



Community College

Draft

STANDARD I: MISSION AND GOALS

Standard I: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

In this chapter, we discuss LaGuardia Community College in terms of **Standard I: Mission and Goals**, and evidence which 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, partnering with communities and businesses to provide the intellectual machinery necessary for positive change in Queens, NY. LaGuardia Community College is named for Fiorello H. LaGuardia, New York City's New Deal mayor, who inspired a city of immigrants. Located at a transit hub that links Queens, the city's most ethnically diverse borough, with the world center of finance, commerce, science and the arts, LaGuardia provides access to higher education and serves New Yorkers of all backgrounds, ages, and means. 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 and 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's Strategic Plan for 2019-24](#) illustrates the five goals or Strategic Plan Priorities the College uses to engage the college community in the learning process as full partners (**See Table 1**). [19]

The synergy between the Middle States Standards for Accreditation and the College's 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 (**See Table 2 and Section 1.3 for details**). As one of the 25 institutions within the City University of New York (CUNY) registered with the NYSED office, LaGuardia is also bound by, which outlines CUNY's Strategic Framework for a four-year period. [[CUNY's Master Plan \(2016-2020\)](#) 4] In addition, CUNY follows a Performance Management Process (PMP) "to ensure that the Master Plan guides the plans and priorities of the colleges while each retains its own identity, mission, and governance." LaGuardia's Mission, Values, and Strategic Goals align with CUNY's and the CUNY PMP guides the College's strategic planning process (**See Table 1**). [[CUNY PMP Performance Management Process Handbook 2019-2020](#) 613] CUNY has embarked on a comprehensive vision (2016-20) and set of strategies that will result in better performance and greater success for students in advancing the University's historic mission for the knowledge economy. [[CUNY Master Plan 2016-20](#) 5] In doing so, CUNY implemented the Pathways to Degree Completion and the Academic Momentum Campaign, both of which have been embodied by LaGuardia Community College in streamlining general education requirement, easing student transfer, increasing degree completion, and closing equity gaps. [[CUNY Pathways Guidelines](#) 331, [CUNY Academic Momentum Campaign](#) 870, [LaGuardia Momentum Campaign Report](#) 588, [Strong Start to Finish Steps to Success LaGuardia](#) 753]

The College relies on its Mission to ensure the equitable allocation of resources across its campus, the development of curricular programming, and to guide the decision-making and governing processes that affect institutional and educational outcomes. LaGuardia prides itself in

hiring faculty and staff that best can assist the College with realizing its 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.” Not only are our faculty and staff personally and professionally invested in diversity, they are also racially and ethnically diverse as evidenced by [LaGuardia 2013-18 Faculty and Staff Diversity Strategic Plan](#) and [LaGuardia 2017-18 Affirmative Action Plan Minorities-Women](#). [130, 128]

Evidence and Analysis

1.1 An accredited institution possesses and demonstrates clearly defined mission and goals

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 **Core Values** are woven into the culture of the College and guide the decisions, actions, and behaviors of the LaGuardia community. They drive what we choose to do, how all parts of our institution work, and how we assess the outcomes of our individual and shared efforts including informing the spirit of our Self-Study. Our Core Values include: *a commitment to learning, a celebration of diversity, providing an opportunity for diverse learning, promoting responsibility and striving for excellence through innovation*. [[LaGuardia Mission and Core Values](#) 34]

The LaGuardia Community College Mission Statement and Core Values are therefore deeply ingrained within the mission of the City University of New York – to remain responsive to the needs of the institution’s urban setting, to maintain and expand its commitment to academic excellence, and to provide equal access and opportunity to students, faculty, and staff from all ethnic and racial groups and sexes, and thereby serving as vehicle of upward mobility for all student populations. [[CUNY Strategic Framework](#) 132, [CUNY Mission](#) 933]

LaGuardia’s Mission Statement was revised in 2011, after a year-long, inclusive, campus-wide process. In 2011, the President endorsed the institutionalization of a formal process for the periodic evaluation of the mission statement and a commitment to integrating the Mission Statement with the strategic planning process for the college [Mission Statement Detailed Process 2011](#). [760] LaGuardia regularly engages the entire campus community in a review of the Mission and clarifying vision, and in revising strategic goals as part of our strategic planning processes. Every five years, the President and Provost convene a steering committee called The Strategic Directions Planning Committee to review the strategic planning priorities. The Strategic Directions Planning Committee represents a diverse population from across all sectors of the campus and external stakeholders - faculty, staff, administrators, representatives from the College Senate, student government association and members of the community.

1.1.a collaborative participation in goal development

LaGuardia is committed to engaging and re-examining our strategic directions every five years in order to commit to visionary change in the form of our Strategic Priorities. Over the past 20 years, the LaGuardia community has periodically reviewed our Strategic Goals and identified priorities for attention. Discussions in 2001, 2005, 2009, and 2019 helped shape our collegewide Strategic Plans.

Convening the strategic directions summit

In Fall 2018, then President Mellow and Provost Arcario convened a Strategic Directions Summit Steering Committee, with faculty, student, and staff representatives from across the College, including the College Senate. The overall aim of the committee was to review and refine the specific priorities of the College's Mission and Core Values. This group organized a February 1, 2019 Strategic Directions Summit, attended by 135 students, faculty, and staff, representing a broad cross-section of the College. The summit began with an examination of the history of LaGuardia's strategic goals over the years. This was followed by breakout sessions and focus groups where faculty and staff discussed College initiatives and outcomes related to previous Strategic Goals and also discussed emergent challenges.

