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STANDARD VI: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

In this chapter, we discuss planning, resources and institutional improvement which aligns with Requirements of Affiliation 8, 10 and 11.

Introduction

LaGuardia's [Mission](#), the [Strategic Plan Priorities](#), the [LaGuardia 2020 Institutional Effectiveness Plan](#), [CUNY's Master Plan](#), [Strategic Framework](#), and [Performance Management Process \(PMP\)](#) are central considerations when LaGuardia makes decisions regarding planning, resource allocation, and the creation and maintenance of superior physical structures/infrastructures, processes, programs and services. [34,19,486,5,132,15] The [LaGuardia 2020 Institutional Effectiveness Plan](#) is a key assessor of Strategic Plan Priorities and Mission attainment, goal achievement, and the successful alignment of planning, assessment and resource allocation. [486]

LaGuardia's [Core Values](#) statement illustrates the relationship between our values and the planning and assessment process in meeting institutional goals and serving the LaGuardia community: "Our values are woven into the culture of the College and guide the decisions, actions and behaviors of the LaGuardia community—what we choose to do, how we carry out our work in all parts of the institution, and how we assess the outcome of our individual and shared efforts." [34]

Using a combination of assessment tools, consistent monitoring of performance indicators and goal attainment, and building a culture of shared decision-making and accountability, LaGuardia is dedicated to creating and maintaining effective planning, resource allocation and assessment strategies to support the College's Mission and both anticipate and capitalize on opportunities and overcome challenges as they arise.

6.1 institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation.

LaGuardia Community College's Mission and Core Values are at the heart of its strategic planning process and serve as the building block upon which LaGuardia developed its current [Strategic Plan for 2019-2024](#). [19] This plan, created with the participation, feedback, and contributions of members of the entire college community, reflects its connection to [LaGuardia's Mission and values](#), its alignment with CUNY's Mission and priorities, and its relationship and commitment to purposeful planning and resource allocation. [34] LaGuardia periodically reviews its strategic goals and identifies areas for priority attention and continued alignment with CUNY. This most recent review process occurred during the 2018-2019 academic year. The process which describes the participatory aspect of the process is detailed in Standard I.

As part of CUNY, LaGuardia creates, determines, and engages in the pursuit of achievement of goals and priorities that align with those of the University. CUNY's Central Office created the [CUNY Master Plan for 2016-20](#), which provides the strategic framework for the University. LaGuardia's Strategic Plan goals in alignment with the PMP guide planning and resource allocation. [5] The CUNY Master Plan serves as LaGuardia's guide to assessment, planning, and resource allocation for the entire University. Every year, the University addresses the key goals through the PMP. [[Annual-CUNY Performance Management Process 2019-2020 data book](#) 15]

The PMP reports data on key indicators that address the major “pillars” of the PMP: access and completion, College readiness, career readiness, knowledge creation and innovative research, funding model. The data book reports on LaGuardia’s performance vis-à-vis other CUNY colleges. For instance, Goal #4 under the access and completion pillar states “CUNY colleges will launch college momentum campaigns to raise on-time graduation rates.” The table below show the alignment for this example. The CUNY momentum campaign built on existing large-scale resource allocation of programs such as the accelerated Studies in Associate Programs and on redesigning the sequence of developmental mathematics and English. [[CUNY 2019 Momentum Campaign Report](#) 436, [ASAP](#) 239] CUNY supported campuses in implementing meaningful reforms via resource allocation. [[Guidance for Creating or Redesigning co-Requisite courses](#) 751, [CUNY Strong Start to Finish](#) 616]

Furthermore, LaGuardia was the recipient of major grants that allowed it to invest in the First-Year Experience and in advisement in order to meet those goals. [[First-Year Seminar](#) 858, [advisement 2.0](#) 857] The FYS is currently at scale and data showed that FYS students progress at a faster rate towards degree completion than non-takers. Advisement 2.0 resulted in building a Student Success Plan (SSP) to help connect advising in personnel and time. SSP yielded higher retention rates for its users.

LaGuardia’s Goals	CUNY’s goals	Measures [503]	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 20% in 2012 to 32.1% in 2017 Thirty-credit earned in 1 year increased from 9.2% in 2013 to 15.4% in 2018 Other measures: Math and English gateway progress, Equity measures for closing the gap for minorities	First-Year Seminar and Project Completa [858], advisement 2.0 [857]. Strong Start to finish [616] First in the world? Project Conexion [959]

		ASAP cohort graduation rates	CUNY Start [429] (including Math Start) Others? Budget development from CUNY (see criteria 3)

Locally, the [LaGuardia 2020 Institutional Effectiveness Plan](#) outlines the process that integrates assessment and planning at all levels. LaGuardia specifies the KPI of each of the five strategic goals. [486] Many of the 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. [[LaGuardia Institutional Effectiveness report Card](#) 744] An implementation plan provides strategies for achieving the goals in questions. They can be found in the IE plan and as separate documents. [[The annual monitoring of the 2019-2024 Strategic Plan Goals](#) 746, [Annual Strategic Initiatives of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives](#) 845]

The assessment is systematic at all levels, with the Strategic plan used as the link between the mission-driven goals and the planning, assessment, and resource allocation. Academic departments engage in annual PLOs and periodic program reviews as described in Standard V. [[Academic Assessment Guide](#) 279] [Administrative and Education Support units](#) engage in annual assessments and in periodic unit reviews. [1] General Education assessments and resources invested in the process is described in Standard V. Those assessment process and practices require the College’s investment not only financially by also with allocation of personnel and other resources; results are used to continuously improve our work to better meet our mission and goals. Standard V details the role the CTL plays in allocating resources for academic assessment, and for planning.

