrolled students advised with SSP (10% increase) ● 79% retained (F22>s23, tiers 2-3) ● FYS: Fall 2022 FYS students retained at a 10% higher

Some work related to objective 1b is reflected in the goals of various AES units and the Academic Affairs work plan [Division Strategic Plan Reports 2019-20 811]. Table 3 provides a sample of the work of the Center of Teaching and Learning regarding how the College meets objective 1b. [AES Executive Summary Assessment Report 2019-20 874]

Table 3. CTL Sample Strategic Goals and Outcomes

Division Goal from 2019-2020 **Supporting Strategic plan goal 1 / Objective 1 b**	Outcome
Support the implementation of team-based advisement and a revised First Year Seminar that includes updated advisement practices and tools	Increase completion of Smart Goals or other plans for students in Advisement 2.0 departments. • *Measures* Completion of Smart Goals/ Student Success Plan (SSP) for students assigned **to Peer Advisors.** • *Overview of findings or outcomes* Fall 2019: 44% of students assigned to Peers completed SSP. (59% in Fall 2018)

LaGuardia's Mission also guides the equitable allocation of resources across the College, and corresponds to the annual CUNY PMP and CUNY budget cycle supported by a Budget Planning and Request Process. [CUNY FY2019 University Budget Request 10] The Strategic Plan sets broad institutional goals that are anchored by a set of planning principles that strengthen LaGuardia's abilities to make informed decisions and allocate resources based on Strategic Priorities. [LaGuardia 2020 Institutional Effectiveness Plan 486] The determination of resource allocation is a two-fold approach: the first is the development of specific goals addressing the Mission, and the second is the development of a clearly articulated plan for resource allocation. [LaGuardia Steps to Develop the Operating Budget 40] For example, Goal 1e seeks to "develop new revenue streams to support student success and advance the College mission." The strategy enlisted to meet this goal is to "seek additional opportunities for grants and implement cost savings." [LaGuardia Strategic Plan 2019-2024 19] Standard VI provides a detailed explanation of how planning and resource allocation leads to institutional improvement. The allocation of resources reflects the College's Strategic Plan. The Plan includes education, enrollment, finance, facilities, technology, advancement, assessment, and evaluation, including Institutional Learning Outcomes, Student Learning Outcomes, and the assessment of student support services (also see grants in Section 1.1.b). The Grants Development Office in the Division of Institutional Advancement also play roles in securing and allocating resources.

The College also prioritizes the development of different curricular programs to meet workforce needs of an evolving society. Below, we list two strategic objectives that directly refer to the development and enhancement of curriculum and programs.

Goal 5 highlights plans to Advance Career and Workforce Development. For example, objective 5a aims to make greater use of ACE labor market and employer data in credit programming. ACE has a long history of providing high-quality accelerated workforce training, professional certificate training programs, small business assistance, and high school equivalency exams and basic skills classes; it also offers NYC's largest English as a Second Language (ESL) program. ACE works to align non-credit courses to the College curriculum with LaGuardia ACE Current Catalogue. [ACE-5-Year-Trends 1096]. It utilizes labor market tools (Labor Insights and Burning Glass) to align education and training with industry standards to ensure that the programs and certificate courses offered are relevant. The Covid-19 pandemic revealed the essential need for LaGuardia's Workforce Job Training programs in Healthcare, Construction, Safety and Sustainability, and Information Technology, in addition to the training programs for small businesses that sustain the local economy. [LaGuardia ACE Current Catalogue 489, LaGuardia 2020 Institutional Effectiveness Plan 486, AES Executive Summary Assessment Report 2019-20 874]

Objective 5b emphasizes the College's commitment to strengthen and diversify STEM education. LaGuardia's STEM majors are strong and thriving, and Section 1.4 provides evidence for this claim. Faculty and staff invest resources into addressing the inclusion of historically underrepresented populations and genders within the STEM sector by providing an array of opportunities. Examples include the LaGuardia Women in Technology Initiative, the Elsevier Women in STEM scholarships, Wnt Scientific Biotechnology Internships, Goldwater Scholarships, Green Girls College intern positions at City Parks foundation, NIH-Bridges program, and the CUNY Research Scholars Program. [Natural Sciences Research, Women in STEM Scholarship 909] In Section 1.3, we further demonstrate how the Mission supports and reinforces student learning across our three General Education Core Competencies.

The College's Institutional Effectiveness Plan (IEP) details a "College-wide undertaking integrating institutional assessment and planning at all levels, in service of promoting the College's ability to achieve its Mission." The IEP underscores the planning, assessment, and resource allocation processes of the campus so that "the College will be better positioned to achieve its mission and reflect its core values." [LaGuardia 2020 Institutional Effectiveness Plan 486] The IEP further outlines several institutional-level key performance indicators (KPIs) used to measure Institutional Effectiveness, and their alignment with LaGuardia's Strategic Plan. The most important measures are included in the IE monitoring report. Many of the KPIs are included in the CUNY PMP, allowing for benchmarking with all CUNY community colleges.

The monitoring report includes the academic year 2018-19 baseline data and four-year targets. The College developed an Implementation Plan that provides metrics detailing annual progress towards planning goals and related objectives. These metrics include strategic initiatives and measures documenting achievement, including baseline measures and targets for successful completion. [Annual Monitoring of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives: 2019-20 694, Annual Strategic Initiatives of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives 845] Current Institutional Effectiveness Key Performance Indicators and Strategic Plan monitoring reports can be found in the Institutional Effectiveness website. [940]

1.1.e Support for scholarly inquiry and creative activity
CUNY invests in knowledge creation and innovative research as a foundational pillar of the University. [CUNY PMP Performance Management Process Databook 2020-2021 613] 62% of LaGuardia faculty hold PhDs, and scholarship at LaGuardia is fundamental to our community, and includes published books, book chapters, conference presentations, peer reviewed journal articles, technical reports, poems and short stories, curated art shows, stage direction, choreography (etc.), music compositions, and plays or screenplays that are produced, published, or performed. Our commitment to scholarship and creative enterprise reflects the College's Strategic Plan Goal 2, Strengthen Learning for Students - and for Faculty, Staff, and the College, and in particular objective 2d, which emphasizes supporting innovation to advance student learning and success.

Scholarship and creative enterprise also contribute essential criteria for reappointment, promotion, and tenure for faculty. [LaGuardia Instructional Staff Handbook 102] A Faculty Scholarship Celebration is held yearly. [Faculty and Staff Notes 2018 348, Faculty and Staff Notes 2019 349, Faculty and Staff Notes 2020 350, Faculty and Staff Scholarship 2020 352] Faculty endeavors are supported by several collegewide and CUNY-wide initiatives and grants available for application. A few include: CUNY Faculty Affairs Faculty Development, PSC-CUNY

Research Award Program, Co-Curricular Funding Initiative 2018-19 Report, CTL Program-Initiatives, CUNY OER, EDIT award, Teagle Learning Matters Mini-Grants. [215,759,830,317,155,344,595] LaGuardia has received $865,883 (FY2017), $1,079,896 (FY2018), $591,055 (FY2019), $394,867 (FY 2020) annually in research awards. [CUNY PMP Performance Management Process Databook 2020-2021 613] We have also been awarded 93 active grants from private, University, city, state, and federal entities. [Active Grants 1105]

As discussed in chapters for Standard III, IV, and V, LaGuardia's CTL offers a comprehensive program of professional development opportunities for faculty, staff, and students. The CTL's initiatives also provide support for faculty who publish their work. The CTL offers the opportunity to publish work in progress towards the in-house journal In Transit_ The LaGuardia Journal on Teaching and Learning. [920] The Center also connects faculty with programs such as Literacy Brokers, an eight-week seminar open to anyone working on writing, and library workshops on topics like predatory publishing, practice with new databases, and techniques for researching potential publishers. The CTL has compiled examples of faculty work with students across a range of activities that functions as practical scholarship within the LaGuardia community, including the ePortfolio Sampler, which features work by LaGuardia faculty and provides useful activities that others may use or adapt. [CTL Program- Initiatives 317]

1.1.f Mission publicized and understood by constituents
As discussed in Section 1.1.a, the Mission Statement and Strategic Plan have been widely disseminated and are freely available to an array of constituents, including students, faculty, public officials, and prospective employers of the College's graduates. The Mission and Strategic Plan Priorities are prominent in all campus publications and reports such as the LaGuardia College Catalog, LaGuardia Student Handbook, LaGuardia Instructional Staff Handbook and LaGuardia Community College website. [28, 125, 102, 91] The publicly accessible College website houses:

(1) the Mission and the Strategic Plan;
(2) reports of the Strategic Planning from all departments and divisions (e.g., see samples from 2019-2020 and 2020-2021, and for divisions see samples from 2019-2020 and 2020-2021) as well as the Annual Monitoring of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives: 2019-20; [Department Strategic Plan Reports 2019-20 813, Department Strategic Work Plans 2020-21 814, Division Strategic Plan Reports 2019-20 811, Division Strategic Work Plan 2020-21 812, 694]
(3) the assessment of administrative and educational support units; [Assessment of Administrative and Educational Support Units (AES) Mission and Goals 2020-2021 680]
(4) annual updates on monitoring of the Institutional Effectiveness Key Performance Indicators; [LaGuardia 2020 Institutional Effectiveness Plan 486, Annual Strategic Initiatives of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives 845]

The Institutional Effectiveness website houses most of the evidence listed above. [940] The Mission is included in literature handed out at events and classes on campus, including LaGuardia Opening Sessions, the LaGuardia CTL Seminar for New Faculty, and LaGuardia New Student Orientation. [693, 117, 545] The Mission Statement is also incorporated into key college documents, such as course proposal form, and guides the College's marketing strategies – and is proudly displayed around the College campus. [934] As our chapter conclusion notes, LaGuardia should continue to assess how the utilization and dissemination of data and analysis enhances our ability to implement Strategic Priorities.

1.1.g clearly defined mission and goals that are periodically evaluated

As detailed in Section 1.1.a, LaGuardia engages in periodic assessment of its Mission and goals to ensure they are relevant and achievable. LaGuardia regularly engages the entire campus community in a review of the Mission, and in revising strategic goals as part of our strategic planning processes. LaGuardia's current Mission is the fifth in a series of periodically updated statements adopted since 1975. Likewise, discussions in 2001, 2005, 2009, and 2019 helped shape our Strategic Plans. The current Mission was crafted in 2011 as part of the 2010-11 Strategic Plan after a one-year, inclusive, and campus-wide process, and included a formal process for its evaluation. [Mission Statement Detailed Process 2011 760] It was further affirmed by the Mission Committee in the Middle States 2017 Periodic Review Report. [844]

In 2018-2019, the College refreshed its strategic planning via the process described above. Our current Strategic Plan Priorities align with CUNY's strategic framework, and better reflect the values, needs, and aspirations of LaGuardia. [LaGuardia 2020 Institutional Effectiveness Plan 486] As discussed in the chapter conclusion, the College should better define its cycle of review and revision for our Mission and develop a new plan for the periodic assessment of the Mission and Strategic Plan Priorities.

1.2 Realistic goals consistent with the Mission

The LaGuardia Mission and Strategic Plan 2019-24 contains goals that are realistic and appropriate, as demonstrated by Requirements of Affiliation 7 and 10 of the MSCHE Standards. LaGuardia's Mission reflects Affiliation 7 and is directly linked to the founding principles of higher education. LaGuardia is a member of the American Association for Colleges and Universities, and we adapted AAC&U models for our General Education assessment. [847, LaGuardia Assessment 26, Making Learning Matter-Building Guided Learning Pathways at LaGuardia 1070] We also continue to learn from the Guided Pathways approaches as described in Redesigning America's Community Colleges: A Clearer Path to Student Success. [1016]
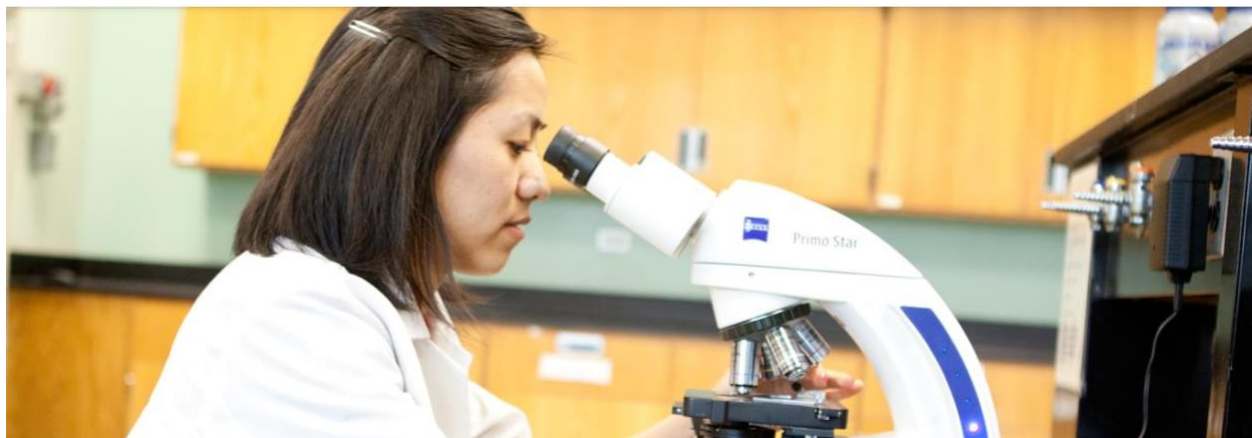
LaGuardia was recently awarded a major Title V grant, Project CONEXIÓN, framed by some principles of Guided Pathways. [Title V Project Conexion Proposal 640] It advances the College's Mission and Strategic Plan, and will advance both access and success via three interlocking Major Tasks: Connect to College, Connect to Completion, and Connect to Career & Transfer. These major tasks lock into three of LaGuardia's Strategic Plan Priorities: Build Student Access and Success; Strengthen Learning for Students – and for Faculty, Staff, and the College; and Advance Career and Workforce Development. [LaGuardia's Strategic Plan for 2019-24 19]

1.3 Goals that focus on student learning and institutional improvement
Requirement of Affiliation 10 informs all of LaGuardia's Strategic Priorities that focus on student learning and institutional improvement. Goals 1, 2, and 3 directly focus on Build Student Access and Success, Strengthen Learning, and Enriching the Student Experience. All the goals, particularly 4 and 5, focus on continuous improvements to Build Inclusive Community, and to Advance Career and Workforce Development (see table 1). [LaGuardia Strategic Plan 2019-2024 19] Figure 1 is a visual representation of the IE Plan at LaGuardia, which demonstrates how the institution uses planning, assessment, and evidence-based actions to show progress towards achieving our Mission and Strategic Plan.

Figure 1. IE Processes at LaGuardia
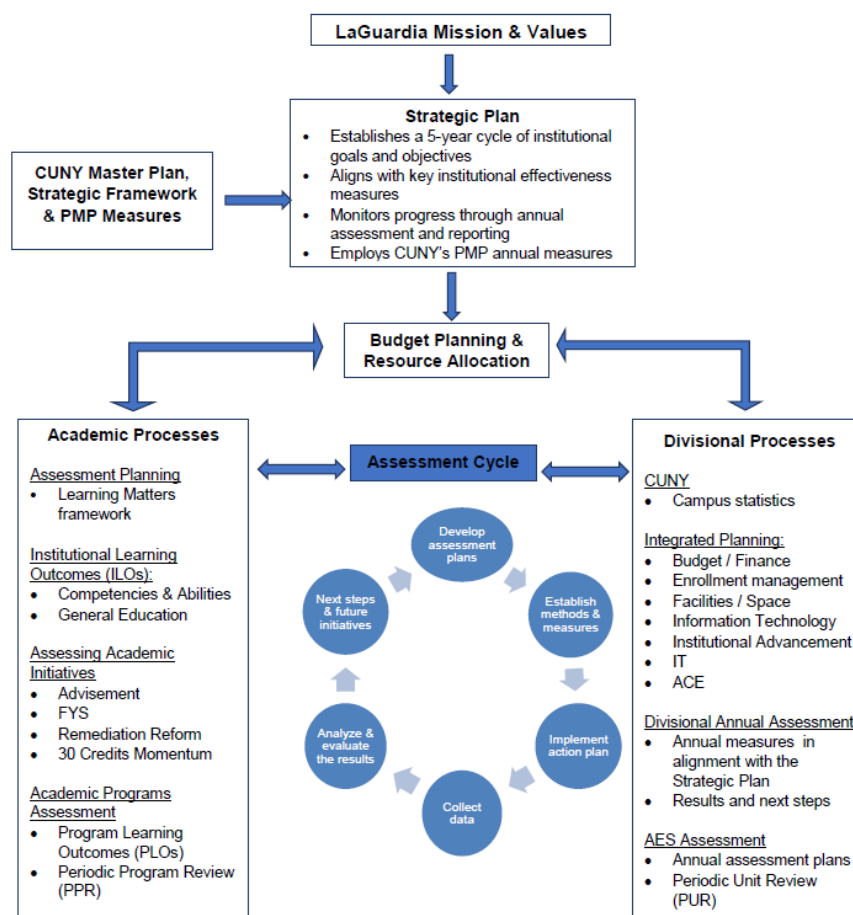
The central mission of CUNY inspired our refinement of general education abilities and competencies students need to create new opportunities for themselves — and in the process to change their world. [CUNY Mission 933] The CUNY mission is integrated with LaGuardia's Mission, and contextualizes the kinds of disciplinary knowledge our students pursue in their program majors. Our associate degrees reflect an education that includes program knowledge and their attendant skills, but also includes a core set of competencies, abilities, and skills that anchor each degree regardless of the student's major or career trajectory. Our degrees provide students with the lifelong learning skills they will need to adapt to rapidly changing industries, economies, and social realities in the present and future. [Academic Assessment Guide 279]

LaGuardia's Mission is embedded in the Institutional Learning Outcomes (ILOs) that are assessed annually through our across-the-curriculum General Education Core Competencies (Inquiry & Problem Solving, Global Learning, Integrative Learning) and our Communication Abilities (Written, Oral, and Digital). [Academic Assessment Guide 279] The framework called Learning Matters, initiated in 2013-2014, emerged from standards developed by the Association of American Colleges & Universities (AAC&U). [LaGuardia Assessment 26] Passed universally by College governance, it reflects the College's goals for student learning and acts as a foundation for assessment of academic programs. In addition, our competencies and abilities are informed by and reflect our Mission as an open-access academic institution with a focus on learning over time. As such, the competencies and abilities are an integral part of our Strategic Plan, as reflected in Goal 2 (for measures, see Table 4 adapted from the IE Plan). Faculty also assess one Program Learning Outcome (PLO) on an annual basis; PLOs define the learning objectives of each program and major. Standards III and V describe PLOs in more detail, and also the Core Competencies and Communication Abilities. [Annual Program Learning Outcomes Report 776]

Table 4. KPIs for Strategic Goal #2

Strategic Goals	Measures
#2 Strengthen Learning for Students – and for Faculty, Staff, and the College	• Core Competencies outcomes • Communication Abilities outcomes • Faculty scholarly/creative works • Pedagogical professional development

LaGuardia's alignment of Academic and Student Affairs supports students in their educational journey, and the College offers holistic support to students to achieve its Mission. We house various special programs to help our diverse student body. [LaGuardia Special Programs 39] Our Financial Aid office, LaGuardia Cares, advising office, First-Year programs, and Office of Student Life have all contributed major roles in supporting students. Details of those programs can be found in Standard IV and V. [Assessment of Administrative and Educational Support Units (AES) Mission and Goals 2020-2021 680]

While the College's Mission and Strategic Plan Priorities are well integrated into department and divisional plans, our chapter conclusion will address the potential need for departments and divisions to integrate goals and operational assessments into the College's annual strategic reporting and Institutional Effectiveness reviews.

1.4 Periodic assessment of Mission and goals
LaGuardia's Mission and goals are periodically assessed, relevant, and achievable. The amount of community involvement that informed the development and revision of our Mission ensured that its periodic assessment is encompassed in the Institutional Effectiveness Plan (to be further elaborated in Standards III, IV, and V).

Our Mission is the fifth in a series of periodically updated statements adopted since 1975. In compliance with the Standard outlined by Middle States, our Mission is periodically assessed. [Middle States Self Study Design 2020 25] The assessment of the Mission ensures that our Strategic Priorities are relevant and achievable, and assessed through appropriate collaborative participation by those who facilitate institutional development and improvement. [LaGuardia 2020 Institutional Effectiveness Plan 486] As stated in 1.1 and 1.1a, LaGuardia regularly

engages the campus community in a review of our Mission and vision, and develops goals as part of a strategic planning process. [LaGuardia Strategic Plan, Summit Jam 30]

As explained in 1.1a and 1.1d, LaGuardia's Mission and goals are shaped by broad collegewide discussion and input. [LaGuardia's Strategic Plan for 2019-24 19] LaGuardia's Mission is centered around educating and graduating students. To assess the College's Mission, we want to show the on-going efforts to increase the graduation rate and demonstrate how our education empowers today's students. LaGuardia's Mission underscores the ethic of inclusion, and it acts as a vehicle for upward mobility for underrepresented populations.

The Strategic Plan evolved from the Mission and identified five Strategic Goals and related Objectives for 2019-24. [LaGuardia's Strategic Plan for 2019-24 19] These Goals and objectives guide the College's annual actions. All College Divisions and Departments participated in the implementation of the Strategic Plan activities in 2019-20, and the Strategic Plan targets for 2020-21, including our expeditious goal to offer remote learning during the Covid-19 pandemic. [Coronavirus_Campus Services_Help 316] The actions of our Strategic Plan Priorities are further assessed annually, and are the primary method for assessing our Mission.

The resources below help to ensure that our Mission and goals are properly assessed:
1. CUNY PMP Performance Management Process Databook 2020-2021 [613]
2. LaGuardia Institutional Effectiveness Plan [486]
4. AES Assessment Guide [1] and Assessment of Administrative and Educational Support Units (AES) Mission and Goals 2020-2021 [680]
5. LaGuardia's Office of Institutional Research and Assessment (OIRA) [LaGuardia's OIRA 35]
6. Annual Monitoring of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives: 2019-20 [694]
7. Annual Strategic Initiatives of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives [845]
8. Momentum Monitoring Report Review [389]

While our Institutional Effectiveness Plan fulfills the criteria we need to assess and achieve our Mission, our chapter conclusion addresses how the College might further integrate and communicate assessment data to constituents at all levels of the College.

The Graduation Challenge
LaGuardia's three-year graduation rate of first-time full-time entrants has consistently increased and reached its peak of 32% for the 2017 cohort. [Institutional Profile 2021 681, CUNY PMP Performance Management Process Databook 2020-2021 613] To address the challenge of graduating more students, we have drawn on research and taken lessons from the Guided Pathways model. [Redesigning America's Community Colleges: A Clearer Path to Student Success 1016] With funding from the US Department of Education (USDOE) and the Teagle Foundation, LaGuardia re-invented its First Year Seminar (FYS) and accelerated remedial education; data show that both efforts have contributed to helping the College advance our Mission of moving students closer to graduation. [LaGuardia First Year Experience 108, CUNY Strong Start to Finish 616] FYS students had two-semester retention rates 14% points higher than a matched set of students from the same department who did not take the FYS. [LaGuardia-COMPLETA Performance Narrative 826] Standards II, III, and IV discuss the impact of foundation scholarships, advisement 2.0, and academic student support. They also discuss how we continue to build our advisement structures to improve graduation and retention rates.

We also deploy technology and platforms to improve advisement to guide student progress. [Academic Assessment Guide 279] Programs and initiatives such as the Accelerated Study in Associate Programs (ASAP) aim to eliminate financial barriers that hinder students' progress towards graduation. [CUNY ASAP Benefits 231] Details about this program and other relevant programs can be found in Standard IV.

LaGuardia Leads with STEM
In addition to our Liberal Arts offering, LaGuardia's success in STEM programs is important to highlight given the role of science and technology in propelling the future of New York as a national innovation leader.

A recent report from the Center for an Urban Future lauds LaGuardia for graduating more students with STEM degrees than nearly all other CUNY colleges and graduate schools. [CUNY key-role-in-producing-stem-graduates 1060] According to the Center for an Urban Future report:

- o LaGuardia is the top producer of STEM graduates among CUNY community colleges.
- o Among CUNY colleges and graduate schools, LaGuardia graduates the third most STEM students, after New York City College of Technology and City College.
- o Among schools with more than 100 annual STEM graduates, LaGuardia has seen the fastest growth in STEM graduates, increasing 76% since 2015-16.
- o LaGuardia has added granted 310 more STEM degrees in 2018-19 than in 2015-16, an increase of 76.4%.

LaGuardia was selected by the White House and the U.S. Department of Labor (USDOL) for a highly competitive TechHire grant ($3.9 million), which reflects our understanding of the fast-evolving needs of the tech industry. [938, Tech Hire Grant Proposal 941] Recently, the USDOL awarded LaGuardia $700,000 to provide accelerated training for jobs in technology, healthcare and education. [U.S. Department of labor Grant 937]

In Fall 2021, The US Education Department awarded LaGuardia a five-year Title III grant of $4.6 million to fund the creation of the Queens STEM Academy (Q-STEM), a collaboration with Queens College (QC) that will enhance STEM learning for thousands of Hispanic and low-income students, supporting them from admission through transfer. Q-STEM will focus on several STEM majors. and will include outreach to College Now and Early College students,

launch a learning community cohort model, a Summer STEM Academy, accessible course materials, a research symposia, and Virtual Interest Groups. Over the five years, LaGuardia and QC will forge five STEM articulation agreements, implement joint degree programs, and facilitate faculty exchange and shared transfer advisement. The project aims to double the transition of graduates from LaGuardia to QC. [STEM Academy 1087]

Conclusion

Strengths
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.

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).

Challenges
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.

Recommendations
The College should develop a well-defined timeline and process regarding the periodic assessment of the College Mission and Strategic Plan Priorities.

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

Ethics and integrity are the central, indispensable, and defining values of effective higher education institutions, including LaGuardia Community College. In all activities, LaGuardia is faithful to its Mission, honors its contracts and commitments, adheres to its policies, and represents itself truthfully. Criteria 8 provides the Institutional Federal Compliance Report which also covers Requirements of Affiliation 1-6 and 14. The chapter also addresses Requirement of Affiliation 13.

Introduction

This chapter provides evidence about the Middle States Standard on Ethics and Integrity as informed by our Core Values of Diversity, Opportunity, and Innovation, and addresses the Self-Study's Intended Outcomes to help Build Student Access and Success, and to Build Inclusive Community. LaGuardia upholds the values of ethics and integrity in our practices, guidelines, and policies inside and outside the classroom. These standards express our Mission to educate a diverse student population "to become critical thinkers and socially responsible citizens," and to foster an ethical, inclusive culture for students, faculty, and staff. We strive to achieve transparency and honesty in our policies, practices, and communications. The College complies with state, federal, and CUNY policies. [CUNY Legal Affairs 170, CUNY Human Resources Management 258] The LaGuardia Human Resources site provides documentation for a large number of relevant policies that are mentioned in this chapter. [107] The College is dedicated to the Core Values of Diversity and Opportunity through its fair and impartial hiring practices, and through its promotion of diversity, inclusion, and accessibility. The College fosters a climate of respect among diverse constituents. Our Core Value of Innovation is visible through our commitment to academic freedom, our cultivation of inclusive pedagogies, and our creative communications.

Evidence and Analysis

2.1 Commitment to academic freedom, intellectual freedom, and intellectual property

LaGuardia demonstrates a commitment to academic and intellectual freedom, freedom of expression, and respect for intellectual property rights, as evidenced in policies that provide broad protection for these freedoms on campus (within legal limits).

The preamble to the Professional Staff Congress (PSC) union contract clearly affirms CUNY's commitment to academic freedom. [PSCCUNY- AcademicFreedom 79] The PSC Academic

Freedom Committee educates members on the state of academic freedom, as well as identifies and provides guidance concerning threats to those freedoms. The University Faculty Senate (UFS) Statement on Academic Freedom notes that "many violations of academic freedom are also violations of the Collective Bargaining Agreement." In the case of apparent violations, employees are entitled to seek help using the official PSC guidelines in the Complaint, Grievance, and Arbitration Procedure. [PSC CUNY Article 20 Complaint GrievanceandArbitrationProcedure 81]

The UFS Statement on Academic Freedom explains that "academic freedom rests on shared governance." [CUNYUniversityFacultySenate-AcademicFreedom 180] The UFS has created a subcommittee on Academic Freedom to receive and respond to faculty inquiries regarding issues of academic freedom. The LaGuardia Senate's Committee of Faculty has established a subcommittee on academic freedom to respond to faculty inquiries regarding academic freedom. [SII Interview Summary Criteria 1-4-9-LOI2 899]. A statement on the on the Freedom of Student Expression can be found on the CUNY website. [Statement on the Freedom of Student Expression 150]

LaGuardia demonstrates respect for faculty, staff, and student intellectual property rights. It adheres to the CUNY Intellectual Property Policy, which defines ownership, distribution, and commercialization rights associated with intellectual property and the members of the University to whom they apply. [CUNYIntellectualPropertyPolicy 171, CUNY File Sharing-Copyright Infringement 213] Faculty created Open Education Resources are often released under a Creative Commons License, allowing creators to maintain some control of their intellectual property while making it openly available. [SII Interview Summary Criteria 1-4-9-LOI2 899].

CUNY Academic Integrity Policy extends throughout College practices. [256] The Academic Standing Committee provides details on academic integrity and academic appeals, including a sample syllabus with an Academic Integrity Policy strongly recommended for faculty. [1015] The student handbook provides definitions and examples of violations, and LaGuardia's policy on academic integrity is clearly stated. [125, 947]

2.2 A climate of respect
LaGuardia promotes a climate that fosters equity, inclusion, and respect among students, faculty, staff, and administration from a range of diverse backgrounds and perspectives. Complaints and violations are addressed through well-established policies, procedures, and training.

The Chief Diversity Officer/Office of Compliance and Diversity utilizes a data driven decision-making process and is governed by federal, state, local, and internal policies preventing discrimination in hiring (Title VI and IX, NYS Anti-Discrimination Law, NYC Human Rights Law). [CUNYPolicy-EqualOpportunityandNon-DiscriminationProcedures 146, CUNY Rights on Equal Opportunity and Non-Discrimination 300] This office provides mandatory trainings, including Title IX and Workplace Violence, and ensures compliance with CUNY'S HR Policies and Procedures, which include Affirmative Action, Religious Accommodations, and Reasonable Accommodations and Academic Adjustments, as well as and the CUNY Sexual Misconduct Policy. [CUNY-LaGuardia-TitleIX 169, CUNY Sexual Misconduct Policy 140, Article V - CUNY General Policy 272, CUNYHRPoliciesandProcesures 194, CUNY Equal Opportunity and Non-Discrimination Policy 157, CUNYHRRecruitement-Diversity-EqualOpportunityandCompliance 265] Statistical reports and workplace demographics can be accessed via the CUNY HR Office of Recruitment and Diversity. [CUNYHRRecruitment-Diversity 264]

The results of the Collaborative on Academic Careers in Higher Education (COACHE) surveys from 2015 and 2019 highlighted faculty perceptions about campus climate and the College's commitment to DEI. [CUNYFacultyAffairs-COACHE 214] LaGuardia faculty were more satisfied than their CUNY counterparts in terms of resources, the importance of interdisciplinary work, collaboration between colleagues, and the general promotion practices at the College. The major areas of concern in the first survey were time spent on service, and balancing responsibilities between teaching and service. This issue also emerged through questions about tenure. The greatest dissatisfaction among the faculty was their work and life balance. In Spring 2016, focus groups were conducted by external consultants. In the 2016-2017 and 2017-2018 academic years, the Provost took a number of actions to address concerns, as detailed in Standard III criteria 2(d). [Faculty Council Report to Provost Arcario for COACHE I Survey 629] Similar findings surfaced in 2019. The results also demonstrated differences between women and faculty of color and their white male colleagues; women and faculty of color feel that they and/or their ideas are discounted because of race, ethnicity, and/or gender.

Further, the 2018 Faculty and Staff of Color Collective Campus Climate Survey was implemented to get a deeper understanding from faculty of color about their experiences working at the College. [The Climate Survey – Executive Summary 903] The FSOC survey included the voices of staff, who were not previously surveyed. The results were shared with the LaGuardia community at two separate Fall 2019 events - the Professional Staff meeting and *Breaking Bread & Breaking Barriers*. It was used as a starting point to dialogue with the College community about issues of equity and inclusion. This presentation allowed campus leaders to better understand the challenges experienced by BIPOC faculty and staff, and fueled the effort to create the President's Advisory Council (PAC) on DEI. Additionally, LaGuardia included five additional questions focusing on diversity and inclusion in the 2018 COACHE survey. [LaGuardia's Custom Questions -The 2019 COACHE Survey 642]

LaGuardia's leadership, staff, faculty, and students continually work together to build and maintain an inclusive environment. Diversity and inclusion programming is supported by resources and events hosted by the Library and Wagner Archives, the Wellness Center, Health and Wellness, the Women's Center, and various entities in Student and Academic Affairs. Programming goals align with policies, procedures, and initiatives that shape the College's DEI efforts. Among these are the 2019 multi-year Strategic Plan, the Spring 2020 creation of the President's Advisory Council on Diversity, Equity, and Inclusion, and the web pages for Diversity, Equity, and Inclusion and the LaGuardia Office of Compliance and Diversity. [Annual

[Strategic Initiatives of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives](#) 845,1004,101] Faculty and staff affinity groups that support and foster diversity and inclusion include the Faculty and Staff of Color Collective (FSOC), Showing Up for Racial Justice (SURJ), the Senate Subcommittee on Diversity & Inclusion, Latinx Heritage, Asian Heritage, Lavender LaGuardia, and Project DIVE (Diversity, Inclusion and Valuing Equity). President Kenneth Adams further obtained special approval from CUNY Central to create and hire our new Executive Director of DEI, Wendy Nicholson. She is responsible for developing and leading a process to design a Social Equity Plan, including implementing programs in collaboration with other College departments to support recruitment, retention, and promotion of diverse faculty and staff. [The Climate Survey- Executive Summary 903, SURJ Goals and update 62, LaGuardia Search- Confidential Executive Officer - Diversity, Equity and Inclusion 975]

To include staff voices in future directions of the College, the College Senate Committee of Staff and Alumni spearheaded an employment engagement survey. Its results have been shared and discussed with College leadership and governance. Concrete strategies have been outlined to address the main issues raised. [Employee Engagement Survey Instrument 2019 878, Employee Engagement Survey Report 1006]

During the Fall 2020 Opening Sessions, our campus-wide day of faculty and staff professional development was framed to engage in dialogue about the five areas of the College's Strategic Plan. The context included celebrating LaGuardia's 50th anniversary, as well as addressing the acute challenges of managing the Covid-19 emergency and building racial equity. To promote open dialogue and sharing, the Opening Sessions Committee (comprised of and in collaboration with staff, faculty, and entities across campus) utilized the online platform Yammer, which was further employed during the eight Self-Study Town Halls in May 2021. [Opening Sessions 2020 Yammer Transcripts 893]

CUNY administers a sexual violence campus climate survey every other year surveying undergraduate students. [CUNY's 2018 Sexual Violence Campus Climate Survey 820] In 2018, over 90% of LaGuardia's respondents agreed that they are a respected member of the community and that they feel safe on campus. Student-focused educational and experiential resources, programming, initiatives, and groups include the Office of Accessibility, CUNY LEADS (a program that offers employment and career preparation for students with disabilities), the LGBTQIA Safe Zone Hub, LaGuardia Rising (provides resources and support for DACA students), the Black Male Empowerment Cooperative, Crear Futuros (a Latino-focused student support program), the Fatherhood Academy, the Women's Center, Veterans Services, and a host of student-led clubs. [LaGuardia Campus Life 494] The CUNY LEADS position is now vacant because the LEADS Advisor became the current Executive Director of DEI.