Strategic directions JAM

The work from these breakout groups informed the various goals and objectives within the Strategic Plan from 2019-24 (**See Table 1**). Students played a central role in the Summit as did members of external constituents. Since diversity is one of the major core values of LaGuardia and CUNY, representatives from the student body were invited to take part in the Strategic Planning. Student participants included members of Student Government, representatives from Senate, President's society, and peer mentors. External constituents offered refreshing perspective, evidence, and trajectory in refining our Strategic Goals. Amongst the external constituents were Dr. Randy Bass, national expert in innovative education, and Elizabeth Lusskin, president of the Long Island City Partnership. Both described national trends in higher education, preparing students to be agile learners, and local economic trends. 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 entire College community during the 2019 Spring Opening Sessions. The entire College was invited to participate in a two-day online "Strategic Directions JAM" in March 2019. Over 250 members of the college community joined and participated in the JAM. They reviewed the summit-generated priorities and recommendations and contributed input to refining the proposed ideas. [[LaGuardia Strategic Directions 2019-2024 Report on the Strategic Directions Summit and Jam](#) 41] The Strategic Direction Steering Committee members then reviewed all the posts from the JAM and synthesized the findings into the five major Strategic Priorities. [[LaGuardia Strategic Plan Priorities](#) 42] This draft developed by the Steering Committee was finalized, based on feedback from the Strategic Directions JAM (3/8-9/19) [[LaGuardia Strategic Directions 2019-2024 Report on the Strategic Directions Summit and Jam](#)], the Senate (3/27/19), and Executive Council (3/29/19). [41, [LaGuardia Executive Council 02.2019](#) 30, [LaGuardia Executive Council 03.2019](#) 31] The finalized College's Strategic Goals and corresponding Objectives are detailed in **Table 1**. [[LaGuardia Strategic Plan 2019-2024](#) 19]

Table 1. Strategic Goals and Objectives (2019-24)

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) in order 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
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Academic and non-academic divisions and departments

From an internal context, the Strategic Plan Priorities are actualized on a yearly basis by individual academic and non-academic departments within the college. Members of divisions or departments engage in a purposeful process to select two or three Strategic Plan Objectives and complete area-specific targets and work plans for the academic year, using a [Strategic Planning template](#), [Department Strategic Work Plans](#), [Department Strategic Plan Reports](#), [Division Strategic Plans](#), and [Division Strategic Plan Reports](#). [49, 814, 813, 812, 811] Departments and divisions are very specific with identified targets, strategic activities, and assessments using metrics outlined in [the annual monitoring of the 2019-2024 Strategic Plan Goals, Objectives, and Measures](#). [746] Members are also requested to identify any significant collaboration with other departments/divisions and/or with students as strategic partners. Work Plans describe how the intended result will support/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 AES assessment plans from their divisions to help build and narrate divisional priorities. The AES assessment plans require divisions to list supporting strategic plan goals and corresponding objectives as part of their findings. [[AES Executive Summary Assessment Report 2019-20](#) 874]

LaGuardia houses various special programs to help the diverse student, and Global Learning comprises one of the College’s Core Competencies in order to enhance student understanding of challenges facing the community and society population. [[LaGuardia Special Programs](#) 39, [About Assessment at LaGuardia](#) 286, [LaGuardia Assessment](#) 26]

1.1.b external contexts and constituents

Externally funded grants

In order to meet the needs of our students, LaGuardia Community College maintains a robust portfolio of grant-funded projects that enable our students to thrive in the classroom and beyond. In particular, over the past eight years, the College has secured four institutional grants from the US Department of Education totaling over \$12 million. Broad in scope, these grants have enabled the College greatly enhance our academic and student support services, but especially for minority students enrolled in STEM majors and programs. The primary purpose of these grants is to 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 [[Project CONEXION](#) 670, [LaGuardia STEM-CONNECT 3-year impact evaluation findings](#) 597, [Project AVANZAR](#) 887, [LaGuardia COMPLETA Performance Narrative](#) 826]

External relations

Goal 4d. The College seeks to “*deepen our relationships with community groups building enrollment, community-based student support, and opportunities for civic engagement*” [[LaGuardia Strategic Plan Priorities](#) 42]. LaGuardia has a fully staffed Marketing and Communications department that seeks to increase knowledge of the degrees and programs and

services we provide, and tracks LaGuardia's visibility in the media and in the community at large; in addition to the above, the College has staff positions in Community Affairs and Government Relations [Administration Organization Chart](#). [804]

Community-based organizations

The College prioritizes work in partnership with external constituencies and is a member of several organizations, such as Continuing Education Association of New York (CEANY), Long Island City Partnership, New York City Employment and Training Coalition (NYCETC), Queens Chamber of Commerce and LaGuardia's [Center for Immigrant Education and Training \(CIET\)](#). [586, [Email Evidence External Affairs](#) 952] 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 in order to offer free, contextualized English classes, job training, and career counseling to low income Queens Immigrants.