The Division of Adult and Continuing Education (ACE) houses non-credit certificate programs, and its role is central in supporting the economic recovery of Queens. Though 20% of first-time students begin on the non-credit side, our Strategic Plan Priorities emphasize the need to expand and widen this pipeline. Pre-College Academic programs, the Office of Administration and Finance, the Business and Entrepreneur services, and Workforce development have goals aligned with our strategic goals, which inform planning and resource allocation. [[Assessment of AES-Mission and Goals](#) 680, [AES executive summaries](#) 874] For example, in 2019, a grant from the City Economic Development Corporation allowed the College to launch “[Cyber Boot Camp](#)” to allow adults with no background in cybersecurity to learn industry software before moving up to another boot camp. [958]

6.2 Clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results

Transparency and inclusion are two values that guide the College practices at all levels. The collaborative development of the Strategic Plan Priorities as detailed in criteria 1 of this chapter, and in Standard I, provide an example of how faculty, students and staff collaborate to set the

vision of the College. Every member of the College was invited to take part in the Jam prior to presenting the findings at the Senate. The last step was the approval by the [President's Cabinet](#). [848] Formerly known as executive council, the chair of faculty council and the College's senate are also members of the President's cabinet. [The College's Senate](#) [118], our governance body, reflects our participatory nature with a tri-partite representation (see Standard VII). The strategic plan is used for divisional and departmental planning, Each department's faculty build their annual Strategic plan reports. [[Division Strategic Plan Report](#) 811, [Department Strategic Plan Report](#) 813, [AES executive summaries](#) 874]

The AES Assessment Council and the Assessment Leadership Team draw on cross-departmental and units' representation. More recently, the College launched the [website for Institutional Effectiveness](#) to publicly communicate assessment results and how it informs planning, including system-wide assessment results such as the PMP data book. [940] Institutional effectiveness and progress on the Strategic Plan implementation are continually monitored and publicized on the IE and strategic plan website.

The College takes advantages of three major College wide events every semester to highlight major projects using findings from assessment results: Opening Sessions, Instructional Staff, and Professional Staff. [Opening sessions](#) is a convocation that sets the tone for the coming academic year (in the fall) and the semester (in the spring) at the College. [693] In the meetings, the College's President frequently discusses the College's budget and future projections. Another component has faculty and staff attend breakout sessions organized around various topics germane to the work of the College, and in these small sessions they participate in shaping various programs and initiatives. For example, in 2019 the theme for the academic year was "climate," and faculty and staff participated in groups concerned with planning course activities and programs around environmentalism. The Instructional Staff meeting that year discussed the COACHE survey results, implications and next steps. [[LaGuardia Instructional Staff COACHE Presentation](#) 596] In 2020, following the address to the college, a college-wide JAM was opened and focused on the College's Strategic Goals and Objectives in "of the Covid-19 pandemic and the national dialogue about race and justice" In forums such as "Build Inclusive Community to Achieve the College Mission" and "Strengthen Learning for Students, Faculty, Staff and the College", the community raised questions and concerns as well as voiced opinions and suggestions about a wide range of issues. [[Yammer Transcript](#) 893] This process provided opportunities to work collaboratively and set the goals and direction for not only curriculum but also various College initiatives.

The following example illustrates the relationship between documented planning, communication, and improvement processes. Goal 4 in the Strategic Plan to Build Inclusive Community lists the some of the following strategies in 2020-2021. [[Annual Strategic Initiatives of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives](#) 845]

- Create new position to lead College Diversity, Equity and Inclusion initiatives [[LaGuardia Search- Confidential Executive Officer - Diversity, Equity and Inclusion](#) 975]
- Implement Training for Leadership, Faculty, Staff, and Students to Reduce Bias
- Recruit and retain diverse workforce to meet needs of the College
- Develop, design, and implement new and revised materials that support recruitment of new students
- Increase number of prospects and applicants through targeted and strategic communications and advertising plans
- CTL offer Language Across the Curriculum and Diversity, Equity and Inclusion seminars.

These strategies have been implemented at many levels of the College, and their progress has been documented through reports such as AES and represented in Department and Division Strategic Work Plans. [[AES executive summaries](#) 874, [Department Strategic Work Plan](#) 814, [Division Strategic Work Plan](#) 812] Different entities have engaged in addressing these points. For example, the [Center for Teaching and Learning](#) have offered faculty-led seminar on universal design, as detailed in Standard II. [29] It has also offered seminars on language across the curriculum. The College is in the final stages of launching a search for a Director of diversity, equity, and inclusion. The Office of Human Resources provides training and development opportunities to managers and employees, and the Office of Compliance and Diversity provides opportunities for workshops on sexual misconduct and ESPARC, see Standard II for more details. [[AES executive summaries](#) 874]

Governance is also involved in planning and improvement processes. The Senate Professional Development Subcommittee on Diversity and Inclusion has been supporting underrepresented faculty, staff, and students through organizing Microaggressions Workshops and Support Circles. The Microaggressions Workshop provides a space for underrepresented faculty and staff to share their experiences and brainstorm collegewide strategies (both departmental and college-wide) that help deepen conversations and promote positive change in the diversity-inclusion-equity climate at LaGuardia. [[Senate Committee on PD- Microaggressions Workshop](#) 943]

The Student Support Circles organized by the senate committee on diversity and inclusion provide opportunity for and encourage underrepresented students to share their concerns and suggest ways in which the college could develop support services to assist them. This committee was comprised of faculty-only membership three years ago, but has now welcomed staff members and is reaching out to encourage student membership. [[Senate Committee on PD- Diversity-Inclusion](#) 944]