The Office of Accessibility and Program for Deaf Adults provides support for students with disabilities and deaf and hard-of-hearing students. See 2.7a below for more detail. LaGuardia also routinely deploys new resources to reflect our status as a Hispanic Serving Institution (HIS), including our recent Title V grant. [Title V Project Conexion Proposal 640]

Our climate of respect and inclusion for students and community extends to many areas around the College. For example, the Criminal Justice Division of the Social Science Department continues to nurture a productive collaboration with Queensboro Correctional Facility, a New York State prison located adjacent to campus, where volunteer staff and faculty have provided instructional offerings to prisoners soon to be released under community supervision since 2017. Planning meetings targeting Spring 2022 will provide readily accessible transitional resources including High School Equivalency (HSE)/ESL classes; scholarship-supported

enrollment into ACE workforce development certification courses; and a campus liaison to assist recently released men and women wishing to enroll in degree programs. The Black Male Empowerment Cooperative (BMEC) and the Fatherhood Academy provide collaborative support. [Interviews SII C1-2 913, LaGuardiaPeers-BMEC 507]

The Division of Adult Continuing Education (ACE) serves a diverse group of students with different socio-economic backgrounds and needs. [Institutional Profile 2021 681, ACE Annual Report 2021 1094] The division encourages people with disabilities, minorities, veterans, and women to apply in accordance with CUNY guidelines. ACE faculty and staff participate in the same professional development opportunities as faculty and staff from Student Affairs and Academic Affairs. The ACE division complies with city, state, and federal laws, as well as CUNY, LaGuardia, and CUNY Research Foundation (RF CUNY) policies and processes, to provide support services to its students with disabilities and to ensure diversity and equity in hiring and promotion, respectively. [Interviews SII C1-2 913]

2.3 A fair and impartial grievance policy
LaGuardia has fair and impartial policies addressing complaints and grievances raised by members of our community, and ensures that grievances are addressed promptly, appropriately, and equitably. Policies and procedures are in place to ensure that students can address their academic and non-academic complaints/grievances. Students are made aware of their rights and responsibilities via the LaGuardia Student Handbook and College Catalog. [LaGuardia2020StudentHandbook 125, LaGuardiaCollegeCatalog 28] Students may appeal their grade(s) via the Academic Appeals process. This process is made available in LaGuardia's Student Handbook, College Catalog, and on the LaGuardia Student Complaint Resolution Page of the College website. [915] The Office of Student Rights and Responsibilities/Advocacy (OSRR/A) provides students with information concerning "academic, behavioral and personal matters," as well as with advocacy services. Many issues raised by students are addressed through dispute resolution and mediation services provided by the Ombuds officer. [LaGuardia Student Complaint Resolution Page 915] The Ombuds officer serves as an advocate for students who have complaints/inquiries, and facilitates communication between students, faculty, and staff. Most student complaints are resolved informally at the Ombuds level. Depending on the nature of complaint, faculty, department chairs, or other agents may be involved, including Public Safety and the Chief Diversity Officer/Title IX Coordinator. [Interview with Ombuds Officer 1005]

Any staff or faculty member whose action is not recommended by the Personnel and Budget Committee (P&B) or Personnel Review Committees (PRC) has the right to appeal before the president of the College. If the appeal is not granted, the employee has the right to request reason(s) of denial, and to file a grievance within thirty days of notification as per Article 20 of PSC-CUNY agreement. [PSCCUNY-GrievanceProcess 73] The College follows CUNY policy for complaints of workplace violence and sexual harassment, including mandatory training to educate faculty/staff on these issues. [CUNYCampus-WorkplaceViolencePreventionPolicy 226, CUNYPolicyonSexualMisconduct 140]

The policies pertaining to grievances and complaints for CUNY Research Foundation (RF CUNY) employees are stated on the RF CUNY website under Project Employee Complaints. [RFCUNYPolicyNo.510ProjectEmployeeComplaints 68] RFCUNY supports CUNY faculty and staff in obtaining external support from government and private sponsors, and is responsible for the administration of these programs. If a complaint involves a LaGuardia employee, the Foundation's Director of Human Resources and the Director of Human Resources at LaGuardia conduct a joint investigation.

Navigating grievance processes can be intimidating, and some students may be unsure of where to find support. Faculty and staff responsibilities related to the student grievance process are unclear to some, particularly regarding who is responsible for tracking a grievance and making sure that communication with the student is maintained and complaints are followed through to resolution. The Ombuds officer tracks student grievances in the portal for Student Engagement Management System (SEMS), but as the chapter conclusion relates, the College could improve how it communicates the grievance process to the community.

There are no formal written policies or procedures for complaints or grievances by Adult and Continuing Education (ACE) students, and complaints are addressed on a case-by-case basis. Cases are first reviewed at the program level and, if necessary, forwarded to the dean and/or vice president of the ACE division for final review and decision. ACE faculty and staff follow the same grievance policies as other divisions of the College.

2.4 Avoiding conflict of interest among constituents
LaGuardia is committed to avoiding any conflicts of interest or the appearance of conflicts. The College adheres to all federal, state, local, and CUNY policies and regulations governing conflict of interest or the appearance thereof. If there are any disparities among policies, LaGuardia follows the most stringent. [SII Interview Summary Criteria 1-4-9-LOI2 899] The College follows the CUNY Conflict of Interest policy, which provides clear guidelines regarding ethics and integrity. [CUNYArticleVIPolicy6.01ConflictofInterest 242] Additionally, the College adheres to the CUNY Responsible Conduct of Research policy and to the CUNY Research Foundation's Conflict of Interest policy. [CUNYResponsibleConductofResearch(RCR) 139, RFCUNYPolicyNo.522CConflictofInterest 70] LaGuardia's Office of Legal Affairs & Labor Relations is responsible for enforcing compliance with University, city, state, and federal laws and policies. In litigation matters, this office serves as liaison to the NYC Law Department and to CUNY's General Counsel's Office, the Office of Human Resource Management, and the Office of Labor Relations. Policies and procedures related to these matters are available on the LaGuardia Legal Affairs website. [914] Policies related to conduct are maintained by the CUNY Board of Trustees Code of Conduct spelled out in Article II, policy 2.05 of the CUNY General Policy, which details the standards of conduct upholding ethics and integrity, and details procedures for investigating violations. [251]
The College complies with requirements of the New York State Joint Commission on Public Ethics (JCOPE). [public-officers-law-74 895] LaGuardia employees meeting certain conditions

must file an annual financial disclosure statement and participate in JCOPE ethics training. [Public-officers-law-73_a 935, NYSJCOPE-ComprehensiveEthicsTrainingCourse 90] The College legal counsel designee sends periodic emails to faculty and staff with updated JCOPE guidelines and a reminder to complete applicable forms. To avoid conflicts or their appearance, the College uses the Statement of Policy on Multiple Positions. [Article V - CUNY General Policy 272]

2.5 Fair practices with employees

Processes and handbooks for the hiring, promotion, and evaluation of employees are available on LaGuardia's Human Resources (HR) Website. Policies comply with agreements negotiated between the College and its employees. [LaGuardiaHumanResources 107, CUNYLaborRelations-LaborContracts 167] Human Resources is responsible for on-boarding new employees and off-boarding separated employees in compliance with relevant collective bargaining agreement(s).

LaGuardia's Strategic Plan for 2019-24 emphasizes building an inclusive community, and search and hiring procedures involve multiple entities at the College (e.g., the respective department, the Office of the Provost, the Office of HR, and the Affirmative Action Office). [19] These entities collaborate to recruit the best applicants for vacancies and to ensure that the College's workforce is representative and in full compliance with affirmative action policy. [LaGuardia Instructional Staff Handbook 102] LaGuardia implements CUNY's guidelines for search processes and procedures as detailed in the CUNY search committee guide and LaGuardia's own procedures. [LaGuardia Implementation of CUNY Search Procedure 104, CUNY Search Committee Guide 136] The Chief Diversity Officer charges every search committee before the process begins. LaGuardia encourages members of racial and ethnic groups, women, and people with disabilities to apply for available positions. [LaGuardia2017-2018AffirmativeActionPlan-Minorities-Women 128]

LaGuardia Human Resources also keeps records of employee reappointment, tenure, reclassification, promotion, termination, and leave, and oversees employee files containing evaluations, promotion documents, updated CVs, and student evaluations of faculty. LaGuardia may revise or update policies and/or procedures to make practices fair and impartial; for example, Provost Arcario recently provided clarification concerning leadership criteria for promotion to Associate and to Full Professor. The College is developing a new survey instrument for student evaluations of faculty to replace the existing Student Instructional Reports (SIRs). [Important P-B Updates_ SIRs and Promotions2020-2021 894, College SIRS Committee Recommendations Spring 21 1044]

The PSC-CUNY contract outlines the rights, responsibilities, and processes for evaluation, reappointment, and workload of specific titles. [77] Certain titles are employed through the Research Foundation of CUNY, and their contracts are covered under field units' contracts. [Complete Rfcuny Job Descriptions For Project Employees 897, RF CUNY-PSC-LaGuardia Agreement 939] Other employees are covered under the District Council 37 contract. All labor contracts are listed on the CUNY website. [CUNYLaborRelations-LaborContracts 167]

As Standard VI will discuss, departmental Personnel and Budget (P&B) processes could be improved through clear description of the roles and responsibilities of P&B members, and through guidelines that ensure the avoidance of conflict of interest or its appearance. Further, at our Self-Study Town Hall members of the community suggested that Human Resources provide more support for the election of P&B membership to ensure fairness in elections. We address this suggestion in our chapter conclusion below.

2.6 Honesty in public relations, practices, and communications

Currently, the Department of Marketing and Communications and the Department of Development are housed in the Division of Institutional Advancement. LaGuardia's communications address internal and external constituents with varying needs and priorities, including students, prospective students, alumni, staff, faculty, and community stakeholders. The College has developed a robust communication infrastructure for this communication, including an extensive website, mobile app, student email system, and social media accounts, as well as a journal of research-based articles. Documents and materials published in the College's name are created or vetted by the Marketing & Communications department, which advances collegewide communication to strengthen community building in support of the College's Mission. The College has several web pages with relevant publications for important practices, including the Institutional Effectiveness website, the Office of Institutional Research and Assessment, Student Consumer Information, and the Institutional Profile 2021, which is published annually. [940, 35, 116, 681]

Responding to the College's need for a unified identity to boost enrollment and fundraising, Marketing & Communications partnered with an outside agency to develop a messaging plan, including our "Dare to Do More" motto and emblem. In collaboration with Information Technology (IT), Student Affairs, and Academic Affairs, Marketing & Communications led the 2018 relaunch of the website to better meet the challenges of effectively providing information to many types of users. [Interviews SII C6 918] The College's mobile app, available on iTunes and Google Play, features eTools, Social Media, Events, the Course Catalog, and more. [LaGuardia Mobile App 919] The College maintains accounts on Twitter, Instagram, YouTube, LinkedIn, and Flickr. [Interviews SII C6 918]

In addition, President Adams informs the College Community periodically using two primary publications delivered via email. "Return to Campus Update" provides news about the transition to in-person work, and pertinent information about our safe reopening during the pandemic. [Return to Campus Updates 1089] As of November 2021, there have been 26 updates. "Prez News" communicates important initiatives and events. In addition, a new podcast, "Prezcast," explores the people and programs that make LaGuardia special. These communications keep the Community well informed. [Prezcast 1090, PrezNewsSample 1088]. Recently, the Division of Student Affairs launched the "Student Success Update" to remind the Community about various updates and resources. [Student Success Update 1097]

The sheer volume of information created and circulated for a large institution like LaGuardia means that delivering key messages and data will be challenging. Ensuring proper coordination among our many constituents and attending to the need for updates through various channels, requires that the College make every effort to be vigilant about coordinating our information and

messages, to provide only the latest information and messages, and to be sure that only the most recent data from our Institutional Profile is shared across various webpages and resources.

2.7a Services or programs to promote affordability and accessibility
LaGuardia demonstrates commitment to accessibility through careful adherence to federal, state, city, and University regulations and standards, as well as through a culture of creative collaboration among various stakeholders to create a welcoming, supportive, and confidential learning environment for all students. This effort is guided by the concept of Universal Design, which CUNY defines as an educational standard benefiting all students through multiple means of representation of information, action and expression, and engagement. [CUNYStudentPoliciesandProcedures 185, CUNYStudentAffairsReasonableAccommodations 191] LaGuardia further asks all constituents to contribute to "development of a society in which each individual can achieve her or his maximum potential." [LaGuardiaCollegeCatalog 28]

LaGuardia's commitment to accessibility can be summarized in four principal areas: 1) Student Services, 2) Information Technology, 3) Physical Spaces/Environmental Adaptation, and 4) Instruction.

The Office for Students with disabilities (OSD) was recently renamed as the Office of Accessibility (OA). [950] It works with the Program for Deaf Adults (PDA) and the Wellness Center to coordinate reasonable accommodations and support services for students with disabilities. The OA merged with the PDA in Fall 2021 to be part of the Office for Accessibility. Information regarding their services is communicated to students through advising, the Student Handbook, and College Catalogue. [LaGuardia2020StudentHandbook 125, LaGuardia College Catalog 2019-2020 28] The OA addresses student needs such as physical and learning disabilities, chronic health issues, temporary injuries, and difficult pregnancies. Services can include note-taking assistance, testing accommodations, physical accommodation, and assistive technology. Both the OA and the Wellness Center strive to eliminate physical and mental health obstacles to student learning; the OA provides expert classroom and event ASL interpreters, while the Wellness Center offers individual counseling and short-term group therapy.

The OA office conducts a Periodic Unit Review every two years and provides a two-part, anonymous complaint process for students. A recent assessment led to the development of a neurodiversity program to assist students on the Autism Spectrum with managing schedules. OA also addresses issues related to "tolerance for error," so if a student error results in adverse consequences, the OA intervenes and offers solutions on a case-by-case basis. Creative solutions, however, can sometimes be blocked by efforts in other departments, societal attitudes, or unexpected circumstances. [SII Interview Accessibility 898]

The 2018 CUNY student experience survey showed that 80% of students are either satisfied or very satisfied with disability services, 87% with health services, and 79% with counseling. [797] In response to the Covid-19 pandemic, CUNY administered two surveys. One survey focused on the distance learning experiences, and the other on support services and students' needs. [Distance Learning Experience and the Pandemic Impact on Education 875, The Pandemic Impact on Support Services and Student Needs 880]

The Office for Information Technology (IT) supports students with diverse needs through a range of software innovations, such as an accessibility widget on the College website, voice recognition software, morph keyboards, screen readers, assistive listening devices, and Zoom text screen magnification. IT has collaborated with the library in developing Open Educational Resources (OER) and in making sure new advising portals, such as C2C and SEMs, can be used by students who depend on assistive technology software. [c2c-faculty-guide 1041] In accordance with ADA regulations, IT also coordinates hardware/software solutions for students, faculty, and staff, including those with diverse needs. IT identifies accessibility concerns through technology assistance requests (tickets), post-ticket satisfaction surveys, and notifications from individual departments and responds in concert with the OA and the Center for Teaching and Learning. IT services have expanded due to the shift to emergency remote learning, requiring the College to supply students in need with laptops, Wifi solutions, and assistive technology. [SII Interview Accessibility 898]

LaGuardia's Office of Campus Facilities Management and Planning ensures the College complies with the American Disabilities Act and the Department of Building requirements, and provides custom accommodations on a case-by-case basis to improve learning for all. The Departments of Public Safety, Environmental Health and Safety, Building Operations, and Campus Facilities report to the Executive Director of Facilities Management and Planning. In turn, the Executive Director works in creative collaboration with constituents of the College community, including students, the Wellness Center, and the OA to find solutions that address documented and undocumented needs, and to promote independence and security. All new construction and renovations comply with the latest ADA standards and CUNY guidelines. The challenge of providing physical plant solutions remains complex, as the needs of LaGuardia students, faculty, and staff with disabilities differ from the concerns of city and state agencies. [SII Interview Accessibility 898] More details on adequacy of institutional resources, including space, can be found in Standard VI.

The College's commitment to accessibility also translates to instructional accommodation, awareness training, and pedagogical innovation. This commitment is especially visible in professional development opportunities provided by the CTL, and in the development of accessible OER. Faculty receive notification of OA registered students and are instructed to provide specific accommodations if students request them. Additional learning barriers have been removed through a shift to accelerated learning courses in math and English. [College Catalogue 28]

The CTL promotes awareness of multiple needs and abilities, and trains faculty in inclusive pedagogies. The CTL's Associate Director for Instructional Design has led accessibility initiatives at the College, including the seminar 'Ableism' and the project "Designing for All (D4A)," a 2017-2018 CUNY Strategic Technology Initiative Project that surveyed 564 students on their challenges and obstacles in accessing education at LaGuardia. [LaGuardia UDL Final Report 585, LaGuardia UDL Student Survey 579]. These efforts remove barriers to learning for all students, including those with invisible disabilities, and those who are not affiliated with the OA. Other CTL seminars aim to encourage productive faculty-student exchanges, help faculty understand the needs and strengths of bi- and multilingual students, and make OER accessible. [SII Interview Accessibility 898]

As the 5th ranked U.S. community college in economic mobility, LaGuardia prioritizes creating opportunities for students through programs and services that address students' financial needs. According to the College's Institutional Profile 2021, the majority of LaGuardia students have household income of less than $25,000 per year. According to IPEDS 2019-2020 data, 87% of first-time, full-time students receive grant or scholarship aid from a variety of sources, including local/state/federal government and the College. [681, IPEDS Student Financial Aid 2020-21 103]

The Student Financial Services website details options for financial assistance, including important dates, documents/forms, and contact information. [LaGuardia Financial Aid Paying for College 112] This site foregrounds payment options that avoid or minimize student debt (e.g. grants, College Foundation Scholarships, Faculty Council Scholarships, and Federal Work-Study). Debt-incurring options, such as Tuition Payment Plans and Loans, are explicitly labeled. The LaGuardia Foundation has raised over $28 million over the last ten years, and awards over $1 million in Foundation Scholarships each year. [LaGuardia Foundation Scholarship 105] The College recently launched the Tomorrow's Campaign to raise 15 million dollars. [Tomorrow - The Campaign to Help Our Students 1102]

LaGuardia also offers programs that combine financial assistance with support for college success. Dedicated to serving students who lack economic resources and academic support,

College Discovery (CD), CUNY EDGE (Educate, Develop, Graduate, and Empower), and Accelerated Study in Associate Programs (ASAP) help provide comprehensive financial and academic support for students. ASAP provides students with financial and academic support to enhance graduation and retention rates. [311, CUNY Seek/College Discovery 133, CUNY ASAP 239] CUNY K16 Partnerships offer innovative pathways to support students through their transition to college. [166] Other programs aim at reducing time spent in remedial courses and are offered at no cost; see Standard IV for more details. [LaGuardia FYIP 501, CUNYDevelopmentalEducation-USIP 219]

In alignment with CUNY's mission to empower STEM students, LaGuardia offers various programs to academically and financially support STEM students. We rank second in STEM enrollment among CUNY community colleges. [CUNY 10-year Stem Trends 2020 936] The LaGuardia Bridges to Baccalaureate Program (Bridges), funded by the National Institute of Health, annually supports 14 economically-disadvantaged, full-time STEM students from minority backgrounds. [LaGuardia Bridges to Baccalaureate Program NIH 928] Bridges covers tuition/fees for two years and provides each student with a $5,000 yearly stipend toward living expenses. [NS Chair Interview NIH Bridge program 925] LaGuardia's Elsevier Foundation Program for Women in STEM, funded by the Elsevier Foundation, enrolls and supports ten qualified women yearly. The Foundation offers renewable research internships, incentive to graduate scholarships, and childcare assistance scholarships. Thus far, 100% of enrolled women complete the program successfully and graduate on time within a three-year period. [Women in STEM Elsevier Interview 926]

According to IPEDS 2019-2020 data, the approximate cost for LaGuardia students for commercial textbooks, online learning platforms, and other supplies is $1,500 per year. [IPEDS Student Financial Aid 2020-21 103] LaGuardia has participated in CUNY's Open Educational Resources (OER) initiative since it began in fiscal year 2018. [CUNYOER 155] Funded by New York State, several academic departments at the College have received grants to adopt OER and convert courses to Zero Textbook Cost. The Math, Engineering, and Computer Science Department has used OER in high-enrollment courses for several years, saving approximately 24,000 students over $1.6 million. [MEC Chair Interview Summary 924] The Natural Science Department's OER adoption has resulted in over $45,000 in savings for nearly 300 students in FY 2020. [LaGuardia OER NS-MEC Data 923] In addition, the Library Department has hosted professional development workshops on OER textbooks and co-led OER adoption and creation seminars.

LaGuardia CARES (College Access for Retention and Economic Success) connects students with college and community resources to assist with food access, living expenses, healthcare, and childcare. [LaGuardiaCares 121] In 2021, there were 5441 visits by students. LaGuardia also offers on-campus affordable licensed childcare for student-parents through the LaGuardia Early Childhood Learning Center (ECLC). [929]. ECLC has recently been awarded $1.5 million from the U.S Department of Education to expand support for student-parents.

As part of the largest Adult and Continuing Education (ACE) program in CUNY, ACE students are ineligible for federal financial aid. They have many options, however, to make their education more affordable [LaGuardiaACE 488, ACE-5-Year-Trends 1096]. The Intern and Earn Program places students aged 16-24 in paid internships (earning up to $3,900 over twelve weeks), and provides job counseling and readiness training. [367] ACE Financial Support Services provide scholarships and grants for ACE students, especially for those seeking careers in healthcare and other in-demand fields. [930] Additionally, veterans, labor union members, licensed childcare providers, and many others are eligible for financial assistance. The

LaGuardia Foundation has recently extended aid to ACE students. There were about $373,500 in scholarship funds available to ACE students in 2021. [LaGuardia Foundation Scholarship 105, ACE Scholarship Impact Report 1091, ACE Annual Report 2021 1094].

Another example of the College's ongoing commitment to accessibility can be seen through our participation in several programs for formerly incarcerated students to facilitate their reentry. The Justice Plus program expands opportunities to help those on probation move out of the criminal and juvenile justice systems through meaningful education. [Justice Plus NYC 1062] LaGuardia has also been a site for The Second Chance Pell Pilot Program. [1063] The College Now program started the CUNY Freedom Prep program designed to offer justice-involved youth credit bearing courses. [1065, 1064] Since 2018, the program has enrolled 163 students with 429 total credits completed; five students matriculated to LaGuardia. [Freedom Prep Data 2018-2021 1061] LaGuardia is committed to students with justice histories, and that commitment is part of our dedication to the values of inclusion and accessibility.
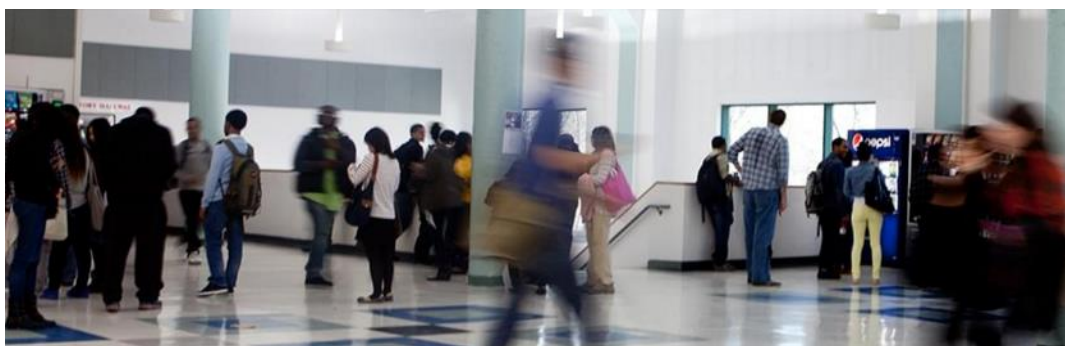
2.7b Enable students to understand funding options, value, and methods
The College offers many programs and services to educate students about funding options. The College Catalog and the Consumer Information Page provide a clear and comprehensive description of cost with overall estimates. [LaGuardiaCollegeCatalog 28, Student Consumer Information 116] The Office of Student Financial Services holds an annual Financial Aid Awareness event, which received a student satisfaction rate above 90% in 2019 and 2020. [Financial Aid Awareness Day 100] Student Financial Services also has a webpage to explore tuition costs, living expenses, and tuition policies. [LaGuardia Bursar 493] In 2021, chats and emails with a student financial service specialist averaged 1811 per month. In-person visits resumed in August 2021 and averaged 213 per month.

The College provides an online knowledge management system, Ask LaGuardia, that enables students to type questions and receive automated responses directing them to resources. The question "how do I contact the Financial Aid office?" is among the top ten questions asked. [Ask LaGuardia Report 2019 921, Ask LaGuardia Report 2020 922] LaGuardia's Money Boss financial awareness initiative offers regular workshops, and the Money Boss website presents a range of financial literacy information, including information on student loans. [LaGuardia MoneyBoss LibGuides 931]

2.8 Compliance with applicable federal, state, and Commission policies
LaGuardia is compliant with all federal, state, and Commission regulations. The Institutional Federal Compliance Report provides evidence that demonstrates the policies and procedures of

current practices, including FERPA compliance. In addition, the Compliance Team has prepared evidence showing:

1) An independent audit of basic financial statements of expenditures of federal awards at CUNY (form A 133);
2) NYSED inventory of registered programs;
3) the U.S. Department of Education Program Review Determination;
4) and sample approved course proposals.

The Institutional Profile 2021 includes relevant information about student demographics, enrollment, graduation, retention and transfer-out rates, as well as licensing exam pass rates in health science majors. [681] The document is accessible on the OIRA website. [LaGuardiaOIRA 35]

Consumer information is transparent and has been described in Criteria 6 and 7. Due to the recent shift to distance learning, the College submitted several substantive changes to the Commission. The CUNY Manual of General Policy-Article III Fiscal Affairs provide the policies that govern LaGuardia's fiscal matters. [1047]

The values of diversity, equity, and inclusion drive our Mission and Strategic Plan Priorities. Co-curricular events to educate the community are described earlier in Criteria 2a, and in Standards III and IV. The College releases an annual affirmative action plan. [LaGuardia2017-2018AffirmativeActionPlan-Minorities-Women 128] Other evidence that shows compliance include: the CUNY's 2018 Sexual Violence Campus Climate Survey, CUNY Legal Affairs/JCOPE, the LaGuardia 2020 Institutional Effectiveness Plan, and Employee Sexual and Interpersonal Violence Prevention and Response Course (ESPARC), as shown in the AES Executive Summaries of the Office of Compliance and Diversity. [820, CUNY Legal Affairs-Ethics Info 158, 486, AES Executive Summary Assessment Report 2019-20 874]

LaGuardia maintains an accreditation page. The most recent institutional federal compliance report has been completed. [LaGuardia Accreditation Page 1046, LaGuardia Community College Institutional Federal Compliance Report 1085]

2.9 Periodic assessment of ethics and integrity
Regular assessment of policies and practices at LaGuardia is closely tied to the Standard of Ethics and Integrity. The Office of Human Resources (HR), and the Office of Compliance and Diversity, are the primary offices responsible for assessment of ethics and integrity in policies and practices. OIRA supports these offices by providing data and analysis. In September 2021, President Adams reaffirmed the College's "Reaffirmation of Diversity/ Equal Opportunity/ Affirmative Action" in a letter to the College, noting that Ron Edwards is currently serving as the Interim Chief Diversity Officer and Title IX Coordinator/504-ADA Coordinator. [President Reaffirmation of Diversity-EO-AA 2020 904] The letter lists the federal, state, and local agencies that enforce laws against discrimination and sexual harassment. The Annual Affirmative Action Plan assesses the effectiveness of the College's Affirmative Action initiatives and measure their progress. [LaGuardia2017-2018AffirmativeActionPlan-Minorities-Women 128] Similarly, reports on faculty and staff diversity conducted by HR assess existing policies, such as recruitment and search procedures, in efforts to strengthen recruitment and improve the campus climate. [AES Executive Summary Assessment Report 2019-20 874] In Fall 2020, CUNY administered a Student survey on The Pandemic Impact on Support Services and Student Needs. [880] LaGuardia's student response rate was 10%, which is comparable to the overall CUNY rate. Details can be found in Standard IV.

The annual AES Assessment conducted by OIRA covers many offices and units across the College and is part of LaGuardia's Institutional Effectiveness Plan. Established in 2018, the AES annual assessments examine how effectively units achieve goals and objectives. The AES units also undergo Periodic Unit Reviews (PURs). [AssessmentGuideofAESUnits 1]

As noted in 2.2, COACHE and FSOC Campus Climate Surveys led to creation of the President's Advisory Council (PAC) on DEI, and the College recently approved the new Executive Director position to lead College Diversity, Equity, and Inclusion initiatives. [LaGuardia Search- Confidential Executive Officer - Diversity, Equity and Inclusion 975] The results of the employee engagement survey were recently disseminated, and follow-up steps are being devised. In Spring 2021, the President reorganized the Division of Student Affairs to better address student success (see Standards IV and VII) [Employee Engagement Survey Instrument 2019 878, Employee Engagement Survey Report 1006, Student Affairs Org Chart 809, Enrollment Management Planning Group Charge 1050, Student Success Planning Group Charge 1051]

Conclusion

Strengths
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.

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.

Challenges
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.

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.

Recommendations
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.

Human Resources should provide more support handling fairness in departmental P&B election process.

Standard III: Design and Delivery of the Student Learning Experience

LaGuardia provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels. All learning experiences, regardless of modality, pace, schedule, level, and setting, are consistent with higher education expectations. In this chapter, we discuss the design and delivery of the student learning experience that aligns with Requirements of Affiliation 8, 9, 10, and 15.

Introduction

Student learning and achievement are central to LaGuardia's Mission. The College provides both academic and non-academic support programs across a wide spectrum of student needs. 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. Despite the transition to distance learning, faculty adapt courses to ensure learning, thanks in part to the support and opportunities offered by the Center of Teaching and Learning (CTL). Through a culture of innovation and collaboration, LaGuardia provides learning experiences in and out of the classroom that challenge students to expand how they shape the world. We are recognized by the National Institute for Learning Outcomes Assessment (NILOA) for the way we use ePortfolio throughout the curriculum, from First Year Seminars to capstones. Academic support targets each LaGuardia student, such as our Accelerated Study in Associate Programs (ASAP), the Library, the Advisement Office, the Writing Center, the Honors Program, the ePortfolio Lab, the Peer Advisor Academy, and CUNY EDGE, a university-wide student support program.
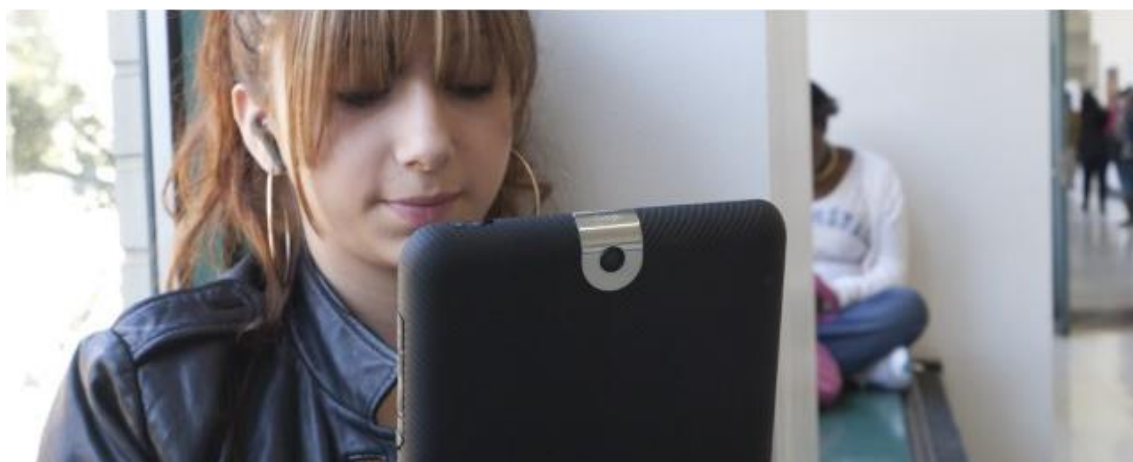
Evidence and Analysis

3.1 Programs lead to a degree that fosters a coherent learning experience

LaGuardia offers prospective and continuing students an array of excellent Liberal Arts programs leading to three types of degrees: Associate of Arts (AA), Associate of Science (AS), and Associate of Applied Science (AAS). The College offers 60 majors of study – 56 degree programs and 4 certificate programs – designed for students planning a baccalaureate degree or beginning new careers. [Institutional Profile 2021 681] For most degree programs, students require 60 credits to graduate, 30 of which are a part of the CUNY General Education Requirements, known within CUNY as the Pathways Common Core. These courses are further broken down into the Required Core courses, consisting of English, Math, and Science, and the Flexible Core. The remaining 30 credits form the Program Core, or the major's requirements and electives. To satisfy Common Core requirements for Associate in Arts (AA) or Associate in

Science (AS) degree programs, students must fulfill the credit requirements in all categories. [CUNY Policy- Article I 4] The curriculum is structured to enable easier transfer for students from LaGuardia to a four-year college in CUNY. [LaGuardia Pathways 37]

The Adult and Continuing Education (ACE) division offers non-degree programs which are either fee-based, grant funded, and or courses contracted by employers or labor unions that range from single sessions to yearlong training programs. LaGuardia's ACE is the largest continuing education unit in CUNY; indeed, nearly half (45%) of LaGuardia students are enrolled in non-degree programs. [Institutional Profile 2021 681, ACE-5-Year-Trends 1096]. There are currently over 140 active course offerings in ACE, and it updates its offerings frequently to meet community and industry needs. Between Fall 2017 and Summer 2020, for example, the College offered over 40 new courses and trainings. [LaGuardia ACE 488, LaGuardia ACE Current Catalogue 489] The division has a course and certificate development structure that ensures coherent learning experience for continuing education students.

The ACE division serves as a conduit for students wishing to continue their educational journey in a degree program, as described in the LaGuardia Strategic Plan. [LaGuardia 2019-2024 Strategic Plan Goals- Objectives 19] ACE provides in-program support to students interested in transitioning, and houses the ACE Advisement Office to provide extensive services to these ACE students in navigating Admissions, Testing, FAFSA, and New Student Registration processes. [Advisement Center ACE 293] In Fall 2019, 321 ACE students transitioned into degree programs. Through its free and low-cost workforce and Adult Basic Education programs, ACE provides a critical bridge to the western Queens community.

ACE utilizes many strategies to build access to education for underserved communities. Adult Basic Skills/ High School Equivalency (HSE) programs, and most of the English as a Second Language (ESL) courses –including the largest ESOL program in NYC – are designed to prepare students for transition to credit courses. [Institutional Profile 2021 681, Advisement Center ACE 293] Several programs provide contextualized instruction to promote student learning experiences and help them reach their academic or vocational goals (HSE Bridge to College and Careers Program, CUNY Fatherhood Academy, and CUNY Language Immersion Program). Students interested in advancing their career skills can choose from a variety of certificate programs in various fields, including healthcare, technology, business, and construction. To build upon the successes of ACE, the College should explore and implement ways to address the opportunity to build more bridges and connections for all students to take advantage of our ACE programs.

3.2 Appropriate student learning experiences

3.2a Rigorous and effective teaching and assessment of student learning
LaGuardia has developed dynamic systems for the design, delivery, and assessment of programs to ensure student learning experiences meet high standards of academic rigor. All faculty are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria and policies. The Personnel and Budget (P&B) committees, first on the department level and then on the collegewide level, are responsible for evaluating faculty appointments, reappointments, tenure, and fellowship leaves by reviewing documentation regarding each faculty member. [LaGuardia Personnel and Budget Committee 98] These decisions serve as a recommendation to the President. The key criteria in the review of a candidate's record include performance in the primary responsibility of teaching, in departmental or divisional contributions, and in collegewide contributions. Evaluation also examines a commitment to professional growth in the development of research and other professional activities, and in a demonstrated

ability to work constructively and harmoniously with others, as published in the LaGuardia Instructional Staff Handbook. [102] These criteria are considered in the reappointment process through a Human Resources file that includes the faculty member's Major Contribution Form (explaining the faculty member's contribution to the College), a CUNY CV Form, Peer Observations, and Student Evaluation forms. [Annual Performance Evaluation Classroom Instructional Staff 295, College SIRS Committee Recommendations Spring 21 1044]

Student evaluations are distributed to all new faculty in the first two years. As faculty members progress through the tenure and promotion process, the number of courses evaluated are reduced by 50%, and then after tenure to one course per year. Faculty who reach the title of Full Professor have student evaluations conducted at the request of their Department Chair. In recent years, faculty questioned the instrument used during the student evaluation of faculty teaching. Research has indicated that gender and racial bias have led to overall lower scores for women and faculty of color. In Fall 2020, the administration agreed to work with the College governance body to re-evaluate and re-tool the student evaluation forms, which resulted in the design of a new form.

For promotion from assistant to associate professor, and from associate to full professor, LaGuardia follows the same trajectory as other CUNY schools. In addition to the outline detailed in the reappointment process, candidates are considered for all-around excellence and "leadership ability." This term has traditionally applied to a sustained, high-impact contribution to the collegewide community. In January 2021, the President and Provost decided to expand this definition to leadership ability in all reappointment categories. All requirements for observations and evaluation follow procedures established through collective bargaining between the University and the Professional Staff Congress (PSC) and published in the PSC-CUNY Labor Contract. They are also outlined in LaGuardia's Instructional Handbook. The process for tenure and promotion is further clarified every November in an annual Tenure and Promotion Forum sponsored by Faculty Council. CUNY provides further opportunities for advancement of faculty. [CUNY Faculty Affairs 218, CUNY Faculty Affairs- Faculty Development 215, CUNY Faculty Affair-Faculty Resources-Funding 211]

66% of all full-time faculty are tenured. [Institutional Profile 2021 681] Data provided by the Vice President of Academic Affairs show that in 2017, 75% (9 out of 12) of male faculty and 77% (20 out of 26) of female faculty who applied were promoted to Associate Professor. In 2018, the percentages rose to 82% (9 out of 11) for male faculty and 93% (14 out of 15) for female faculty. In 2019, numbers dropped to 44% (4 out of 9) and 78% (14 out of 18), respectively. According to the same document, in 2017 56% (5 out of 9) of male and 57% (4 out of 7) of female faculty who applied were promoted to Full Professor. In 2018, the percentages went up to 100% (4 out of 4) and 69% (9 out of 13), but in 2019 the percentages for both male and female faculty dropped to 64% (7 out of 11 for male and 9 out of 14 for female). [Annual Promotion Data 581]

3.2b & 3.2c Qualified faculty sufficient in number

According to the [Institutional Profile 2021](#), 383 of the 934 faculty at LaGuardia are full-time (41%). Of the full-time faculty, 222 are female (58%) and 161 are male (42%). Of the part-time faculty, 284 are female (52%) and 267 are male (48%). [681] LaGuardia faculty are highly qualified: 62% of the 383 full-time faculty have a Doctorate or First Professional Degree, and 32% have a master's degree.