Goal 5d. highlights "*work with employers and community organizations to expand external experiential learning (internships, apprenticeships and service learning) engaging ACE and credit students.* [[Annual Strategic Initiatives of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives](#) 845] For example, the [Summer Youth Employment \(SYEP\) Program](#), run under ACE, provides 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 Community College was a co-recipient of the \$495,000 Kresge Foundation BOOST grant (January 2020), and the College is working closely with Commonpoint Queens to connect low-income families with critical human services and educational pathways to advance their social and economic mobility. [[LaGuardia Kresge Grant](#) 912]

1.1.c approved and supported by the governing body

LaGuardia Community College is governed by the [CUNY Board of Trustees](#) and the governance is fully and further detailed in Standard VII. [793] [The CUNY Manual of General Policy](#) fully endorses "campus-based planning" as part of the [CUNY Master Plan](#). [724, 5] At the campus level, the mission and goals are approved and supported by the College Senate and governance [LaGuardia Governance Plan and Structure](#). [18] There is also clear support and participation from the [Executive Council/President's cabinet](#), the College Faculty, Divisions, and Senate. [848] The process and drafts are discussed with chairs and faculty and within each division of the campus and recorded in the minutes of College Senate meetings. Once approved by what was then called the Executive Council, the most recent [LaGuardia Strategic Plan 2019-2024](#) was adopted by the campus and uploaded on the website. [19, [LaGuardia Strategic Plan Summit Jam](#) 30]

1.1.d guide constituents in decision making

LaGuardia Community College's Strategic Planning Priorities guide faculty, administration, and staff and are directly linked to planning, resource allocation, and program and curricular development; they are directly aligned with the [CUNY Master Plan](#), [CUNY Strategic Framework](#) and the CUNY Performance Management Process. [[CUNY PMP Performance Management Process Handbook 2019-2020](#) 613, 132, 15] The CUNY PMP measures the efforts of key administrative units at LaGuardia Community College. CUNY systematically reviews system-wide

and campus progress based on these indicators. Furthermore, [CUNY Manual of General Policy, Article 1 Academic Policy Programs and Research](#) provides official guidance. [4]

LaGuardia adheres to the annual CUNY PMP and the College engages in integrated assessment related to a) planning, resource allocation, b) program and curricular development and c) institutional and educational outcomes, as per the [LaGuardia 2020 Institutional Effectiveness Plan](#). [486] The strategic goals provide clear guidelines for decision-making across the various divisions of the campus, and [LaGuardia's Instructional Staff Handbook](#), [Operational Effectiveness Playbook](#), and [Assessment of Administrative and Educational Support Units \(AES\) Mission and Goals 2020-2021](#) provide further guidance to faculty, administration, and staff. [102, 36, 680] Every goal contains strategy and actions as points of measure, along with a baseline and targets to attain. For example, Goal 2 concerns “*Strengthening learning for Students, and for Faculty and Staff and the College.*” This goal will be measured by “*Focusing on core competencies and improved benchmark reading scores for students in the 45+credit.*” [[LaGuardia Strategic Plan 2019-2024](#) 19]

Equitable allocation of resources across the college

LaGuardia's Mission also guides the equitable allocation of resources across the College and corresponds to the annual CUNY Performance Management Process and the CUNY budget cycle supported by [Budget Planning and Request Process documentation](#). [10] At the campus level, 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 to be addressed by the Mission, and the second is the development of a clearly articulated plan for resource allocation. [[LaGuardia Steps to Develop the Operating Budget](#) 40] Goal 1.e seeks to “*develop new revenue streams to support student success and advance the College mission.*” The strategy enlisted to meet this goal will be to “*seek additional opportunities for grants and implement cost savings.*” [[LaGuardia Strategic Plan 2019-2024](#) 19] Resource allocation and planning are embedded within the goal, highlighting LaGuardia's commitment to making the allocation of our finite resources equitable, transparent, and accountable.

The equitable allocation of resources are reflected in all areas of the College. These include education, enrollment, finance, facilities, technology, institutional advancement, institutional assessment, and evaluation, including institutional learning outcomes, student learning outcomes, and assessment of student support services (also see grants 1.1b.) [[LaGuardia Strategic Plan 2019-2024](#) 19].

- i. *Facilities*: LaGuardia is a proud participant in the New York State Energy Research and Development Authority's (NYSERDA) REV Campus Challenge and has a robust Sustainability Council focused on reducing energy costs by controlling demand and consumption. [911] The Sustainability Council enables LaGuardia's Facilities Department to manage the resources of the campus more sustainably. [[LaGuardia Member Spotlight Sustainability](#) 911]
- ii. *Institutional Advancement*: LaGuardia's promise to invest in the next generation of leaders is heralded by LaGuardia Foundation Scholarships and Emergency funds programs which directly helps with institutional advancement. Students under financial burden can directly apply for these scholarships which offer tuition and non-tuition relief (books, metro cards, textbooks etc.) [[LaGuardia Foundation Scholarships, 105](#)] Resource allocation is an important part of institutional advancement. Standard VI provides a

detailed explanation of how planning and resource allocation leads to institutional improvement.

Development of curriculum and programs

Though LaGuardia's **Strategic Plan 2019-2024** and budget allocation both articulate the need to "*Build Student Access and Success, Strengthen Learning for Students, and Enrich the Student Experience*," the College also prioritizes the development of different curricular programs that meet not only the workforce need, but also the evolving society. Below we list two goals from the strategic plan that directly refer to the development and enhancement of curriculum and programs:

- Goal 3.b explicitly seeks to "*expand co-curricular programming and internal experiential education opportunities, e.g., undergraduate research; peer programs, project-based learning*) to build learning and community." [[Co-curricular Data Sheet 2019-2020](#) 532, [Co-curricular Opportunities, Spring 2021](#) 839]
- Goal 5. highlights plans to "*Advance Career and Workforce Development*," and to: 5a. *make great use of ACE labor market and employer data in credit programming; ...Expand labor market data that inform degree and non-credit programs.*" With reference to 5a., the Adult and Continuing Education (ACE) Division has a long history of providing high-quality accelerated workforce training, professional certificate training programs, small business assistance as well as high school equivalency exams and basic skills classes and offers NYC's largest English as a Second Language (ESL) program. ACE works to align non-credit courses to college curriculum [LaGuardia ACE Catalogs](#), and utilizes labor market tools (Burning Glass) to align education and training with industry standards and ensure that those programs and certificate courses being offered are in-demand and relevant. [489] The Covid-19 pandemic revealed how essential LaGuardia's Workforce Job Training programs in Healthcare (Emergency Medical Technicians, Medical billing, Community Healthcare Worker Training), Construction, Safety and Sustainability [Occupational Safety and Health Administration (OSHA), Plumbing, Electrical], and Information Technology (Cybersecurity) are in addition to the training programs for small businesses that sustain the growth of the local economy. [[LaGuardia ACE Catalogs](#) 489, [LaGuardia 2020 Institutional Effectiveness Plan](#) 486]
- Goal 5b. "Strengthen and diversify STEM education." LaGuardia continues to lead the way in STEM education. Please see section 1.4 for recent evidence of how LaGuardia graduates more students with STEM degrees than nearly all other CUNY colleges and graduate schools in NY. LaGuardia faculty and staff invest resources into addressing minority inclusion and gender diversity within the STEM sector by providing a wide 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 the three core competencies.