Governance that is participatory in nature occurs via both the [College Senate](#), composed of faculty, staff and students, and the [Student Government Association](#)(SGA), composed of students. [118, 94] The Senate's role is detailed in Standard VII. The SGA is devoted to representing, advocating, and empowering every student at LaGuardia through leadership, resources and diverse and innovative ideas. For instance, the Campus Improvement Association is a standing committee of the SGA with the purpose to serve, encourage and recommend to the administrators at LaGuardia on issues that affect students. Similarly, the Academic Standing Committee of the LaGuardia College Senate comprises elected representatives and alternates from each of the academic departments, representative of the Division of Adult and Continuing Education, the President of the Student Government Association or his/her designee and the Registrar, Director of Admissions and a designee of the Vice President for Academic Affairs as ex-officio committee members and engage in deliberations pertaining to academic standing, matriculation processes, degree requirements, grading systems, etc. [[LaGuardia College Senate](#) 118]

True to the College's mission, Campus Life in the Division of Student Affairs provides students opportunities to develop as leaders and critical thinkers by engaging the College and Queens communities in topics that are meaningful to them. The student-led Advisory Council deliberate on proposals and budget. There are currently 21 active clubs on campus in Fall 2020. [[LaGuardia Students Club and Organizations](#) 182]

LaGuardia supports many participatory improvement processes that focus on workplace culture. For example, a significant percentage of academic units have organized 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 summaries](#) 874] Efforts like encouraging broader participation and completion of CLT professional development seminars, Campus Life increasing participation in campus wide social and civic engagement initiatives, and Health and Wellness training faculty and staff on how to effectively respond and support diverse student needs demonstrate the importance of diversity and inclusivity in the planning process in all areas of the college.

In a recent [COACHE survey](#), one faculty respondent reported, “On the whole, my department colleagues are committed to supporting and promoting diversity and inclusion in the department.” Another stated, “There is visible leadership at my institution for the support and promotion of diversity on campus.” [[CUNY Faculty Affairs-COACHE](#) 214] Along the lines of inclusivity, and after COACHE surveyed faculty exclusively, the College engaged in a staff-only Employee Engagement Survey, gathering data around work climate, level of staff satisfaction, and engagement strength, including topics surrounding involvement and belonging, diversity, ethics, and vision. [[Employee Engagement Survey Interview Questions 945](#)] The report was prepared in Spring 2021 by the Employee Engagement Committee for presentation to the College Senate and the Executive Leadership Team, and will follow with recommendations to Leadership, Senate, and HR on how to use the embedded action plans to increase employee engagement and overall satisfaction. [[Employee Engagement Survey Report](#) 1006] The survey is supported by LaGuardia’s leadership, who provided the funds for its administration, and has an embedded assessment component; the survey will be re-administered in three years to gauge progress and improvement.

At the system level, [CUNY’s University Faculty Senate Committees](#) has several advisory committees to provide input on major issues including academic affairs, research foundation, enrollment, and budget. [729] For example, the Budget Advisory Committee meets with the Senior Vice Chancellor and the CUNY Budget Director on a monthly basis to discuss the fiscal matters that affect the entire CUNY community, the annual budget, allocations and its impact on all institutions. The [CUNY’s University Student Senate Committees](#) has several standing committees including an audit, ethics, legislative and fiscal affairs. [730]

On the department level, PPRs serve as documents that review how a program is running to meet student success and outlines the goals and plans of the program until the next review. They are created through the collaboration of faculty in an academic program. PPRs previously were conducted on a seven- year cycle and are now being conducted on an eight-year cycle. An external reviewer is also selected to evaluate the PPR, providing recommendations based on the findings. Officially, based on the PPR Guidelines, the PPR process has three stages spread across five years; 1) Prep Year; 2) Active Year; and 3) Implementation Year. The implementation year includes the following expectations in reporting back on implementation plans. [[PPR2019-2020 Guidelines](#) 48]

- Fall I: Respond to Academic Affairs with a formal implementation plan
- Fall II: Update Academic Affairs with PPR plan; PPR actions inform College Strategic Plan
- Spring I: Submit annual implementation reports to Academic Affairs

The PPR is aligned to support the accreditation needs of the program, particularly when accreditation requirements change or are updated.

While PPRs require intensive inquiry projects and follows on the previous cycle, the findings of the document are not formally and consistently presented or reviewed by the larger College community.

While PPRs are excellent examples of assessment at LaGuardia, there is room for improvement in terms of transparency and accountability as it pertains to these reviews. As PPRs are specific to a program or a department, the important findings, recommendations and needs highlighted by the reviews are often only discussed on the departmental level, and with those directly involved in the review process. Thus, there can be a disconnect between those making budgetary decisions affecting programs, who are not privy to the information collected during the review process, and the program needs. We therefore recommend creating opportunities for the entire college community to examine the findings of the PPRs, as discussed in our recommendations section.

6.3 A financial planning and budgeting process that is aligned with the Institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives

LaGuardia has a comprehensive budgeting process that is aligned with CUNY Master Plan. Budgeting preparation at LaGuardia is systematic, multi-tiered, inclusive of all divisions.

Budget development and allocation from CUNY

As a public institution, LaGuardia budget process and the process of financing the College are driven by the regulations of 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 Office of Budget educates and guides the community in linking financial reporting and planning tools such as explanations of how to run a budget expenditures report, the 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]

As a member of the CUNY system, LaGuardia is required to follow the planning directives and initiatives as articulated in [CUNY's Master Plan](#), [Strategic Framework](#) as many of its 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 has to approve the College's proposed budget. CUNY's Master Plan and initiatives guide academic planning at LaGuardia, including retention and graduation, advisement, and remediation reform (as described in the PMP in criteria 1). CUNY's Capital Plan approves and finances the College's capital projects. CUNY also drives a large number of 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 of CUNY, the University partnered with the Institute for State and Local Governance to lay out a plan to identify and implement opportunities for best practices and create an efficient, cost-effective system. The savings will be reallocated to the priorities outlined in the CUNY's Master Plan to further support CUNY's mission. [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 in turn, CUNY allocates tax-levy budget according to a community college budget model driven largely by FTE enrollment. Consequently, financial planning at LaGuardia is based on conservative estimates of governmental funding; it takes into account enrollment trends and projected enrollment declines because of demographics, including a drop in the number of high school students and the number of immigrants impacted by immigration policies. Resource allocation is not only budget driven, but also includes human capital, physical space allocations and time investments. The decision on which areas funding or resources reduction is also driven by the College's strategic priorities. [[CUNY Strategic Framework](#) 132, [CUNY Master Plan](#) 5]