The percentage of full-time faculty who identify as minorities was 43.9% in 2020, slightly higher than the CUNY community college average of 43.1%. The percentage of full-time faculty who were women was 58% in 2020, which is higher than the CUNY community college average of 53.8%. The percentage of annual instructional full-time equivalencies in undergraduate courses delivered by full-time faculty is 42.8% (2019-20), significantly less than the CUNY community college average of 50.1%. The ratio of students (full-time equivalencies) to full-time faculty was 33.9% in Fall 2020, compared to the CUNY community college average of 27.8%. [CUNY PMP Performance Management Process Databook 2020-2021 613]

As a Hispanic Serving Institution (HSI) whose Mission includes educating and graduating one of the most diverse student bodies in the nation, LaGuardia is committed to promoting diversity, equity, and inclusion among its faculty and staff. The Office of Compliance and Diversity has a mission to educate and develop a workforce that embraces cultural competence and intersectionality, and to ensure compliance with Federal, State, Municipal, and CUNY Policies on Sexual Misconduct and Equal Opportunity and Non-Discrimination. In Fall 2017, the LaGuardia Faculty and Staff of Color Collective (FSOC) was formed as a collaborative effort between Academic Affairs, Student Affairs, and the College's administration to create a space where experiences and concerns regarding diversity, exclusion, and equity could be shared and addressed. [The Climate Survey- Executive Summary 903]

LaGuardia faculty have also recently formed a chapter of Showing Up for Racial Justice (SURJ). Over the past two years, SURJ has met regularly with approximately 50 faculty members to learn more about the experiences and struggles of students and colleagues of color, and to explore ways of promoting diversity, equity, and inclusion on and off campus. In Summer 2020, FSOC and SURJ came together to create the Anti-Racist Caucus (ARC) that will serve as a vehicle for collective action in creating a more inclusive and equitable campus and community. [SURJ Goals and update 62, SURJ-Confronting Systemic Racism Teach In Flyer 53]

Adjunct faculty play an important role in providing quality instruction. Part-time faculty make up 61.8% of the teaching staff. In the contract covering the period of 2010-2016, the CUNY administration and PSC-CUNY union agreed to a pilot program for three-year teaching contracts with adjuncts. After teaching ten consecutive semesters, adjunct instructors are considered for this contract, entitling them to at least six credits hours of teaching a semester. The intention of this program was to provide stability for adjunct instructors and continuity in service for the College. [Multi-Year Appointment for Teaching Adjuncts 1058] The 2019 PSC-CUNY contract further enhanced the relationship between the institution and adjuncts by providing adjuncts with paid office hours for each course taught. With the critical role that adjunct faculty play in delivery of instruction, the College faces the challenge of engaging them fully in the design of learning experience, providing them support for their efforts, and engaging them in professional development. Due to the large number of adjuncts involved in instruction, expanding professional development is necessary for scaling efforts to assess and improve teaching and learning across the College. Addressing this challenge is currently a Strategic Plan Objective, and it will be addressed in our chapter conclusion.

3.2d Professional development opportunities

LaGuardia faculty are provided with a wide range of professional development opportunities to increase their teaching effectiveness, assessment of student learning, scholarly inquiry, and service, as appropriate to the College's Mission, goals, and policies. LaGuardia's Center for Teaching and Learning (CTL) was established in 1999 and won a Hesburgh Award for excellence in advancing undergraduate education. The CTL is committed to strengthening and promoting "a culture of continuous learning and innovation for all LaGuardians while contributing to the intellectual and civic welfare of our students." The CTL plays a central role in advancing professional learning through workshops, mini-conferences, informal discussions, and seminars, helping the College develop innovative strategies for examining and advancing student learning. [LaGuardia CTL 29] Since 2016, a majority of the CTL programs have been funded by grants awarded by the Teagle and Mellon Foundations, as well as by the U.S. Department of Education. [LaGuardia CTL 2018-19 Evaluation and Report 282] These activities are designed by members of the CTL and LaGuardia faculty, and support professional growth and innovation in all facets of our education.

New full-time faculty are required to participate in our New Faculty Colloquium, and to work with CTL and senior colleagues to learn about the professional environment and about proven pedagogical strategies. All faculty (full and part-time, Academic Affairs and ACE) can participate in the CTL's professional development (PD) opportunities. Faculty teaching the First Year Seminar, or courses designated as writing intensive, become certified through CTL seminars. Since Spring of 2020, CTL also offered PD related to distance learning and best practices in online teaching.

The CTL has also created and fostered pedagogical practices using ePortfolios. LaGuardia has an ePortfolio practice embedded throughout the curriculum in many programs, from First Year Seminar to capstone. ePortfolio practice is an integral part of the curriculum in more than 30 programs. [LaGuardia CTL 2018-19 Evaluation and Report 282, NILOA-Role of ePortfolio 1069]. CTL mini-grants and seminars focused on integrating ePortfolio practice have yielded successful results, seen in part through increasing scores for our Digital Communication Ability.

The CTL also offers an array of seminars and workshops focused on promoting diversity, equity, and inclusion, and on bringing the Global Learning competency and culturally relevant pedagogy into the classroom and the campus. The unique (unduplicated) number of participants in the CTL mini-grants, seminars, and activities has averaged roughly 400 participants per year since 2014-15, totaling 1,518. [LaGuardia CTL 2018-19 Evaluation and Report 282] In 2019-2020, the unique number of total participants was 397. Of these, 145 were adjuncts. Faculty

who co-lead and/or participate in the CTL's Learning Matters Mini-Grants and seminars focus on developing strategies for improving learning by strengthening assignments, courses, and curricular sequences. Among the noteworthy outcomes of such mini-grants includes assignments submitted to the [Learning Matters Assignment Library](#), launched in 2017. [383] This repository of peer-reviewed signature assignments developed by LaGuardia faculty is housed within CUNY Academic Works and is an Open Educational Resource (OER). The assignments in this repository, which provide models for LaGuardia's Core Competencies and Communication Abilities, have been downloaded over 22,000 times.

The CTL also supports faculty scholarship with the Carnegie Seminar on the Scholarship of Teaching and Learning and the Faculty Scholars Publication Workshop (FSPW). The one-year FSPW assists LaGuardia faculty with their scholarly writing, and guides them towards placing completed academic writing projects in external, peer-reviewed journals. The CTL also promotes and supports faculty engaged in the scholarship of teaching and learning with its in-house publication *In Transit: Journal on the Scholarship of Teaching and Learning*, launched in 2005. [[LaGuardia CTL_ 2018-19 Evaluation and Report](#) 282]

The President's Pedagogy Circle was formed in 2019, and brought together a cross-disciplinary group of eight faculty members from five different programs to research "student-faculty partnerships to create more inclusive classrooms." The Provost's Learning Space, launched in the 2015-2016 academic year, has offered 127 tenure-track faculty hands-on activities and workshops to help them expand their pedagogical "toolbox" by exploring various strategies used to assess and improve learning.

LaGuardia faculty are actively engaged in research, as well as presenting and publishing scholarly and creative works. The College's Grants Development Office provides faculty guidance and support in securing and managing external research grant awards. From 2017 to 2019, the weighted three-year rolling average research award amount for LaGuardia faculty was $792,673. This is the third highest amount among CUNY community colleges. From 2017 to 2019, LaGuardia faculty received 13 funded research grants; the CUNY community college average for the same period was 15.2. In 2017-18 (latest available data), the average number of pieces of scholarship and creative activity (weighted three-year rolling average) for LaGuardia faculty is 0.5, which is the same as the CUNY community college average. [[CUNY PMP](#) [Performance Management Process Databook 2020-2021](#) 613] Also, one of our Strategic Plan measures tracks the number of scholarly articles and creative works by faculty.

The Educational Development Initiative Team (EDIT) awards, administered by a subcommittee of College Senate's Committee on Professional Development, have provided professional development support to faculty for travel expenses to present research and scholarship; travel expenses for attending conferences, workshops, seminars; travel expenses for faculty development research; research and scholarship; and professional growth and development projects. Since 2017, LaGuardia has administered 116 EDIT awards for a total amount of $54,946. [[EDIT Award Memo Fall 2017](#) 341, [EDIT Award Memo Spring 2018](#) 345, [EDIT Award Memo Fall 2018](#) 342, [EDIT Award Memo Fall 2020](#) 344, [EDIT Award Memo Spring 2020](#) 346]

LaGuardia faculty have also received a considerable number of CUNY-wide grants and fellowships. Since 2017, 126 faculty members have been awarded [PSC-CUNY Research Awards](#), 19 have been awarded the William P. Kelly Research Fellowship, and 11 have participated in the CUNY Faculty Fellowship Publication Program. [758] Additional CUNY-wide research and publication grants awarded to LaGuardia faculty include three Community College Research Grants (CCRG), including in 2019 one Pedagogical Research Grant and two

Community College Research Grants; IDEA Grant Awards in 2017 and 2020; three Book Completion Awards (one in 2019 and two in 2020); four Interdisciplinary Research Grants (three in 2017 and one in 2019); and one CUNY Arts Fellowship Grant in 2019-2020.

LaGuardia faculty have also been awarded prestigious national grants such as the National Endowment for the Humanities, Fulbright, and Woodrow Wilson Mellon Emerging Faculty Leader Awards. [NEH-A Critical Edition of the Diary of Harry Watkins 1024, NEH-Meanings of War 1025, NEH-Summer Institute on Incarceration and the Humanities 1026, NEH-Enriching the Latin American Studies Program 1027, Fulbright- Kietlinski 1028 , Fullbright- Miller 1029, Woodrow Wilson National Fellowship Foundation _ 2020 Mellon Emerging Faculty Leader Awards 1030]

As Chapter II details, in Spring 2015 and 2019 LaGuardia and other CUNY community colleges participated in the COACHE (Collaborative on Academic Careers in Higher Education) Faculty Job Satisfaction Survey. In the 2016-2017 and 2017-2018 academic years, the Provost took a number of actions to address concerns, including funding for research, travel funds, and reassigned time. In addition, the tenure process was clarified. In the Provost Learning Space, a seminar led by the Provost and senior faculty members, faculty reflected on their pedagogy and were provided with a template to report on their teaching for the reappointment and tenure process. The provost expanded the definition of college contributions, even allowing items to "double count" to reduce workload. [LaGuardiaCoache2017Updated Instructional Staff 122] Similar work was planned to respond to the 2019 COACHE survey; however, Covid-19 disrupted these efforts. [LaGuardia Instructional Staff COACHE Presentation 11.6.19 596]

The division of Adult and Continuing Education tax-levy staffing consists of 81 full-time staff, 28 adjuncts, and 157 part-time staff. It also employs 107 full-time and 93 part-time instructional and non-instructional staff members for support of grants and non-credit instruction, through the non-tax levy budget. Although information regarding ACE qualifications is not collected Division-wide, most instructors are required to have advanced degrees in their field. Hiring and performance review are managed through department-specific processes in ACE. Department managers are encouraged to follow a similar observation and evaluation cycle to that delineated in the PSC-CUNY contract for adjunct faculty in degree programs.

3.3 Academic programs are accurately described

Comprehensive descriptions of academic programs and major requirements by degree type are clearly communicated to students through various publications. The annually updated LaGuardia College Catalog includes detailed degree information and goals, as well as course descriptions and curriculum requirements. [28] Department websites have specific information about the requirements for majors within the department. The College website provides Pathways Common Core and Program Core requirement information. [Pathways 37] The Degree Works tool maps a student's General Education Requirements and Program Core Requirements (Pathways). [Degree Works Audit Guide 499]

The Consumer Information Page includes information on educational programs, academic departments, student activities and resources, transfer credit policy, articulation agreements, and the student handbook. [Student Consumer Information 116] For incoming students, Transfer Services evaluates credits that students have earned prior to enrolling at LaGuardia, and offers creation of transfer plans to ensure students understand how their credits will be applied at senior colleges. Transfer Services publishes updated Articulation Agreements and transfer evaluation tools to help students make informed decisions about credit maximization, and to make informed transfer decisions. [277]
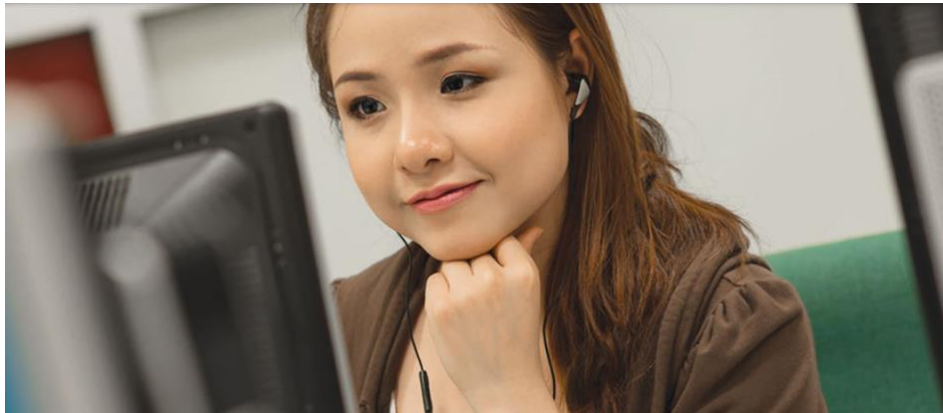
Student Advising Services supports students throughout their educational journey, and LaGuardia's team approach to advising guides students from application to graduation. Advising teams consist of professional, faculty, and peer advisors; first year seminar faculty; and staff members from a variety of offices and departments. They provide students with the personalized support, information, tools, and resources they need to plan their success. Academic advising is organized by teams that include faculty, professional, and peer advisors. [287] Students work with advisors to discuss their academic progress, review their degree requirements, and develop their graduation plan. Students in specialized programs such as the Accelerated Study in Associate Programs (ASAP) and College Discovery (CD) are assigned by caseload to program advisors who monitor their students' progress closely from application to graduation. As we transition back to in-person classes, the College is now reviewing current advising practices and how faculty are best engaged in advising students.

Students utilize advisement tools, such as CUNYfirst and Degree Works, that are available on the student portal known as MyLaGuardia. [Student Programs and Services 415] MyLaGuardia is a single sign-in, one-stop advising tool that provides students access to LaGuardia applications, including student email, academic profile, Blackboard, Ask an Advisor, Degree Works, CUNYfirst, ePortfolio, and Career Connect. It also gives students access to their advisors, tutoring services, transfer services, the Center for Career and Professional Development, and student financial services. MyLaGuardia Momentum, located in each student's MyLaGuardia page, provides students with information about their rate of progress towards graduation. [390]

In alignment with the CUNY academic momentum campaign, LaGuardia's 15 to Finish initiative developed Pathways-aligned degree maps to assist students with sequenced-based graduation plans aimed at two-year graduation. [Degree Maps_LaGuardia 338] LaGuardia New Student Orientation reinforces the importance of academic advising for student success. [545] Students learn about LaGuardia's unique two-session semester structure, which alleviates the semester workload for students across one 12-week and one 6-week session. LaGuardia's ASAP requires students to register 15 credits per semester (12 credits in session I and 3 credits in session II), aiming to graduate students in less than three years while providing robust academic advising and financial support. The proportion of freshmen who earned 30 credits or more increased for both LaGuardia and all community colleges compared to 2013. [Momentum Monitoring Report Review 389]

The First-Year Experience (FYE) initiative is designed to engage, retain, and support students as they matriculate to a degree program and progress towards graduation. It includes pre-

enrollment orientation and advising, My First Day programming, the First Year Seminar, and co-curricular events throughout the student's first year. The First Year Experience supports Integrative Learning, one of the College's Core Competencies, by engaging students in making connections between coursework, co-curricular offerings, and career options. This initiative has increased student retention and re-enrollment, and it has improved cumulative GPA scores. [Project COMPLETA FYS Evaluation Report 823]

The College's *Project COMPLETA* grant, financed by First in the World (FITW) grants, supported a framework called Advisement 2.0, a tiered, caseload model that improved student success through the collaborative alignment of Academic Affairs and Student Affairs. [Project Outline and Related Documents- Advisement 2.0 857] Students were assigned to professional, faculty, or Peer Advisors, and connected to digital tools for guidance. Advisement 2.0 introduced the utilization of Connect to Completion (C2C), a tool which has facilitated collaboration between faculty and advisors by helping them communicate with students and each other. C2C has a dashboard with tracking tools, referrals notes, and an "Intervention" tab. Another tool utilized in the alignment of advising efforts is the Student Engagement Management System (SEMS). This electronic check-in system provides a systemic way to identify student needs by capturing their engagement in various academic and support service areas throughout the College. [c2c-faculty-guide 1041] The 2.0 model has evolved during the pandemic and in the distance learning environment, in part to seize opportunities for innovation based on continuous feedback from students, faculty, and staff. The College is continuously strengthening advisement practices to meet current challenges, and to address retention and graduation rates.

Project COMPLETA also introduced a new credit-bearing First Year Seminar (FYS), which integrates discipline-based curriculum with an introduction to college conventions, student tools, and advisement. During the First Year Seminar, students build core ePortfolios to collect and display information about themselves and their pathway to graduation, a practice which addresses Integrative Learning and the Digital and Writing abilities. Student Success Plans (SSP) – created in their ePortfolios – engage students in developing purposeful academic plans available to advisors. These activities deepen the connection between student needs and academic planning. Students who were advised with a Student Success Plan were retained at a rate of 84%. [Project Outline and Related Documents-FYS 858] The Studio Hour of the FYS is incorporated into the course and facilitated by peer mentors.

The Transfer Services Center provides students with critical information, advisement, resources, and support for successful transfer, transition, persistence, and graduation. Transfer Services provides extensive in-person support regarding the transfer process, senior colleges, the application process, and transfer. It also reviews scholarship and essays. [Pathways 37] Transfer Services coordinates and hosts transfer fairs, information tables, individual four-year College advisement sessions, direct admissions events, and information sessions with four-year colleges. Additional details about transfer can be found in Standard IV, Criteria 2, and in Standard V.

ACE courses, certificates, and program information are communicated through quarterly printed and digital catalogs. [LaGuardia ACE Current Catalogue 489] The ACE Advisement Center supports students wanting to pursue enrollment in degree academic programs. [Advisement Center ACE 293] ACE communicates critical information particular to clinical requirements, field placement, and licensing by specialized student handbook publications, all available on the department websites. Specialists in ACE program departments provide students with intensive, personalized support in understanding and persisting through program milestones, and in their next step options for study and work.

3.4 Sufficient learning opportunities and resources to support programs of study

The College provides both academic and non-academic support programs across a wide spectrum of student needs. Academic support targeting all LaGuardia students includes ASAP, the Library, the Advisement Office, Writing Center, Learning Communities, Honors Program, ePortfolio Lab, SGA Lab, the Peer Advisor Academy, Transfer Services, co-curricular activities (funded and unfunded), and CUNY EDGE, a university-wide student support program. Standard IV details these programs. The College also keeps pace with new student demands for academic support. For example, the Library has recently undergone a major renovation, offering 75% more seating capacity, 11 new high-tech group study rooms, and individual study spaces with additional connection capabilities for personal devices. [Project Outline and Related Documents - Library Renovation 869] More details are provided in Standard IV.

Further support exists for specific majors and programs such as labs, tutoring, and curriculum-embedded internships. The lab and individual tutoring services are in high demand, as evidenced in the Student Engagement Management System (SEMS) data. Discipline-based labs and tutoring services include the Math, Engineering, and Computer Science (MEC) Tutoring Lab, the Science Study Hall, the Business and Technology Lab, ESL Lab, Music Center, Speech Center, Photography Lab, Art Lab, Painting and Drawing Lab, Sculpture and Design Lab, Reading Lab, and Modern Languages Lab. The College also houses the Academic Peer Instruction Program (API), modelled after national supplemental instruction. [LaGuardia Peers- API 506] Standard IV describes some of these programs in greater detail.

Curriculum-embedded internships are offered to majors in Business, Human Services, and English (formerly Writing and Literature). Through the internship programs, student goals for the future are linked with support aligned to their major. The College also offers faculty-student scholarship collaborations and internships with institutions and employers seeking community college students in science, engineering, technology, and mathematics fields. The LaGuardia Community College Foundation connects students with prestigious and competitive paid internships with corporations like NBC, the Museum of Modern Art (MoMA), Norton Publishing, Morgan Stanley, MetLife, Boyce Technologies, Rosewood Hotels, LIC Partnership, and the White House Heads Up program. Several ACE Division workforce and youth programs offer paid internships. Through the Intern & Earn initiative, community youth are taught job skills and placed in paid internships with community workforce partners. [ACE Intern and Earn Program 1059]

Non-academic support for all students can be largely divided into financial support (LaGuardia Foundation Scholarships and LaGuardia CARES), social support (student clubs, Center for Career & Professional Development, President's Society and President's Society Environment), and wellness support (the Wellness Center, campus recreation, and Student Health Services). These services provide students with necessities beyond campus life. For example, LaGuardia CARES connects students with public assistance programs, local community services, and our food pantry, providing students with resources for daily living expenses, food, healthcare, rent, utilities, childcare, and emergency transportation. LaGuardia CARES services have been particularly critical during the COVID pandemic. [LaGuardia Cares 121, LaGuardia Foundation Scholarship 105]

Some services and support programs target specific groups of students. [Student Services 1000] These services and programs help students stay engaged in the College and provide support when students experience challenges. Such programs include Early Childhood Learning Center (ECLC), which provides on-campus childcare support for students; College Discovery/SEEK, which provides individual mentoring/counseling support for high-risk students;

and Veterans Services, which provides support for veteran and in-service students. In addition, the College offers the LGBTQIA+ Safe Zone Hub, the Office of Accessibility (OA), International Student Services, Black Male Empowerment Cooperative Program (BMEC), and the Women's Center. [LaGuardia Peers-BMEC 507, CUNY Seek/College Discovery 133] ECLC, for example, provides affordable, high-quality, on-campus childcare support for parents of school age children who are unable to secure and afford childcare. ECLC offers free Pre-K programs as well as highly discounted daily childcare options, funded through various funding sources, including a 1.5 million grant from the U.S. Department Education that was recently awarded to LaGuardia.

The Center for Career & Professional Development (CCPD) offers a variety of career-related and job readiness services designed to prepare students and alumni to set career goals and become competitive, successful job seekers. More details can be found in Standard IV criteria 1. [LaGuardia Center for Career and Professional Development 496]

LaGuardia also offers an array of programs for pre-matriculated (ACE) students [ACE Annual Report 2021 1094]. Some of these services aim to prepare them for college-level education and include High School Equivalency Programs and CUNY Start/Math Start, an intensive preparation program in academic reading and writing. The CUNY Language Immersion Program develops reading, writing, listening, and speaking skills in English for students who were admitted into LaGuardia and have English as a Second Language placement. The English Language Center (TELC) program provides English language instruction to prepare students for college, graduate school, or employment. [CUNY Start 429, CUNY START Gateway Brief 614, CUNY Language Immersion Program 328]

ACE also hosts workforce training programs for Emergency Medical Technicians, Electrical and Plumbing, Bilingual Medical Assistants, and Small Business and Entrepreneur Services. ACE also hosts NYDesigns, an incubator, co-working, and fabrication space that supports creative makers at all stages of business development. Further, the Goldman Sachs 10,000 Small Businesses is a business management education program that helps develop skills needed to grow companies. ACE also supports students via the ACE Advisement Center, which helps them transition to college and/or training programs after completion of their program, and via ACE Employment Services, which offers career counseling and job readiness and placement services for non-credit students. [ACE Advisement Center 293, ACE Employment Services 291]

For the past 15 years, LaGuardia offered Credit for Prior Learning (CPL) options for a variety of experiences including military training and occupations, certifications evaluated by the American Council on Education and the National College Credit Recommendation Service. The College is now looking to expand CPL (through the recent grant support from the Robin Hood Foundation), and to align it with the newly devised CUNY-wide CPL policy approved by the Board of Trustees in June 2020. The ultimate goal is to establish guided pathways that incorporate ACE-to-Credit Pipeline and to create a braided model through the leveraging of stackable industry credentials, portfolio assessment, and the four buckets for demonstrating CPL credit (Military training, standardized exams, industry credentials and portfolio assessment). This enhanced model will tap into community-based organizations. [Credit for prior Learning- LaGuardia 1099, Credit for Prior Learning – CUNY 1100, LaGuardia Credit For Prior Learning Project 1092, PLA Boost Report 2020 1093] Through an innovative collaboration between Academic Affairs and ACE, the college is working towards creating greater equity of access for students by creating an actual Office of CPL, which will be initially supported through sponsored funding from the Robin Hood foundation. This addresses the need to provide access and support for adult learners who have earned prior college credentials or relevant work experience.

Although the College provides extensive support for ACE students, the challenge is expanding our excellent offerings and engaging students with opportunities for leveraging their existing professional experiences. This issue will be addressed in the chapter conclusion.

3.5 a & b Students acquire and demonstrate essential skills

The table below maps LaGuardia's Core Competencies and Communications Abilities to CUNY General Education Pathways and relays the required and flexible core to Pathways competencies and skills.

Table 5. MSCHE Expectations for General Education

CUNY Gen Ed Pathways	Oral Communication	Written Communication	Scientific + Quantitative Reasoning	Critical Analysis & Reasoning	Technological Competency	Information Literacy	Values, Ethics, and Diverse Perspectives
Required Core							
English Composition		X		X		X	

Mathematical and Quantitative Reasoning			X		X		
Life and Physical Sciences		X	X	X	X		
Flexible Core							
World Cultures and Global Issues							X
U.S. Experience in Its Diversity							X
Creative Expression		X		X			
Individual and Society							X
Scientific World			X		X		
LaGuardia Core Competencies and Communication Abilities							
Global Learning							
Inquiry and Problem Solving			X	X	X	X	X
Integrative Learning			X	X		X	
Written Communication		X					
Oral Communication	X						
Digital Communication	X	X			X	X	

The College Senate Curriculum Committee (CSCC) is a subcommittee of the College Senate and helps to lead the organization of General Education. The committee has broad representation from across the College, including representatives from each academic department, as well as representatives from ACE and Enrollment Management and Student Development (EMSD). As outlined in the College Senate Curriculum Committee Handbook, full-time faculty represent at least three-quarters of the membership of the CSCC, and only faculty members have voting privileges. [608] All aspects of the formulation, development, evaluation, and modification of course and program proposals must be approved by the CSCC prior to submission and review by the Senate. There are strict guidelines for Course Proposals detailed in the handbook. Departmental curriculum committees help ensure appropriate curricula.

Directors of every major, and coordinators of Pathways courses, submit curriculum maps matching courses and Student Learning Outcomes (SLOs). The Assessment Leadership Team (ALT) and the CSCC review these maps. Using the maps as guides, faculty develop assignments that recursively and intentionally build student capacities related to the SLOs (see the chapter on Standard V for more details about LaGuardia's General Education Core Competencies and Communication Abilities). There are multiple examples of programs and

initiatives at LaGuardia that link curriculum, competencies, and co-curriculars. Some examples of programs and events incorporating LaGuardia's signature Core Competency, Global Learning, include: LaGuardia Rising, Collaborative Online International Learning (COIL), International Mother Language Day, Wikipedia Translatathon, and the New York Forum of Amazigh Film.

Student conferences like the Interdisciplinary Student Research Conference, Social Science Student and Faculty conference, and the LaGuardia Humanitarian Initiative (LHI) also address Global Learning, our signature competency. [LaGuardia Humanitarian Initiative 2019-2020 report 1034] The LHI is an inclusive platform for students, staff, and faculty to help translate classroom learning and lived experiences in developing and executing national and global outreach projects on issues related to human rights and civic engagement. In 2018-2020, LHI pursued the Transnational Fundraising Project Supporting the Partnership between Water for South Sudan & UNICEF during COVID-19. LaGuardia's collaboration with the non-profit international organization Water for South Sudan helped the villagers in Wau, South Sudan receive access to clean water, hygiene, and sanitation to combat COVID-19. Faculty, students, and advisors created various in-class and co-curricular strategies to implement the vision of LHI. [LaGuardia Humanitarian Initiative Badge 881] Over 100 students attended the co-curricular workshops, and 164 students participated in the common reading *A Long Walk to Water.*

A variety of service-learning opportunities are facilitated through Student Life groups, organizations, and organized activities. In addition, various clubs affiliated with Theater, Philosophy, and Women in Tech give students opportunities to widen their intellectual horizon and make deeper and meaningful connections between different disciplines. Co-curriculars expand our Integrative Learning Core Competency through participation in the various academic, social, and cultural clubs and organizations on campus. In addition, the interactive learning activities challenge students to apply acquired competencies, skills, and concepts in real-world applications, including the NIH (National Institute of Health) Bridges Program, Society of Physics Students, and President's Society. LaGuardia's Bridges to the Baccalaureate Program provides mentored research experiences to qualified minority, disadvantaged, or disabled students. The Bridges program has formed a consortium with three exceptional senior colleges (City College of New York, Hunter College, and Queens College) to provide challenging research experiences in the biomedical and behavioral sciences for underrepresented STEM students. [Natural Science Research 908]

The President's Society is an immersive program that provides students with the skills, confidence, and connections they need to compete and succeed. President's Society Ambassadors have access to growth opportunities, including workshops on topics such as interview and presentation skills, networking events with industry leaders, horizon-expanding cultural outings, and opportunities to build their leadership skills. Since its inception in 2012, the Society has supported over 400 students. [LaGuardia President's Society 473]

At the onset of remote learning and COVID-19 in March 2020, The Women's Center and LGBTQIA Safe Zone Hub facilitated Support Circles, which united students to express, connect, empower, and build community with guidance from peers and/or group facilitators.

3.6 & 3.7 Not applicable.

3.8 Periodic Assessment
Assessment of the effectiveness of programs providing students leaning experience is done via many channels:

1) the Institutional Effectiveness Plan, which includes a template for the divisions and academic departments' annual assessments, academic planning, ILOs, General Education, and the AES units' assessment schedule and annual plans. It also shows all the programs that have external accreditations. [LaGuardia 2020 Institutional Effectiveness Plan 486, AES Executive Summary Assessment Report 2019-20 874] Standard V elaborates on LaGuardia's General Education Core Competencies and Communication Abilities; [Academic Assessment Guide 279]

2) the annual CUNY PMP data-book; [CUNY PMP Performance Management Process Databook 2020-2021 613]

3) major initiatives such as the CUNY Momentum Campaign, and by comparing LaGuardia's performance to other community colleges in the University; [CUNY 2019 Momentum Campaign Report 436, Momentum Monitoring Report Review 389]

4) as detailed in Standard I, the Strategic Plan Priorities are actualized by academic and non-academic instruction at the College. [Department Strategic Work Plans 2020-21 814, Department Strategic Plan Reports 2019-20 813, Division Strategic Work Plans 2020-2021 812, Division Strategic Plan Reports 2019-20 811] The Annual Monitoring of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives: 2019-20 shows how Departments and divisions identify targets, strategic activities, and assessments; [694]

5) Periodic Program Reviews (PPRs) are comprehensive, and Standard V discusses them in more detail. [PPR Guidelines 2019-2020 48, Periodic Program Review Schedule 2019-2020 661]

Conclusion

Strengths
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.

Challenges
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.

Recommendations
The College should expand professional development opportunities for ACE and adjunct instructors by leveraging the resources of the Center for Teaching and Learning.

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

Across all educational experiences, settings, levels, and instructional modalities, LaGuardia recruits and admits students whose interests, abilities, experiences, and goals are congruent with our Mission and offerings. We commit to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals. We enhance the quality of our learning environment through educational experiences that foster student success. In this chapter, we discuss the support of the student experience that aligns with Requirements of Affiliation 8 and 10.

Introduction

LaGuardia's Mission is graduating one of the most diverse student populations in the country. LaGuardia is committed to strengthening our students' experiences through our Strategic Priorities, including: Build Student Access and Success; Enrich the Student Experience; Build Inclusive Community; and Advance Career & Workforce Development. Standard IV focuses on the continuous improvement of the College's Mission and Strategic Plan Priorities through an examination of our programs, services, and opportunities aimed at increasing retention, graduation, and success.

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. Special programs such as the Accelerated Studies in Associate Programs (ASAP) are nationally recognized for propelling students towards completion. Peer mentors supported students prior to the pandemic, and have continued to do so virtually since Spring 2020. Academic tutoring centers are available to provide support for different programs, and have adapted their services to distance learning formats. The new assessment processes of Administrative and Educational Support (AES) units show we assess and improve our student services.

Evidence and Analysis

4.1 Policies that facilitate student success

Clearly stated ethical policies and processes are available to students throughout their journey, starting with prospective students' first consideration of the College and the many programs within it, and concluding with graduation and successful transfer. Prospective students may visit LaGuardia's Admissions webpage to find answers to admissions-related questions, complete an application, or contact Admissions staff, and to find a range of other information, including resources on admission fraud, transfer, and other policies. [490] Most students apply via CUNY and therefore follow CUNY admission policies. [Apply to CUNY 984] The dedicated consumer information page provides pertinent information on costs, educational programs, academic

departments, student activities, facilities and resources, transfer credit policy, articulation agreements, accreditation, career services, student complaint resolution, and the student handbook. [Student Consumer Information 116]

4.1a Accurate and comprehensive information regarding expenses
Both the LaGuardia and CUNY websites provide prospective and current students with accurate and extensive information on important topics supporting student access and success, including how to finance college. [CUNY Value Tuition Affordability 175, CUNY Financial Literacy 196, CUNY Financial Aid 207, LaGuardia Financial Aid Paying for College 112] Additionally, the Office of Accessibility webpage highlights information on accommodations, support services, and assistive technology available to students. [950] Both the Student Handbook and the New Student Guide Book are also accessible resources for comprehensive information. [125, 95] LaGuardia's Marketing and Communications department reviews the College's webpages on a periodic basis to ensure the accuracy of publicly available information (as detailed in Standard II). [LaGuardia Admissions 490] Information is also available in the College catalog and available online; it is updated each year. Enrolled students may access personalized information through the College's online portal, MyLaGuardia.

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

CUNY believes that New York City's high school graduates should access higher education even if they lack financial resources. LaGuardia offers students a combination of financing options to cover their expenses, including grants and scholarships, federal work-study, and interest-free tuition payment plans. LaGuardia awards students over $1 million through its Foundation Scholarship. [LaGuardia Foundation Scholarship 105] Standard II provides a detailed description of funding opportunities available to students. When policy changes affecting tuition, scholarships, and repayment lead to refunds, the Marketing and Communications Department updates the College website to reflect the change within 24 hours. Likewise, they make updates related to new information about relevant resources.

Students seeking in-person support have several options. Prior to the pandemic, students could either phone or visit the Bursar's Office, Financial Aid Office, and Foundation Office, and meet with advisors and departmental representatives for on-campus support. Printed materials providing information on financial aid, scholarships, tuition fees, and payment plans were widely available to students at the Financial Aid Office, Bursar Office, and Student Advising services Office. [LaGuardia Financial Aid Paying for College 112, LaGuardia Bursar 493, 992] Starting August 2021, in-person support resumed. These offices, in collaboration with Marketing and Communications, utilize text messages and social media platforms to promote information about financial aid and scholarship opportunities, money management workshops, tuition due dates, and other financial-related matters.

During distance learning, students can access live support for Financial Aid through a "virtual office" where they can speak with a Financial Aid Advisor. For assistance with Bursar-related matters, students may obtain live support through text messaging. Access to both the Financial Aid Virtual Office and the Bursar text option is available on the LaGuardia Campus Services webpage. [991] The Foundation Office provides an email address on its webpage for students to use for questions related to the Foundation Scholarship and emergency funds. Alternatively, students can contact the Student Information Center (SIC), also known as the LaGuardia Welcome Center by phone. [990] They can use live chat for information and referrals to appropriate offices for registration, advisement, testing, financial aid, and the admissions process. SIC staff receive updated information on an ongoing basis. During the pandemic, staff have engaged in outreach via phone calls, text messaging, social media posts, and emails.

4.1b Support of students who are not adequately prepared
As an open-admissions college in compliance with CUNY policies, LaGuardia requires a high school diploma or equivalent. Proficiency in reading, writing, and mathematics is required for student success. [CUNY Article I Policy 1.01 Academic Eligibility 440, CUNY Testing 983] Prospective students who do not meet the requirements for admission into degree programs, or those who might benefit from additional preparation, have a range of options to strengthen their skills. Students may access information on eligibility for admission on the College website, and through academic advisement.