Institutional/educational outcomes

The Mission of the College guides planning resource allocation and curricular development that led to strong institutional and educational outcomes. The Mission influences the institutional and

educational goals and strategies set forth in the five-year Strategic Plan and the Institutional Effectiveness Plan. Every goal set forth in the Strategic Plan – selected after rigorous campus-wide discussion – aligns with the College’s Mission, CUNY’s Master Plan, the CUNY Strategic Framework, and the CUNY Performance Management Process (PMP). [[CUNY PMP Performance Management Process Handbook 2019-2020](#) 613] This alignment ensures that the college’s decision-making and governing processes remain mission-driven. For example, LaGuardia’s Strategic Plan Goal 1. aims to “*Build Student Access and Success and Goal 1f. Build graduation and transfer success advancing the 30-credit initiative; Strengthen First Year Seminar and advisement (1b)*” [[LaGuardia Strategic Plan 2019-2024](#) 19]

The College Institutional Effectiveness Plan (IEP) represents a “College-wide undertaking integrating institutional assessment and planning at all levels, in service of promoting the College’s ability to achieve its Mission “...to educate and graduate one of the most diverse student populations in the country...” [486] 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 which are aligned with the Strategic Plan.

Table 2. summarizes the KPIs that measure “institutional effectiveness and their alignment with LaGuardia’s Strategic Plan. Many of the KPIs are included in the CUNY PMP, allowing for benchmarking with all CUNY community colleges.” [[LaGuardia 2020 Institutional Effectiveness Plan](#) 486]**Table 2: Institutional effectiveness and their alignment with LaGuardia’s Strategic Plan**

Strategic Goals	Measures
Build Student Access and Success	1. Enrollment 2. Gateway course completion 3. Transfer outcomes 4. Retention outcomes 5. Graduation outcomes 6. Academic Momentum Indicators 7. New revenue streams
Strengthen Learning for Students – and for Faculty, Staff and the College	8. Core Competencies outcomes 9. Communication Abilities outcomes 10. Faculty scholarly/creative works 11. Pedagogical professional development
Enrich the Student Experience	12. Students Satisfaction with College Experience 13. Experiential education opportunities
Build Inclusive Community to Achieve the College Mission	14. Full-time minority faculty and staff 15. Diversity of first-time freshmen 16. Performance of underrepresented minority students
Advance Career and Workforce Development	17. Participation in internships 18. Post-graduation outcomes

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1.1.e support for scholarly inquiry and creative activity

CUNY's investment in scholarship

CUNY invests in knowledge creation and innovative research as outlined within a foundational pillar of the university. [[CUNY PMP Performance Management Process Handbook 2019-20](#) 613] Scholarship at LaGuardia is fundamental to our community and includes published books, book chapters, conference presentations, peer reviewed journal articles and technical reports, poems and short stories, and curated art shows, direction/choreography/ etc., music compositions, plays or screenplays that are produced, published or performed.

LaGuardia's investment in scholarship

By engaging in scholarly work, LaGuardia faculty and staff not only seek answers to complex questions, but also provide a great model for students. The vision and leadership of LaGuardia faculty extend beyond the classroom to their scholarly research and publications, and sometimes done in collaboration with students on topics ranging from literary theory to medical entomology. These contributions increase both faculty and student professional expertise and contribute to new knowledge within their disciplines.

Our faculty stand out among their peers at two-year institutions: 58% of LaGuardia faculty hold PhDs, twice that of community college faculty across the nation. This commitment to scholarship and creative enterprise emerges from the College's Strategic Plan Priorities. In specific, *Goal 2: "Strengthen Learning for Students - and for Faculty, Staff and the College and Objective 2d: Support innovation, assessment and cross divisional faculty and staff development to build professional learning and advance student learning and success, uses the following measure: Faculty scholarly/creative works, including only formal publications: articles, books, performances and visual arts."* [[LaGuardia Strategic Plan 2019-2024](#) 19]

Scholarship and creative enterprise is prioritized at LaGuardia because they contribute essential criteria for reappointment, promotion, and tenure for faculty [[Employee handbook](#) 102]. Every year the College engages in a process where faculty and staff respond to a call sent out by the Provost to collect and report any scholarly contribution, which is then compiled and published in the form of Faculty and Staff Notes and Faculty and Staff Scholarship made public in the department website and in the form of an annual Faculty Scholarship Celebration. [[Faculty and Staff Notes 2018](#) 348], [[Faculty and Staff Notes 2019](#) 349], [[Faculty and Staff Notes 2020](#) 350], [[Faculty and Staff Scholarship 2020](#) 352] As a consequence of the emphasis and support offered for scholarship in teaching, learning, research and creative works, [LaGuardia has consistently maintained an average of 0.5 pieces of scholarship/creative work in a weighted 3-year rolling average across 2015-17 and 2016-18, which is on par with the CUNY Community College average of 0.5.](#) [[CUNY PMP Performance Management Process Handbook 2019-2020](#) 613]