Budget processes at LaGuardia

Budget Preparation. The College's financial and budgeting process is ongoing prior to the receipt of its initial allocation for the upcoming fiscal year. The vast majority of the annual operational budget is driven by resources required to fund instruction. Additionally, LaGuardia annual planning, assessment and budgeting process is guided by the College's Strategic Plan and priorities and corresponds with the annual CUNY [Performance Management Process](#) and the CUNY budget allocation cycle. [13]

In June, the College Budget Office prepares and distributes budget templates for each academic department and administrative unit in the College budget, detailing annual expenditures for the functional areas consisting of personnel services (PS) and "other than personnel services" (OTPS). The template is provided to all divisions (Academic Affairs, Student Affairs, Institutional Advancement, Administration, Information Technology and ACE, and some individual administrative units). The OTPS Budget Request template establishes the format and guidelines for next fiscal year budgetary considerations. 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 initial budget. The budget templates may also include any special funding allocations, derived from the President's Cabinet, provided specifically for the department or unit.

Each operating unit must demonstrate that their budget request is related to the College's institutional strategic goals. [[Strategic Planning & Budget Forum](#) 957] Divisions and programs also provide annual reports about their strategies their alignment to the LaGuardia 2019-2024 Strategic Plan, and provide an evaluation of their accomplishments. [[Institutional Effectiveness Website](#) 940] Due to the uncertainty of the next year budget allocation at that time, the Budget Office allocates to the individual departments the same amount for OTPS expenditures as in the current fiscal year. Each division is expected to determine the priorities based on their missions and goals within the parameters of their initial budget allocations. The operating units are also encouraged to submit their funding requests for any additional needs, related to programs, initiatives and acquisitions proposed to expand the institutional goals. If they exceed the initial budget allocation, the proper justification is required. Ideally, these requests are also based on results from divisions' and academic departments' strategic initiatives, assessment results of the academic programs, and the AES units and operational planning.

Divisional vice presidents review budget requests and communicate adjustments to unit heads as needed. Upon their review, completed budget requests are submitted to the College budget director who conducts an additional review and, if necessary, adjusts the allocations to reconcile with projected financial plan revenue and expenses. Once all budget requests are received and discussed, the Budget Office summarizes them and presents the proposed initial budget to the

President Cabinet for review. The Cabinet also reviews requests for funding of additional needs, related to programs, initiatives and acquisitions that exceed the initial budget allocations and establish the priorities. The operating units may be asked to revise their OTPS budget requests based on the expected amount of budget allocation for the College overall and projected personnel services (PS) cost for the next fiscal year.

An example of this process at LaGuardia is outlined in preparation of the fiscal operating budget [23]. [LaGuardia 2019 Operating Budget](#) and The [LaGuardia steps to develop the operating budget](#) are detailed. [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, the operating units are given access in CUNY First to OTPS budgets at the level of prior year initial allocations.

CUNY budget allocation process for community colleges

The community college revenue budget consists of the funding sources for the expenditure budget. The most important sources of revenue besides the City tax-levy funds are tuition and fees and community college funding from the State, which is based on the number of FTE students.

The CUNY UBO determines the division of these appropriations among the colleges based on a budget model that according to a community college budget model driven largely by student enrollment. [[CUNY An-Overview-of-the-CUNY-Operating-Budget-Process](#) 708] The University community college allocation model is enrollment-driven and characterized by an incremental budget with lump sum programs. It incorporates a three-year weighted average of college enrollments. The Model 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: teaching, instructional support, and base and per-FTE funding for library, student services, general administration, and general institutional services. Teaching needs are determined using the instructional staff model, which generates these needs according to enrollment and student faculty ratios by discipline. CUNY uses college-specific criteria to determine allocations for plant maintenance and operations, and student aid.

The University submits a tax-levy budget request to New York City for the entire system of colleges. [[CUNY FY2021-CUNY-Budget-Request 2020-02-10 FINAL](#) 356] The request is composed of the mandatory (base-line needs) and the programmatic request for increases for the operating budget. The City of New York appropriates funds to CUNY for all of the community colleges in two main units of appropriation; one unit is for the personnel services (PS) expenditures for all community colleges, and the other is for OTPS for all the community colleges. 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). Both the Framework and the Master Plan are developed by the University's central leadership in consultation with CUNY constituencies, including members of the Board of Trustees, college presidents, and faculty and student representatives. [[CUNY Strategic Framework](#) 132, [CUNY Master Plan](#) 5]

Items that are financed centrally, such as fringe benefits, building rentals, and student financial aid, are not allocated to the colleges but expended centrally on their behalf. All other sources of

funding (grants managed by the Research Foundation of the City University of New York, funds raised by the college foundations and/or auxiliary services) are separate and not managed by the University. The University gives the colleges their own customized pieces of the overall most recent CUNY audited financial report, the current fiscal year financial report, the budget request for the next fiscal year and previous years financial statements. [[CUNY Budget and Finance 712](#), [CUNY Budget And Finance- Resources 713](#)]

Final budget process after CUNY's approval

Each college receives an initial allocation of its annual budget before the start of the fiscal year and is expected to meet a tuition revenue target. When tuition collections exceed the target, college budgets are increased to reflect the increased revenue. Subsequent budget allocations are made periodically during the year to adjust for revenue collections and to disburse additional funds. Additional lump sum allocations are also made to the colleges for childcare, collaborative programs with the NYC Department of Education, Coordinated Undergraduate Education, language immersion programs, special programs such as ASAP, College Discovery and CUNY and Math Start and services for the disabled. Throughout the year, the colleges may receive additional allocations for various miscellaneous items.