LaGuardia provides various programs for students who require additional preparation: 1) developmental programs, which include pre-college programs, are offered through the College's ACE division; and 2) academic support programs offer a plethora of tutoring and mentoring interventions.

The LaGuardia catalog states that, "[a]s part of the admissions process at LaGuardia, students are required to demonstrate their competence in reading, writing and mathematics. For students entering the College in the spring of 2020 and beyond, CUNY will no longer be using the CUNY Assessment tests for reading, writing, or math. Students who do not demonstrate competence in these areas are placed in appropriate reading, writing, ESL or math classes." The newly designed proficiency index combines overall high school grade point average with SAT and/or Regents exam scores. There are separate proficiency indexes for English and math. [CUNY Testing FAQs 1056] Students may be placed into accelerated co-requisite courses in English and Mathematics, wherein they meet developmental course requirements while earning college credit. [LaGuardia College Catalog 28] LaGuardia frequently evaluates student success in remedial and co-requisite courses. Furthermore, CUNY evaluates the effectiveness of student placement and provides information on Gateway course completion across CUNY in the CUNY PMP Performance Management Process Databook 2020-2021. [613]

LaGuardia students have different opportunities to reinforce their basic skills, including workshops and classes that run during the short and long semester sessions. Many of these programs are low or no cost. One example, the First Year Institute offers new and first-year continuing students a range of programs and support services during their first-year experience. Courses, instructional materials, and services are available to eligible students at no tuition cost. [LaGuardia FYIP 501, CUNYDevelopmentalEducation-USIP 219] Students who need remedial instruction can enroll in co-requisite remediation courses, which combine a credit-bearing course with mandatory non-credit remedial support. The co-requisite remediation offers "just in time" support for the college-level course, thereby supporting CUNY's goals of increasing gateway course participation and academic momentum.

[Guidance for Designing Corequisite Remediation 469, Momentum Monitoring Report Review 389]

LaGuardia's Strategic Plan aims to Build Student Access and Success. To this end, moving students from the Division of Adult and Continuing Education (ACE) to credit programs is a priority, and the College offers non-credit programs for students in need of additional help in English, math, reading, and writing. [Annual Strategic Initiatives of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives 845] Designed to meet students at their current level of proficiency in English, reading, writing, or math, ACE's pre-college programs offer students opportunities to strengthen their academic skills and receive appropriate support that can help facilitate the successful completion of their associate degree. Some pre-college courses carry "bank" credits that later could be applied towards an associate degree program. In addition to academic support, ACE also offers financial, mentoring support, and vocational training to the students. [ACE Annual Report 2021 1094, ACE Scholarship Impact Report 1091, LaGuardia 2020 Institutional Effectiveness Plan 486]

Remediation initiatives include the CUNY Language Immersion Program (CLIP), CUNY Start, and Math Start. Other initiatives include high school equivalency and pre-college programs, workforce training, and pre-college and dual-credit programs for high school students. These programs support students as they prepare to apply to LaGuardia, and they continue until they successfully transition degree-seeking students. [CUNY Start 429, CUNY CLIP 448] The number of first-time students enrolling in credit programs from pre-college programs has been steady through Academic Years (AYs) 2018- 2020. On average, these students do better than those who did not enroll in the pre-college programs. In fiscal year 2018, 589 of 13,608 freshman credit students were ACE students who had completed a pre-college program. In AY 2019-2020, 691 of the 12,657 first-time students came from ACE pre-college programs. Additionally, ACE has collaborated with STEM majors working on creating a direct ACE-STEM pipeline. [Annual Monitoring of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives: 2019-20 694]
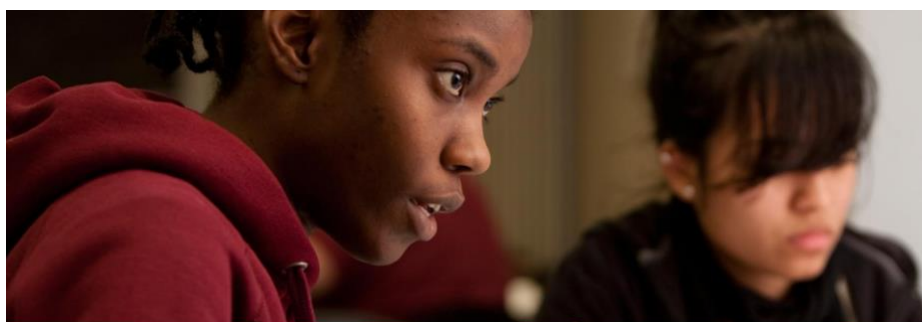
Students from ACE programs attract between 15-20% of potential degree-seeking students. On average, CLIP-assigned students enroll at LaGuardia as degree-seeking students at a 79% rate. ACE programs tend to be slightly more attractive to potential Spring students than Fall students. CUNY Start averages a 79% degree-seeking enrollment rate at LaGuardia. Math Start students have enrolled at LaGuardia as degree-seeking students at 91.6%. [Pre-College Programs Analysis 821]

Upon admission, students may apply to special programs within the College that provide ongoing, targeted support; these include Accelerated Study in Associate Programs (ASAP) and College Discovery (CD) for full-time students, as well as the Part-Time Initiative Program (PTI)

for part-time students. [CUNY ASAP 239, CUNY Seek-College Discovery 133, CUNY Manual of general Policy Article 1, Policy 1.12 246] In addition to programs that provide financial assistance, LaGuardia has an Honors Program, Veterans Services, and a range of peer mentoring programs. [372, 989, LaGuardia Peer Programs 504]. Particular populations are provided with academic and student services, such as students with Adult Basic Skills, Veterans, female students, LGBTQIA+, parents, and others.

Retention and graduation rates of CD and ASAP students are analyzed periodically by gender, ethnicity, and enrollment status. Both groups have higher one-year retention rates and graduation rates than other students. [Trends in Special population and Special Program Graduation and Retention Data 831]

Students and potential applicants can learn about academic support and special programs on the College website, through social media posts, targeted emails, and program events. Outreach efforts to students include program presentations, social media, flyers, email, and word-of-mouth by program faculty, staff, and students. In response to distance learning, outreach strategies have changed for many but not all programs. [Interview Student Services Communications 1007] Below, we describe some of academic supports and special programs available to students. However, findings from a recent inquiry suggest that few programs offer services to evening or weekend (Saturday) students.

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

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

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

In addition to having information about their services and events on their website, the LGBTQIA Safe Zone & Women's Center shares information with ASAP, CD, Student Advising Services, the Center for Career and Professional Development (CCPD), the Wellness Center, and First Year Seminar (FYS) faculty. [988] Instagram Ambassadors promote information together with the College's homepage and MyLaGuardia. [CUNY ASAP 239, CUNY Seek-College Discovery 133, LaGuardia Center for Career and Professional Development 496, Wellness Center 988] Faculty can collaborate on programming and/or invite classes to programs and events. [Interview Student Services Communications 1007]

LaGuardia offers various academic resources to help students succeed. [LaGuardia Tutoring 1057, SEMS Utilization Reports for Labs 1049]

1) **The Writing Center** offers students writing tutoring for any academic course or other purpose, such as personal statements and essays for scholarships and transfer applications. [Writing Center 409] In a recent assessment, a majority of students felt that the Writing Center prepared them well for future writing assignments. [Writing Center Assessment 833]
2) **The Math Tutoring Center** offers tutoring for math courses. [Mathematics Tutoring Center Assessment 2014 1066]
3) **Science Study Hall** supports students taking science courses.
4) **The Academic Peer Instruction Program (API)** is detailed below.
5) **The Reading Lab** offers support for students with remedial needs in reading.
6) **The Modern Language Lab** provides language-tutoring and refresher sessions. In addition, it offers placement/exemption exams. [SEMS Modern Languages Lab Usage 2018_2020 1048]
7) **The Student Government Association Tutoring Lab** is supported by the Student Government Association for several academic subjects. [SGA Study Hall 2012-2021 Report 1067, SGA Lab Survey Results combined FA2 2021 to SP2 2021 1084]

While most tutoring centers keep track of student visits, only the Writing Center and the API program conduct assessment of student outcomes. To better assess their contribution to student success, specific outcomes should be evaluated annually to determine areas for improvement.

Other important centers include:
1) The Library has offered fully remote services from March 2020-Spring 2021. Over 14,500 LaGuardia students have been assigned a Personal Librarian who can help with research by appointment via My LaGuardia. [Distance Learning LaGuardia Library 339]
2) LaGuardia's Office of Accessibility provides accommodations, support services, and assistive technology for students. [950] Support services include special arrangements for advisement and registration and liaising between student, faculty, staff, and state agencies. [Student Handbook 125] More details about creating an accessible environment for the students are provided in Standard II.

The College recognizes the value of providing interactions between successful students and newer students, and many such peer mentoring and tutoring programs are thus central to the student experience.

1. Peer Advisors are current LaGuardia students placed in department-based advising roles throughout the College, and charged with supporting student success and access. They provide outreach and support to students by navigating course selection, degree mapping, and other services. [LaGuardia Peer Advisors 505] Since the transition to distance learning, they were assigned to different projects aimed at strengthening connection and communication between the College and students. They have supported the delivery of several virtual co-curricular events such as the weekly "Distance Learning: You're Not Alone!"

2. Student Technology Mentors (STMs) offer selected LaGuardia students an opportunity to learn new skills, as well as provide instructional technology support for faculty and students. [LaGuardia Peers STM 510]

3. Student Success Mentors (SSMs) facilitate the First Year Seminar (FYS) and Capstone experience through the Center for Teaching and Learning's (CTL). SSMs facilitate the lab component of the FYS, known as the Studio Hour. [LaGuardia Peers-SSM 509] SSMs receive extensive training to work in partnership with faculty and provide a range of support to students, including experience-based strategies for success. FYS Core Survey data confirm the value the SSMs bring to the FYS. [LaGuardia COMPLETA Performance Narrative 826] The experience of working as a CTL peer mentor for at least one semester has a positive impact on retention and graduate rates. CTL peer mentors starting in Fall 2018 saw 100% retention/graduation rate for SSMs and 93.8% for Peer Advisors; it was 100.0% for STMs through Spring 2020. [AES Executive Summary Assessment Report 2019-20 874]

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

5. Black Male Empowerment Cooperative (BMEC) promotes a sense of community among Black students. Mentors engage and empower students to become active participants in their education, offering academic tutoring, personal guidance, and networking opportunities. [LaGuardia Peers- BMEC 507]

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

4.1c Orientation, advisement, and counseling
LaGuardia's commitment to student success is guided by data and community outreach. Student surveys show evidence of success and challenges, such as the advisement survey sent to all students yearly. Additionally, we see evidence of success from continuing enrollment numbers, graduation rates, and other data collected and collated by the Office of Institutional Research and Assessment (OIRA).

All incoming new and transfer students have access to a variety of supports and services, many of which are now introduced through a comprehensive First Year Experience (FYE) that starts with New Student Orientation (NSO), and which extends throughout the semester through an

event series, My Campus Events. [LaGuardia First Year Experience 108, LaGuardia New Student Orientation Campus Life Peer Leaders Training Agenda 382, LaGuardia Virtual New Student Orientation 512] Led by the Division of Student Affairs, the planning and implementation of NSO includes a wide range of LaGuardia community members, i.e., staff, faculty, and peer mentors, who are all stakeholders in the success of first-year students.

Historically, students attend an on-campus orientation program where they learn about college services, become familiar with the campus environment and facilities, hear about the student experience, and hear a rationale for campus involvement from student representatives of different peer programs. [NSO Peers Panel Discussion Notes SP2020 540] Students can also finalize enrollment steps, such as securing their ID card, or speaking with Student Advising Services, Financial Aid, or the Bursar Office. Peer mentors and leaders play a critical role in welcoming students and creating an atmosphere of belonging that minimizes anxiety and promotes engagement. [New Student Information Info 537]
Current incoming students are encouraged to review resources curated for new-to-college students on the College's Orientation webpage. [987] These include detailed student services information, distance-learning resources, success tips from current LaGuardia students and graduates, and a new student checklist. [LaGuardia First Year Experience 108] A virtual NSO now welcomes incoming students and provides information and tools. [Fall 2020 Virtual Orientation Plan 544] Fall 2020 student experience survey data highlight the effectiveness of the virtual delivery. Of the 121 respondents, 83.5% were satisfied with the experience. 89% found the Introduction to the First Year Experience presentation helpful, along with 84% finding the Technology Resources module helpful. [Virtual Student Orientation Survey Fall 2020 1010]

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

The FYS course was developed to improve access, learning, and success for underprepared and primarily first-generation college students. FYS gives students with opportunities to learn about their major and develop academic success strategies. It also provides advising support and guidance for degree plans, and it introduces important resources and co-curricular opportunities. As of Fall 2019, the FYS enrolled almost 31,000 students across 1,468 FYS

sections. LaGuardia's newest Title V grant, *Project Conexion*, builds upon FYS by strengthening student guidance through curricular pathways, improves student supports, and enhances pedagogy through completion and transfer. [Title V Project Conexion Proposal 640, Project COMPLETA FYS Evaluation Report 823, Project Outline and Related Documents-FYS 858, Making Learning Matter-Building Guided Learning Pathways at LaGuardia 1070]

FYS outcomes confirm gains in student achievement, retention, and progress to degree. The outcome measures include cumulative GPA, cumulative credits earned, retention rates, graduation rates, and transfer rates. [Project Outline and Related Documents-FYS 858, LaGuardia COMPLETA Performance Narrative 826]

- LaGuardia's three-year graduation rate of full-time first-time entrants doubled over the past decade, moving from 16.3% for the Fall 2011 cohort to 32.1% for the Fall 2017 cohort. The percentage of full-time first-year students retained after one year hovers around 64%. [CUNY PMP Performance Management Process Databook 2020-2021 613]
- Additional findings by *Project COMPLETA*'s evaluator confirmed that LaGuardia's FYS is highly effective. Comparing outcomes for students served by the new FYS with a matched set of students who did not take the FYS, the evaluator focused on academic achievement (cumulative GPA), progress towards degree completion (speed of credit accumulation), and retention. [Project COMPLETA FYS Evaluation Report 823]
- FYS students had one-semester retention rates 16% higher (p<.001) than a matched set of students from the same department who did not take FYS. The effect size (Hedges g) was 3.60, a very high indication of meaningful statistical power.
- FYS students had two-semester retention rates 14% higher (p<.001) than non-FYS students. The effect size stood at 2.84. Other outcomes were striking, particularly the increased rate of progress towards degree, measured by credit accumulation.
- After four semesters, FYS students accumulated an average of 40.15 credits; the average for non-FYS students was 34.53. The gain attributed to FYS was nearly six credits (p<.001), or the equivalent of two additional 3-credit courses toward the degree. The effect size was also considered high at 1.94.

Through its Back on Track activities, *Project COMPLETA* served 1,621 High School Equivalency (HSE) students, providing workshops and integrated classroom activities, and helping to draft Graduation Plans. These efforts increased the percentage of HSE completers who matriculate by 22%. They also support the College's Strategic Priority of Building Student Access by increasing the number of new students, especially ACE students. [LaGuardia-COMPLETA Performance Narrative 826]

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

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

Honors program advisement. The Honors Student Advisory Committee (HSAC), the student arm of the Honors Program, holds peer advisement hours and offers events for all LaGuardia students on topics including transfer, scholarship, research, and civic engagement. [Honors Program Academic program 363]

International student services. LaGuardia's international students, who hold temporary F-1 status, represent 140 countries around the world. International Student Services specialists provide them with assistance on immigration rules and procedures, work authorization letters for on campus employment, optional practical training, as well as help with personal and cultural adjustment. The Office provides advocacy, intervention, educational, and information sessions for F-1 students. [986]

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

Advisement In Spring 2017, LaGuardia launched Advisement 2.0 to provide regular and intentional need-based guidance to every student at multiple points from admission to graduation. Its practices attended to student GPA, credit accumulation, curriculum coherence, and completion of benchmark courses. It utilized the strengths of professional, faculty, and Peer Advisors to target students who most needed support. To ensure quality advisement contacts, the initiative provided professional development for faculty and peer advisors. Its major components included:

1) a tiered structure based on students' academic standing and remedial needs;
2) an advising team engaging faculty, professional advisors, and Peer Advisors;
3) digital tools, including Connect to College (C2C) and a Student Success Plan (SSP);
4) Degree Maps that support a clear pathway to graduation.

Students update their academic plans and create goals that build momentum toward academic success. By Spring 2018, Advisement 2.0 increased the number of quality advisement conversations for high-need students, which in turn positively impacted student success. Spring 2018 data confirm that advisement structured student success as measured by retention, credit accumulation, momentum, and GPA**.** [Advisement 2.0 Spring 2018 Final Report 292] Results of the initiative include:

- With Advisement 2.0, the percentage of high-need students (Tiers 2 & 3) being advised rose substantially, compared to the Spring 2016 baseline.
- Students engaged with connected advising (when the advisor uses LaGuardia's digital tools) benefit the most.

- Students with the greatest need benefit the most from connected advisement, as measured by credit accumulation. [Project Outline and Related Documents- Advisement 2.0 857]

In response to the shift to a virtual learning environment, the Advisement 2.0 model evolved. All students who are not in ASAP or CD have been case-loaded and assigned to a Student Advising Services (SAS) advisor. The College plans on strengthening advisement further with the launch of new practices by modifying advisement structures and services. Based on students' feedback and input of advising staff and faculty, a plan will be developed to continuously improve advising services.

LaGuardia has developed and adopted various tools, practices, and policies that help students stay on track and graduate on time. The Student Advising Services webpage provides students with information and resources. [992] There are also videos to guide students in DegreeWorks, curriculum requirements, college readiness, transfer, and CUNY's registration program, CUNY Schedule Builder. The website also displays information about the College's 15-to-Finish initiative, which leverages LaGuardia's unique semester system, i.e., one 12-week session plus one 6-week session, to facilitate graduation in two years.

Key advising resources used in the LaGuardia student experience are:
- LaGuardia Mobile App, a free app designed to support student success and improve retention and completion, and funded through a 2018 *Grad NYC Innovation Fund Grant*. [LaGuardia Mobile App Features List_Spring 2019 1009]
- Degree Maps, for navigating to degree completion. [Degree Maps_LaGuardia 338]
- Degree Works, a CUNY-wide application that allows students to view their progress toward a degree. Degree Works also allows students to understand how grades impact GPA and requirements for majors. [LaGuardia Degree Works 498, LaGuardia Degree Works-Audit-Guide 499]
- The Student Success Plan (SSP), a digital tool that provides structure to the student advising experience and sends an advising record for the student to act on.

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

4.1d Processes enhance successful achievement of student educational goals
The LaGuardia student experience includes integrated processes designed to support the achievement of educational goals. In 2017, CUNY launched the Academic Momentum Campaign to improve graduation rates at all 18 of its senior and community colleges. LaGuardia's three-year graduation rate of full-time first-time entrants increased from 16.3% for the Fall 2011 cohort to 32.1% for the Fall 2017 cohort. Additionally, the percentage of full-time students completing 30 credits in the first year for first-time full-time students rose from 9.2% in 2013 to 15.4% in 2018. [Momentum Monitoring Report Review 389, CUNY 2019 Momentum Campaign Report 436] The campaign builds on a major strategic goal of CUNY outlined in the PMP and detailed in Standards I and VI. [CUNY PMP Performance Management Process Databook 2020-2021 613, CUNY Master Plan 2016-2020 5] The "15 to Finish" campaign described above strengthens the College's Strategy Priorities. [LaGuardia 15 to finish 487]

Connect to Completion (C2C) is a digital system that allows faculty to communicate with students, request advisor support, and more. The features and functions of the platform are especially important to support student success in the remote learning environment. [c2c-faculty-guide 1041]

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

The Center for Career and Professional Development (CCPD) provides students and alumni the knowledge, skills, values, and opportunities that are essential to fulfilling their career goals. [Center for Career and Professional Development 496] CCPD offers coaching sessions with career advisors, in-class workshops and presentations, and a range of events. In 2019-20, 1,184 first year students completed the Career Coach Assessment, and 348 participated in 1-1 Coaching sessions with Career Advisors. 43 FYS Presentations were delivered. Additionally, CCPD provides students with opportunities to explore career options through networking opportunities and career-related experiences, including through participation in LaGuardia's 2019-20 inaugural CUNY Service Corps cohort. Despite the pandemic, 85 out of the 100 participants completed the program. [AES Executive Summary Assessment Report 2019-20 874]

4.2 Policies and procedures of transfer credits
Transfer Services helps students with transferring in and out. The guidelines and contacts for evaluating and accepting transfer credits are documented in the LaGuardia Student Handbook 2020 and Transfer Credit Policy found on the Transfer Services webpage. [125, 996] Transfer Services' credit evaluators review and evaluate students' courses for transfer-in credits from accredited higher education institutions, College Now courses, Joint Services Transcript (JST) evaluations, the military, advanced placement programs, and CLEP (College Level Examination Program) credit evaluations. [1065] LaGuardia accepts a maximum of 30 credits if the student earned credits at other accredited colleges or universities, either in the U.S. or at an equivalent institution outside the U.S. According to evidence from 2018, Transfer Services addresses up to approximately 1,235 unduplicated students each month with credit evaluation and transcript reviews and transfer out services. [February 2018 Transfer Services Monthly Report 560] Transfer Services also coordinates and hosts transfer fairs in the Fall and Spring semesters. In

addition, the CUNY Pathways Initiative was designed to provide transfer students with a smooth transition from one CUNY campus to another by easing the transfer of most general education requirements. [CUNY Pathways 465, CUNY Pathways How Credits Transfer 467]

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

As required under FERPA and described in the FERPA Guidelines for Student Records Access document, students control their personal information. [CUNY FERPA Guidelines For Implementation 453] Students have access to the FERPA release form. [CUNY FERPA Release Form 455] LaGuardia's Office of the Registrar maintains strict security protocols around the release of transcripts, diplomas, and other student records. To increase students' access to their records during the pandemic, the Office of the Registrar now provides live virtual Registrar's Office Assistance. The Compliance Report provides more details that address securing students' information.

4.4 Student life and extracurricular activities
Student Life in the Division of Student Affairs oversees co-curricular activities. The College offers students a wide variety of ways to engage with peers, the campus, and the local community via clubs, organizations, and peer mentors. LaGuardia students also can represent the College by serving in CUNY's University Student Senate. [CUNY USS 483] The Campus Life website advertises opportunities for students, including the Student Advisory Council, student clubs, and student government, and lists campus resources such as emergency support, and physical and mental health resources. [LaGuardia Campus Life 494] The College also lists opportunities for students to connect and serve in student government via its Student Services website. [Student Services 1,000] More information describing rules around student groups and clubs is listed in the Student Handbook. [LaGuardia 2020 Student Handbook 125]

Student Activity Fees fund activities and clubs on campus. [LaGuardia Student Clubs and Organization 182] Fiscal accountability for Student Activity Fees, including student government fees, are managed according to CUNY regulations. [CUNY Student Affairs Activity Fee 481, CUNY Fiscal Handbook for Control and Accountability of Student Activity Fees 456] Students who participate in Student Government are also bound by CUNY Bylaws Article XVI. [CUNY Bylaws and Policies Articles XV and XVI 1033]

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

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

The College monitors student life and extracurricular activities regulated by guidelines, by-laws, and policies from CUNY's Office of Student Affairs. The CUNY Office lists their mission as assisting "the Student Affairs Divisions of each College to provide quality services and programs, which support the academic mission of the University and enhance student learning and development." [CUNY Student Affairs 188, CUNY Bylaws and Policies Articles XV and XVI 1033]

Resuming Organized Athletics
The College proposes to resume organized Athletics beginning in Fall 2022 and/or Spring 2023. The sport offerings will provide greater student participation in intercollegiate athletics, and the ability to reach a wider population of prospective and current students. The plan also includes creating and promoting recreational events as well as programming for the entire campus. [Resuming Athletics Proposal 1101]

4.5 N/A

4.6 Periodic assessment
LaGuardia's Mission puts students first. The College provides robust assessment tools to receive feedback from students and staff and to review programming and services for students. The College's Office of Institutional Research and Assessment (OIRA) plays a central role in disseminating survey and assessment results that better enable the College to serve its students and fulfill its mission. [LaGuardia's OIRA 35, Institutional Effectiveness website 940] More information about the College's periodic and annual assessment can be found in chapters I and V.

The College's Division Strategic Plan Reports 2019-20 and Division Strategic Work Plans 2020-21 are key assessment tools driving day-to-day work. [811, 812] The Division of Student Affairs' work plan assesses their efforts using measurable outcomes and objectives tied to the Strategic Plan (see Section 1.1a in Standard I for more details). Recently, the Division of Student Affairs was reorganized, and now consists of two tracks: enrollment management and student success. The College has charged two groups, the Enrollment Management Planning Group and the Student Success Planning Group, to examine existing policies and processes, identify problems, and design solutions for consideration by the President. [Student Affairs Org Chart 809, Enrollment Management Planning Group Charge 1050, Student Success Planning Group Charge 1051]

Some highlights of the College's 2019-20 Strategic Plan Reports include a collaborative project between Academic Affairs and the Division of Adult and Continuing Education to a create memorandum of understanding that support students moving to degree programs; development of a core e-Portfolio for the Liberal Arts AA and AS Degrees through a Center for Teaching and Learning (CTL) Mini-Grant; and training and evaluating Student Success Mentors to facilitate more than 300 FYS and Capstone Studio Hours. [Division Strategic Plan Reports 2019-20 811, LaGuardia Credit For Prior Learning Project 1092]

AES assessment began in 2018-2019. It allows administrative units a systematic way to evaluate their effort. Previously, each administrative unit conducted assessments that provided continuous evaluation and improvements of its services. Sometimes these evaluations did not measure Student Learning Outcomes. The new AES assessment allows for greater coordination across units, and the ability to share student learning and institutional outcomes. More information about the Assessment Leadership Team's (ALT) efforts to facilitate efforts to shape teaching and learning can be found in Standard V. [Assessment Plans and Reports for the AES Units 1, AES Executive Summary Assessment Report 2019-20 874, LaGuardia Institutional Effectiveness Plan with Appendices 486, Interview with Dean Hofmann 1001, Interview with Dean Lerer 1002]

Highlights from the recent AES reports include results from several units summarized in Table 6. As detailed below, the impact of FYS courses and advising have been assessed in great detail. [AES Executive Summary Assessment Report 2019-20 874]

Table 6. Highlights from AES Assessment Report

Division/Unit	Examples of Assessment & Alignment with Strategic objective	Results	Recommendations & Next Steps
ACE/Business & Entrepreneur Services	Strategic plan goal: 2 ACE CTE students will learn how to develop job readiness tools and use learned strategies to become more confident job seekers by 2026. Measures: Using pre and post surveys of students receiving resume workshops to assess their confidence at developing their own resume and using it for future job searches.	93.3% of survey participants reported feeling confident or very confident the resume developed during the workshop would land them an interview. 93.3% of survey participants reported feeling confident or very confident in their ability to edit and update their resume on their own. 80.8% of learning questions were answered correctly post workshop.	The unit will continue to assess the learning outcomes of the resume workshop, but they will administer the surveys differently next year using a polling feature Zoom provides. They will also administer the surveys while working individually with students on their resume where we were focusing on groups only this year.

Academic Affairs/ Center for Teaching and Learning	Strategic plan goal: 2 Increase one-semester retention and completed credits in the first year for students enrolled in First Year Seminar compared to students in the same major not enrolled. Measures: Retention data (FYS next semester attendance compared to non-FYS) Credit accumulation (FYS credits in one year compared to non-FYS).	Fall 2018 cohort Retention: +17.0% points next semester, surpassing 13% target (+17.0 for Fall 2017 cohort). Credits: +0.7 credits in first year. (+2.6 Fall 2017; target is +2.0 credits)	Ensure more FY students enroll in 1st semester, including session 2. Offer hybrid PD seminar to support faculty teaching latest FYS disciplines.
Academic Affairs/ Writing Center	Strategic plan goal: 2 Students will evaluate and report on improvement from pre- to post-session submitted drafts (SLO). Measures Survey % of students reporting improvement (SLO).	i) Fall 2019: 71.9% reported improvement;11.7% reported no improvement. ii) Spring 2020: 84.6% reported improvement; 3.3% reported no improvement.	The current system of 1:1 instead of 2:1 tutoring will be maintained; the survey will again be administered.
Student Affairs/ Student Advising Services	Strategic plan goal: 1 and 2 Inform students about their options regarding curriculum, degree planning, graduation requirements and campus resources. Measures: Survey results assessing the level of understanding of candidacy requirements/deadlines and path to graduation.	Events were planned that targeted first time freshman and transfer students. Health Science Orientation (HSO) Events were held to disseminate information about degree planning to pre-clinical and non-clinical Allied Health Students. Survey results show that 96% Strongly Agree/Agree that the HSO helped with making them feel confident in their choice of study; 92% Strongly agree/agree that the HSO provided understanding about	The students who attended the Orientation in Fall 2019 were NEW (incoming) students for Spring 2020. Comparison to the prior year is not possible since this is a first-time event. Due to Covid-19 the events were redesigned.

		campus support; 96.8% Strongly agree/agree that the HSO provided helpful information about their major.	
Student Affairs/Transfer Services	Strategic plan goal: 1 Increase participation in Transfer Services' events.

Measures: i) The number of participants attending all activities outlined in the 2019-2020's annual calendar ii) Web/social media analytic reports measuring the success of outreach efforts. | The 2019 baseline totaled 1,591 student participates in events compared to 460 students for 2020. The addition of online chat session increased student engagement by 700 students - for a total of 1160 student. No online chats were offered in 2018-19. The decrease in the 2020 numbers represent the COVID impact. Pageviews: 12,442 (accounts for every visit); Unique Pageviews: 5,203 (accounts for the individual, even if they visited the page multiple times). | With the onset of COVID, the office was not able to accomplish the objective- to increase participation in Transfer Services' events. Explore with Information Systems possible program development to improve the level of data details and analytics available from the web and social media platforms. Improve college events' calendar efficacy. Work with Marketing and Communication to increase student engagement and participation. |
| **Information Technology** | Strategic plan goal: 2 Ensure that students have access to suitable facilities for the completion of academic work.

Measures: i) Number of upgraded / new labs. IT 2019-20, ii) The College website downtime. | Due to COVID-19, nine new split-classrooms were created.

The College website downtime was 0.02%, based on 2 hours downtime during 8,760 total hours in a year. | Based on success of split classrooms, additional split classrooms may be created, if necessary, to allow for an increase in hybrid learning where courses requiring physical presence can be done on campus, while remote learning is used for other applications. |

Student Surveys also compose a vital component of the College's assessment tools. The College uses CUNY Student Experience Surveys administered every other year as an assessment tool, including the 2018 CUNY student experience survey highlighted in Standard II. [797] In response to the pandemic, the CUNY Office of Institutional Research and Assessment conducted a survey in Fall 2020 to determine student experiences with distance learning, including courses, instructions, personal difficulties, and technology. In addition to asking for information about academics, the survey asked students about their experiences with support services and various financial, emotional, and other needs. The survey response rate for LaGuardia's students was 10% (6,462 invited, 647 responded), which is comparable with the overall response rate at CUNY (9.7%) and CUNY community colleges [Distance Learning Experience and the Pandemic Impact on Education CUNY and LaGuardia 875, The Pandemic Impact On Support Services and Student Needs 880] As the survey report notes, "the experiences of LaGuardia's respondents with distance learning were similar or slightly more favorable compared to all community colleges and mostly more favorable compared to senior colleges." The results found:

- 86% of LaGuardia's students experienced online learning for the first time during the Covid-19 public health emergency.
- In the Fall 2020 CUNY survey and LaGuardia's Spring 2020 survey, respondents indicated that they are more familiar with the required technologies or applications than their instructors.
- In the Fall 2020 CUNY survey and LaGuardia's Spring 2020 survey, respondents' top concern was grades and performing well in class (82% in Spring 2020 and 60% in Fall 2020).
- 40% of LaGuardia's students (and all community college respondents) planned on transferring before the pandemic, but indicated the pandemic affected their transfer plans. The reasons cited were, in order, uncertainty in personal life, not wanting to make big changes during the pandemic, and uncertainty about job opportunities.

Recently, an assessment has been conducted on the effect of the pandemic on demographics, enrollment, retention, academic outcomes, online assessment, and student experiences. The pandemic impact on enrollment and retention is notably negative with a significant drop in first-year student enrollment, although - unlike the national data quoted in this report - the decline was not disproportional for minority students. Retention rates declined during the pandemic for all gender and race/ethnic groups. However, it should be noted that the retention rate gaps between underrepresented minority and Asian and white students - which were evident before the pandemic - are also evident during the pandemic. There was no adverse effect on student academic performance. For most first-year courses, LaGuardia students did not fail at higher proportions during the pandemic and their GPAs and course completion rates did not decrease. However, we do not have data on the impact of the pandemic on the needs of evening and weekend students. [The Impact of the Covid 19 Pandemic 1106]

Conclusion

Strengths
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.

Challenge
[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.

Recommendation
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

Assessment of student learning and achievement demonstrates that LaGuardia students have accomplished educational goals consistent with their program of study, degree level, our Mission, and expectations appropriate for institutions of higher education. This chapter addresses how LaGuardia effectively meets the Middle States Standards for Accreditation and Requirements of Affiliation 8, 9 and 10.

Introduction

LaGuardia continuously addresses its Mission and Strategic Plan Priorities through a well-organized approach to each level of assessment, and faculty and staff have multiple opportunities to strengthen learning over time. 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). LaGuardia takes an expansive view of General Education by embedding our "across-the-curriculum" competencies and abilities in all majors, both in program courses and in what are traditionally viewed as general education courses. These across- the-curriculum competencies and abilities consist of three Core Competencies: Inquiry and Problem Solving, Global Learning, and Integrative Learning. These competencies are expressed through three Communication Abilities: Written, Digital, and Oral. They meet our Mission through the development of higher order skills identified by external stakeholders and community constituents to encourage student success in employment, in transfer, and in life-long learning. 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.

Evidence and Analysis

5.1 Clearly stated educational goals

LaGuardia's Mission is to "educate and graduate one of the most diverse student populations in the country to become critical thinkers and socially responsible citizens who help to shape a rapidly evolving society." [LaGuardia Mission Core Values 34] The Institutional Effectiveness website organizes our assessment framework to advance this Mission. [940] Through our assessment and ePortfolio culture recently recognized by the National Institute on Learning Outcomes Assessment (NILOA) and funded with grants by the Teagle Foundation, we continually assess our assignment design from first-year seminar to capstone. [Making Learning Matter-Building Guided Learning Pathways at LaGuardia 1070, NILOA-Role of ePortfolio 1069] Our culture of grant-funded, faculty-driven professional development is led by the Center for Teaching and Learning (CTL) and the collegewide Assessment Leadership Team (ALT). One of our five Strategic Plan Priorities (SPP), Strengthen Learning for Students – and for Faculty, Staff, and the College, strongly affirms LaGuardia's identity as a learning college, and anchors

the College's orientation to the Criteria of Standard V. [LaGuardia 2019-2024 Strategic Plan Goals- Objectives 19]

Our Core Competencies and Communication Abilities advance our Mission in critical respects. The three competencies and two of the abilities (Written and Oral) were adapted from the VALUE Rubrics of the American Association of Colleges & Universities (AAC&U), and/or based on former outcome rubrics created by the College. They further are tuned to the Degree Qualifications Profile (DQP) framework from the Lumina Foundation, and to employer surveys conducted by the AAC&U. [Lumina Foundation-The Degree Qualifications Profile 1054, AACU Public Opinion Research 1055] Our competencies and abilities were adopted in 2014 through the framework 'Learning Matters,' and unanimously endorsed by the College Senate. Each competency and ability is addressed in General Education courses and in selected courses in every major at the College.

1. Inquiry and Problem Solving asks students to seek and use disciplinary and cross-disciplinary content knowledge to address challenging issues, weighing evidence and drawing conclusions through a process of synthesis and evaluation.
2. Global Learning asks students to approach the world's challenges and opportunities from multiple perspectives and engage with issues of diversity, identity, democracy, power, privilege, sustainability and ethical action.
3. Integrative learning asks students to make connections between ideas and apply them to new contexts, within and beyond campus and over time. [About Assessment at LaGuardia 286]

Students demonstrate the Core Competencies using one of three Communication Abilities:

● Written is the ability to combine vocabulary with grammatical proficiency, fluency and cogent organization.
● Oral is the ability to speak clearly to different audiences.
● Digital is the ability to combine images, text, video or other media in effective digital presentation. [About Assessment at LaGuardia 286]

The College created the Digital Communication Ability through active research and campus conversations, and it remains one of the few digitally-focused communications skills assessed for General Education in the nation.