Faculty scholarship and creative activities are supported by several college-wide and CUNY-wide initiatives and grants that offer opportunity to faculty to apply for and receive grants. A few include:

- [CUNY Faculty Affairs Faculty Development](#) [215]
- [PSC-CUNY Research Award Program](#) [759]
- [Co-Curricular Funding Initiative 2018-19 Report](#) [830]

- [CTL Programs and Initiatives](#) [687]
- [CUNY OER](#) [155]
- [EDIT award](#) [344]
- [Teagle Learning Matters Mini-Grants](#) [595]

LaGuardia has also received \$865,883 (FY2017), \$1,079,896 (FY2018), \$591,055 (FY2019) annually in research awards. [[CUNY PMP Performance Management Process Handbook 2019-20](#) 613]

LaGuardia’s investment in learning

LaGuardia’s Core Values statement defines “Learning” as the first among our institutional values: *“Believing that everyone can learn, we foster a creative and collaborative environment that stimulates the intellect, inspires the imagination and enlarges our vision of the world.”*

Guided by this principle, [LaGuardia’s Center for Teaching and Learning \(CTL\)](#) offers a comprehensive program of professional development opportunities to faculty, staff, and students. [317] Based on experience with practices proven to be effective, CTL seminars and development programs encourage active, collaborative learning and high expectations for academic aspiration for LaGuardia students, faculty, and staff. LaGuardia CTL highlights faculty’s scholarly achievements and provides support for faculty who publish their work. The CTL offers two extensive seminars based on writing, and the opportunity to publish work in progress towards the in-house journal - *In Transit: The LaGuardia Journal on Teaching and Learning*. [[In Transit The LaGuardia Journal on Teaching and Learning_920](#)] The two seminars include: (1) Carnegie Seminar on the Scholarship of Teaching and Learning and (2) the Faculty Scholars Publication Workshop (FSPW), which supports faculty’s disciplinary-focused research. Both provide faculty with support structures for at least a full academic year or more. The CTL also connects faculty with programs such as Literacy Brokers, an eight-week session open to anyone working on a piece of writing, and library workshops on topics like predatory publishing, hands-on practice with new databases, and techniques for researching potential publishers. Over the years, the CTL has compiled examples of faculty work with students across a range of activities, such as the Design for Learning (DFL Sampler, the Project Quantum Leap Sampler and the ePortfolio Sampler. Each sampler features work by LaGuardia faculty and provides useful, engaging activities that others may use or adapt [CTL Programs and Initiatives](#). [687]

1.1.f publicized and known by internal stakeholders

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 all the Strategic Planning from 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 Strategic Plan Goals](#) and [the annual strategic initiatives and targets](#)); [813, 814, 811, 812, 746, 845]
- (3) the assessment of administrative and educational support units; [[Assessment AES Mission and Goals](#) 680]

(4) annual updates on monitoring of the Institutional effectiveness key performance indicators; [[LaGuardia 2020 Institutional Effectiveness Plan](#) 486] and [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 Statement is included in the literature handed out at various events and classes on campus, including [LaGuardia Opening Sessions](#), the New Faculty Seminar [LaGuardia CTL Seminar](#), [LaGuardia new Student Orientation](#). [683, 117, 545] The Mission Statement is also incorporated into key college documents, such as [course proposal forms](#), it guides the College's marketing strategies including branding and is proudly displayed in key areas around the College Campus. [934]

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. Over the past 20 years, the LaGuardia community has periodically reviewed our Strategic Goals and identified areas for priority attention. The College has reviewed the Mission statement every five years to coincide with the Middle States Accreditation Process. Our assessment of the strategic plan and mission in 2001, 2005, 2009, and 2014 shaped our Strategic Goals and identified areas for priority attention by our college wide Strategic Plans. Discussions in 2018-19 were designed to shape the College-wide Strategic Plan for 2019-24. [[LaGuardia Institutional Effectiveness Plan](#) 486] Recommendations from this Self-Study will inform the next strategic plan. We further discuss the periodic evaluation of Mission and goals below in section 1.4.

1.2 Realistic goals appropriate to higher education and consistent with the Mission

The LaGuardia Mission and Strategic Plans 2019-24 contain goals that are realistic and appropriate for higher education as demonstrated by **Requirements of Affiliation 7 and 10** of the MSCHE Standards. Requirement of Affiliation 7 requires “the institution has a mission statement and related goals, approved by its governing board, that defines its purposes within the context of higher education.” LaGuardia’s mission “*to educate and graduate diverse student populations to be critical thinkers...*” is directly linked to the founding principles of higher education. LaGuardia is a member institution of the [American Association for Colleges and Universities](#). [847] LaGuardia uses the AAC&U models for [LaGuardia Assessment](#), rubric design, and in applying the Guided Pathway model for student success. [26] Guided Pathways supports institutional signposts and best practices for student success, as articulated in [Redesigning America’s Community Colleges: A Clearer Path to Student Success](#). Guided Pathways helps build institutional capacity to define clear and coherent pathways for degree completion and to ensure learning, increasing the likelihood of degree completion or parallel credential.

LaGuardia was a recently awarded a major Title V grant, [Project CONEXIÓN](#), which is guided and deeply embedded in the principles of Guided Pathways. [670] It is intrinsically linked to 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 are lock into three of LaGuardia’s Strategic Plan Priorities: 1. *Build Student Access and Success* 2. *Strengthen Learning for students—and for faculty, staff and the College* and 3. *Advance Career and Workforce Development*. [[LaGuardia Strategic Plan Priorities](#)

42] This reaffirms that the LaGuardia Mission and Strategic Priorities are simultaneously realistic and ambitious.