When an actual budget allocation is received at the College, the Budget Office prepares the Financial Plan, which is used throughout the fiscal year to monitor the expenditures. The Budget Office also distributes the part-time PS and OTPS allocations to the operating units. The President Cabinet (formerly Executive Council) conducts a comprehensive review of the budget allocations and the financial plan and makes final decisions on allocation of resources. 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](#)] There are also budget development processes established for special allocations, which include [Student Technology Fees](#), ASAP, CUNY Start, College Now, and College Discovery among others. [695]

Other revenue sources

Items that are financed centrally, such as fringe benefits, building rentals, and student financial aid, are not allocated to the colleges but expended centrally on their behalf. All other sources of funding (including grants managed by the Research Foundation of the City University of New York, funds raised by the college foundations and/or auxiliary services) are separate and not managed by the University and are used to fund expenses, personnel, scholarships and operational costs that are not covered by the tax-levy funds. For financial statement and more information [see [LaGuardia All Funds Statement 962](#)]. These College administered funds are listed below: funds

- Auxiliary services
- Research Foundation CUNY
- Fiorello H. LaGuardia Community College Foundation
- LaGuardia Education Fund, Incorporated
- Fiorello H. LaGuardia Community College Association, Inc.
- Fiorello H. LaGuardia Community College Auxiliary Enterprises Corporation
- LaGuardia Community College Early Childhood Learning Center Programs Inc.
- Fiorello H. LaGuardia Community College Alumni Association, Inc.

Details of the entities above are described in criteria 4.

Transparency and communications

The [University Budget Office](#) [713] monitors college spending throughout the fiscal year and publishes four quarterly financial reports to the University community.

The College's Institutional Effectiveness website tracks the College's strategic plan, including annual measures and strategic initiatives. The site also provides the divisions and department annual strategic initiatives and the evaluation of their success.

After the budget is approved by CUNY's University Budget Office, it is presented to the College Senate, the Student Government Association, and the Department Chairs, and shared with the campus community in open forums. 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, LaGuardia budget office provides financial statements and quarterly budget sheets and income statements in its website [[LaGuardia Business Office](#) 963]. While LaGuardia does an excellent job of providing up-to-date information regarding budgeting processes and current financial statements, available for all to see on the college website, some stakeholders are unaware that this information is readily available, or unable to interpret the information presented. Therefore, efforts to communicate the budget (in terms of factual information, process and context), should be increased, as outlined in the recommendations section.

Campus wide budget committees:

- In 2016, the College established a Budget Advisory Committee, comprised of five elected members from the College Senate, a College Administrator and a senior faculty member. The Committee participates in all phases of the budget process, including reviewing the College's budget allocation from CUNY and providing input in the disbursement of budget requests and discretionary funds for new and expanded initiatives. [[Executive Council 2016 Minutes](#) 948, [2018-09-01 AccredReviewProcedures_FINAL](#) 844]
- Periodic updates to governance of the [FY 2021 operating and capital budget](#) and of Capital Project. [822, [Capital Projects Senate Presentation 2021-02-10](#) 901]
- Following the budget crisis caused by Covid-19, a college-wide Budget Consultation Group was formed. Details about the work of this committee is detailed later. [[BCG Recommendations July 2020](#) 972]
- The Senate budget committee [[Senate Budget Committee Minutes May 2018](#) 973, [Senate Budget Committee Minutes November 2020](#) 974]

6.4 and 6.6 Fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes

LaGuardia strives to make efficient use of its fiscal and human resources, and ensure our technical resources assist in the smooth functioning of both academic and non-academic units. Through a mix of funding sources, and well-organized budgeting and planning processes, LaGuardia maintains its physical and technical infrastructure to ensure that the College operations are adequately supported. However, the financial resources provided by the CUNY, New York State, New York City, and student tuition are not sufficient to adequately support its students and operations, and are supplemented by funding from other sources, mainly from grants, foundations and associations and axillary services.

As an urban campus located in Long Island City, Queens, our nation's fastest-growing neighborhood in the nation's most densely populated city, physical infrastructure presents considerable challenges. 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 its grounds. Upgrading the technology infrastructure is a College priority and an ongoing process. Additionally, all students, faculty, and staff are provided with access to a variety of technology resources and tools as well as how to access the latest technology and software offerings to successfully learn, work and teach whether they are on or off campus..

This section brings together criteria 6.4 fiscal and human resources, and criteria 6.6 physical and technical infrastructure, since they are interrelated especially in areas of sustainability.

Fiscal resources

LaGuardia's financial yearly statement is located under the Division of Administration's website, which clearly shows the operating budget and the capital budget. The [operating budget](#) highlights the ways in which LaGuardia fulfills its goals in spite of constrained resources. Personnel costs (salaries) amount to approximately 93% of the budget. [[LaGuardia FY19 Financial Statements](#) 768] The Vice President of Finance reviews the current budget to determine what monies were utilized and how, divisionally, to anticipate what is needed and what could be covered in the next fiscal budget. The VP of Finance oversees mandatory expenses that might affect operations such as maintenance of elevators and cooling systems. Some of the budget comes from entities on campus that have separate accounts, like the Early Childhood Learning Center (ECLC), NY Design, and Auxiliary. In budgetary crisis situations, LaGuardia charges maintenance fees from the above entities. The other sources of income are money from the parking lot, bookstore, vending machines, and ATMs. The remaining budget does not always fully fund our initiatives and programs, so any money from staff vacancies helps pay for those items. Prior to the fiscal crisis, CUNY used to offer a baseline budget to add to LaGuardia's annual budget. Hiring more faculty is always top priority. LaGuardia demonstrates inclusivity in the budgeting process: the College administration works with the Senate Budget Committee, the President's Council, 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 at the College to participate in college budgeting.