Our General Education Assessment Deposit Maps identify key courses in the Program Core in at least three places - early, middle, and late - that address each Core Competency and Communication Ability. These courses are identified on Program Core Curriculum Maps as locations where assignments have been developed to target particular competencies and abilities. Each course identified in an accompanying Deposit Map corresponds to the assessment section of our Digication ePortfolio system, where faculty upload or "deposit" artifacts of student learning. These artifacts are utilized for scoring in the annual Benchmark Reading process.

Faculty detail and assess student learning outcomes for each course. In every academic program there are courses designated for assessing the competencies and abilities that correspond to faculty-created curriculum and degree maps. These are included in course proposals that Department and College Senate Curriculum Committees review and approve. The department communicates these outcomes to all faculty teaching the course, and they are assessed using course level assessments. Individual departments maintain and file their syllabi

and list them on their website. All course proposals also contain a sample syllabus. [course proposal form 934]

Course proposals for courses designated as assessing competencies and abilities reflect the designated competencies and abilities through course objectives, grading standards, and a course outline. Assignment design revisions to support the new competencies and abilities largely occurred between 2016-2019. Over the past few years, LaGuardia has engaged in a syllabi revision process to ensure that student learning outcomes and assessment goals appear on syllabi. Historically, revisions to course syllabi also occur during PPRs. [PPR Guidelines 2019-2020 48]

Faculty program directors in all majors have drafted and finalized different kinds of curriculum maps. [Degree Maps LaGuardia 338] Program curriculum maps consolidate course learning outcomes under various program level outcomes. [PPR2019-2020 Guidelines 48] Additionally, degree maps provide the specific sequence in which courses are taken in the major over time. [Academic Assessment Guide 279]

Comprehensive Curriculum Maps provide a total picture of the courses required for majors. They provide an overall schematic of the major, and outline the connections between General Education courses, Pathways Required Core courses, and Program Core courses. Comprehensive Curriculum Maps identify key courses in the major, and in the Pathways Required Core, where faculty help students build skills associated with our competencies and abilities.

All General Education at the College reflects CUNY Pathways. Pathways embeds CUNY's learning outcome dimensions into Common Core courses to facilitate student transfer. [General Education Requirements 426, CUNY Pathways 465] CUNY has completed a robust assessment on the Pathways initiatives and Pathways courses over the last six years. [CUNY Pathways 6-year Evaluation Report 2020 749, CUNY Pathways 6-year Updates 942]

Since 2019-2020, there have been systematic assessments in most programs in every department to describe and communicate the specific skills, competencies, and knowledge the students will achieve as Program Learning Outcomes (PLOs). Programs typically assess between three and five PLOs, and faculty annually assess one PLO; based on the results, they either implement actions to improve outcomes or assess another PLO. Many PLOs share learning outcomes with the competencies and abilities to facilitate student learning and make assessment more efficient and effective. Assessment methods for PLOs differ in each program and may be connected to individual courses, assignments, or other program-specific measures. A list of accredited program can be found at National Center for Education Statistics and at the Institutional Effectiveness website. [College Navigator - CUNY LaGuardia 312, 940] Prior to 2019-2020, the assessment of PLOs mostly occurred through Periodic Program Reviews. Periodic Program Reviews (PPRs) still provide critical opportunities for reviewing and revising course and program level outcomes.

A Program Learning Outcome (PLO) map identifies key courses in the Program Core where learning outcomes specific to each program have been identified and assessed. The PLOs were devised by program directors and faculty in each program to articulate and communicate what skills and attributes students will demonstrate after completing their programs.

As described in more detail in Standard IV (4.6), Administrative and Education Support units (AES) also address student learning at the College, and assess their missions, goals, and

learning outcomes. [Assessment of Administrative and Educational Support Units (AES) Mission and Goals 2020-2021 680]

5.2 Organized and systematic assessments evaluating student achievement of goals
The College's Mission, Core Values, and Strategic Plan Priorities are embedded throughout each level of assessment, and they operate as two major signposts for our assessment practices. [LaGuardia Mission Core Values 34, LaGuardia 2019-2024 Strategic Plan Goals-Objectives 19, LaGuardia 2020 Institutional Effectiveness Plan 486, CUNY PMP Performance Management Process Databook 2020-2021 613]

Each year, the President's Cabinet reflects on the Strategic Plan Priorities in tandem with measurements of their objectives, as well as with CUNY's larger Performance Management Process (PMP) Data Book, which includes an extensive list of "Pillars" and "Goals." [President's Cabinet LaGuardia Community College 848, interview with Dean for IE 956] The Strategic Plan Priorities reflect and align with CUNY's annually updated goals and research.

The College conducts systematic and periodic assessment of Student Learning Outcomes to implement appropriate curricular changes to advance the Mission. The assessment website provides descriptions for all levels of academic assessment and provides publicly available benchmarking results. [About Assessment at LaGuardia 286] It communicates multiple policies, procedures, and processes that describe our Student Learning Outcomes at the institutional, program, course, and department levels, and explains their relevance to the College's Mission and Strategic Priorities.

The College's systematic assessment of General Education is visible in the large number of student artifacts deposited for scoring during the annual Benchmark Reading. As the tables and figures below show, the College has become more adept at scoring large numbers of artifacts over time. In parallel to this, the number of artifacts that fail to address a competency continues to decrease.

Last year, 3,272 artifacts generated 7,352 scores. 82.2% (2,690/3,272) of the artifacts were scored valid compared to 70.6% (2,619/3,708) valid in prior year's Benchmark reading. [2021 Benchmark Reading Data 1035]

The table below also shows the large number of faculty and staff volunteers who participate in our annual Benchmark Readings ("number of reviewers").

Table 7. Benchmark Reading Data

			BR 3.0	BR 4.0	BR 5.0
Scaling Our Efforts					
Deposits		Deposit Year:	Fall 2018	Fall 2019	Fall 2020
		Total Deposits (unique artifacts):	15517	16426	12053
Benchmark Readings		BR Year:	2018/19	2019/20	2020/21
		Scored artifacts:	5343	3708	3272
		Number of reviewers:	190	194	104
		Total individual scorings:	11716	8440	7352
		# Scored a 88: (artifact not applicable to rubric)	1561	847	804
		% failed to address Competency: (Ratio of # 88s to total individual scorings)	13.3%	10.0%	10.9%

The purpose of Figure 2, below, is to show that most of our artifacts (and therefore, scores) are coming from early courses. For Inquiry and Problem Solving (IPS), for example, among the 585 artifacts, 569 had a record for student credits. 12.8% (73/569) were from students with 45 or more credits, 36.7% (209/569) were from students with a credit between 13-44, and 50.4% (287/569) were from students with 12 or less credits.

Figure 2. Proportion of Artifacts from Each Credit Range (All valid scores)

% artifacts with valid scores in different credit ranges
BR 5.0 Yr 2020/21
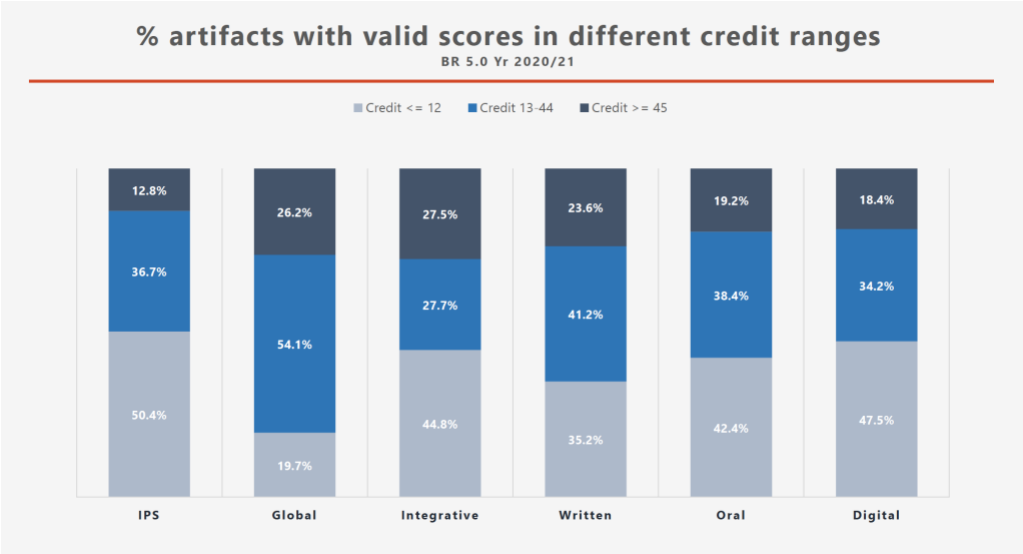
Figure 3. Percentage of Artifacts that Failed to Address Competencies
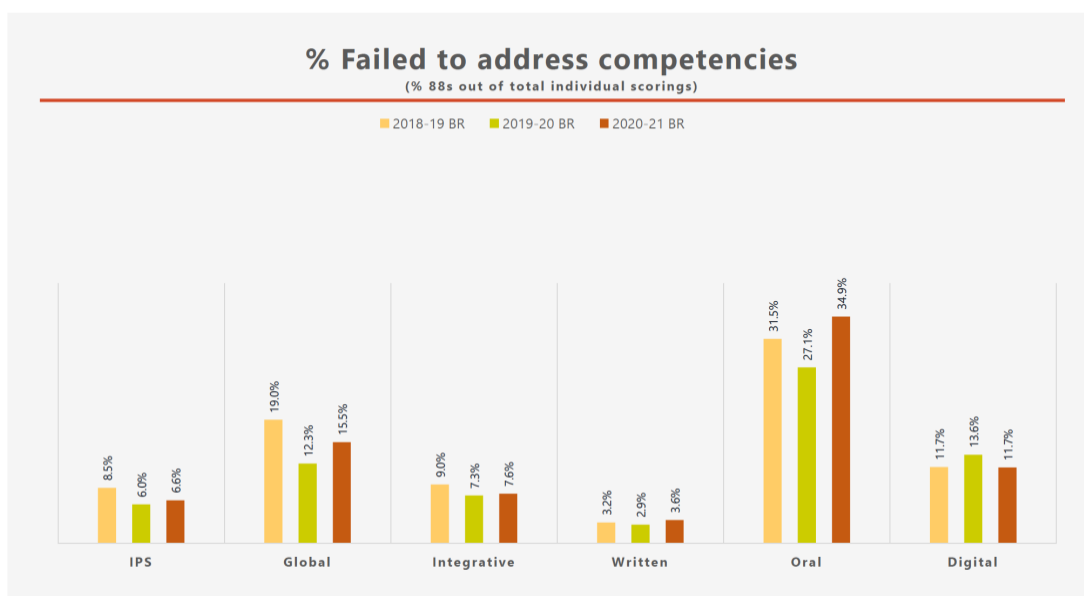
As the table and figures above relate, the majority of our competencies and abilities show improved scores as students' progress toward graduation. It is also clear, however, that the College must continue to develop improved assignments and pedagogy for the Oral and Digital Communication Abilities. [2021 Benchmark Reading Data 1035] Such efforts are on-going: last year, the CTL offered faculty multiple seminars and workshops around assignments linked to the competencies and abilities. [CTL Strategic Plan 2020-21 1036]

As Table 8 below shows, the College uses assessment results to implement a variety of curricular changes based on assessment. While the Program of Actions listed in the table are not necessarily the sole reason for the Curricular Improvement, they illustrate a set of holistic actions the College takes for the continuous improvement of educational effectiveness.

Table 8: Assessments and Curricular Improvements

Assessment Findings	Program of Action	Curricular Improvement
Fall 2018: 13.3% of student artifacts score "88" or not applicable on relevant rubric	37 faculty participate in assignment charrettes	2019-2020: artifacts scoring "88" fall to 20%
Fall 2018: 13.3% of student artifacts score "88" or not applicable on relevant rubric	Learning Matters Assignment Library (LMAL)	2020-2021: 56 model assignments in LMAL; artifacts scoring "88" fall to 10.9%
2017: Collegewide Global Learning (3.83/8) and Integrative Learning (3.60/8) scores fail to meet competent threshold (<15 credits)	Learning Matters Mini-Grants (aided by grant from Teagle Foundation) provided to 53 faculty from 10 programs piloting revised curriculums to 4,297 students	2019-2020: Collegewide Global Learning (4.36) and Integrative Learning (3.90) scores surpass or approach competent threshold (<15 credits)

Fall 2018: Collegewide score for Global Learning is 3.83/8 (<15 credits)	2018-2019: 45 faculty in Global Learning seminars	2019-2020: Collegewide beginners score is 4.36/8 (< 15 credits)
2018-2019: Collegewide Integrative Learning Score is 3.89/8	2019-2020: 20 faculty participate in Integrative Learning Focus Seminar	Integrative Learning artifacts for students with 45+ credits improve to 4.6

5.2a Define meaningful curricular goals
Faculty define meaningful curricular goals in concert with their Program Directors and department chairpersons. This collaborative effort also involves discussions with departmental curriculum committees and the Curriculum Committee of the College Senate, and sometimes includes the Assessment Leadership Team.

Assessment Leadership Team (ALT). The College's Assessment Leadership Team meets monthly and facilitates broad efforts to shape learning, teaching, and assessment associated with all areas of assessment. ALT members represent each department; they aid programs working on Periodic Program Review, facilitate annual Benchmark Assessment Readings, and communicate assessment related events and news to departments. [ALT Membership Information 772] Members of ALT also support the assessment of Program Learning Outcomes, and help field questions about assessment in CTL seminars. ALT also shares results from Benchmark Readings at the institutional level, most typically during the Spring Instructional Staff meeting. Results are also shared at Program Directors meetings, which bring together Program Directors for all majors and options.

Assessment Leadership Team Executive Committee (ALT-EC). Since 2014, the College's Assessment Leadership Team has been led by two Faculty Co-Directors of Assessment, the Dean or Provost of Academic Affairs, and an Executive Associate of Academic Affairs. This committee meets weekly and plans ALT meetings, Program Director meetings, collegewide communications about assessment, and the College's strategic calendar for assessment. They coordinate and organize the annual assessment of PLOs, and troubleshoot issues related to PPRs. They consult about external grants, CTL seminars and mini-grants, and support for ePortfolio practices. They represent the College at CUNY Assessment Council meetings, organize presentations about assessment at national conferences and conventions, and publish articles and occasion papers in leading assessment journals.

Office of Institutional Research and Assessment (OIRA). The Office of Institutional Research and Assessment has recently taken a larger role in the work of educational effectiveness assessment. [LaGuardia OIRA 35] This office assists programs with framing the quantitative data for Periodic Program Reviews (PPRs). PPRs require that programs discuss enrollment, graduation, and student success data, and programs often request other data to support program analyses. The Dean of Institutional Effectiveness leads this office and supports assessment committees at the department and collegewide levels. [Institutional Effectiveness website 940]

The Center for Teaching and Learning. The CTL is important in supporting and sustaining assessment at the College. [LaGuardia CTL 29] The CTL conducts professional development seminars directly related to the assessment work, such as Focus Seminars that offer sustained inquiry into the competencies and abilities. Last year, the CTL Supported 300 faculty and staff in online/distance ed preparation and implementation. [CTL Strategic Plan 2020-21 1036]

The Learning Matters Assignment Library (LMAL). The CTL, ALT, and LaGuardia library were instrumental in developing the LMAL. [Learning Matters Assignment Library 383] Supported in part through a Teagle Grant, the LMAL hosts assignments intentionally aligned with the Core Competencies and Communication Abilities. [Learning Matters Assignment Library Guidelines and Form 2020 683] Additionally, the LMAL hosts newsletters and showcases, and makes related materials publicly available. [Nov 5 18 LMAL Showcase Agenda 657, LMAL April 2020 Newsletters 685] As the latest report from the LMAL says, "From January 1, 2021 through March 31, 2021, the works in the Assignment Library were downloaded a total of 4,047 times…Individual works were downloaded an average of 72 times during this period, and the median number of downloads was 14. In 2019, international users accounted for 37% of all downloads across the repository." [LMAL 2021_1Q 1037, A Party Platter of Peer-Reviewed OER Assignments 1095]

Figure 4. Courses and Assignments in LMAL

Courses and Assignments in LMAL
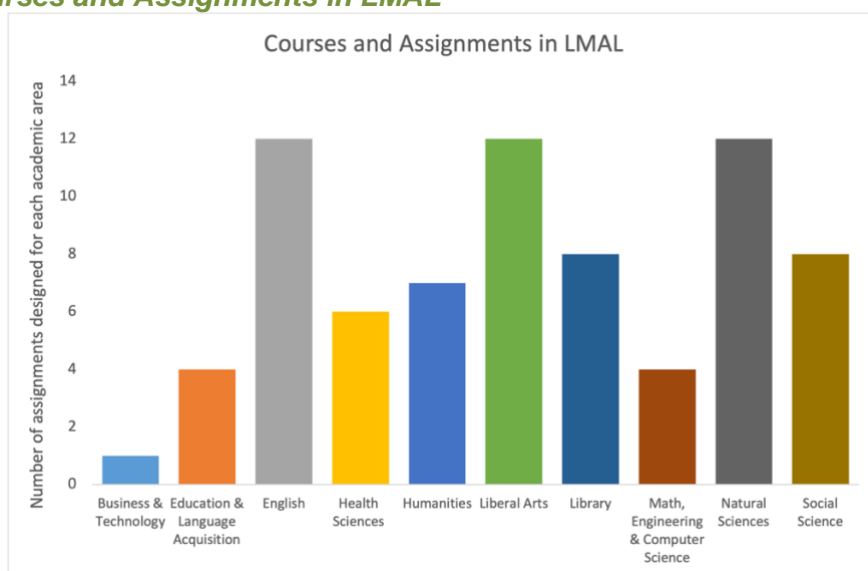
Departmental Assessment Committees. Several departments, such as Humanities and Natural Sciences, have faculty assessment committees. They focus on the assessment of the competencies, abilities, and PLOs. They also host program benchmark readings within their departments, as evidenced, for example, by the Philosophy Program PPR (Humanities) and Biology and Environmental Science 2018 PPR (Natural Sciences). [47, 2] Assessment practices across departments are inconsistent, however. Additionally, sharing specific assessment practices between programs and across departments is not systematic or uniform.

Periodic Program Reviews (PPRs). Faculty lead PPRs to implement changes in student learning goals, and to address issues related to program issues beyond curriculum, such as student transfer and employment opportunities. Academic Affairs provides programs with guidelines for PPRs that are regularly updated. [PPR Guidelines_2019-2020 48, Periodic Program Review Schedule 2019-2020 661] PPRs are "opportunities for academic programs to study, reflect, assess, and ultimately renew their pedagogy, advisement, and curriculum." [PPR Guidelines_2019-2020 48] They are opportunities to examine data about enrollment, retention, graduation, and transfer, and to implement evidence-based actions for any other issues related to program success. During PPRs, programs can also review general education data in their program, and discuss how to strengthen learning. All externally accredited programs must

complete crosswalk assessments to meet the College's PPR expectations; crosswalk directions can be found in the PPR Guidelines.

PPRs occur on a four-year timeline. That process involves three stages: one Prep Year, one Active Year, and two Implementation Years. During the first year, programs receive data from the OIRA on demographics, grades, and student success. Further, during these first two years faculty teams attend meetings led by key representatives from ALT. Meetings during the first year prepare programs for the review, while meetings during the second year troubleshoot activities and provide extensive feedback on the draft report. To conclude the first year, a consultation occurs with the PPR team, the department chair, the Executive Associate responsible for assessment, a Faculty Co-Director of Assessment, the Dean of Academic Affairs, and Provost. In 2021, the College amended the PPR schedule by adding two break years followed by two option years; the options years offer some programs more time to conduct their annual PLO assessments. During an option year, a program or the College may start the four-year PPR process or postpone it for a year.

Several programs at the College have specialized accreditation; most are in the Health Sciences Department, and some are in the Business and Technology Department. These programs boast high pass rates on required licensing exams and strong placement rates for their graduates. A summary of all accredited programs appears in the Institutional Effectiveness website. [940, College Navigator - CUNY LaGuardia 312]

Program Learning Outcomes (PLOs). In 2019, the College asked departments to annually assess PLOs. Despite the onset of the Covid-19 pandemic, programs quickly initiated PLO assessment. Faculty teams conduct program specific readings of student artifacts to assess PLOs. Program directors lead the PLO assessment work and submit PLO reports to Academic Affairs (AA). The College offers significant support in aiding programs in the assessment of PLOs, and the PLO assessment has improved the alignment of PLOs to our competencies and abilities. Data on PLOs is further reported for review and improvement during PPRs.

By the end of Fall 2021, 83% of the College's eligible 53 programs have now assessed one PLO, as Table 9 shows (program with multiple tracks are only counted once, such as Engineering and Education). The PLO process continues to improve, and the College is currently expecting second-year PLO data for most programs; full participation is imminent. The College plans to continue creating sustainable and integrated processes for assessing PLOs to make evidence-based improvements to program learning. [LAGCC PLO Annual Assessment 2019-2020 663, PLO Assessment Plan Worksheet 2.12.19 664, PLO Reports Summary 2020-21 1103] As the data indicate, PLO processes are relatively recent, and although programs have made substantial strides, the College should continue creating sustainable and integrated processes for assessing PLOs. Communication about PLO data, in addition to PPR data, also could be improved both within and across departments and divisions.

Table 9. Status of Program Learning Outcomes by Program

Status	No. of Programs
PLO Reports Submitted	47
Assess PLO next year	5 (2 new programs)
Report not submitted	4
Total	54

5.2b Data about career preparation, transfer, and lifelong learning
LaGuardia prepares students for successful transfer to colleges and careers, and Goal 5 of the Strategic Plan focuses on workforce development and career preparation. [CUNY PMP Performance Management Process Databook 2020-2021 613] 71% of all graduates transfer, and almost 44% of students graduate or transfer within six years. One year after graduation, fifty-four percent of the 2019-2020 graduating class had transferred to four-year colleges, the same proportion as in 2018-19. [Institutional Profile 2021 681] Most graduates who continued their education remained within the City University of New York system (89%). Queens, John Jay, Baruch, Hunter and City colleges were the most popular choices, with near three-quarters of all transfer students selecting those five sister institutions.

Six-months after graduation, almost 64% of the 2019-20 graduates surveyed were working. Among those employed, 46% worked in a job related to their program of study at LaGuardia. Nearly 90% of LaGuardia 2019-20 graduates reported that their educational experience prepared them adequately, well, or very well for the jobs they held immediately after graduation. The median salary for 2019-20 alumni responding to the survey who had a full-time job is less than $40,000, while the median for those who had a part time job was less than $15,000. About a third of all graduates (working full-time and part-time) are making more than $40,000 within a year of graduation. [Institutional Profile 2021 681] At ten years after graduation, the median income of a student is $58,806. [CUNY Wage Dashboard 1107]

Many of our Periodic Program Reviews (PPRs) have career readiness as a goal. In addition, the increased improvement in our competencies and abilities certainly has an impact on the readiness of students to transfer to senior colleges and to graduate at LaGuardia. The College's competencies and abilities were deliberately designed to prepare students for transfer, in part by supporting pathways to transferring to CUNY four-year colleges. Further, we designed our competencies and abilities to give them adaptable learning dispositions and higher-order cognitive skills that would serve them throughout their careers and lives. As such, they embed Liberal Arts values and dispositions consistent with the AAC&U Value Project and the National Institute on Learning Outcomes Assessment (NILOA) Degree Qualifications Profile (DQP); using the latter, the College tuned the competencies to reflect the learning expectations for our two-year students. Additionally, we chose these competencies and abilities because they represent the ways that students are expected to demonstrate and share knowledge for transfer, employment, and lifelong learning.

The annual data generated for the competencies and abilities signals students' transfer and career readiness. LaGuardia assesses the competencies and abilities each year through annual Benchmark Readings that generally occur during our Fall II semester. Scoring teams of faculty and staff read and score student work, then participate in a reflection about the process. We score student artifacts using sympathetic holistic scoring for the rubrics, which means we score a student artifact based on our overall impression of its dimensions, rather than by averaging scores for individual dimensions. Members of the ALT conduct norming and training sessions and conduct post-scoring reflection sessions afterwards. [Benchmark Reading Facilitator's Guide and Tip Sheet 604, Benchmark Reading 2020 Participant Agenda 600, Benchmark Reading 2020 Individual Reflection 602, Benchmark Reading Reflection Participant Agenda 605, Benchmark Reading Reflection Leader's Agenda 606] The College uses results from Benchmark Readings to identify areas where student learning could be improved, and disseminates these findings through Instructional Staff meeting presentations and Program Directors meetings [Benchmark Readings 2019 884, Benchmark Readings 2020 883]. It further uses results for CTL programming, mini-grant opportunities, and strategic planning. Student

scores on the competencies and abilities are monitored in the Strategic Plan (objectives 2a & 2c) and show ongoing improvement. [Annual Monitoring of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives: 2019-20 694]

100 faculty and staff participated in 2021 Benchmark Readings. The CTL Designed and administered reflection surveys and a form to help faculty address technology needs, and 75 of the participants submitted responses. The CTL further provided 31 workshops to support assessment deposit practices for students. [CTL Strategic Plan 2020-21 1036] Preliminary data from Fall 2021 was positive, demonstrating that most students improve from their entry (at less than 12 credits) to their exit (more than 45 credits). [Benchmark Readings 2019 884, Benchmark Readings 2020 883]

The goal for each competency and ability is for a combined score of 6, or Competent, based on two readers' scores, for a 3-average based on the rubric. Collectively, students have met or approached that goal for Inquiry and Problem Solving, Written Communication, and Oral Communication.

As figures 5, 6, and 7 below show, marked improvements can be seen overtime in Digital Communication and Integrative Learning, but these competencies and abilities, as with Global Learning, require more sustained attention in terms of pedagogy and assignment revision. These learning objectives remain common pedagogical goals for the future. In total, much of our early gains in improving learning over time have already occurred. The College will need to assess which programs and courses require specific attention to continue driving the mean scores to Competent. [2021 Benchmark Reading Data 1035].

Figure 5. 2020-21 Benchmark Reading Results

BR 5.0 (2020/21) BENCHMARK READING RESULTS
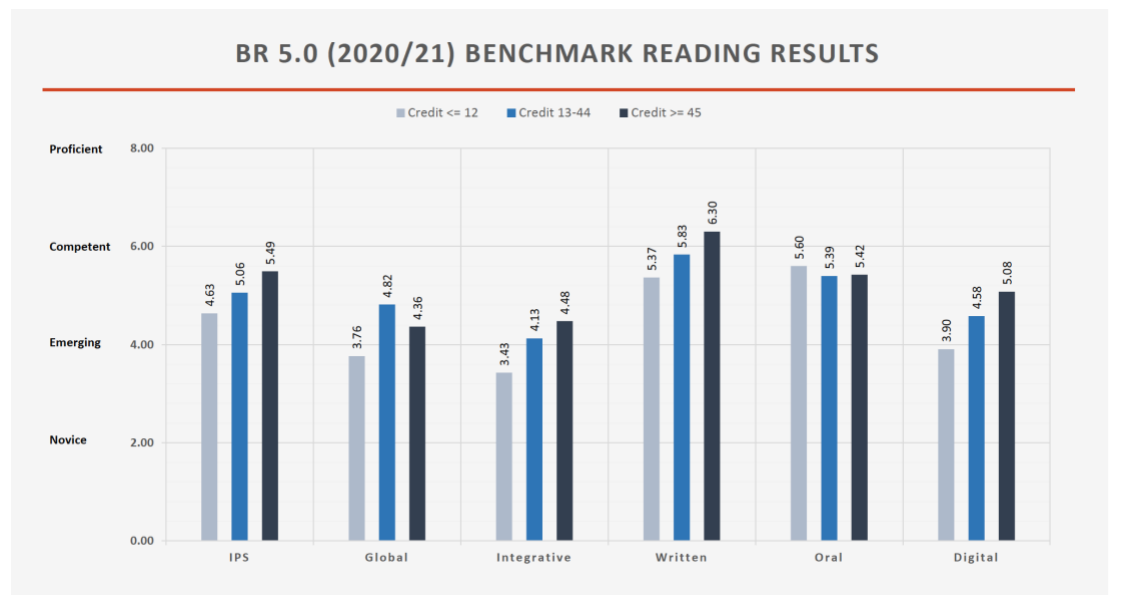
Figure 6. Benchmark Reading Score Comparisons, 2018-21
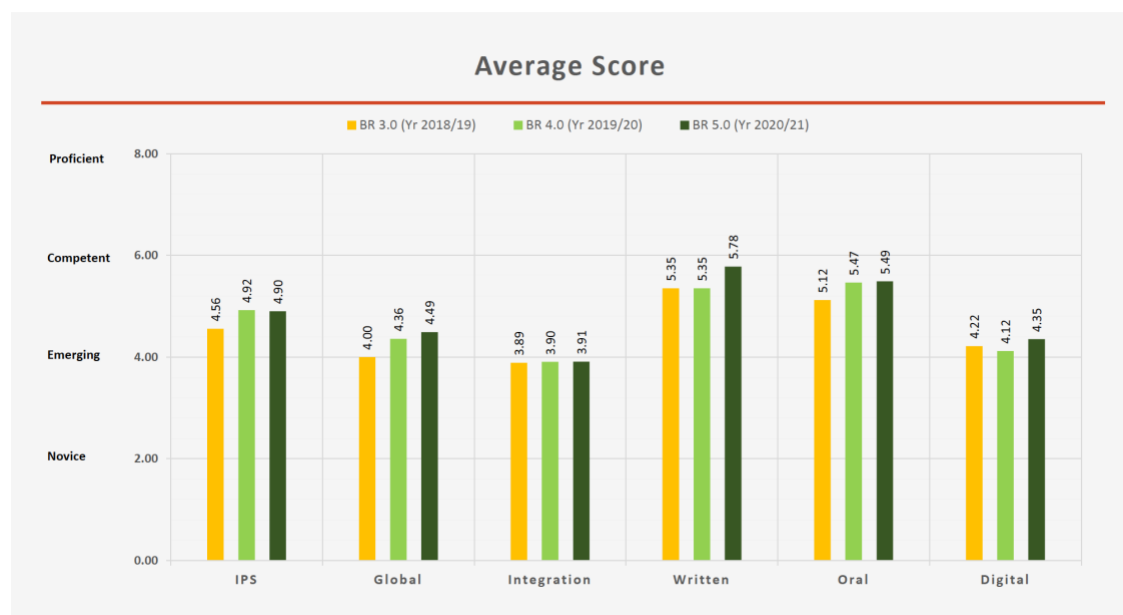
Figure 7. Percentage of Competent to Proficient Scores for 45+ credits
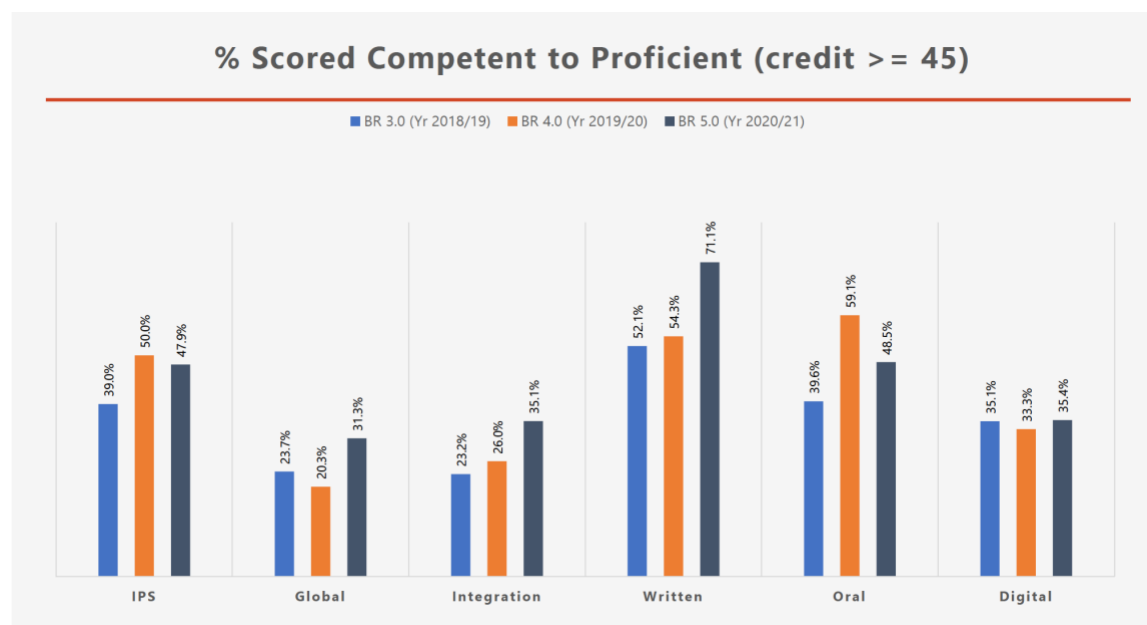
5.3 Consideration and use of assessment results for improvement

5.3a Assisting students in improving their learning

Student learning outcomes at the institutional, departmental, program, and course levels are designed to help students become critical thinkers and socially responsible citizens. As the data and charts in this chapter show, the College is continuously using assessments to improve

student learning. To address Integrative Learning and the Digital Ability, the CTL has led faculty seminars and mini-grants for years, as well as student trainings to assist faculty with technology to improve learning. The ePortfolio Team from the CTL supports implementation of a comprehensive ePortfolio program through seminars and mini-grants that foster curricular cohesion and supports social learning. Last year, for example, 10,379 new ePortfolios were created (9,280 by students and 1,099 by faculty). Further, the CTL facilitated ePortfolio workshops for students in 55 courses (120 ePortfolio classroom workshops in 2019-20). 24 faculty received ePortfolio assistance from CTL technology mentors. 13 faculty participated in ePortfolio drop-in workshops in 2019-20. The CTL hosts regular ePortfolio showcases for faculty and students. [CTL Strategic Plan 2020-21 1036, NILOA-Role of ePortfolio 1069] Relevant assessments of Academic Support Services are discussed in Standard IV.

5.3b Improving pedagogy and curriculum
The College implements a systematic, faculty-led assessment process using data collection to demonstrate how students achieve our learning outcomes. Additionally, faculty participate in the assessment process by depositing student artifacts in our Digication system for scoring teams. General Education data from annual Benchmark Readings are communicated to programs annually at Program Director meetings, although such communications could be improved by opening other channels and opportunities for sharing such data. This data also informs PPRs. As noted in Section 5.2.c we have seen a positive trend in the results of the College's reading data.

For PLOs, faculty designed and developed rubrics and other tools, and set outcome thresholds that are evaluated along with the annual assessment of PLOs. For example, the Early Childhood Education Program measured six PLOs mapped to the General Education Core Competencies. In their 2019 PPR, they reported data on their PLOs, and reported also how they would modify their future assessment of a PLO: "The Childhood Education Program assessed Content Knowledge (PLO3) in ELE110 (Arts in Education) via the Final Examination, Field Observation Reflection, and the Fine Arts Field Trip assignment. The Field Trip assignment also measured Integrative Learning competency and Written Communication ability. The Program measured competency in Field Experiences and Reflective Practices (PLO 4) via Field Observation Reflections, and Professional Dispositions (PLO 5) via Student Evaluations. Outcomes ranged from 77% to 92% across all assessments, indicating students reached criterion [sic] and are moving in a positive direction. However, using multiple assessments across the various PLOs makes it difficult to determine exactly which PLO should be targeted for improvement. Therefore, next steps include linking one PLO to one key assessment in order to have greater clarity about PLO outcomes." [Education Program PPR 16]

In another department, the Biology program's two-semester sequence of SCB 201-202 (General Biology 1 and 2) needed revision. Two faculty members wanted to develop two signature assessments for this program. They formed an assignment project addressing Integrative Learning through Digital Communication, and Global Learning through Oral Communication. Through a mini-grant, the faculty co-leaders developed a professional development experience that increased the deposits the program assessed, and gave faculty space to reflect on the process and projects. [SCB 201-SCB 202 End-Year Report 2019-2020 650]. Further, a mini-grant for Technical Writing (ENG 259) sought to improve Global Learning demonstrated through Written Communication in an effort to help Engineering students develop a global mindset. [ENG_259_ MGReport_2018-19 626] Both of these projects resulted in shared learning resources, now widely available through the Learning Matters Assignment Library (LMAL).

As Table 10 shows, programs in each department are expected to assess one PLO each year. PLO assessment was disrupted by the transition to the distance learning at the onset of Covid-19, but all Programs with incomplete or absent data are addressing their PLOs as a priority during the 2021-2021 academic calendar year. [PLOs Report by Department_12.14.20 1038]

Table 10. Sample of PLO Annual Assessments, 2019-2020 [PLO Annual Assessment 2019-20 1039]

Program/Dept	PLO #	Course	Status	Benchmark Met
Business Administration (Business & Technology)	3	BTI 121	Assessed	Slightly Below
International Studies (English Language Acquisition)	4	EIS 125	Assessed	Yes
Creative Writing (English)	1	ENN 198	Assessed	Yes
Radiologic Technology (Health Sciences)	1	SCX 101	Assessed	Yes
Industrial Design (Humanities)	1	HUA 107	Assessed	Yes
Biology (Natural Sciences)	4	NSF 101 SCC 201 SCC 202	Submitted	Yes

5.3c Reviewing and revising academic programs and support services
PLOs and PPR assessment regularly lead to curricular change. Program directors and review leaders conduct qualitative assessment projects through the PPR process to assess learning outcomes and other issues as described in Section 5.2c. The combination of these results is then used to make changes.