1.3 Goals that focus on student learning and institutional improvement

Institutional Planning, Effectiveness and Improvement

Middle States Standards Requirement of Affiliation 10 requires that “Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.” LaGuardia consciously strives to be a “learning college,” and as such all of LaGuardia’s Strategic Priorities focus on student learning and institutional improvement. Goals 1, 2 and 3 in particular are directly focused on *building student access, strengthening student learning and enriching the student learning experience*. All of the goals, and particularly goals 4 and 5, focus on *institutional improvement by building inclusive community to achieve the mission and advancing career and workforce development*. [[LaGuardia Strategic Plan 2019-2024](#) 19] **See Table 1.**

Student learning and achievement of educational goals

The central mission of CUNY provides students with the higher-order abilities and/or competencies they need to create new opportunities for themselves — and in the process to change their world. [[CUNY Mission](#) 933] This mission is integrated with LaGuardia’s Mission and contextualizes the kinds of disciplinary knowledge 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 no matter a 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. [[Assessment Guide](#) 279]

LaGuardia Community College’s Mission to “*educate and graduate one of the most diverse student populations in the country to become critical thinkers and socially responsible citizens*” is embedded in the Institutional Learning Outcomes (ILOs) that are assessed annually through the Colleges Core Competencies (Inquiry & Problem Solving, Global Learning, Integrative Learning) and Communication Abilities (Written, Oral, and Digital) for General Education and disciplinary majors. [[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, the framework reflects the college’s goals for student learning and acts as a foundation to build assessment into all academic programs. In addition, the competencies and abilities were informed by and reflect the College’s Mission as an academic institution that provides access to education for students at all levels, with a focus on longitudinal growth. As such, the competencies and abilities are an integral part of the college’s Strategic Plan, specifically Strategic Goal 2: “Strengthen Learning for Students – and for Faculty, Staff and the College”: 2a. 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; and 2c. Advance courses that build students’ written, oral and digital communication. Thus, the college aims to improve the Core Competencies outcomes and Communicative Abilities outcomes, particularly for students in the 45+ credit bucket. Target scores have been set for each competency and each ability for academic years 2022-23. [[LaGuardia Institutional Effectiveness Plan](#) 486]

Assessing for learning

The concept of “assessing for learning” goes beyond student learning. LaGuardia strives to be a “learning college” by asking faculty, staff, and administration to assess their practices in order to learn more about ways to improve pedagogy, services, and management. A learning college encourages each college constituent with a responsibility toward students to assess their outcomes as an extension of the College’s strategic plan on a regular basis in order to make improvements that propel student success. LaGuardia is committed to a tradition of excellence in teaching and learning that goes beyond complying with the minimum expectations of national norms and accreditation priorities. While outcomes assessment is also a process that institutions of higher education are required to undertake for accreditation, they are also processes that encourage best practices, professional reflection, and evidence-based actions to improve our collective efforts to help students graduate and prepare for their next steps. LaGuardia focuses its primary assessment on authentic examples of student work, rather than standardized national tests, because we believe that this provides a clearer and more meaningful way to understand student learning, and better supports faculty efforts to make the changes needed to strengthen student progress [Assessment Guide](#). [279] Please see Standard V for detailed evidence on educational effectiveness and assessment.

1.4 Periodic assessment of mission and goals

LaGuardia’s Mission and goals are periodically assessed and are relevant and achievable. The same level of college involvement that led to the development of and revision of the Mission ensures that the periodic assessment is encompassed in the institutional effectiveness plan which includes assessment of student learning and delivery of student support services. This will be further elaborated in Standard V (Educational Effectiveness Assessment), as well as in the assessment of administrative and educational support (AES) units, in Standard III (Delivery of Student Experience), and IV (Support of the Student Experience).

LaGuardia Community College’s mission underscores the ethic of the college, to be inclusive and a vehicle for upward mobility for underrepresented populations. LaGuardia’s current Mission Statement is the fifth in a series of periodically updated mission statements adopted since 1975. [[LaGuardia 2020 Institutional Effectiveness Plan](#) 486]

Assessment of LaGuardia Mission and Goals

In compliance with the standard outlined by Middle States, the Mission that was developed in 2011 has been periodically assessed [Middle States Self Study Design 2020](#). [25] The assessment of the Mission ensures that the College’s Strategic Priorities are relevant and achievable, and assessed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement. [[LaGuardia 2020 Institutional Effectiveness Plan](#) 486]

As stated in 1.1 and 1.1a., LaGuardia regularly engages the entire campus community in a review of our mission and vision, and the development of College goals as part of our strategic planning process. [[LaGuardia Strategic Plan, Summit Jam](#) 30]

The Strategic Plan evolved from the Mission and identified five Strategic Goals and related Objectives for 2019-24. [[LaGuardia Strategic Plan Priorities](#) 42] These Goals and objectives will guide the College’s Strategic Planning work for the 2020-21 academic year. All College Divisions and Departments participate in the implementation of the Strategic Plan activities in 2019-20 and the Strategic Plan targets for 2020-21, including in the College’s expeditious goal to offer remote

learning at the height of the Covid-19 Pandemic (March 2020). [[Coronavirus Campus Services Help](#) 316]

The tools below help to ensure that the mission and goals are properly assessed:

1. [CUNY PMP Performance Management Handbook 2019-2020](#) [613]
2. [LaGuardia Institutional Effectiveness Plan](#) [486].
3. [Assessment Plans and Reports for the AES Units](#) [1]
4. [Assessment of \(AES\) Mission and Goals](#) [680]
5. [LaGuardia Operational Effectiveness Playbook](#) [36]
6. [LaGuardia's OIRA](#) (Office of Institutional Research and Assessment (OIRA) [35]
7. [LaGuardia Community College 2019-2024 Strategic Plan: Goals, Objectives, and Measures](#) [746]
8. [Annual Strategic Initiatives of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives](#) [845]
9. [CUNY 2019 Momentum Campaign LaGuardia Interpretation](#) [870]

Ensuring that the Mission and Strategic Priorities are relevant and achievable

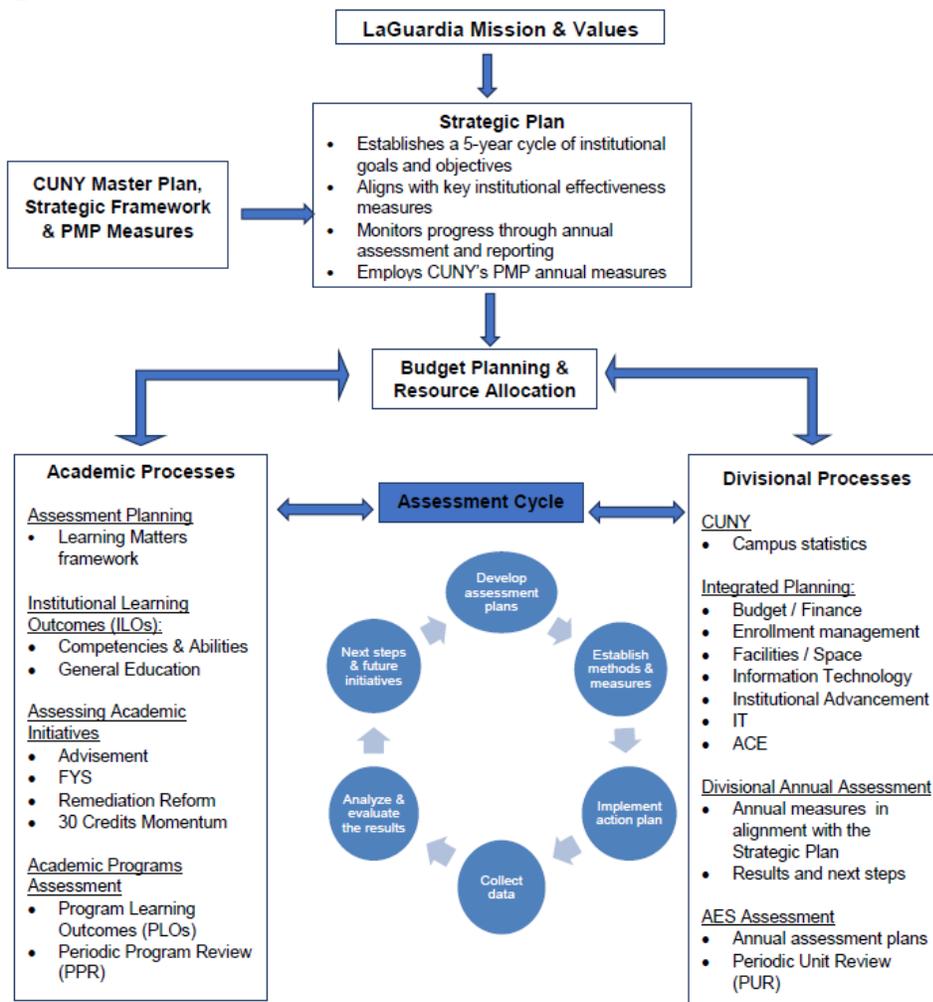
As explained in 1.1a and 1.1d, LaGuardia's Mission and goals are shaped by broad collegewide discussion and input. [[LaGuardia Strategic Plan Priorities](#) 42] The section below highlights a few accolades that reinforce the relevance and achievability of our mission:

- *Addressing the graduation challenge:* LaGuardia has drawn on the best new research to launch a multi-pronged effort to structure guided pathways from enrollment to graduation (see [Bailey's Redesigning America's Community Colleges: A Clearer Path to Student Success](#)). With funding from the US Department of Education (USDOE) and the Teagle Foundation, LaGuardia has re-invented its [First Year Seminar](#) and [accelerated remedial education](#); data show that both efforts are making a dramatic difference.[108, 616] For example, FYS students had two-semester retention rates 14 percentage points higher than a matched set of students from the same department who did not take FYS. [[LaGuardia-COMPLETA Performance Narrative](#) 826] LaGuardia is also deploying technology and platforms to improve advisement to guide student progress. [[Learning Matters Assessment Guide](#) 279]
- *LaGuardia leads the way with STEM:* A recent report (2020) from the Center for an Urban Future lauds LaGuardia Community College for graduating more students with STEM degrees than nearly all other CUNY colleges and graduate schools. [[CUNY Role in expanding access to Tech Careers Center for an Urban Future](#) 907] According to the Center for an Urban Future report:
 - LaGuardia Community College is the top producer of STEM graduates among CUNY community colleges.
 - Among almost all CUNY colleges and graduate schools, LaGuardia graduates the third most STEM degrees, right behind New York City College of Technology and City College.
 - Among schools with more than 100 annual STEM graduates, LaGuardia Community College has seen the fastest growth in STEM graduates, increasing 76 percent since 2015-16.
 - LaGuardia Community College has added granted 310 more STEM degrees in 2018-19 than in 2015-16, an increase of 76.4 percent.