The challenges of the pandemic compelled LaGuardia to adjust its regular expenses. Contractors were furloughed for a couple of months. However, in spite of these challenges, LaGuardia rose to the occasion by using CARES Act funds [*] to help students navigate remote learning. In addition to distributing laptops from the labs, the CARES Act money allocated to LaGuardia was utilized to purchase 1600 devices, 247 hotspots, software and Personal Protection Equipment (PPE).

Human resources

LaGuardia has paired human resources to institutional goals. Notably, a strong priority for diversity and inclusion, which is demonstrated by LaGuardia's Strategic Priority to "Build Inclusive Community to Achieve the College Mission." Similarly, the Strategic Priority to "Strengthen Learning for Students – and for Faculty, Staff and the College " demonstrates a commitment to ensure sustainable professional growth for faculty and staff. In support of the College's Mission, Human Resources delivers customer focused, innovative services, and solutions to attract, develop, and retain a diverse and productive workforce. [34] The HR is accountable for providing the College community with a safe, inclusive, and productive work environment where all faculty and staff could receive support to develop their highest potential, while also creating learning opportunities for our students to become responsible global citizens. The vision of HR [is to be innovative in the delivery of our Human Resources solutions and practices so that LaGuardia Community College is positioned as the employer of choice in CUNY and beyond. The [values of HR](#) focus on students: to demonstrate honesty, integrity, trust, and confidentiality; to embrace change and innovation; and to ensure safety and security to all. [[LaGuardia Human Resources](#) 966] The Integrated Postsecondary Education Data System (IPEDS) survey reveals detailed information about the institution's 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, i.e. for Executive Compensation Package, Faculty, and Higher Education Officer. The aim is to ensure diversity and transparency in the process. [[CUNY HR Recruitment-Diversity-Innovative and Inclusive Programming](#) 80]

The strive for affirmative action is an ongoing process that ensures there is compliance with federal legislation and University guidelines. Affirmative Action encourages positive practices and equitable disciplinary procedures for any member of the college community who harasses on the basis of race, sex, sexual orientation, or disability. These positive actions are taken by the Office of Compliance and Diversity to ensure that the [CUNY Policy on Equal Opportunity and Non-Discrimination](#) are followed during the Hiring Process. [[CUNY Policy Equal Opportunities Non-Discrimination Procedures](#) 146] This includes review proposed [Search Committee](#) member rosters to ensure that the committee's ethnicity and gender make-up reflect the College's ethnic and gender diversity. [[CUNY Job Search Process](#) 165] The document details best practices and LaGuardia's inclusive and non- discriminatory searches. To review faculty and staff issues on workloads, promotion and tenure and other contractual issues, the PSC Labor Management Committee- which includes representation from the College's management and PSC union members across CLT, HEO and faculty titles- makes non-binding recommendations to the President when appropriate. [[PSCCUNY-Contract](#) 77]

Physical resources

LaGuardia is committed to maintaining and improving the College's physical plant and surrounding grounds in the best possible state of repair, and seeks efficient ways to improve campus facilities and the quality of life for students, faculty, and staff. A team of approximately 40 administrators, maintenance mechanics, and engineers provides maintenance and repairs, engineering, construction services and project oversight for the campus facilities. Technical responsibility for all buildings and campus infrastructure includes Heating, Ventilation and Air Conditioning systems (HVAC boilers, chillers, air distribution systems, steam & water

distribution, Building Automation Systems & controls), elevators, fire detection/protection, mechanical equipment, electric power distribution, building envelope, plumbing & waste systems and laboratory infrastructure.

Assessment of physical infrastructure initiated the renovation of the C-building and Library, leading to increased space, congenial study environments, well lighted classrooms, and quiet spaces for students to work. The [library renovation](#) increased the size of the space by 60%. [869] Phase I of Library renovations was completed in 2018 when a second floor was added to the library. This resulted in a 60% increase in seating capacity (from 420 seats to 732 seats). In addition, new high tech group study rooms, reading rooms, media lab, faculty suites, archive space and new faculty offices were also added to the Library. Phase II will increase the floor space on the first floor. The design will have input from students, faculty and staff [[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].

In Fall 2020, library faculty members started conducting a periodic program review (PPR) with a focus on enhancing services offered by the Library. [The Library PPR](#) aims to assess four key areas of contemporary academic librarianship: a) Library as “space”; b) Library as place of learning; c) Library as place of community engagement; d) Library as collection. Further, the PPR will also address the following issues: a) How do current Library service spaces contribute to student learning? b) How can Library spaces better serve students? c) Does First Year Seminar library instruction contribute to student learning? d) Do lesson plans for First Year Seminar library instruction sessions align with the current First Year Seminar course content? e) Do STEM First Year Seminar students take advantage of the digital badges they can earn for the 3D printing assignment? f) Do the Library 3D printing classes contribute to STEM First Year Seminar student success? The [Library PPR](#) work is still in progress. [[library renovation 869](#)]

Technical resources

In addition to fiscal, human, and physical resources, LaGuardia has a full-service technology division that supports students and staff with 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 as clearly outlined in the Information and Technology Organizational Chart, and provides strategic leadership to support student success and operational goals of all departments as outlined in the Annual Assessment Report for AES units summarized in the IT annual strategic work plan where the division's goals and objectives are clearly aligned with several of the Strategic Plan Priorities:

LaGuardia's IT partners with Student Affairs, Academic Affairs, Institutional Advancement, Administration, and Adult & Continuing Education to develop systems to support achievement of goals and objectives by maintaining a safe, reliable and secure data protection system; by developing tools, upgrading labs, implementing a new ACE Student Information System (SIS) to allow enrollment tracking with degree programs, and providing up-to-date access to software and technology tools. IT's goals include maintaining a safe, efficient, reliable network and associated physical environment that protects the confidentiality of the users and the security of their data from internal and external threats in administrative and academic facilities. [[Information Technology Org Chart](#) 806, [AES executive Summary 2019-2020](#) 874].