As related above, during the Liberal Arts Periodic Program Review faculty discovered that PLOs had not been modified since 2006, and that those objectives were not easily measurable through assessment programs. [43] The PPR recommended the adoption of five new Program Learning Objectives, and the Liberal Arts Assessment Team endeavored to acquaint faculty with these learning objectives, to develop rubrics for them, and to pilot rubrics to assess the revised PLOs. Table 11 shows a representative sample of findings and actions from recent program reviews. [PPR Action Plans 2021 1040]

Table 11. Findings and Actions from Recent Program Reviews

Program/Dept	Data-point	Recommendation	Current Action
Communication Studies (Humanities)	Data indicate some concentrations such as Public Address and Organizational Communication were not attracting enough students.	Restructure the LaGuardia's Communication Studies Program into four concentration areas.	Organizational Communication and Public Address concentrations are merged into Public Relations and Strategic Communication, and Communication

			Generalist concentrations. The Mass Communication concentration is reframed as the Digital Communication and Society.
Library	Data indicated that we need to strengthen student engagement with the Archives.	Build collaborations with teaching faculty and create curricular opportunities for students to engage with archival materials.	Work with teaching faculty to incorporate Institutional Archives in student work. This targeted outreach should impact our usage.
Modern Languages (English Language Acquisition)	Increase language course enrollment.	Adult Continuing Education (ACE) can be used to drive growth not only within the Modern Language Program but also collegewide while increasing ACE revenue and increasing academic enrollment.	With some adjustments to ACE course offerings coordinated with other initiatives within the Modern Language program, LaGuardia can become the place for professional language development
Writing and Literature (English)	The Writing and Literature major struggles with recruitment and enrollment numbers.	Change the name of the major to English.	The Program Director is working with the Department Chair to follow the correct process to change the name of the major.

All Administrative and Educational Support (AES) units submitted their annual 2019-20 assessment and their executive summaries, including results analysis and future initiatives; they are publicly available on the IE website. [AES Executive Summary Assessment Report 2019-20 874] More details about AES findings and actions can be found in Chapter IV.

5.3d Enhancing Professional Development
Educational effectiveness assessment has provided many opportunities for faculty professional development. These opportunities are largely brokered through the CTL, which often supports faculty by using larger institutional grants to support smaller faculty grants. For example, through the Teagle grant the College provided grants for Learning Matters Mini-Grants. The Psychology program used a mini-grant to strengthen Integrative and Global Learning in several courses through the Oral and Digital Communication Abilities. The grant provided for workshops for all Psychology faculty. [Psychology_MG_Report_2018-2019 674]

Since 2014, CTL seminars average 400 participants a year. The seminars focus on continually improving practices and on implementing high impact initiatives in line with the College's Strategic Plan Priorities from the 2018-2019 evaluation report. [LaGuardia CTL 2018-19 Evaluation and Report 282] Seminar themes include advisement, assessment, ePortfolio practice with the digital ability, First-Year initiatives, Humanities Alliance, scholarship of teaching and learning, Writing in the Disciplines (WID), and Universal Design (UD). Seminars are listed

on the CTL website. [LaGuardia CTL 29] The Assistant Dean of Academic Affairs administers the Center, and frequently solicits faculty feedback when planning new seminars. Several seminars are faculty-led, with release hours or other compensation.

Learning Matters Mini-Grants
Through the support of the CTL Learning Matters Mini-Grants, over the past three years hundreds of faculty from dozens of programs participated in professional development after reviewing Benchmark Reading results that enabled them to develop or revise assignments to better align with the Core Competencies and Communication Abilities. [Teagle Foundation Year 1 Report 639, Learning Matters Project Year 2 Teagle Annual Report 595, Learning Matters Project Year 3 Teagle Annual Report 849] Separate from Academic Affairs, Adult and Continuing Education (ACE) and AES Units conduct their own varied assessments using a parallel process to Academic Affairs. [ACE Programs Assessment 902, Assessment of Administrative and Educational Support Units (AES) Mission and Goals 2020-2021 680, AES Assessment Guide 1] Adult and Continuing Education looks at outcomes that support our students' ability to finish their programs and successfully enter the workforce. AES units strive to facilitate the student experience and path to graduation. [AES Executive Summary Assessment Report 2019-20 874]

Campus Life also offers co-curricular and professional development opportunities (e.g., Project Dive, United Wounds of America, and the Women's Center, to name a few). The office also funds co-curricular activities led by faculty and staff. [LaGuardia Campus Life 494, LaGuardia Campus Life-CoCurricular Funding 495] Other opportunities are sponsored by the Senate Committee on Professional Development, such as Stories of Diversity and Inclusion. [740, 944] Campus group such as LaGuardia Faculty and Staff of Color Collective (FSOC) and Showing Up for Racial Justice (SURJ) host a variety of workshops, teach-ins, and panels related to racial justice. [SURJ Goals and update 62, SURJ-Confronting Systemic Racism Teach In Flyer 53] The latter group coordinates with various campus groups to advance their goals. [SURJ-DiversityEquityInclusionTeam13 Feb 20 StrategyMeetingNotes 951]

5.3.e Assessment, planning, and budgeting for academic programs and services
Data about General Education informs the College's annual assessment of the Strategic Plan, and our reporting to the University PMP. The 2019-2024 Strategic Plan Goals and Objectives included a major sub-goal related to learning outcomes assessment. [19] The CTL supports the Strategic Plan Priority of strengthening learning for students, faculty, and staff. The College provides faculty and staff with multi-faceted opportunities related to assessment. Most CTL seminars require faculty to create assignments which assess a competency or a PLO. This support also includes the Learning Matters Mini-Grants, our Learning Matters LaGuardia Teagle Proposal, and historically our Closing the Loop mini-grants. [645, LaGuardia CTL 2018-19 Evaluation and Report 282]. The College's investment in CTL budget and staff, as well as the training of students for work as peer mentors and STMs, reflects our continued use of

assessment results. In recent years, resource allocation through CTL programming has led to seminars and grants focused on Global Learning, the Digital Ability, and Integrative Learning, among other skills.

In addition, the College allocates resources for PPRs, particularly release time during the second (active) year, and including stipends for external review. Resource allocation to support PLOs comes mainly through support for Program Directors. As our chapter conclusion relates, the College should address how PPR-related resource requests are considered by departments and collegewide planning; this finding also informs a recommendation in Standard VI.

5.3f Informing constituents

General assessment information, such as the definitions of the competencies and abilities, benchmark reading data, and rubrics are publicly and internally available on the College's assessment webpage and the newly developed Institutional Effectiveness webpage created by the OIRA. [LaGuardia Assessment 26] Results about General Education assessment are disseminated at biannual Program Director meetings, biannual Instructional Staff meetings, and annual Benchmark Reading norming and reflection sessions, as well as through Periodic Program Reviews; they are sometimes disseminated at the department level, although practices and norms vary. Benchmark results appear on the assessment website, the Institutional Effectiveness website, and are also used as Strategic Plan measures; their progress is monitored and published annually. [940]

After faculty and staff receive assessment results, it is sometimes unclear how consistently faculty in general learn from, and act on, the proposed evidence-based actions. This lack of clarity suggests the need for departmental chairs and/or department P&Bs to create more uniform and systematic methods for sharing information about programmatic assessment, rather than only having that information shared within specific departmental programs, as noted in the Middle States Academic Chairs Survey. [868] As our Recommendations show, improving how department P&Bs and College-Wide P&B communicates and reviews PPRs could be an important step for improving the communication of assessment findings to the larger community.

5.3g Improving key indicators of student success

LaGuardia regularly engages in the assessment of KPIs for student success aligned to our Strategic Plan Priorities that track key measures [Annual Monitoring of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives: 2019-20 694] Data from the CUNY 2019 Momentum Campaign Report shows that while three-year graduation rates steadily increased from the Fall 2012 (20%) to the Fall 2017 (32%) cohort for both LaGuardia and all CUNY community colleges, LaGuardia's rate increased faster. [436] Peer programs and academic support services invested resources to help students succeed, especially those with developmental needs. [API Petrie Three-Year Report 949] Details of those programs can be found in Standard IV.

The College has implemented a range of innovations in recent years that helped double its graduation rates. Stanford University's Mobility Report Card ranked LaGuardia in the top five community colleges nationwide in moving low-income students into the middle class; compared to two-year students nationally, our students are 45% more likely to transfer to a four-year college. [LaGuardia Mobility Report 1068] Revising faculty assignments at scale for the competencies and abilities are a critical element contributing to this success. Program directors and program review leaders are important for coordinating the many initiatives driving increased graduation, such as First Year Seminar, curriculum mapping, and the recursive integration of core competencies into disciplinary assignments for curricular cohesion. Faculty engaged in

CTL seminars, Mini-Grants, PLO-driven learning improvements, and PPR-driven program improvement have been essential to ensuring our students transfer and graduate with high-quality degrees.

Crucially, CUNY has changed math and English placement policies for entering students. CUNY Strong Start to Finish invested resources to encourage the creation of co-requisite courses in order to help it meet its goals of doubling the graduation rates of students entering community colleges). [616, Guidance-for-Creating-or-Redesigning-Co-requisite-Courses.final2018 751] The University Performance Data Management book reports that, in 2019, data shows that close to 40% of LaGuardia's Fall, full-time, first-time students earned 20+ credits in their first year. Of this group, 69% are passing their gateway English class, and just over 45% are passing their gateway Math class. This means that these students can enter classes that have gateway pre-requisites after their first semester at the college, speeding their path to graduation. [CUNY PMP Performance Management Process Databook 2020-2021 613]

We have improved our Core Competency and Communication Abilities with all categories nearing competency as noted in Section 5.2.c. Over the last few years, the graduation rate of students earning a degree in two or three years has improved, with 19% of students earning an associate degree in two years and 32% earning within 3 years. For students in our ASAP program, this number is nearly double, at 47.8% after 3 years. These are marked improvements toward CUNY Momentum goals supported by several initiatives, such as remediation reform, ASAP, and advisement, and also due to improved curriculum coherence resulting from the recursive learning students experience through our competencies and abilities. [Momentum Monitoring Report Review 389]

5.3h Processes implemented to improve educational programs and support services
Assessment has resulted in several programmatic and support services improvements, as discussed above. Major grants have allowed the College to invest in the First-Year Seminar, where students also practice Digital Communication by building a core ePortfolio, one that hosts their on-going learning and coursework during their time at the College. [Project Outline and Related documents FYS 858] Students also are advised by faculty from their major, and they create an educational plan to help them visualize progress towards their degree completion. Advisement is described in more details in Standard IV. In addition, the Office of Campus Life organizes orientation for all incoming students, as described in Standard IV. [LaGuardia First Year Experience 108]

Accessibility and Universal Design principles are supported by the Center of Teaching and Learning. Details of those initiatives can be found in Standard II. [LaGuardia UDL Final Report 585] The Office of Accessibility provides accommodations for students' diverse needs. [950]

The College community identified Building an Inclusive Community as a Strategic Priority, as addressed in Standard II.

5.4 Assessment of third-party assessment providers
The College does not engage third-party assessment providers.

5.5 Periodic assessment of the effectiveness of assessment processes
There is a strong culture of assessment at the College, and our faculty and staff are guided by the principles of continuous improvement. The College's investment in Outcomes Assessment has led to an innovative General Education assessment culture. The following evidence illustrate how we periodically assess the effectiveness of our assessment processes.

1) The Institutional Effectiveness Plan and Key performance Indicators [LaGuardia 2020 Institutional Effectiveness Plan 486]
2) The AES Assessment Guide [1] and AES Executive Summary Assessment Report 2019-20 [874]
3) The Academic Assessment Guide and PPR Guidelines [Academic Assessment Guide 279]
4) LaGuardia CTL 2018-19 Evaluation and Report [282]
5) ACE program reviews [ACE Programs Assessment 902]
6) The Annual Monitoring of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives: 2019-20 [694] and the Annual Strategic Initiatives of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives [845]

ALT leads academic departments in strengthening learning, while AES Assessment Council leads the assessment of the support units. [ALT Membership Information 772]. In addition to annual and general education assessment process, both academic programs and support units engage in periodic assessment (PPRs and PURs), as detailed in the LaGuardia 2020 Institutional Effectiveness Plan. [486] All CTL activities undergo detailed assessment processes as detailed in their evaluation report. [LaGuardia CTL 2018-19 Evaluation and Report 282] Further, newly hired faculty are required to participate in the Provost Learning Space, where they are introduced to principles of classroom assessment techniques. Since Fall 2015, about 131 faculty members have participated. The Middle States 2017 Periodic Review Report provided an update on the recommendations following the 2012 Self-Study using assessment-driven processes. [844]

Conclusion

Strengths
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.

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.

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. [Engineering Science 2019 PPR 17, Biology and Environmental Science 2018 PPR 2]

Challenges
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. [Department Strategic Plan Report 2018-2019 892, Department Strategic Plan Report 2019-2020 813, Department Strategic Plan Report 2020-2021 814]

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.

Recommendation
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

Our planning processes, resources, and structures are aligned. They are sufficient to fulfill our Mission and goals, to continuously assess and improve our programs and services, and to allow us to respond effectively to opportunities and challenges. In this chapter, we discuss planning, resources, and institutional improvement that align with Requirements of Affiliation 8, 10 and 11.

Introduction

At LaGuardia, we use a combination of assessment tools at all levels, consistently monitor our performance indicators and goals, and build a culture of shared decision-making and accountability. We also anticipate and capitalize on opportunities, and overcome challenges, as they arise. LaGuardia's Mission, Core Values, Strategic Plan Priorities, CUNY Master Plan, CUNY Strategic Framework, and CUNY Performance Management Process provide essential framing for making decisions regarding planning, and resource allocation. [LaGuardia Mission Core Values 34, LaGuardia2019-2024StrategicPlandGoals-Objectives 19, CUNY_Master_Plan_2016-2020 5, CUNY Strategic Framework 132, CUNY PMP Performance Management Process Databook 2020-2021 613] They also help to develop the creation and maintenance of our physical structures/infrastructures, processes, programs and services. In particular, the LaGuardia 2020 Institutional Effectiveness Plan is a key to advancing our Strategic Plan Priorities and Mission, and for our successful alignment of planning, assessment and resource allocation. [486]

LaGuardia's 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.

Evidence and Analysis

6.1 Institutional objectives are assessed & used for planning and resource allocation

LaGuardia's Mission and Core Values are at the heart of our planning process and our Strategic Plan for 2019-2024. [LaGuardia 2019-2024 Strategic Plan Goals- Objectives 19] This Plan, created in 2018-19 with the participation, feedback, and contributions of the entire community, including outside constituents, reflects our Mission and Core Values. [LaGuardia Mission Core Values 34] It is aligned with CUNY's Mission and priorities, and it is committed to purposeful planning and resource allocation (see Standard I for more details). We periodically review our strategic goals to identify areas for attention and to maintain alignment with CUNY.

As part of CUNY, we create, determine, and engage in the pursuit of goals and priorities that align with the University. CUNY's Central Office created the CUNY Master Plan for 2016-2020, which provides the strategic framework for the University. [CUNY_Master_Plan_2016-2020 5] LaGuardia's Strategic Plan Priorities are in alignment with CUNY's PMP, and guide planning and resource allocation. The CUNY Master Plan serves as LaGuardia's guide to assessment, planning, and resource allocation for the entire University. Every year, the University addresses key goals through the PMP. [CUNY PMP Performance Management Process Databook 2020-2021 613]

The PMP reports data on key indicators, called major pillars, as follows: access and completion, college readiness, career readiness, knowledge creation and innovative research, and funding model (as detailed in Standard I). LaGuardia was the recipient of major grants that allowed it to invest supplementary resources on essential student success initiatives such as the First-Year

Experience and advisement to help meet PMP goals. [Project Outline and Related Documents-FYS 858, Project Outline and Related Documents- Advisement 2.0 857, Active Grants 1105] LaGuardia's and CUNY's goals dictate resource allocation. For example, table 12 provides an example of how specific strategic goals align with CUNY's goals, the actual measures that help address those goals, and how resource allocation helped the College meet those goals.

Table 12. Examples of LaGuardia, CUNY Goals, and Resource Allocation

LaGuardia's Goals	CUNY's goals	Measures	Planning and Resource Allocation
Strategic Goal 1: Build Student Access and Success, #6 "Increase academic momentum"	Pillar #1: Access and Completion, Goal #6 "CUNY Colleges will launch college momentum campaigns to raise on-time graduation"	Graduation rates increased from 16.3% for the Fall 2011 cohort to 32.1% for the Fall 2017 cohort. Thirty-credit earned in 1 year increased from 9.2% in 2013 to 15.4% in 2018. Other measures: Math 47.7% in fall 2017 and 51.1% in Fall 2019) and English gateway progress (68.7% in Fall 2017 and 68.2% in Fall 2019). Equity measures for closing the gap for minorities (14.1% URM/non-URM 1-year retention gap for the Fall 2018 cohort and 10.5% gap for the Fall 2018 cohort. ASAP cohort graduation rates [Momentum Monitoring Report Review 389] (54.6% 3-year graduation for the Fall 2015 cohort and 45.6% for the Fall 2017 cohort.	First-Year Seminar and Project COMPLETA [Project Outline and Related Documents-FYS 858] Advisement 2.0 [Project Outline and Related Documents- Advisement 2.0 857] CUNY Strong Start to Finish [616] Project Conexion [959] CUNY Start [429]

The LaGuardia 2020 Institutional Effectiveness Plan outlines a process that integrates assessment and planning at all levels.[486] LaGuardia specifies the KPI of each of our five Strategic Priorities. Many of our KPIs are also PMP measures, allowing a comparison with other two-year colleges in the system. The IE report card shows progress on key indicators. An implementation plan provides strategies for achieving the goals in question. They can be found in the IE plan and as separate documents. [Annual Monitoring of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives: 2019-20 694, Annual Strategic Initiatives of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives 845] Current Institutional Effectiveness Key Performance Indicators and Strategic Plan monitoring reports can be found in the Institutional Effectiveness website. [940]

The Strategic Plan is the link between our mission-driven goals and our planning, assessment, and resource allocation. Academic departments assess annual Program Learning Outcomes (PLOs) and conduct Periodic Program Reviews (PPRs) as described in Standard V. [Academic Assessment Guide 279] AES units engage in annual assessments and in periodic unit reviews. [AES Assessment Guide 1] General Education assessments and resources are described in Standard V. These assessment process and practices inform the College's allocation of personnel and other resources; results are used to continuously improve our functions and processes. For example, the College supports new seminars and workshops led by the Center for Teaching and Learning (CTL) based in part on assessment data, and also in part on faculty proposals for more diverse curriculum and pedagogy. For example, the College recently approved the creation of the Women and Gender program. Moreover, despite budget shortages resources were dedicated to create a new position to lead Diversity, Equity, and Inclusion initiatives. [LaGuardia Search- Confidential Executive Officer - Diversity, Equity and Inclusion 975] This position has been recently filled by the new Executive Director of Diversity, Equity, and Inclusion (DEI), Wendy Nicholson. Standard II discusses in more detail professional development related to DEI.

The Division of Adult and Continuing Education (ACE) houses non-credit programs. Though 15-20% of first-time students begin on the non-credit side, our Strategic Plan Priorities emphasize the need to expand and widen this pipeline. Standard III, Section 4 provides more details. Pre-College Academic programs, the Office of Administration and Finance, the Business and Entrepreneur services, and Workforce development align their goals with our Mission and Strategic Plan, and we conduct planning and allocate resources to reflect that. For example, in 2019 a grant from the City Economic Development Corporation allowed the College to launch "Cyber Boot Camp" which taught adults industry software. [LaGuardia Cyber Boot Camp 958, Assessment of Administrative and Educational Support Units (AES) Mission and Goals 2020-2021 680, AES Executive Summary Assessment Report 2019-20 874]

6.2 Clearly documented and communicated planning and improvement processes
Transparency and inclusion are two values that guide our practices at all levels. The collaborative development of our Strategic Plan Priorities, as detailed above and in Standard I, provides an example of comprehensive collaboration. We use our Strategic Plan for divisional and departmental planning, and each department's faculty build annual strategic plan reports. [Division Strategic Plan Report 811, Department Strategic Plan Report 813, AES Executive Summary Assessment Report 2019-20 874] The College Senate, our governance body, reflects our participatory culture through tri-partite representation of students, faculty, and staff. [118] The President of Faculty Council and the chairperson of the College Senate are also members of the President's Cabinet. Standard VII details the role of governance bodies.

The AES Assessment Council and the Assessment Leadership Team (ALT) draw on cross-departmental and unit representation. Our Institutional Effectiveness website publicly communicates assessment results and how they inform planning, including system-wide assessment results, such as the PMP data book, the Strategic Plan monitoring, the assessment results of divisions, academic departments, and AES units' strategic initiatives. Institutional Effectiveness and progress on the Strategic Plan are continually monitored and publicized on the IE and Strategic Plan website. [LaGuardia Institutional Effectiveness Website 940] Furthermore, a significant percentage of academic units organize their work around inclusive planning. According to the 2019-2020 AES annual assessment almost 50% of the administrative units chose as their goal to "build an inclusive community to achieve the college mission." [AES Executive Summary Assessment Report 2019-20 874]

The College takes advantage of three major collegewide events every semester to highlight major projects using findings from assessment results: Opening Sessions, an Instructional Staff meeting, and a Professional Staff meeting. [LaGuardia Opening Sessions 693] These sessions address important issues, such as the College's Strategic Priorities and their objectives, the College's finances, results of surveys, and, more recently, the Covid-19 pandemic and racial justice. In those sessions, the community raised questions and concerns, and voiced opinions and suggestions. [Yammer Transcript 893] This process provided opportunities to work collaboratively and set goals for various College initiatives.

We have evidence to demonstrate how different entities have engaged in the Strategic Plan Goals and objectives. [AES Executive Summary Assessment Report 2019-20 874, Department Strategic Work Plan 814, Division Strategic Work Plan 812] The following examples illustrate the relationship between documented planning, communication, and improvement processes. LaGuardia's commitment to diversity, equity and inclusion is demonstrated in Goal 4 of the Strategic Plan, Build Inclusive Community, and detail related objectives for 2020-2021. [Annual Strategic Initiatives of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives 845].

Governance has also been involved in addressing the campus climate. The Senate Professional Development Subcommittee on Diversity and Inclusion has been supporting underrepresented faculty, staff, and students by organizing microaggression workshops and support circles. [Senate Committee on PD- Microaggressions Workshop 943]

Participatory governance occurs via both the College Senate, composed of faculty, staff and students, and the Student Government Association (SGA). [94] The Senate's role is detailed in Standard VII. [LaGuardia College Senate 118] True to our Mission, Campus Life in the Division of Student Affairs provides students with opportunities to develop as leaders and critical thinkers, in part by engaging the College and Queens communities. As of Fall 2019, there were 40 active clubs on campus. Currently, there are 17 certified clubs. Campus life is launching a "Bring Them Back" campaign, part of a recruitment strategy to encourage dormant clubs to reactivate. [LaGuardia Students Club and Organizations 182]

As detailed in Standard II, the College has administered the COACHE survey and more recently and employee engagement survey (see Standard III for details). [CUNY COACHE 2018 Instrumentation Summary 876, Employee Engagement Survey Interview Questions 945] A report was prepared in Spring 2021 by the Employee Engagement Committee for presentation to the College Senate and the Executive Leadership Team. They will follow with recommendations to leadership, the Senate, and Human Resources on how to use the

embedded action plans to increase employee engagement and overall satisfaction. [Employee Engagement Survey Report 1006]

6.3 Financial planning and budgeting process that is aligned with the mission and goals
LaGuardia has a comprehensive budgeting process aligned with CUNY Master Plan. Budgeting preparation at LaGuardia is systematic, multi-tiered, and inclusive of all divisions. As a public institution, the budget and financing of the College are driven by NY State law. [CUNY Agency Appropriation 960] CUNY's University Budget Office (UBO) provides extensive documentation and resources relating to finances, budgets, and audits. [CUNY Office of Budget and Finance 712] LaGuardia's Budget Office (part of the department of Finance & Business) educates and guides the community in linking financial reporting and planning tools, such as explanations for conducting a budget expenditures report, an operating budget calendar, and the tax-levy budget authority distribution process. [LaGuardia Financial Statements 961, LaGuardia All Funds Statement 962] The LaGuardia Community College Strategic Plan 2019–2024 is used to guide the processes by establishing resource allocation priorities. [19] We also define resource allocation through human capital, physical space allocations, and time investments.

Budget Planning
As a member of CUNY, LaGuardia must follow the planning directives and initiatives as articulated in the CUNY_Master_Plan_2016-2020 and CUNY Strategic Framework; indeed, many initiatives are financed and approved by CUNY. [5, 132] CUNY allocates the tax-levy budget according to a Community College Budget Model driven largely by student enrollment, and the University Budget Office must approve the College's proposed budget. CUNY's Master Plan and initiatives guide academic planning at LaGuardia, including for retention, graduation, advisement, and remediation reform (see the PMP in criteria 1). CUNY's Capital Plan approves and finances our capital projects, and CUNY also funds numerous IT initiatives, including a unified system-wide IT system, and degree audit programs. [CUNY-Five-Year-Capital-Budget-Request-FY-2018-19-through-FY-2022-23 722] To help optimize the complex and large system, the University partners with the Institute for State and Local Governance to plan, identify, and implement opportunities for best practices, and to create an efficient, cost-effective system. [5, CUNY Institute for State and Local Governance 970]

LaGuardia's budget relies on the New York City and New York State governments for budget appropriation; tuition cannot be increased without CUNY approval, and CUNY allocates tax-levy budgets according to the model driven by FTE enrollment. Consequently, our financial planning is based on conservative estimates of governmental funding; we must consider enrollment trends and projected enrollment declines due to demographics, including decreases in high school graduates and immigrant populations affected by national policies. Decisions about funding reductions are also driven by the College's Strategic Priorities. [CUNY Strategic Framework 132, CUNY_Master_Plan_2016-2020 5, CUNYFY2020-Financial-Plan-MemotoVPFinance 11]

Our financial and budgeting process begins before we even have receipt of our initial allocation for the coming fiscal year. Most of our annual operational budget is driven by resources required to fund instruction. Additionally, our annual planning, assessment, and budgeting process corresponds to the annual CUNY PMP and the CUNY budget allocation cycle. [CUNY PMP Performance Management Process Handbook 2019-2020 613]

All entities at LaGuardia are financially managed by the LaGuardia Business Office. [963] The Executive Director of Finance & Business who oversees the Business Office operations serves as Treasurer of most of the above entities, with the exception of the LaGuardia Foundation. The

Vice President of Administration is also either a Foundation Board member or required to attend all board meetings.

CUNY Budget Process
The University community college budget consists of funding sources for expenditures. The most important sources of revenue besides city tax-levy funds are tuition and fees, and funding from the State based on FTE enrollment; in turn, the UBO determines appropriations based on a model driven largely by student enrollment. [CUNY An-Overview-of-the-CUNY-Operating-Budget-Process 708] Under normal conditions (the pandemic impact on the budget is discussed later), the model incorporates a three-year weighted average of enrollments and distributes the Controllable Allocation, which is the sum of the Model Allocation plus 90% of the estimated revenue over-collection, to various areas of College operations. These operations include teaching, instructional support, and base and per-FTE funding for the library, student services, general administration, and general institutional services. Teaching needs are determined using the instructional staff model, and use enrollment and student faculty ratios by discipline. CUNY uses college-specific criteria to determine allocations for maintenance, operations, and aid.

The University submits a tax-levy budget request to New York City for the entire system of community colleges. [CUNY FY2021-CUNY-Budget-Request_2020-02-10_FINAL 356] The request is composed of mandatory base-line needs, and a programmatic request for increases to the operating budget. The City of New York appropriates funds to CUNY for all the community colleges in two main units of appropriation mentioned above: one unit for PS and one for OTPS. The mandatory request includes contractual salary increases and OTPS inflationary increases. It also includes requests for rent increases, fringe benefits, and operating costs for new buildings. The programmatic request is based on University program initiatives outlined in the CUNY Strategic Framework and the CUNY Master Plan (2016-2020). The Framework and the Master Plan are developed by the University in consultation with CUNY constituencies. [CUNY Strategic Framework 132, CUNY_Master_Plan_2016-2020 5]

Items that are financed centrally, such as fringe benefits and building rentals, are also expended centrally. All other sources of funding, such as grants managed by the CUNY Research Foundation funds raised by the College Foundation, and/or auxiliary services, are separate and not managed by the University. The University gives the colleges customized sections of the most recent CUNY audited financial report, the current fiscal year financial report, the budget request for the coming fiscal year, and the previous year's financial statements. [CUNY Office of Budget and Finance 712, CUNY Budget And Finance- Resources 713]

LaGuardia Budget Process
In June, the College Budget Office prepares and distributes budget templates for each academic department and administrative unit, detailing annual expenditures for personnel services (PS) and "other than personnel services" (OTPS). The template is provided to all divisions and some individual administrative units. The OTPS Budget Request template establishes the format and guidelines for next fiscal year. This template shows three prior years approved OTPS budgets and actual expenditures, current fiscal year approved budget and actual expenditures, and the proposed allocation for next fiscal year equal to the current year's budget. The budget templates may also include special funding allocations.

Each operating unit typically defines its budget requests relative to our Strategic Priorities. [Strategic Planning & Budget Forum 957] Divisions and programs also provide annual reports about their alignment to our 2019-2024 Strategic Plan, and evaluate their recent accomplishments. [LaGuardia Institutional Effectiveness Website 940] Due to the uncertainty of

the next year's budget allocation, the Budget Office allocates the same amount for OTPS expenditures as the current fiscal year for individual departments. Each division is expected to determine Mission-based priorities within the parameters of their initial allocations. The operating units are also encouraged to submit funding requests for any additional needs. If they exceed the initial allocation, a proper justification is required. Ideally, division and department requests incorporate assessment results of their strategic objectives.

Under normal budget processes, divisional vice presidents review budget requests, and they communicate necessary adjustments to unit heads as needed. Upon review, completed requests are submitted to the College budget director, who conducts an additional review; if necessary, they adjust the allocations to reconcile them with projected revenues and expenses. Once all requests are discussed, the Budget Office summarizes them. They then present the proposed initial budget to President's Cabinet for review. The Cabinet further reviews requests for funding additional needs, initiatives, and acquisitions that exceed initial allocations. The operating units may be asked to revise their OTPS budget requests based on the expected allocation for the College, and projected personnel services (PS) costs for the next fiscal year. An example of this process is outlined in preparation of the LaGuardia 2019 Operating Budget, and the LaGuardia steps to develop the operating budget resource details this further. [23, 40] After this review and approval process of the initial budget requests is completed, the proposed budget is submitted to the University Budget Office (UBO). The UBO notification about the next fiscal year budget allocation is usually received in August. In the meantime, operating units are given access in CUNYfirst to OTPS budgets that reflect the prior year's allocation level. While fiscal constraints imposed by the pandemic have reduced opportunities for new spending, under ideal circumstances the budget process is inclusive and linked to our strategic goals.

When LaGuardia receives an actual budget allocation, the Budget Office prepares our financial plan. We use our financial plan throughout the fiscal year to monitor expenditures. The President's Cabinet conducts a comprehensive review of the budget allocations and the financial plan, and it makes final decisions on resource allocation. Once the President and the Cabinet approve the financial plan and divisional/departmental allocations, they become the College's official operating budget. [CUNY FY2021-CUNY-Budget-Request_2020-02-10_FINAL 356] The Budget Office continues to distribute the part-time PS and OTPS allocations to our operating units. There are processes established for special allocations, including Student Technology Fees, ASAP, CUNY Start, College Now, and College Discovery (CD), among others. [695, 1065] The University Budget Office monitors spending throughout the fiscal year and publishes four quarterly financial reports to the University community. [713]

Funding gaps due to enrollment fluctuations have become pronounced during the Covid-19 health emergency. The College has continued to pursue other opportunities to meet its needs. This includes the launch the Tomorrow' Campaign to raise 15 million dollars, and efforts to improve enrollment management practices. Additionally, the state is considering increasing the base aid per student. These measures will enable the College to emerge stronger from the ripple effect of the pandemic. [Tomorrow - The Campaign to Help Our Students 1102]

Recent Enrollment Projection
The budget calculations are based on students FTEs and exclude the College Now High School program that CUNY funds separately. In fall 2018, first-year enrollment dropped by 10 percent compared to Fall 2017. In response, LaGuardia created a new plan designed to improve its recruitment efforts, successfully increasing the number of Fall 2019 first-year students by 11.8%. Unfortunately, the disruption generated by the COVID-19 pandemic adversely impacted our enrollment targets mainly due to a drop in the number of new students. In fall 2020,

LaGuardia witnessed an 8.9% drop in new freshmen, and a 27.3% drop in new transfers compared to Fall 2019. Additionally, based on preliminary Fall 2021 enrollment data, new student numbers are expected to drop even further, resulting in a budget FTE declines of 12.4% compared to Fall 2020 and 20.5% compared to fall 2019.

We enhanced and adjusted our recruitments and retention strategies in response to the pandemic and project an increase in the number of new students in the next three years (from 5% to 15%), and a modest increase in return rates compared to the 2020 and 2021 years. However, the decrease in new students in Spring 2020 to Fall 2021 significantly diminished the number of continuing students and, as a result, it will take several years before we are able to reach our 2018-19 pre-pandemic enrollment. [Actual and projected Enrollment 1098]

Other Sources
All other sources of funding are separate and not managed by the University. They are used to fund expenses, personnel, scholarships, and operational costs that are not covered by the tax-levy funds. [LaGuardia All Funds Statement 962] These administered funds include: a) Auxiliary services b) Research Foundation CUNY, c) Fiorello H. LaGuardia Community College Foundation, d) LaGuardia Education Fund, e) Fiorello H. LaGuardia Community College Association, f) Fiorello H. LaGuardia Community College Auxiliary Enterprises Corporation, g) LaGuardia Community College Early Childhood Learning Center Programs, and h) Fiorello H. LaGuardia Community College Alumni Association. Details of the entities above are described in Criteria 4.

Communication of the Budget
The College shares the budget approved by the UBO with the College Senate, the Student Government Association, the department chairs, and the campus community at appropriate forums and at strategic opportunities. There are periodic updates to governance for the operating and capital budgets and projects. [FY 2021 operating and capital budget 822, Capital Projects Senate Presentation 2021-02-10 901] Throughout the year, the Business Office provides periodic department financial reports to divisions and departments as additional allocations are approved for the College and incorporated into the financial plan. Additionally, the Budget Office provides financial statements and quarterly budget sheets and income statements on its website. [LaGuardia Business Office 963] In tandem with these practices, our Institutional Effectiveness website tracks achieving our Strategic Plan outcome measures annually. The site also provides the divisions and department annual strategic initiatives and the evaluation of their success. [LaGuardia Institutional Effectiveness Website 940]

Although LaGuardia provides timely information regarding the budget, some members of the community need further explanation about how to accurately understand and interpret it. Therefore, the College should renew its communication of the facts, process, and context of resource allocation, as outlined in our chapter conclusion below.

6.4 and 6.6 Fiscal and human resources, infrastructure, and planning

As part of CUNY, LaGuardia must address priorities set forth in the CUNY_Master_Plan_2016-2020. [5] With CUNY guidance, we develop specific goals, including sustainability and maintenance projects, in order "to operate efficiently" in the service of the University mission. The following areas address such operations: i) Fiscal Management, ii) Facilities Maintenance and Development, iii) Energy Efficiency, iv) Infrastructure Technology, and v) Performance Management. These areas are detailed throughout the Self-Study, and show how the College's goals align our Strategic Plan with the CUNY PMP. [CUNY PMP Performance Management Process Databook 2020-2021 613]

The CUNY Office of Facilities Planning, Construction, and Management consults with the colleges when developing a Five-Year Capital Plan. [CUNY-Five-Year-Capital-Budget-Request-FY-2018-19-through-FY-2022-23 722, CUNY five-year improvement plan 721] The University's priorities are "to continue Capital renewal initiative[s] to bring CUNY campuses to a state of good repair and address health, safety, security, facilities preservation and code issues, to complete the active ongoing work, [and] Technology projects, including infrastructure upgrades, systems engineering, and new equipment that will allow the University to develop integrated data services at the campuses and across the system." In addition, CUNY's strategic planning priorities seek to expand online learning offerings, and support projects to meet energy conservation and performance objectives, including the Climate Leadership and Community Protection Act (CLCPA), Executive Order 88, and Local Law 87; their strategic priorities also seek to develop space needed for academic programs through construction. The highest priority is assigned to classroom and instructional laboratory facilities and to replacing temporary or leased space with permanent facilities. [Sustainable CUNY 978]

As an urban campus located in the nation's most densely populated city, physical infrastructure presents considerable challenge. Our campus Buildings and Grounds' team is responsible for the safe, reliable, and efficient operation and maintenance of approximately 1.7 million square feet of campus buildings and grounds. All students, faculty, and staff are provided with access to a variety of technology resources, and to tools for accessing the latest technology and software offerings to learn, work, and teach on and off campus. We are committed to maintaining and improving the College's physical plant and surrounding grounds, and we seek efficient ways to improve our campus facilities and quality of life. A team of approximately 40 administrators, maintenance mechanics, and engineers provides maintenance and repairs, engineering, construction services, and project oversight for our campus facilities. They are responsible for all buildings and campus infrastructure, Recently, the team has been tasked with sterilizing spaces and equipment as part of our reopening plans. Security personnel have also been checking faculty, students, and staff who enter campus with new safety protocols.