- LaGuardia was selected by the White House and the U.S. Department of Labor for a highly competitive [TechHire grant](#) (\$3.9 million), which reflects LaGuardia’s understanding of the fast-evolving needs of the [tech industry](#). [938,941]
- In February 2021, U.S. Department of Labor awarded LaGuardia \$700,000 from the in a grant to the CUNY Community College Consortium to provide accelerated training for jobs in technology, healthcare and education. [[USDOL](#) 937]

Institutional effectiveness is the fundamental process through which an institution demonstrates planning, assessment and evidence-based actions - that it is making progress towards achieving its stated mission and its mission-based strategic goals.

Figure 1. Visual Outline of the Institutional Effectiveness Plan at LaGuardia.



An essential part of assessing institutional effectiveness of the Strategic Planning Priorities and Objectives is the establishment of a limited number of institutional-level key performance indicators (KPIs). The KPIs are critical measures used as benchmarks to continuously assess and monitor the institutional progress toward achieving its strategic goals and to guide institutional planning. The KPIs of institutional effectiveness for LaGuardia and the comparative measures as aligned with the LaGuardia’s Strategic Plan are provided in the [LaGuardia Institutional](#)

[Effectiveness Plan](#). [486] **See Figure 1.** Many of the KPIs are included in the CUNY Performance Management Process (PMP), allowing for benchmarking with all CUNY community colleges. [[CUNY PMP Performance Management Process Handbook 2019-2020](#) 613] LaGuardia also developed two further pieces of evidence used in evaluating the success of LaGuardia's Strategic Plan Priorities:

1. An Institutional effectiveness report card concentrating on the most important KPIs monitoring key Strategic Plan goals. The KPIs include enrollment, retention, graduation, transfer rates, successful remediation rates, diversity measures, credit accumulation, general education (core competencies and communication abilities), experiential learning, faculty scholarship, student satisfaction, and financial support for students and educational initiatives (see *Appendix A-2* of the [LaGuardia 2020 Institutional Effectiveness Plan](#). [486] The effectiveness report includes the academic year 2018-19 baseline data and academic year 2022-23 targets. [[LaGuardia Institutional effectiveness report card](#) 744]
2. An Implementation Plan that provides the strategic initiatives for achieving the goals and objectives of the Strategic Plan. While the Strategic Plan's goals and objectives remain as a source of guidance and focus, the Implementation Plan delves into the details and actions necessary to accomplish them. The plan provides metrics detailing annual progress towards the achievement of the strategic planning goals and their related objectives. These metrics include strategic initiatives and measures documenting their achievement, including baseline measures and the targets for successful completion. [[LaGuardia 2019-2024 Strategic Plan Goals-Objectives-Strategies and Measures](#) 746]

Conclusion

LaGuardia's prides itself on excellence and high standards - this is reflected in our carefully crafted Mission and Strategic Priorities. This chapter illustrates that LaGuardia's Mission and Priorities are well defined and fully endorsed across the campus; they are visible on the website and are used to drive budgeting, resource allocation, and decision-making. The Priorities were developed to meet the needs of students, faculty, and staff whilst taking into account internal and external members of the community. The mission and Strategic Plan Priorities are well aligned with each other, following CUNY's overarching trajectory and meeting MSCHE expectations. However, the mechanisms with which the college consistently revisits the mission and goals need to be made publicly available to the college-community. The LaGuardia Institutional Effectiveness Plan and Report encompasses the College-wide undertaking of integrating institutional assessment and planning at all levels to promote the College's mission. This plan needs to be made more accessible and available to the college-community as a living document which is referred to frequently. LaGuardia engages in a systematic multilevel assessment to ensure its alignment with the CUNY PMP. The College Strategic Plan connects its mission-based goals to planning, assessment and resource allocation within divisions and departments, and to support units, programs and courses. 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 the outcomes evidence and of related unit strategic goals. These plans emerge as Departmental and Divisional strategic plans which are closely aligned to the College Strategic Plan Priorities as do the Periodic Program Reviews. However, these documents need to be shared with all members of the LaGuardia community. Though our Queens community has been at the epicenter of the pandemic, the College has seamlessly pivoted virtually to continue to deliver services to our students via remote learning with the same spirit of excellence.

Challenges

1. Currently, the strategies of how the college consistently revisits its mission and goals is not publicly available to the college-community.
2. The institutional effectiveness plan is currently siloed and not shared widely within the college-community.
3. Divisional and Departmental strategic plans and its alignment to the College mission and goals are not shared publicly within the college-community.
4. Periodic Program Reviews and its alignment to the College's mission and goals need to be shared publicly within the college-community.

Recommendations

1. There needs to be a well-defined strategy regarding the frequency and consistency with which the college mission and goals are revisited, which should be shared with the entire college-community.
2. The Institutional effectiveness plan should be regularly updated and shared widely with the college-community.
3. Divisional and Departmental strategic plans and periodic program reviews should continue alignment with the College's mission and goals and be shared publicly with the college-community.

Glossary

AAC&U	Association of American Colleges and Universities
ACE	Adult and Continuing Education
AES	Administrative, Educational, and Student Support
ASAP	Accelerated Study in Associate Programs
AMAP	Academic Master Plan
CER	Claim, Evidence, Reasoning (CER); <i>a model of scientific writing</i>
CTL	Center for Teaching and Learning
CUNY	City University of New York
GPA	Grade Point Average
IEP	Institutional Effectiveness Plan
ILOs	Institutional Learning Outcomes
IRB	Institutional Review Board
LAGCC	LaGuardia Community College
LMAL	Learning Matters Assignment Library
PAR	Periodic Academic Review
PMP	Performance Management Process
PPR	Periodic Program Review
SPP	Student Success Plan