LaGuardia benefited from the [CUNY Master Plan](#) that includes expanding technological capabilities that support administrative and academic goals, including 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 student administrative, human resources, and financial processes. The plan includes increasing mobile technology, remote access and CUNY cloud. Office 365 is already available CUNY-wide to and faculty, staff, and students.

In 2019, a proposal for continual service improvement for IT upgrade was submitted. It was a three-year plan with a proposed budget of \$903,892 for a full refresh of the data center. However, the proposal was not approved at this budget level. A second proposal for a budget of \$499,939 in infrastructure upgrades including router replacements in the B & E buildings, was submitted and approved. The work has been done, with the router equipment purchased and installed in the B & E buildings. Some work was also performed in the M building. There is some work left to be done and it is 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 dollars. This project will replace core network components and obsolete copper & fiber cables throughout all buildings with a reliable, high-speed data network essential to our academic mission. In addition to basic data services, this critical network infrastructure provides connectivity to 275 smart classrooms, campus telephone system, WiFi, ~500 closed circuit security cameras, access control systems, campus email, building management systems, online library servers, etc. The existing phone system will be upgraded to support advanced telecommunications technology that will integrate voice communications with voicemail, faxing, and multimedia communications. 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]

The technological support provided by e-Portfolio and staff in the [Center for Teaching and Learning](#) helps students and faculty plan for success in teaching and learning, enrich discipline-specific knowledge, and document college and pedagogical journeys at LaGuardia. The CTL has supported faculty and staff throughout the transition to distance learning. [29] One of the ways in which student learning is facilitated is through LaGuardia's SSMS. [[LaGuardia Peers-SSM](#) 509] SSMS provide both human and technology resources by introducing students to [e-Portfolio](#), advising tools, and necessary technology functions, such as course registration and logging in to LaGuardia's Student Portal to complete administration related activities as detailed in Standard IV. [[LaGuardia ePortfolio](#) 969]

In recognizing the need to help students feel connected to LaGuardia during the sudden shift to distance learning in March 2020, the Peer Advisors reached out to over 11,000 students during the month of March. [[LaGuardia Peers- Advisors](#) 505] Their communications helped connect students to faculty, referred them to needed services and resources (e.g. laptops, LaGuardia Cares, etc.), and kept them engaged during an unprecedented time. Since that initial drive, the Peer Advisors supported the work of Student Advisement Services and contacted 2,500 students to support retention and ensure Spring II and Fall I registration. They also created and offered virtual co-curricular events aimed at supporting student learning and wellness in an online environment. 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 while the use of support services dropped and many students found accessing the services online challenging, 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] Additionally, a large proportion of all respondents were adversely impacted financially by the COVID-19 pandemic, and many reported an increase in their need for assistance. When it comes to their ability to do schoolwork or emotional issues, the LaGuardia students reported fewer issues compared to the other respondents. LaGuardia therefore demonstrates, even during crisis, the College's technological and human resources are more than adequate and is capable of supporting its programs regardless of modality of instruction.

At the system level, the [Academic Technology at CUNY](#) 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.

LaGuardia's entities: additional funding support

All the 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 Foundation. The Vice President of Administration is also either a Board member or required to attend all board meetings. As such the College's strategic financial needs and goals are effectively planned for.

The LaGuardia Community College auxiliary enterprises corporation

The LaGuardia Auxiliary Enterprises Corporation is a separately incorporated 501(c)(3) and was created for the main purpose of supporting the students, faculty, staff alumni and other members of the community by providing non-instructional support and by supporting the educational mission of the College. [[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; any revenues generated are expected to be sufficient to cover the costs of the operations. The Auxiliary has a Board of Directors which is required to meet a minimum of once each semester. The Board has budgetary authority and reviews the financials. 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. There are requests to budget other college supported activities such as commencement and marketing initiatives; however with declining revenues from the auxiliary revenue generating activities, the ability to fund these other college initiatives have decreased. [[LaGuardia Auxiliary Enterprises Corporation Bylaws](#) 738, [CUNY Office of Budget and finance](#) 712]

The LaGuardia Community College association

The LaGuardia [College Association](#) is a separately incorporated 501(c)(3) and was 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. The Association Board is required to meet a minimum of once each semester. The Board has budgetary authority and allocates budgets for various student activities within each category of earmarked funds. [[LaGuardia College Association Financial Statements 2018-2019](#) 765] Per the Association bylaws and CUNY's Office of Budget & Finance Financial Management Guidelines 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 for which funding may not be available via tax levy appropriations. Some requests include tutoring, student lab upgrades, and renovations of student lounges.

The LaGuardia Community College alumni association

The LaGuardia Community College Alumni Association is a separately incorporated 501(c)(3). As 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; have as its purpose providing services and support to the alumni and to the University; and conduct its business consistent with the guidelines and best practices established in the Fiscal Management Guidelines. [[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. The Alumni Association has a Board of Directors, the majority of which are CUNY College employees. The Alumni Association Board meets as needed and has budgetary authority. Per the [Alumni Association bylaws](#) and CUNY's Fiscal Management Guidelines, the Alumni Association is audited annually by an independent certified public firm as designated by CUNY. [965]

The LaGuardia Community College early childhood learning center (ECLC)

The LaGuardia Community College Early Childhood Learning Center (ECLC) is a separately incorporated 501(c)(3) and was 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 ECLC has a Board of Directors that is required to meet a minimum of once each semester. The Board has budgetary authority and allocates budgets accordingly. Per the [ECLC bylaws](#) and CUNY's Office of Budget & Finance Financial Management Guidelines, the Association is audited annually by an independent certified public firm as designated by CUNY. [993]