As seen in their AES assessment plans, our facilities units assess their needs and successes in accomplishing our capital and renovation goals. For example, an assessment of physical infrastructure initiated the renovation of our C-building and Library, leading to increased space, congenial study environments, well-lighted classrooms, and new quiet spaces for students. The Library renovation increased the size of study space by 60%. [Project Outline and Related Documents - Library Renovation 869] Phase I of Library renovations was completed in 2018 when a second floor was added. Phase II will increase the floor space on the first floor. [Capital Projects Senate Presentation 2021-02-10 901] The details of the Library renovation Phase I (completed) and Phase II (upcoming) is located on the Division of Administration's website. [C-Building Renovations Home 968]

Technology

In addition to fiscal, human, and physical resources, LaGuardia has a full-service technology division that supports students, faculty, and staff with their teaching and scholarship. LaGuardia's Division of Information Technology (IT) is led by the VP of IT and a team of directors and IT Specialists. [LaGCC Organizational Charts 1086] Their goals power their strategic leadership to support student success and operations for all departments, as outlined in the Annual Assessment Report for AES units and in the IT annual division strategic work plan. Their goals clearly align with the College's Strategic Plan Priorities. [Division Strategic Work Plan 2020-21 812] Currently, the College is in the process of assessing all the computers and will begin upgrading whatever is fiscally feasible.

LaGuardia's IT collaborates with Student Affairs, Academic Affairs, Institutional Advancement, Administration, and ACE to achieve our strategic priorities by maintaining a safe, reliable, and secure data protection system. IT develops tools and upgrades labs, and implemented a new ACE Student Information System (SIS) to allow enrollment tracking with degree programs. IT also provides up-to-date access to software and technology tools. IT's goals include maintaining a safe, efficient, reliable network and associated physical environment. IT protects the confidentiality of users and secures their data from internal and external threats in administrative and academic facilities. [AES Executive Summary Assessment Report 2019-20 874]

LaGuardia benefited from the CUNY Master Plan 2016-2020, which includes expanding technological capabilities that support administrative and academic goals, such as video conferencing, data security systems, and internet bandwidth across all campuses. [5] The plan also clearly defines enhancing university-wide tools like CUNYfirst to better manage human resources, and human and financial processes. The plan accounts for increasing mobile technology, remote access, and CUNY cloud capacities.

The technological support provided by e-Portfolio staff in the CTL helps students and faculty plan for teaching and learning and helps enrich discipline-specific knowledge. [LaGuardia CTL 29] Connect to Completion (C2C), too, is a vital tool for faculty and staff to connect with students (as detailed in Standard IV). At the University level, the CUNY Academic Technology initiative aims to "expand access and appeal to a broader base of students and facilitate degree completion." [703] The CUNY Committee on Academic Technology has representatives from each campus and from major university-wide governance bodies. On-campus and distance technology resources are available on the website. [LaGuardia Student Technology Resources 971] The survey on the pandemic impact on support services and student needs shows that overall, LaGuardia respondents had more positive responses with regard to support services after the transition to distance learning in comparison to other CUNY respondents. [880]

Maintenance, Renovation, & Sustainability

One of the goals included in the Strategic Plan is to Enrich the Student Experience, with facilities specifically emphasized in objective 3c: "Create flexible, state-of-the-art facilities [that] adapt to change and improve the student experience." To fulfill this objective, the College develops and funds sustainability and maintenance projects. These projects are identified and studied by our Facilities department, and funded by the College (a list of projects is available on our website). [LaGuardia Campus facilities 879] Working within CUNY initiatives, LaGuardia identified and addressed critical maintenance, renovation, and construction needs. In recent years, the College was able to upgrade the C-Building façade at a cost of approximately $120 million; due to age, the building envelope could not retain heating and cooling. The new façade provides a 60% improvement for heat transfer and will provide the College with almost 7% energy savings annually. [C building Center 3 Facade Energy Modeling Report 976]

The College is also replacing our old heating system with a new, energy-efficient distribution system containing a new control installation, and older oil burning boilers in Shenker Hall with new boilers to reduce our carbon footprint. CUNY and the College plan to upgrade the C-Building's vacant 8th floor, replace the façades of Shenker Hall and the E-Building, centralize the E-Building and Shenker Hall chillers, create an energy training lab in Shenker Hall, and upgrade the HVAC system in three buildings (C, E, and M). [CUNY FY 2019-2020 capital Budget 9, Division Strategic Plan Report 811]

With the leadership from the CUNY Conserves Initiatives, we also implemented automated load sharing by using a computerized agent. This agent can be programmed to respond to energy demand set by Con Edison to reduce our load and to prevent power outages. [Sustainable CUNY 978] The College also installed a UV lighting system to disinfect the cooling coils in the HVAC system. The UV light prevents biological growth in the coils and provides better air flow in the system. The system also requires less energy from the motor to provide cooling in the building. This project saves labor time previously required to manually clean the coils. Additionally, in recent years the College upgraded the Variable Air Volume (VAV) boxes of the Shenker Hall HVAC system and replaced the E-Building steam traps with funding from the Department of Citywide Administrative Services (DCAS). [977]

In 2019, a budget of $499,939 in infrastructure upgrades, including router replacements in the B and E buildings, was submitted and approved. Much work was done, with the router equipment purchased and installed. Some work was also performed in the M building. Remaining parts of the project are expected to be completed soon. [Capital Equipment Proposal - 3 Year IT Infrastructure Plan 1011, IT Infrastructure Plan Request Letter 1012]

LaGuardia's Fiscal Year 2021-22 Capital Improvement Plan (CIP) project request was submitted to replace our aging data network infrastructure, among our other project requests. The total requested funding was $8 million. This project will replace core network components and obsolete copper and fiber cables throughout our buildings with a reliable, high-speed data network essential to our Mission's needs. This campus-wide IT network upgrade will improve the reliability and performance of the College's data network infrastructure and enhance cyber-security. [Five-Year Capital Plan FY 21-22 through FY 25-26 1031]

Supplementary Sources

LaGuardia makes efficient use of its fiscal and human resources, and ensures technical resources support student learning. Our technical resources assist in the smooth functioning of both academic and non-academic units. However, the financial resources provided by the CUNY, New York State, New York City, and student tuition are not sufficient to adequately

support our operations, and are supplemented by funding from other sources, mainly from grants, foundations, and associations and auxiliary services. Some of the budget comes from entities on campus that have separate accounts, like the Early Childhood Learning Center (ECLC), NY Design, and Auxiliary. Other sources of income are raised from the parking lot, bookstore, vending machines, and ATMs.

Prior to the current fiscal crisis generated by the COVID-19 pandemic, CUNY offered a baseline budget to add to our annual budget. The challenges of the pandemic compelled LaGuardia to adjust its regular expenses. LaGuardia used CARES Act funds to help students navigate remote learning and to purchase 1600 devices, 247 hotspots, software, and Personal Protection Equipment (PPE). [CUNY CARES Act FIPSE 1052]

Affiliated Entities
The College receives resources from entities affiliated with it. Each entity is chartered and serves specific purposes, as described below.

The LaGuardia Community College Foundation is a separately incorporated 501(c)(3) organized for the sole purpose of supporting the College through fundraising, fund management, and other activities in cooperation with the College. The Foundation supports scholarships to students. The Foundation also earns unrestricted funds through its annual giving and other campaigns. Restricted and unrestricted gifts provide annual budgets to support our divisions and provide more than $1 million for student scholarships and awards. The Foundation has also funded tutoring for students, faculty professional development, emergency funds to cover books, transportation, and student food vouchers. [LaGuardia Foundation Financial Statements 2018-2019 766]

The LaGuardia Community College Auxiliary Enterprises Corporation is a separately incorporated 501(c)(3) created for the main purpose of supporting the students, faculty, staff, alumni and other members of the community by providing non-instructional support. [LaGuardia Auxiliary Enterprises Corporation Bylaws 738] Some of the auxiliary support consists of food services and vending operations, bookstore services, recreational facilities (such as the pool), parking operations, and the performing arts, to name a few. [LaGuardia Auxiliary Enterprises Corporation 2018-2019 764] The Auxiliary is intended to be self-supporting; per the Auxiliary bylaws and CUNY's Office of Budget & Finance Financial Management Guidelines, the Auxiliary is audited annually by an independent certified public firm as designated by CUNY. [CUNY Office of Budget and Finance 712]

The LaGuardia Community College Association is a separately incorporated 501(c)(3) created for the principal purpose of developing and cultivating educational, social, cultural, and recreational activities among students. [LaGuardia Association Report to Board-2019 762] The Association's revenue is primarily derived from student activity fees as established in the resolution of the Board of Trustees of the University and collected by the College. [LaGuardia College Association Financial Statements 2018-2019 765] The Association is audited annually by an independent certified public firm as designated by CUNY. [LaGuardia Association Final ML 2019 745] The College Association Board also receives requests from other College departments or divisions requesting funds for other initiatives such as tutoring, student lab upgrades, and renovations of student lounges.

The LaGuardia Community College Alumni Association is a separately incorporated 501(c)(3) established by CUNY's Office of the University Controller Fiscal Management Guidelines. Alumni Associations were created to be organized and operated solely for the

College's and alumni's benefit. [Management Guidelines and Best Practices Manual 964] The Alumni Associations revenue is primarily derived from alumni fees, donations, and fundraising initiatives permitted by the College for the intent to support alumni activities. [Alumni Association bylaws 965]

The LaGuardia Community College Early Childhood Learning Center (ECLC) is a separately incorporated 501(c)(3) created for the principal purpose of providing childcare for student parents. The ECLC is licensed by the New York City Department of Health and Mental Hygiene and New York State Office of Children and Family Services; they are also affiliated with the New York State Education National Accreditation as well as the NYC Department of Education (Pre-K for all Programs). The ECLC's revenue is derived from a portion of student activity fees, grants, and fees collected from student parents. The Association is audited annually by an independent certified public firm as designated by CUNY. [ECLC bylaws 993] Their mission and assessment results are details as part of the AES Executive Summary Assessment Report 2019-20. [874]

Human Resources

The Office of Human Resources (HR) delivers customer focused and quality services, as well as solutions to attract, develop, and retain a diverse and productive workforce. HR is accountable for providing the College community with a safe, inclusive, and constructive work environment where all faculty and staff can receive support to develop their highest potential, while also creating learning opportunities for our students to become responsible global citizens. [LaGuardia Human Resources 966] The Integrated Postsecondary Education Data System (IPEDS) survey reveals detailed information about our faculty and staff. [LaGuardia 2019 IPEDS Human Resources (HR) report 967, LaGuardia 2020-21 IPEDS Human Resources 1003] With regards to recruitment, LaGuardia follows the 29 steps assigned by CUNY to conduct job searches for all levels of hiring. The aim is to ensure diversity and transparency in the process. [CUNY HR Recruitment-Diversity-Innovative and Inclusive Programming 80] Details about the College's policies on affirmative action, diversity, and contractual issues can be found in Standard II.

6.5 Decision-making, responsibility, and accountability

At the University level, the CUNY Budget and Finance Leadership has an organizational chart that details the relationship between finance, accounting, treasury, budget, and procurement, as well as the responsible entities for each. [711] LaGuardia's decision-making processes support our Mission, are inclusive and transparent, and continually strive toward institutional improvement. Through systematic planning, careful resource allocation, and continued assessment, the College ensures that facilities, infrastructure, and technology are sustainable and aligned with our Strategic Priorities. All our divisions collectively align their goals, objectives, and initiatives to meet the priorities of our Strategic Plan. [Division Strategic Plan Report 811, Department Strategic Plan Report 813, AES Executive Summary Assessment Report 2019-20 874] The College administration works with the Senate Budget Committee, the President's

Cabinet, and the Student Government to seek consensus before spending the money for different initiatives requested by the departments, providing a forum and opportunities for different groups to participate.

The College's Governance Plan clearly describes the ideals of our Mission and the key responsibilities of all constituencies. [LaGuardia2009 Governance Plan 18] The College Senate has the responsibility to formulate policy pertaining to the operation of the College, including the following: academic standards (curriculum, matriculation, instruction, and academic freedom); conduct and behavior of members of the college community; Review of information on budgetary appropriations and disposition; facilities and operations; and consultation in the search to fill a VP or presidential vacancy. [118] Details about organizational charts, College-Wide and departmental P&Bs, and assessment of governance can be found in Standard VII.

Inclusive planning occurred through the creation of the Budget Consultation Group (BCG) in June 2020, in the midst of the COVID-19 pandemic. The BCG was comprised of representatives from each College division, the College Senate, the Faculty Council, and the Student Government Association; it advised the President and Vice Presidents on the formulation of LaGuardia's 2020-21 budget. [BCG Recommendations July 2020 972] The BCG reviewed data on the College's tax levy budget, enrollment, resource allocation, and other information to inform a general understanding of the annual budget process. It reviewed and commented on strategies for addressing budget-making procedures, budget priorities, and resource allocation. It also provided periodic recommendations on budget priorities and resource allocation, and examined cost-saving and revenue-generating options advanced by the Division of Administration and Finance.

LaGuardia has a College-Wide P&B and departmental P&B committees. The College-Wide P&B committee is responsible for evaluating faculty appointments, reappointments, promotions, tenure, and fellowship leave. The decision of the Committee serves as a recommendation to the President. P&B proceedings are private and confidential. [LaGuardia Personnel and Budget Committee 98]. Membership and duties for departmental P&B committees are outlined in article 9.1 of the CUNY bylaws. [CUNY Bylaws Article IX 1053] Both College-Wide and the departmental P&B committees primarily deal with issues relating to personnel.

In the Town Hall community feedback to the Self-Study, participants mentioned the need to clarify P&B processes in addition to issues of budget transparency and assessment of governance. In particular, participants surfaced questions about whether College-Wide P&B was a governance body. Our conclusion and recommendations speak to this need for clarification, and further discussion and analysis can be found in Standard VII.

In order to clarify decision-making roles and responsibilities, the LaGuardia Instructional Staff Handbook provides full-time and part-time faculty, Higher Education Officers (HEOs), and College Laboratory Technicians (CLTs) information regarding the hiring process; guidelines for promotion and tenure; annual performance evaluation procedures; professional development; and opportunities for service and committee membership. [102] Additionally, the Student Handbook provides a comprehensive resource for students regarding academic life; student life; student engagement; campus resources and services; policies, processes and procedures; and opportunities for leadership and involvement at the College. [125]

6.7 Annual independent audit to confirm financial viability
CUNY is audited annually. [CUNY audit and Financial Statements 702, CUNY Budget and Finance Resources 713] The Research Foundation also is audited, and CUNY Research

Foundation annual reports and financial statements are publicly available. [CUNY Research Foundation Financial statements 6-30-19 700, Research Foundation CUNY Annual Reports and Financial Statements 699]

Every fiscal year, the University conducts an audit of each campus and compiles these reports into a comprehensive document. CUNY's annual audited financial statement is distributed to each college for review and solicitation of feedback, and the final document is then presented to the Board of Trustees. The audit is also publicly available on CUNY's website. [CUNY Office of Budget and Finance 712]

Each fiscal year, our related entities undergo independent financial audits. Audits are performed for the College Association, Auxiliary, Early Childhood Education, and the Foundation. [LaGuardia College Association Financial Statements 2018-2019 765, LaGuardia Auxiliary Enterprises Corporation 2018-2019 764, LaGuardia Childhood Learning Center   Final FS 2019 979, LaGuardia Childhood Learning Center Programs Final FS 2020 980, LaGuardia Foundation Financial Statements 2018-2019 766]

6.8 Strategies to measure and assess the adequacy and efficient utilization of resources
LaGuardia deploys several coordinated strategies to measure and assess the adequacy and efficient utilization of our resources. Assessment processes exist in each division and department to review progress towards goals, and adequate resources exist to achieve those goals. Our assessment system is driven by the goals and objectives set forth in our LaGuardia 2019-2024 Strategic Plan and in the CUNY PMP Performance Management Process Databook 2020-2021. [LaGuardia 2019-2024 Strategic Plan Goals- Objectives 19, 613] The latter reflects the CUNY Master Plan, and CUNY's implicit vision to streamline operations to increase efficiency and reduce costs. [CUNY_Master_Plan_2016-2020 5, CUNY Institute for State and Local Governance 970]

Staff work in departments across divisions to meet LaGuardia's needs for adequate and efficient utilizations of resources. These departments include Human Resources, Finance & Business Affairs, Facilities Management & Planning in the Division of the Administration, and Enrollment in the Division of Student Affairs. The OIRA assists divisions, departments, programs, and AES units to evaluate their performance based on their missions and goals, and the College's Strategic Plan Priorities, using specific metrics outlined in our annual monitoring of the 2019-2024 Strategic Plan. [LaGuardia OIRA 35, AES Executive Summary Assessment Report 2019-20 874, AES Assessment Guide 1, Assessment of Administrative and Educational Support Units (AES) Mission and Goals 2020-2021 680, Annual Monitoring of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives: 2019-20 694] The executive summaries of the 2019-2020 assessment plans of AES units provides glimpses of how each unit helps the College meet its Mission and Strategic Plan Priorities, the units' mission and goals, and Student Learning Outcomes (SLO). Several units provide information on initiatives, processes, and measures that contribute to the assessment of the utilization of institutional resources. Current Institutional Effectiveness Key Performance Indicators and Strategic Plan monitoring reports can be found in the Institutional Effectiveness website. [940]

The CUNY 2021 budget request details strategic investment initiatives in line with the University mission. [CUNY FY2021-CUNY-Budget-Request_2020-02-10_FINAL 356] It provides the distribution of budget funding sources, mandatory cost increases, and cost of strategic initiatives for CUNY. It also describes funds used in 2020, and compares cost increases between 2020 and 2021. Some of these increases are related to increases for contractually required incremental salary adjustments, collective bargaining agreements, fringe benefits, and building

rental and energy costs. [PSC-CUNY Contract Article 15 698, PSC-CUNY Contract 77] The CUNY Budget Administration publishes its budget analysis, reports, audited financial statements, and year-end financial reports, as well as relevant information related to the CARES Act. [CUNY Office of Budget and Finance 712] CUNY also conducted a study on Workforce statistics in 2016-2018 to study the changes in full-time employees by race/ethnicity gender for that period. [CUNY 3-Year-Comparison-2016-through-2018-Workforce-Demographics 701]

6.9 Periodic assessment of the effectiveness of planning and resource allocation
The Mission of CUNY's Budget and Finance Office is "to provide strategic, responsible and effective leadership and management of all CUNY's financial and budgetary resources." [CUNY Office of Budget and Finance 712] The office is responsible for the overall management of City and State tax-levy operating funds, including allocating and administering these funds, and prudent use of CUNY resources. The office prepares the annual University-wide budget request for the Board of Trustees to the State of New York and City of New York, and allocates funds based on the major goals outlined in the request. [CUNY FY2021-CUNY-Budget-Request_2020-02-10_FINAL 356] Within this context, we conduct the periodic assessment of our planning, resource allocation, renewal processes, and resource availability as part of our strategy to advance our Mission and Strategic Plan Priorities.

The LaGuardia 2020 Institutional Effectiveness Plan details the integration of institutional assessment, planning, and resource allocation at all levels. [486] [LaGuardia Institutional Effectiveness Website 940] Each academic department sets yearly goals for its strategic plan, and evaluates how those goals were met. [Department Strategic Plan Report 2019-20 813, Department Strategic Work Plans 2020-21 814] Divisions also self-evaluate. [Division Strategic Plan Reports 2019-20 811, Division Strategic Work Plans 2020-21 812] The annual monitoring of the 2019-2024 Strategic Plan Goals, and our annual strategic initiatives and targets, provide concrete metrics for how we evaluate the extent to which we meet our Strategic Plan Priorities. [Annual Monitoring of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives: 2019-20 694, Annual Strategic Initiatives of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives 845]

These metrics also include CUNY Performance Management Process (PMP) metrics. [CUNY PMP Performance Management Process Databook 2020-2021 613] Data in the CUNY PMP from recent years detail a concerted effort to increase access, graduation rates, diversity, and online education. The CUNY momentum campaign aimed to reduce attrition due to placement in remedial/developmental courses, and LaGuardia spearheaded reforms through the design of co-requisite courses. [CUNY 2019 Momentum Campaign Report 436] Recent Institutional Profiles outline pertinent data about student retention and graduation rates, the composition of faculty and staff, and various institutional resources. [LaGuardia OIRA 35]

PLOs and PPRs process are outlined in detail in the IE Plan and the Assessment Guide. [LaGuardia 2020 Institutional Effectiveness Plan 486, PPR2019-2020Guidelines 48, Academic Assessment Guide 279] See Standard V for more details.

Administrative and Educational Support (AES)
Administrative Assessment Strategy is part of our annual assessment of AES units. AES units also undergo Periodic Unit Review (PUR). [LaGuardia 2020 Institutional Effectiveness Plan 486] Key units contribute to the measurement and assessment of institutional resources, including the Division of Administration (Facilities and Human Resources) and the Division of Information Technology. [AES Executive Summary Assessment Report 2019-20 874] CTL supports faculty with professional development seminars. [LaGuardia CTL 2018-19 Evaluation and Report 282]

LaGuardia Campus Life often conducts student co-curricular activities, and their assessments evaluate how those activities support student success. [494] Student advising services, student financial services, transfer services, and student affairs in general support our Strategic Priorities through myriad assessments and activities. [AES Executive Summary Assessment Report 2019-20 874] The Public Safety Department at LaGuardia self-assesses as an AES unit, and submits an annual security report to CUNY. [LaGuardia 2019 Annual Security Report 127] New safety guidelines for reopening have been issued due to Covid-19. [CUNY Guidelines for Safe Campus Reopening 900]

IT provides services to support LaGuardia's students, faculty, and staff. The Student Technology Fee reports details about the importance of allocating resources for investment in technology. [695] A goal of the Strategic Plan Priority, Enriching the Student Experience, specifies that the College "create flexible, state-of-the-art facilities, adapt to change and improve the student experience." The recent Library renovation highlights how the College addresses this priority; see details earlier in this chapter. The Library renovation had a major impact on space allocation. [Annual Monitoring of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives: 2019-20 694, Project Outline and Related Documents - Library Renovation 869]

Information about our facilities can be found on our website and in CUNY's capital planning. [LaGuardia Campus Facilities 879, CUNY five-year improvement plan 721, CUNY-Five-Year-Capital-Budget-Request-FY-2018-19-through-FY-2022-23 722] The AES assessment of Facilities under the Division of Administration provides a description of current projects, including the Business and Entrepreneurial Career Center, the new Natural Science Lab renovations, phase 2 of the Library renovation, the C-building infrastructure upgrade, the C-building façade update, and new heating system. [AES Executive Summary Assessment Report 2019-20 874] Other on-going capital projects include the Shenker Hall boiler replacement and new fire alarm system, the E-building roof replacement, and renovation of the Pool-Side Café/Business Center. The Division of Administration periodically communicates major projects to the Senate. [Capital Projects Senate Presentation 2021-02-10 901]

Enrollment and Retention. Supported by major grants as detailed in Standards III and IV, our FYS provides students access to ePortfolios, facilitates advising, and helps ease the transition of students to college. [Project Outline and Related Documents-FYS 858] Overall, the three-year graduation rate of first-time, full-time entrants rose from 16.3% for the entering class of Fall 2011 to 32.2% for the entering class of 2017. Advising has been an integral part of the FYS. [Project Outline and Related Documents- Advisement 2.0 857]

Student Surveys. CUNY has administered several surveys on a regular basis, including the Student Experience Survey and the Campus Climate Survey. [2018 Student Experience Survey 434, CUNY's 2018 Sexual Violence Campus Climate Survey 820] More recently, two surveys were administered to assess the distance learning experience in terms of education, resources, and support services (as detailed in Standard IV). [Distance Learning Experience and the Pandemic Impact on Education CUNY and LaGuardia 875, The Pandemic Impact On Support Services and Student Needs 880] The OIRA office also administers LaGuardia-specific surveys; most recently, the office asked students about the impact of the pandemic. Summary reports of these surveys are available on the OIRA's website. [LaGuardia OIRA 35]

Faculty & Staff Surveys. CUNY has administered the COACHE Faculty survey in 2015 and 2018. [LaGuardia COACHE 2017 Updated Instructional Staff 122, CUNY COACHE 2018 Instrumentation Summary 876] More recently, LaGuardia administered a Staff Engagement Survey. [Employee Engagement Survey Instrument 2019 878] Details can be found under

Standards II and VII. The LaGuardia OIRA office also conducted several surveys about the impact of the pandemic on faculty and staff teaching remotely. [LaGuardia OIRA 35] It should be noted that the vast majority of employees reported that the "College is committed to the health and wellness conditions of the employees on campus." [Employee Engagement Survey Report 1006]

Conclusion

Strengths
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.

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.

Challenges
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.

Recommendations
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.

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

LaGuardia is governed and administered to realize our Mission and goals. Education is our primary purpose, and we operate with appropriate autonomy. In this chapter, we discuss our governance, leadership, and administration in detail, including evidence that aligns with Requirements of Affiliation 12 and 13**.**

Introduction

Since our 2012 Institutional Self-Study, we have demonstrated an unwavering commitment to our Mission. LaGuardia's Strategic Plan advances our Mission through priorities that include: Enrich the Student Experience, Build Inclusive Community, Build Student Access and Success, Advance Career and Workforce Development, and Strengthen Learning for Students - and for Faculty, Staff, and the College. [LaGuardia Strategic Directions 2019-2024 Report on the Strategic Directions Summit and JAM 41, LaGuardia Mission Core Values 34] 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.

Evidence and Analysis

7.1 A well-articulated and transparent governance structure

CUNY System

LaGuardia is one of 25 colleges within the City University of New York. The system is governed by the CUNY Board of Trustees, ten of whom are appointed by the Governor of New York State and five who are appointed by the New York City Mayor. The chairperson of the University Student Senate and the chairperson of the University Faculty Senate are members of the board. The student chairperson has voting privileges. The board has standing committees on academic policy, programs and research, faculty staff and administration, fiscal affairs, audit, facilities planning and management, and student affairs and special programs, as well as any other special committees and subcommittees that the board may establish by resolution.

As an institution within CUNY University governance, the College operates with appropriate autonomy and adheres to the Board of Trustees Bylaws. [CUNY 1022, The Bylaws of the CUNY Board of Trustees 419] In addition, LaGuardia functions within the framework of regulations of the U.S. Department of Education, the NYS Education Department, and other relevant federal, state, and local laws. As stated in Policy 2.08 Governance of the University within the CUNY Manual of General Policy, "[t]he focus of major decision-making within the University is properly at the college level," and "[e]ach college should be free to create its own governance structure to enable it to create a climate in which rationality can be focused upon the issues that its

members consider to be of the greatest academic importance." [Article II - CUNY General Policy 298, CUNY Manual of General Policy 995]

LaGuardia Governance

LaGuardia is committed to inclusive and shared governance. The Preamble of the Governance Plan for the College Senate defines governance as "participatory and shared." [LaGuardia2009 Governance Plan 18, LaGuardia College Senate 118] The principle of shared governance is highlighted in the American Association of University Professors (AAUP) Statement on Government of Colleges and Universities. [1023]

Section 9.9 of the CUNY Bylaws on faculty states "[t]he provisions in a duly adopted college governance plan shall supersede any inconsistent provisions contained in this article." Section 15.6 on students states that "[t]he provisions in a duly adopted college governance plan shall not be inconsistent with the provisions contained in this article." College governance plans may deviate from University Bylaws as long as the Board of Trustees approves those plans. [The Bylaws of the CUNY Board of Trustees 419]

The governance structure, and the roles and responsibilities of each area, are clearly defined through the Governance Plan for the College Senate, the Constitution and By-Laws for Faculty Council, and the Constitution for the Student Government Association (SGA). [LaGuardia2009 Governance Plan 18, LaGuardia College Senate 118, FC-Constitution 863, Faculty Council 113, Student Government Association Constitution 96]

The College Senate. Our Senate is uniquely tripartite, with committees and representation that involve faculty, staff, and students. This structure facilitates communication between different divisions and roles at the College. Elections for the College Senate are conducted in accordance with the College's Governance Plan. Nominations and elections are held in Fall and are conducted by secret ballot. [LaGuardia2009 Governance Plan 18, LaGuardia College Senate 118]

Faculty Council. Departmental representatives and alternates are elected in the Fall by majority vote, and they serve two-year terms with officers elected by voting members. Election of the department representatives are conducted by majority vote. [FC-Constitution 863] The Faculty Council also issues a call for nominations for department representatives in the Fall. Faculty governance leaders also serve on CUNY's Council of Faculty Governance Leaders. [994] Faculty Council addresses faculty-specific concerns and directly advocates for them. Full-time and part-time faculty are automatically members of Faculty Council. Each academic department elects a representative to the Faculty Council's Executive Committee. This Executive Committee elects a Board of Officers to lead its work. Representatives of the CUNY University Faculty Senate regularly attend Faculty Council meetings to provide updates. [787]

During the Self-Study community review process, members of the community suggested that Faculty Council's relationship to formal governance processes, including the Senate, be further determined. In our chapter conclusion, our Recommendations address how assessment of governance could lead to more clarity about the decision-making powers and governance role of Faculty Council.

The President's Cabinet. LaGuardia's governance demonstrates a strong collaborative ethos, with a focus on education and support for students. Transparency and effective communication are critical to building and strengthening shared understanding and strong bonds between

faculty and staff. One important body leading such communication and understanding is President's Cabinet. As the College website relates, "The mission of the President's Cabinet is to advance the objectives of the College by identifying and addressing the planning, policy, procedural, operational, budget, and accreditation needs of LaGuardia Community College. This Cabinet serves in an advisory capacity to the President and assists in the overall administration of LaGuardia as it fulfills its purpose to educate and support LaGuardia students on their path to graduation." To facilitate dialogue between faculty and college leaders, President Kenneth Adams continued the practice, first begun by Interim President Paul Arcario in 2019, of including the Senate Chairperson and president of Faculty Council on the Cabinet; they attend weekly Cabinet meetings. [President's Cabinet LaGuardia Community College 848] This important practice distinguishes the College's commitment to shared and inclusive governance.

The Student Government Association (SGA). The SGA is devoted to representing, advocating and empowering every student at LaGuardia through leadership, resources and diverse and innovative ideas. It offers students the opportunities to work in committees and engage in activities. The SGA President serves as a student senator. Students also serve on some College Senate committees as non-voting members, such as the Curriculum Committee. SGA representatives ("Governors") are elected in the Spring, and they serve one-year terms with eligibility for one additional term. Candidates must be enrolled for a minimum of six credits, be current with payments of tuition and fees, be in good academic standing, and be able to maintain a minimum cumulative Grade Point Average of 2.5, among other criteria. Elections are conducted by the Student Election Review Committee ("SERC"). All matriculated students are eligible to vote in elections. Members of the SGA also participate in the University Student Senate. [Student Government Association Constitution 96, CUNY University Faculty Senate 787]

The College-Wide Personnel and Budget (P&B) Committee. It plays a role in decision-making concerning faculty and advises College leadership on curriculum, assessment, and plans (more details are provided in 7.2d). [LaGuardia Personnel and Budget Committee 98, Middle States Academic Chairs Survey 868] Their procedures are described in the Governance Plan. [LaGuardia2009 Governance Plan 18] The Committee is composed of all ten Department Chairpersons and the Vice President of Academic Affairs, and is chaired by the President. According to the College-Wide Personnel and Budget Committee's website, the Executive Director and the Associate Director for Faculty and Staff Relations from Human Resources serve as non-voting members and are responsible for taking minutes. As stated in Article VIII, Organization and Duties of the Faculty of the CUNY Board of Trustees Bylaws, and as stated in the Instructional Staff Handbook, College-Wide P&B makes recommendations to the President on decisions relating to appointment, reappointment, tenure, promotion, and fellowship leave for instructional staff (with the exception of non-teaching instructional staff in the Higher Education Officer titles). [The Bylaws of the CUNY Board of Trustees 419, LaGuardia Instructional Staff Handbook 102] Although they deal primarily with personnel matters, the College-Wide P&B also has discussions concerning budgetary issues.

Based on their survey response, the academic chairs do not consider themselves a governance body. [Middle States Academic Chairs Survey 868] However, in their role advising the administration about college and CUNY-wide issues, initiatives, curriculum matters, and faculty concerns, College-Wide P&B performs tasks associated with governance bodies like the Senate and Faculty Council. Therefore, the Self-Study process led to a Recommendation that the College further define and assess the relationship of College-Wide P&B within the overall governance structure. It is hoped that by defining and assessing the role of College-Wide P&B, the responsibilities of the academic chairs can become clarified.

The College's Personnel Review Committee (PRC). It was established as required by the CUNY Board of Trustees. The PRC reviews all personnel actions of the College Higher Education Officer Series, as well as selected classified staff actions. They make recommendations to the College's President on personnel actions in accordance with the PRC's Policies and Procedures. [Personnel Review Committee Policies and Procedures 401]

Communication. The College Senate shares meeting minutes on its website and announcing meetings to the College community. [LaGuardia College Senate 118] Faculty Council shares meeting announcements and minutes with other faculty. [113] Representatives from both groups give updates on their activities at departmental and divisional meetings and via email, as appropriate. The SGA communicates through its website, and student members conduct outreach about events in their classes, in club meetings, and in informational sessions/exhibits. [Student Government Association Constitution 96]

The President's Cabinet offers input for the President's communications to the College. The College-Wide P&B does not send collegewide communications. If there is a change in P&B procedures, the Provost and/or President will communicate that to the appropriate constituencies.

7.2 A governing body that serves the public interest and fulfills the Mission and goals
LaGuardia and CUNY adhere to regulations of the U.S. Department of Education, the NYS Education Department, and other relevant federal, state, and local laws. The CUNY Mission found in Article 125, Section 6201 of New York education law states that "the University will continue to maintain and expand its commitment to academic excellence and to the provision of equal access and opportunity for students, faculty and staff from all ethnic and racial groups and from both sexes." [CUNY Mission 933] The CUNY Board of Trustees ensures that the institution clearly states and fulfills its Mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution. The CUNY Board of Trustees Bylaws details policies and procedures for the University to engage in Public Hearings and Borough Public Hearings to discuss matters relating to CUNY. [The Bylaws of the CUNY Board of Trustees 419]

Consistent with CUNY's Mission, our Mission is "to educate and graduate one of the most diverse student populations in the country to become critical thinkers and socially responsible citizens who help to shape a rapidly evolving society." [CUNY Mission 933 and LaGuardia Mission Core Values 34] Furthermore, LaGuardia's Core Values "are woven into the culture of the College and guide the decisions, actions and behaviors of the LaGuardia community." [LaGuardia Mission Core Values 34]

7.2b Has sufficient independence and expertise to ensure integrity of the institution
LaGuardia maintains a governing body with sufficient independence to establish, maintain, and ensure the integrity of the College. LaGuardia is committed to ensuring that the College's activities are performed with the highest level of integrity and ethics. Policy 5.01 Academic Personnel Practice of CUNY Manual of General Policy states that the College's President must "be the guarantor of the integrity of all faculty personnel processes." [Article V - CUNY General Policy 272,995] CUNY's Office of the General Counsel states that as a CUNY employee, "[y]ou may not do anything against CUNY's best interest…Your first loyalty and duty must be to CUNY." [CUNY Legal Affairs 170, CUNY Legal Affairs - Ethics Info 158] As outlined in Criterion 2h, LaGuardia takes appropriate steps to comply with Article VI of CUNY's Manual of General Policy to ensure that all faculty, staff, and students act with and maintain the highest standards of honesty and integrity when dealing with issues that could pose or be perceived as conflicts of interest. [Article VI - CUNY General Policy 274]

7.2c Ensures the governing body does not interfere in operations
As outlined in Criterion 1, LaGuardia is an academic institution within the governance structure of CUNY, and we operate with appropriate autonomy and adhere to The Board of Trustees Bylaws. [The Bylaws of the CUNY Board of Trustees 419] Our shared governance structure has established policies and processes to ensure that neither the governing body nor individual members interfere in our day-to-day operations, as defined by Policy 2.08 Governance of the University of CUNY Manual of General Policy. [Article II - CUNY General Policy 298, 995] Furthermore, LaGuardia follows Article 129-A of the Education Law, and does not intentionally obstruct others from exercising their rights, nor interferes with the institution's educational processes or facilities. [Article VI - CUNY General Policy 274]

To ensure the quality of teaching and learning, the departmental and the College-Wide P&B Committee enforce the contract between CUNY and the PSC. The College policies and contractual obligations are also detailed in the Instructional Staff handbook. [LaGuardia Personnel and Budget Committee 98, LaGuardia Instructional Staff Handbook 102] The Senate's Curriculum Committee guarantees the integrity of our academic curriculum, and the Committee of Faculty certifies degrees every semester. [LaGuardia College Senate 118] The Senate's Committee on Professional Development organizes workshops and seminars for faculty and staff, as does the Center for Teaching and Learning. [997, CTL Program- Initiatives 317] The College Senate's Budget and Finance Committee reviews budget allocations. The Senate aspires for more consultation in resource allocation; through the proposed Recommendation below, it is hoped that by assessing the role of governance, the College may better determine the roles and responsibilities of various college constituents in the resource allocation process.

In 2019, the Senate began a revision of the governance plan by reviewing the current governance plan which was formed in 2009. Set for discussion during the 2021-2022 academic year and approval in Fall 2022, the revised plan will consider increasing representation and participation of staff, part-time faculty, and College Laboratory Technicians ("CLTs"), and defining the roles and responsibilities and department chairs and department P&B Committees. This revised plan is the subject of on-going conversations. [LaGuardia2009 Governance Plan 18, Report on Governance Plan 1045] Criterion 1 and criterion 4e detail the roles, responsibilities, and work of Faculty Council, the SGA, and the College Senate. [Faculty Council 113, Student Government Association Constitution 96, LaGuardia College Senate 118]

Criterion 7.2h details policies relating to conflicts of interest, to the ethical and financial disclosures requirements established by the New York State Joint Commission on Public Ethics ("JCOPE") for employees of the College, and to the Multiple Position Report for Full-Time Faculty.[LaGuardia 2020 Student Handbook 125, Multiple Position Report for Full-Time Faculty 154]

7.2d Oversees the quality of teaching and learning

The CUNY Board of Trustees Bylaws and CUNY Manual of General Policy grant final oversight authority to the CUNY Board of Trustees for policies regarding teaching and learning, degree programs, personnel, fiscal management, and appointment of the President, while also granting authority to the College to establish, as stated in Section 8.6. Faculty/Academic Councils of the Bylaws, "a faculty or academic council, which shall be the primary body responsible for formulating policy on academic matters." [The Bylaws of the CUNY Board of Trustees 419,995] LaGuardia's College Senate bears this responsibility, although, as mentioned above, future assessment of governance at the College should help define the role of Faculty Council in relation to this policy.

In accordance with the College's Governance Plan, the Senate is a tripartite elected body consisting of faculty, staff, and students. Much of the formulation of policy is conducted by Senate sub-committees, such as the Senate's Academic Standing Committee. The Senate's Curriculum Committee is responsible for "the formulation, development, evaluation, and modification of course and program proposals." [LaGuardia College Senate 118, LaGuardia2009 Governance Plan 18, College Senate Curriculum Committee Agenda 3-26-20 689] Once they approve curriculum, it goes to the full Senate and is then included in the Chancellor's Report for approval by the CUNY Board of Trustees. The College's Governance Plan revision process has led to conversations about the historic role of the College's tripartite Senate in approving curriculum; some faculty have drawn attention to the fact that since two-thirds of the Senate are students and staff, they technically have the power to overturn faculty curriculum decisions.

As noted in Criterion 7.2c, the Senate's Committee on Professional Development organizes workshops and seminars for faculty and staff at the College. [LaGuardia College Senate 118] As described in Standard VI, Criteria 6, each academic department has a P&B committee that decides on tenure and reappointment before the College-Wide P&B votes.

7.2e Policy-making and financial affairs

The CUNY Board of Trustees Bylaws and the CUNY Manual of General Policy grants final oversight authority to the CUNY Board of Trustees for fiscal management. [The Bylaws of the CUNY Board of Trustees 419, 995] The Bylaws outline policies and processes to account for activities relating to Revenues, College Purposes Funds, the Auxiliary Enterprise Corporation, etc. In Article 1, Powers and Functions of the College Senate, the College's Governance Plan points to the responsibility of the Senate to review information from the administration on budgetary appropriations and disposition, and all other available information necessary to implement its functions. [LaGuardia2009 Governance Plan 18] The Constitution for the SGA outlines the responsibilities of the committees of the College Association Budget Committee; its officers maintain and report on the fiscal health of the SGA. [Student Government Association Constitution 96] Moreover, Section 5 of the Constitution and By-Laws for Faculty Council points to the duties and authorities of the Treasurer to oversee its fiscal well-being. [FC-Constitution 863, Faculty Council 113] Issues relating to finances and conflict of interest are addressed in Criterion 2h.

7.2f Appoints and regularly evaluates the performance of the Chief Executive Officer
As discussed in Criterion 3b, Policy 2.12, Presidential Searches of the Manual of General Policy, outlines the process and procedures to be followed in searching for Presidents. [Article II - CUNY General Policy 298] Moreover, as detailed in Criterion 4c, CUNY leverages an Executive Compensation Plan ("ECP") to attract, retain, and develop superior talent at the University and its constituent Colleges. As stated in Section VII., Performance Based Salary Increases of the ECP, "[t]he Chancellor establishes University goals that drive a set of targets and performance indicators at each campus. The campus goals and indicators are used to set individual executive goals and targets. At the end of each academic year, the Chancellor meets with each President to evaluate the President's achievement of these goals." [CUNY Executive Salary and Compensation Plan 785] Sections 11.2 and 11.4 of the bylaws outline the duties and responsibilities of the Chancellor and the President, respectively. [The Bylaws of the CUNY Board of Trustees 419]

As detailed in Policy 5.05 of the CUNY Manual of General Policy, the Chancellor, as the University's chief executive officer, and the CUNY Board of Trustees, as the University's policy-making body, reviews the performance and effectiveness of the Presidents of the University's constituent colleges, and "[e]ach President, in consultation with the Chancellor, at the beginning of his or her term of office and at no more than five-year intervals thereafter, should establish his or her own performance goals and objectives." [Article V - CUNY General Policy 272, 995] The CUNY Board of Trustees Bylaws "charge each President with [']the affirmative responsibility of conserving and enhancing the educational standards and general academic excellence of the college under his/her jurisdiction['] . . .and with wide discretionary powers in acting as the executive agent of the Chancellor at his or her respective campus." [Article V - CUNY General Policy 272] Major areas that should be included in the evaluation are Academic Leadership (4.1), Administrative Leadership (4.2), the President's Relationship with the College Community (4.3), and the President's Role Outside the College (4.4).

Every year, along with his or her campus's Performance Management Process ("PMP") report, each President at CUNY's constituent colleges submits a letter outlining campus accomplishments, noteworthy events, current challenges, and strategies for addressing challenges (as informed by the PMP). They also submit a plan for their College's specific role in the University. The PMP Review Committee assesses these materials, and "[t]he Chancellor will then review all this information with the President in the President's annual evaluation meeting with the Chancellor, and the content of the meeting will be summarized in the annual evaluation letter from the Chancellor to the President." [Article V - CUNY General Policy 272]

7.2g Informed in all its operations by principles of good practice
In order to establish, promote, and leverage a culture of good practice in board governance at CUNY and its constituent colleges, the CUNY Board of Trustees Bylaws details policies and procedures for the University to engage in Public Hearings and Borough Public Hearings to discuss matters relating to CUNY. [The Bylaws of the CUNY Board of Trustees 419] As stated in Article 1, Powers and Functions of the College Senate of the College's Governance Plan, the College Senate shall have responsibility to "[f]ormulate policy governing the conduct and behavior of members of the college community consistent with individual rights and democratic principles." [LaGuardia 2009 Governance Plan 18, LaGuardia College Senate 118] Moreover, the College's Governance Plan states that "[i]t is the intent of the College Senate to follow the bylaws of the CUNY Board of Trustees in conjunction with this Governance Plan regarding personnel procedures and to recognize the Faculty Council as an elected body concerned with faculty affairs and the Student Government Association as an elected body concerned with student affairs." [LaGuardia 2009 Governance Plan 18]

7.2h Complies with a written conflict of interest policy
CUNY's Policy 6.01, Conflict of Interest, states that "[i]t is the policy of the University that all of its activities shall be conducted in accordance with the highest standards of integrity and ethics and in a manner that will not reflect or appear to reflect adversely on the credibility, objectivity, or fairness of the University, its leadership, faculty or staff." [CUNY Article VI Policy 6.01 Conflict of Interest 242]. Individuals covered by this policy must act with integrity and honesty. [Article VI - CUNY General Policy 274]

Through the Public Officers Law, JCOPE has established a zero-tolerance policy regarding gifts greater than nominal value from prohibited or interested sources such as students, publishers, and persons and business entities doing or interested in doing business with CUNY. [CUNY Legal Affairs - Ethics Info 158] Furthermore, employees at LaGuardia, depending on their roles and responsibilities, compensation, and other criteria, may be required to complete ethics training, and file an annual Financial Disclosure Statement with JCOPE. The ethics training offered by the Ethics Officer at the College covers JCOPE laws and regulations on financial disclosure, honoraria, outside activities, and gifts, among other important requirements. [NYS JCOPE - Comprehensive Ethics Training Course 90] LaGuardia is required to certify that all filers have been trained.

As stated in Policy 5.01, Academic Personnel Practice of the Manual of General Policy, the President of a CUNY college must "be the guarantor of the integrity of all faculty personnel processes." [Article V - CUNY General Policy 272] LaGuardia takes appropriate steps to comply with Article VI of CUNY's Manual of General Policy to ensure that all faculty, staff, and students act with and maintain the highest standards of honesty and integrity when dealing with issues relating to conflict of interest. [Article VI - CUNY General Policy 274] The Multiple Position Report for Full-Time Faculty is completed every semester by full-time faculty at the College, and then reviewed by departmental chairpersons and the College's Office of Legal Affairs & Labor Relations. [Multiple Position Report for Full-Time Faculty 154, LaGuardia Legal Affairs 914] This form is completed by full-time faculty to assess faculty's compliance with CUNY and LaGuardia's policies relating to compensated and uncompensated employment, including consultative or other work, or grant-funded or other activities, both within and outside CUNY.

LaGuardia's Student Handbook addresses issues relating to conflicts of interest or perceived conflicts of interest that may arise as a result of relationships between faculty or employees and students, and supervisors and employees. [LaGuardia 2020 Student Handbook 125] Furthermore, the Student Advocate/Ombuds Office offers a confidential, neutral resource for students to voice concerns and complaints, and to receive assistance on issues that they may have in an equitable manner. [LaGuardiaOmbuds 97]

7.2i Supports the Chief Executive Officer in maintaining institutional autonomy
Section 11.4. of the CUNY Board of Trustees Bylaws outlines the scope of authority and autonomy for the President of a CUNY college, and states that a President shall "[h]ave the affirmative responsibility of conserving and enhancing the educational standards and general academic excellence of the college under his/her jurisdiction." [The Bylaws of the CUNY Board of Trustees 419, 1022] According to Policy 2.08, Governance of the University of CUNY's Manual of General Policy, "[t]he focus of major decision-making within the University is properly at the college level," and "[e]ach college should be free to create its own governance structure to enable it to create a climate in which rationality can be focused upon the issues that its members consider to be of the greatest academic importance." [Article II - CUNY General Policy 298, CUNY Manual of General Policy 995] The President is "the executive agent of the college and the Board of Trustees," and as "the person ultimately responsible to the Board of Trustees, is accountable for seeing that the mission of the college fits into the broader mission of the University." [Article V - CUNY General Policy 272]

7.3 Chief Executive Officer reports to the governing body
In August 2020, Mr. Kenneth Adams became the fourth President of LaGuardia. [1020] Prior to Mr. Adams becoming President, the College was led by Dr. Gail O. Mellow, who stepped down in August 2019 after serving almost 20 years. [1019] From August 2019 to August 2020, Dr. Paul Arcario served as the Interim President for LaGuardia; he subsequently returned to the positions of Provost and Senior Vice President. [1018]

As discussed in Criterion 3b, Policy 2.12, Presidential Searches of the CUNY Manual of General Policy outlines the process and procedures to be followed in Presidential searches. [Article II - CUNY General Policy 298, 995] As detailed in Criterion 3c, Section 11.4, the President of the CUNY Board of Trustees Bylaws outlines the scope of authority and autonomy for the President of a CUNY college. [The Bylaws of the CUNY Board of Trustees 419] Criterion 2f details practices in place to evaluate the performance of the President of a CUNY college.

7.3b Has appropriate credentials and professional experience
Since its 2012 Comprehensive Institutional Self-Study, LaGuardia has continued to innovate in its educational programs and initiatives through vital executive leadership. [LaGuardia 2012 Self-Study 864] Over the last 10 years, the College has been led by three exceptional Presidents. Dr. Gail O. Mellow oversaw the College's transformation into a recognized leader of innovative pedagogy, in part through investments in the Center for Teaching and Learning (CTL). In the words of CUNY Chancellor Félix V. Matos Rodríguez, Dr. Mellow was "a trailblazer for community colleges everywhere." [Dr. Gail O. Mellow 1019] From August 2019 to August 2020, Dr. Paul Arcario served as the Interim President for LaGuardia. Prior to serving in this role, he was appointed as Provost and Senior Vice President of Academic Affairs in 2012. [1018]

Mr. Kenneth Adams is the fourth President of LaGuardia. Before his career at CUNY, Mr. Adams served as Acting Commissioner of the New York State Department of Taxation and Finance, President and CEO of Empire State Development, and Commissioner of the NYS Department of Economic Development. He was Dean of Workforce and Economic Development at Bronx Community College (BCC), where he led the departments of Adult and Continuing Education, Workforce Development, Career Services, Community and Economic Development, and the Center for Sustainable Energy. Chancellor Rodríguez remarked that "Kenneth Adams has the skills and track record to ensure that LaGuardia's students can be prominent participants in a post-COVID economy." [1020]

7.3 c. See 7.2b above.

7.3d Has the assistance of qualified administrators sufficient in number
As outlined in Criterion 4b, LaGuardia has a qualified team of administrators to directly support the roles and responsibilities of the President, and several members of this team are part of the President's Cabinet. [President's Cabinet LaGuardia Community College 848] The office of Human Resources houses the resume of members of the Cabinet. Criterion 4a presents the organizational chart for the Division for the President's Office, which outlines the connections between members of the administrative team that supports the duties of the President. [LaGCC Organizational Charts 1086] LaGuardia's tradition of innovative education programs and initiatives derives directly from the College's Core Values, its Strategic Plan Priorities, its Mission, and from its commitment to diversity, equity, and inclusion. [LaGuardia Strategic Directions 2019-2024 Report on the Strategic Directions Summit and JAM 41, LaGuardia Mission Core Values 34] To plan, implement, follow-up, and continuously improve on the dynamic initiatives at the College, the Office of Institutional Research & Assessment ("OIRA") "provide[s] accurate, reliable and timely information and analysis to enable data-driven decision making and student success". [LaGuardia OIRA 35] One of the many periodic and on-demand deliverables of the office is our Institutional Profile, which provides detailed characteristics, enrollment patterns, and performance outcomes of LaGuardia students.

7.4a An organizational structure that is documented and defines reporting relationships
LaGuardia's organizational structure is communicated via the College's organizational charts, which are updated periodically. These charts establish the connections and reporting mechanisms for the College. [LaGCC Organizational Charts 1086] As posted on the College's website, they convey the relationship between units at the administrative level to faculty, staff, and students, including for:
- The Division for the President's Office
- The Division of Academic Affairs,
- The Division of Adult and Continuing Education
- The Division for Administration,
- The Division of Information Technology
- The Division of Institutional Advancement

The Division of Academic Affairs includes the reporting and communication structure for the Provost & Senior Vice President's Office, each academic department, Counseling, Early College High School, the Center for Teaching & Learning, and Registrar. The Division for Administration includes the reporting and communication structure for the Office of the Vice President, Facilities Management & Planning (including Building Operations, and Public Safety), Finance and Business, and Human Resources. The Division of Institutional Advancement includes the department of Marketing and Communications and the department of Development led by an executive director who reports to the President.

The Division of Student Affairs has been recently reorganized to include two major tracks: enrollment management and student success. Both divisions are currently overseen by Interim Deans. Enrollment management includes admissions, recruitment, conversion team, registrar, testing office, student information center, international student service, and financial aid. The other track includes the remaining Student Affairs units. [Student Affairs Org Chart 809]. There are currently two planning groups working in tandem to help identify and evaluate practices that address enrollment and student success, and to design appropriate solutions to be considered by the President. [Enrollment Management Planning Group Charge 1050, Student Success Planning Group Charge 1051]

Although the organizational charts do not include details of each position's job duties, the roles and responsibilities of students, instructional staff, and adjunct instructional staff are outlined in appropriate handbooks. [LaGuardia Instructional Staff Handbook 102, LaGuardia Adjunct Instructional Staff Handbook 124, LaGuardia 2020 Student Handbook 125] Communication of the roles and responsibilities of administrative leaders is conveyed through email announcements when individuals are hired.

7.4b An appropriate size with relevant experience to assist the President
LaGuardia's President is supported by a well-credentialed and experienced administrative team that includes, among others, the Provost and Senior Vice President for Academic Affairs, the Vice President for Administration, the Vice President for Adult and Continuing Education, the Vice President for Information Technology, the Vice President for Student Affairs (currently vacant, the division is currently led by two interim deans that oversee Enrollment Management and Student Life), the Executive Director of Marketing and Communication, the Executive Director of Development, the Executive Legal Counsel to the President & Labor Designee Administrator, the Executive Director of Human Resources, the Executive Director of Diversity, Equity, and Inclusion, the President's Chief of Staff, the President's Senior Advisor and the Chief Diversity Officer. Currently, the Director of Human Resources is the Acting Chief Diversity Officer, pending a search that is expected to be completed in Spring 2022. The President, several members of this team, the Chairperson of the College Senate, and the President of Faculty Council form the President's Cabinet. The President's Cabinet meets on a weekly basis. [LaGCC Organizational Charts 1086, College Senate 118, FC-Constitution 863, Faculty Council 113, President's Cabinet LaGuardia Community College 848]

7.4c Members with credentials and professional experience
Our Department of Human Resources and Office of Compliance and Diversity are committed to implementing and leveraging policies and practices to recruit, employ, retain, promote, and provide benefits to qualified faculty and staff who will support the College's Mission and Core Values. [LaGuardia Office of Compliance Diversity 101, LaGuardiaHumanResources 107, AES Executive Summary Assessment Report 2019-20 874, LaGuardia Mission Core Values 34] As detailed in the Criterion 4a, LaGuardia has sufficient staffing to support the integrative work of the College. Information about policies and procedures for the recruitment, appointment, evaluation, promotion, and professional development of faculty and staff can be found in the Instructional Staff Handbook and Adjunct Instructional Staff Handbook. [LaGuardia Instructional Staff Handbook 102, LaGuardia Adjunct Instructional Staff Handbook 124]

CUNY established an ECP for its executives designed to "enhance recruitment of superior talent and encourage excellence in performance by its most senior officials." [CUNY Executive Salary and Compensation Plan 785] Staff included in the ECP also serve according to its guidelines. Leadership roles that are part of the ECP include, amongst others, President, Vice President, Dean, Associate Dean, and Assistant Dean. As noted in the Terms and Conditions of Employment for Staff in the Executive Compensation Plan, CUNY has procedures to ensure hiring of qualified candidates for the ECP, including appointments for an acting/interim basis to these positions. [Terms and Conditions of Employment for Staff in the Executive Compensation Plan 791]

7.4d Skills, time, assistance, technology, and information system expertise
As detailed in Criteria 3b and 4b, LaGuardia has a qualified team of administrators with the skills to support their functions at the College. Administrators have access to technology courses, webinars, training, and professional development opportunities in technology and information

systems to support their functions at the College. These resources and support are available for all faculty and staff through CUNY, and through LaGuardia's Center for Teaching and Learning (CTL), application providers, and other resources. Technology and information systems support opportunities and resources can be found on the Faculty Resources webpage. [CTL Program-Initiatives 317, 1021]

7.4e Regular engagement with faculty and students in advancing the institution's goals
LaGuardia's Mission and Core Values inform all aspects of our collective work, and are prominently displayed and discussed along with the Strategic Plan and Priorities. [LaGuardia Mission Core Values 34, LaGuardia2019-2024StrategicPlandGoals-Objectives 19] Faculty, staff, and students participated in revising the Mission in 2011, and in the 2019-2024 Strategic Priorities. [Mission Statement Detailed Process 2011 760, LaGuardia Strategic Directions 2019-2024 Report on the Strategic Directions Summit and JAM 41] Information about LaGuardia's Mission and Strategic Priorities, as well as the role of shared governance in achieving them, are consistently communicated via divisions and departments; information also appears in collegewide meetings and emails, and on our website. The College holds Opening Sessions at the start of each semester that involve all faculty and staff, including breakout workshops on topics related to a shared theme. [LaGuardia Opening Sessions 693] Instructional Staff and Professional Staff meetings each semester provide opportunities for the President and/or Provost to share information about new initiatives, assessment results, and future plans for the college community. In these settings, work at the College is often framed in relation to the Mission and Strategic Plan Priorities. The Mission is shared with students as part of their welcome during student orientation. [LaGuardia Virtual New Student Orientation 512] Information about College initiatives deriving from our Strategic Plan Priorities, such as the Academic Momentum campaign, are communicated to students via their contact with faculty, advisors, and other support staff, as well as by email, the MyLaGuardia portal, texts, digital and printed signs, and the website.

The College Senate, Faculty Council, and the SGA use their websites to share relevant information for those interested in running for office for these groups. [LaGuardia College Senate 118, Faculty Council 113, Student Government Association Constitution 96] These websites also include copies of each group's constitutions, by-laws, and other relevant documents. Each website also offers contact information (e.g., email addresses, phone numbers, and in the case of the SGA, a "Message Us" option built into the website). SGA hosts events and programs that are promoted through the College's events calendar. Before Covid-19, SGA would table in lobbies, promote events in their classes, post notifications around campus, hold office hours, and conduct weekly meetings in their conference room. During the pandemic, SGA weekly meetings are conducted through Zoom, are publicized on the College's event calendar, promoted through Campus Life's social media accounts, and e-mailed to the College community. Flyers and RSVP links are sent to special programs such as Accelerated Studies in Associate Program (ASAP), Phi Theta Kappa (PTK), College Discovery, and the First Year Seminar (FYS). [CUNY ASAP 239, LaGuardiaPhiThetaKappa 511, CUNY Seek-College Discovery 133, SGA Email Evidence 1017] While the President meets with SGA several times a year, he is currently establishing a new student group to represent credit and non-credit students.

The Senate also includes information on student representation in New Student Orientation materials. The Senate promotes Senate opportunities in classes and at various events in the E-Building Atrium (i.e., prior to Covid-19), and usually staffed by student senators. For Faculty Council, meeting agendas and information are sent to all faculty, who are also invited to attend and become involved. Faculty Council also sends representatives to the Academic Standing

Workshop for new faculty. All faculty are members of faculty council. Faculty in each department elect their representatives by a majority vote.

For the College Senate, the main recruitment effort for at-large faculty and staff senators is an email announcing the upcoming election and soliciting potential candidates. For student senators, emails are sent before the election for student senators.

The participation of leaders of the College Senate and Faculty Council in meetings of the President's Cabinet, as detailed in Criterion 1, allows for more immediate and consistent communication between governance and division heads. [LaGuardia College Senate 118, Faculty Council 113, President's Cabinet LaGuardia Community College 848] In addition, the Provost attends joint meetings of the Senate's Committee of Faculty and Faculty Council representatives at least once per semester. The College President also routinely attends Senate meetings, and the Senate regularly invites members of the administration to present on topics of concern to the community. These opportunities for engagement allow faculty and staff in different divisions to communicate and share information.

The President maintains an open-door policy to discuss labor-management issues. He regularly meets with the local union chapter to address their concerns and sustain on-going dialogue. President Adams has also increased the frequency of regularly scheduled meetings with the union chapter. In November 2021, President Adams was a guest at the adjunct/part-time chapter meeting. As the campus was reopening, the union chapter was concerned about the health and safety issues. Together, they discussed health and safety protocols to plan a safe return to campus. In response, Vice President of Administration Shahir Erfan organized walking tours and brought external engineering firms from CUNY to help assess the situation. So far, 225 classrooms have been inspected. The College has been responsive to complaints related to safe reopening of classrooms, and the union chapter played a central role in communicating and addressing the concerns in collaboration with the College leadership.

7.4f Systematic procedures for evaluating administrative units
Once Strategic Priorities are set, they become part of the strategic planning process across the College. [Strategic Planning template 49, Department Strategic Plan Reports 2019-2020 813, Department Strategic Work Plans 2020-2021 814, Division Strategic Plan Reports 2019-2020 811, Division Strategic Work Plans 2020-2021 812, LaGuardia 2020 Institutional Effectiveness Plan 486] Academic programs undergo Periodic Program Reviews (PPRs), and the outcomes of such assessments inform actions as part of a "closing the loop" process. [PPR 2019-2020 Guidelines 48] Each Administrative and Educational Support (AES) unit also has an established assessment process targeted towards its mission and goals, as explained in the AES Assessment Guide. [Assessment of Administrative and Educational Support Units (AES) Mission and Goals 2020-2021 680, 1] As described in the AES Assessment Reports, the findings of these assessments are incorporated into the objectives for the next cycle. [AES Executive Summary Assessment Report 2019-20 874] See Standards IV and V for more details.

One way the administration uses data to improve its effectiveness is through collegewide surveys. For faculty, the Collaborative on Academic Careers in Higher Education (COACHE) faculty survey was administered across CUNY in 2015 and 2019, and it provided information about faculty trust and understanding of governance, and departmental and senior leadership, among other topics. [CUNY Faculty Affairs COACHE 214, CUNY COACHE 2018 Instrumentation Summary 876] LaGuardia shared the results publicly, such as at the Fall 2017 and Fall 2019 Instructional Staff meetings, and worked with Faculty Council to develop and lead initiatives responding to the results. More details can be found in Standard II. [LaGuardia COACHE 2017 Updated Instructional Staff 122, LaGuardia Instructional Staff COACHE Presentation 11.6.19 596, Faculty Council Report to Provost Arcario for COACHE I Survey 629] For staff at the College (as outlined in Criterion 5), a similar survey was issued in Spring 2020 for the first time. It included full-time and part-time staff; the Senate's Committee of Staff and Alumni, with the support of the College Senate, advocated for non-teaching staff to also be surveyed. The President's Cabinet has its own assessment plan on its website. [President's Cabinet LaGuardia Community College 848]

7.5 Periodic assessment of the effectiveness of governance, leadership & administration
The evaluation of staff in leadership positions occurs in many forms over a year. In addition to attracting, retaining, and developing superior talent at CUNY and its constituent Colleges, the ECP "creates a framework for goal setting and performance evaluation." [CUNY Executive Salary and Compensation Plan 785] As stated in Section VII of the Performance Based Salary Increases of the ECP, "The Chancellor establishes University goals that drive a set of targets and performance indicators at each campus. The campus goals and indicators are used to set individual executive goals and targets. At the end of each academic year, the Chancellor meets with each President to evaluate the President's achievement of these goals. In the same way that the Chancellor meets with each President to assess goal achievement, each President meets with members of his/her executive team and evaluates their achievement of individual goals." [CUNY Executive Salary and Compensation Plan 785] Criterion 2f outlines additional processes and procedures in place to evaluate the performance of the President of a CUNY college.

The work of the College Senate is evaluated through year-end reports from its Standing Committees that review the projects undertaken by each committee. One ongoing project carried out by the Senate's Committee of Faculty, in collaboration with the College's Faculty Council, has been to address concerns identified in the COACHE survey. [LaGuardia College Senate 118, Faculty Council 113, CUNY COACHE 2018 Instrumentation Summary 876] One key result is that the Senate's Committee of Faculty and the Faculty Council established a joint meeting each semester with the Provost, ensuring regular communication between faculty and administration. After the success of this effort, the Senate's Committee of Staff and Alumni, with the support of the Senate, initiated the first-ever survey of staff at the College, which was administered in Fall 2020. Its results have been discussed in Standard II. [Employee Engagement Survey Instrument 2019 878, Employee Engagement Survey Report 1006]

As described above in relation to Faculty Council and College-Wide P&B, the definition and role of formal governance and non-governance bodies could help to improve community understanding of governance in general at the College. Instituting newly defined assessment procedures for governance at the College could help advance our Mission, and further clarify the responsibilities of the Senate and P&B committees in relation to resource allocation decisions.

Conclusion

Strengths
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.

Challenges
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 118, Faculty Council 113, LaGuardia Personnel and Budget Committee 98] 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.

Recommendations
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.

Conclusion: Emerging Stronger for Our Community

Our Self-Study Design was submitted in April 2020 at a dire time for our surrounding community and the City. The nearby Elmhurst hospital became the epicenter of a global pandemic, and many of our students, faculty and staff were deeply affected. Yet our LaGuardia community showed resilience and determination in reflecting, and actively engaging in studying our past decade and identify opportunities for growth during an ever-changing higher education landscape.

As we never planned to conduct our Self-Study during a global pandemic, we have begun planning our next chapter, and we hope to play a strong role in rebuilding the local economy and in spearheading a faster recovery for western Queens. Our Self-Study Report reflects over two years of inquiry and discussion about how we live our Mission, and how well we affirm it through our Strategic Plan Priorities. During the year of our 50th birthday, we are as excited as ever about LaGuardia's future. We continue to honor our commitment to empowering first-generation students who dare to do more.

We remain steadfast in our commitment to leverage the expertise and dedication of our faculty and staff to provide an accessible path to graduation for all LaGuardia students. With these aspirations guiding our inquiry and intentions, each of the Standard Chapters in our Self-Study has focused 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."

Under the leadership of President Kenneth Adams, the division of Adult and Continuing Education expanded financial grants to students seeking access to professional and personal development, thus providing them the opportunity to become part of highly skilled and productive workforce. With the Tomorrow's campaign, we are close to raising 15 million dollars with matching funds that will enable us to continue serving all of our students. Our mission inspires us to educate students who can adapt to a rapidly changing society. We can only do this by innovating and be willing to take risks. Thus, our recommendations across all standards will pave the way for us to holistically emerge stronger with our mission and core values intact.

Our Recommendations address many areas of our continuing evolution, including our desire to define and extend our model of shared governance, to better integrate ACE in our vision of One College, and to address equity and inclusion. With the hiring of Executive Director Wendy Nicholson to integrate DEI efforts, we are well-positioned to take new steps to address our Core Values in new ways.

Our Recommendations also emphasize the importance of assessment processes to better fulfill our Mission and to enhance the student experience, the relevance of a wider data dissemination, our unwavering commitment to diversity, equity, and inclusion, our unique inclusion of governance in the decision-making process, and our innovation in widening access and success to credit and non-credit students.

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.

Glossary & Keywords

Acronym/Keywords/Terms	Definition
AAC&U	Association of American Colleges and Universities
ABC	Advocacy Bridge to College
ABS	Adult Basic Skills
Academic Freedom	"Academic freedom is a professional right of the faculty. It is grounded in the faculty member's qualifications for the position as reviewed by his/her peers. It consists in the freedom to teach, research, write, and to speak in our capacity as citizens without restraint by the administration. This right differs from the Constitutional right to freedom of speech and assembly guaranteed by the First Amendment in the sense that it is the necessary condition for a faculty member to fulfill his/her professional obligations and responsibilities as a teacher, researcher, and writer. It is also meant to protect faculty members from reprisal for exercising their free speech rights." [PSCCUNY- AcademicFreedom 79]
ACE	Adult and Continuing Education
ACE	Adult and Continuing Education
ADA	Americans with Disabilities Act
Advising 2.0	An initiative to increase student engagement in advising and increase the effectiveness of advising, supporting enrollment, retention and progress to graduation. Advising 2.0 includes a digital system called Connect 2 Completion (CTC) used by advisors and students to track progress, make referrals to support services, plan graduation, and communication between students, faculty and advisors.
AES	Administrative, Educational, and Student Support
AES	Administrative and Educational Support
AMAP	Academic Master Plan
ASAP	Accelerated Study in Associate Programs
ASAP	Accelerated Study in Associate Programs
Assessment Leadership Team	A collegewide team that meets monthly to discuss the College's on-going initiatives in Outcomes Assessment, and to lead our annual Benchmark Readings.
Benchmark Readings	On an annual basis, faculty and staff join to read and score student work related to the General Education Core Competencies and Communication Abilities during our Benchmark Readings. The College shares these data with faculty and programs, who use them to strengthen student learning. The College is mandated by its accreditors to organize and assess a General Education for its students.

BIPOC	Black, Indigenous, People of Color
BMEC	Black Male Empowerment Cooperative
Bridges	LaGuardia Community College Bridges to Baccalaureate Program
CCPD	The Center for Career & Professional Development
CD	College Discovery
CER	Claim, Evidence, Reasoning (CER); a model of scientific writing
CLEP	College Level Examination Program
COACHE	Collaborative on Academic Careers in Higher Education
Conflict of Interest	"An actual or potential conflict between the personal interests of a Covered Individual or an Investigator and the interests of the University; or (b) the reasonable appearance of such a conflict. [CUNY Article VI Policy 6.01 Conflict of Interest 242]
CTL	Center for Teaching and Learning
CTL	Center for Teaching & Learning
CUNY	City University of New York
CUNY EDGE	CUNY Educate, Develop, Graduate, and Empower
CUNY LEADS	Program to support students with disabilities.
DEI	Diversity, Equity, and Inclusion
DEI	Diversity Equity and Inclusion
DoB	Department of Buildings
E-Portfolio	E-Portfolio is a digital platform that allows students to build their own online portfolios illustrating their personal story, educational and career goals, and samples of work.
ECLC	Early Childhood Learning Center
ESL	English as a Second Language
ESOL	English for Students of Other Languages
FAFSA	Free Application for Federal Student Aid
FSOC	Faculty and Staff of Color Collective
GPA	Grade Point Average
Guided Pathways	"The pathways model is an integrated, institution-wide approach to student success based on intentionally designed, clear, coherent, and structured educational experiences, informed by available evidence, that from her/his point of entry through to attainment of high-quality postsecondary credentials and guide each student effectively and efficiently careers with value in the labor market." (source: https://www.pathwaysresources.org/whypathways/)
HEO	Higher Education Officer

HR	Human Resources
HSE	High School Equivalency
I-BEST	Integrated Basic Education and Skills Training; team teaching model from Washington State
IEP	Institutional Effectiveness Plan
ILOs	Institutional Learning Outcomes
Intellectual Property	"All forms of intellectual property, including but not limited to Inventions, Copyrightable Works, Trade Secrets and Know-How, and Tangible Research Property, but excluding Trademarks." [CUNYIntellectualPropertyPolicy 171]
IPEDS	Integrated Postsecondary Education Data System
IRB	Institutional Review Board
IT	Informational Technology
JCOPE	New York State Joint Commission on Public Ethics
LAGCC	LaGuardia Community College
LGBTQ Safe Zone	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning Safe Zone is a space supporting students of all genders and sexual identities.
LMAL	Learning Matters Assignment Library
NCLEX-RN	National Council Licensure Examination; Registered Nurses
OA	Office of Accessibility
OER	Open Educational Resources
OIRA	Office of Institutional Research and Assessment
Open Education Resources (Hewlett Foundation Definition)	Open Educational Resources are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions [SII Interview Summary Criteria 1-4-9-LOI2 899].
OSD	Office for Students with Disabilities
OSRR/A	Office of Student Rights and Responsibilities/Advocacy
P & B	Personnel and Budget Committee
PAC	President's Advisory Council
PAR	Periodic Academic Review
PDA	Program for Deaf Adults

Periodic Program Review	All academic programs conduct Periodic Program Reviews. PPRs are led by program faculty who use the findings to recommend and implement changes in programmatic learning. Some programs that do not have majors – such as composition and urban studies – must also be assessed because they serve thousands of students, make claims to be part of disciplinary and interdisciplinary fields, and exist in departments that don't assess their courses through any other processes or PPRs.
PMP	Performance Management Process
POC	People of Color
PPR	Periodic Program Review
PRC	Personnel Review Committee
Program Learning Outcomes	On an annual basis, faculty assess one of their Program Learning Outcomes (PLOs), which define the learning objectives of each program and major. Program Learning Outcomes are articulated as part of the Mission Statement of each program. They are defined individually, and each program usually has between three and five PLOs. The College is mandated by its accreditors to assess one PLO each year.
PSC	Professional Staff Congress
PURs	Periodic Unit Reviews
Reclassification	The move to a higher title in the HEO series.
RF CUNY	CUNY Research Foundation
SIR	Student Instructional Reports
SPP	Student Success Plan
SURJ	Showing Up for Racial Justice
UD	Universal Design
UFS	University Faculty Senate

LaGuardia Community College Self-Study 2022
Cited evidence reference list

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