The LaGuardia Community College foundation

The LaGuardia Community College Foundation is a separately incorporated 501(c)(3). While the Foundation is independent, it is organized for the sole purpose of supporting the College through fundraising, fund management, and other activities in cooperation with the College. The foundation supports the College in meeting its higher education goals primarily in granting scholarships to LaGuardia students. The Foundation is required to follow established guidelines and best practices regarding the college foundations of CUNY and follows CUNY's Office of the University Controller Financial Management Guidelines and as such is audited annually by an independent certified public firm. The Foundations Board members and officers are primarily

external, non-CUNY employees, and they conduct business, including meetings, elections of officers, other voting and the keeping of meetings and other records in full compliance with its by-laws and the New York Non-For-Profit Corporation Law. The Foundation also earns unrestricted funds through its annual giving and other campaigns. Restricted and unrestricted gifts provide [annual budgets](#) to support LaGuardia's 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 food vouchers for students facing financial challenges. [[LaGuardia Foundation Financial Statements 2018-2019](#) 766]

Sustainability considerations: facilities planning, infrastructure, and technology

As part of CUNY, LaGuardia must address priorities set forth in the [CUNY's Master Plan](#) 2016-2020. [5] With the guidance of CUNY, LaGuardia develops a specific set of goals which includes sustainability and maintenance projects in order "to operate efficiently" in the service of the Mission. The following areas are covered under this goal: i) Fiscal Management, ii) Facilities Maintenance and Development, iii) Energy Efficiency, iv) Infrastructure Technology, and v) Performance Management, detailed throughout the self-study and how it sets university-wide and sector goals aligned with the new strategic framework and Master Plan. [[Annual-CUNY Performance Management Process 2019-2020 data book](#) 15]

The CUNY Office of Facilities Planning, Construction and Management, in consultation with the College, developed the 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 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, 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 strategic and planning priorities incorporate expanding 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, Local Law 87, and strategic initiatives for new construction of space needed for academic programs. The highest priority is assigned to classroom and instructional laboratory facilities and to the replacement of temporary or leased space with permanent facilities. [[CUNY five-year improvement plan](#) 721]

LaGuardia Community College Annual Strategic Initiatives and Targets are based upon the College Mission and Core Values and shaped by broad College wide discussion and input. [[Annual Strategic Initiatives of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives](#) 845] One of the goals included in the Strategic Plan was to "Enrich the Student Experience," with facilities specifically emphasized in objective 3c: "Create flexible, state-of-the-art facilities adapt to change and improve the student experience." To fulfill this goal, the College develops and funds sustainability and maintenance projects to provide College with state-of-the-art facilities. These projects are identified and studied by the College's Facilities department and funded by the College (a list of the projects is available on the website). [[LaGuardia Campus facilities](#) 879] Under these 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 about \$120 million, as due to the age the building envelope was not able to retain heat and cooling. The new façade will provide 60%

improvement to heat transfer and will provide the College about 7% energy savings annually [[C building Center 3 Facade Energy Modeling Report](#) 976]

The College is also in the process of replacing the old, aged heating system with a new, energy-efficient heating distribution system with new control installation, and is in the last phase of replacing 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 E-Building and Shenker Hall chillers, create an energy training lab in Shenker Hall, and upgrade the HVAC system in three buildings. Some of these projects include upgrading lighting fixtures/bulbs to reduce energy consumption: in the last 10 years the College has upgraded existing fluorescent lights in the classrooms and public areas with new energy-efficient lighting and controls. With the new LED lights, the College was able to save not just consumed energy, but labor hours on replacing the burned-out lamps, as well as the cost of lamp disposal. [[CUNY FY 2019-2020 capital Budget](#) 9, [Division Strategic Plan Report](#) 811]

With the leadership from the [CUNY Conserves Initiatives](#), the College implemented automated load sharing using a computerized agent that can be programmed to respond to Energy Demand set by Con Edison to reduce the load in the College to prevent power outages. [[Sustainable CUNY](#) 978] With the new agent, maintenance staff can respond faster and more efficiently to the request. 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 result is better air flow, requiring less energy from the motor to provide cooling in the building. This project saves labor hours previously required to manually clean the coils.

About 10% of the annual budget is spent on maintaining the College's facilities and equipment. Besides the College's annual budget, the Division of Administration seeks grants from Federal, State, and City programs to fund energy savings projects. 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] Under DCAS' ACE program, the College was awarded \$1,000,000 to replace the existing constant volume dampers in Shenker Hall with 155 new VAV boxes. The new VAV boxes College can provide up to \$150,000 (920,000KWH) per year in savings. Under the same program from DCAS, the College was awarded \$40,000 to replace the failing steam traps in Shenker Hall. The failing steam traps were wasting heated steam and energy was used unnecessarily to provide heating in the building. With 217 new steam traps, the College was able to save energy and \$77,000 (3.135MBTU) per year.

6.5 Well-defined decision-making processes and clear assignment of responsibility and accountability.

LaGuardia's decision-making processes support the College's 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 the goals of the College. Through financial planning and budgeting, the College provides funding and resources to implement and achieve its strategic goals. All members of the divisions collectively align their

goals, objectives and initiatives to meet the standards of the Strategic Plan. [[Division Strategic Plan Report](#) 811, [Department Strategic Plan Report](#) 813, [AES executive summaries](#) 874]

The [College's Governance Plan](#) clearly describes the ideals and mission of the College and the key responsibilities of all constituencies. [18] "Governance of the College is participatory and shared among the faculty, the staff, the students, the alumni, and the administration; the governance body provides an arena for the voices of elected representatives of all constituencies to be heard; the leadership of the governance body is elected by its members" [18]. In addition, the plan recognizes other governing bodies. "It 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." The [LaGuardia College Senate](#) has the responsibility to formulate policy pertaining to the operation of LaGuardia Community College, including the following: academic standards (curriculum, matriculation, instruction, and academic freedom); conduct and behavior of members of the college community; budgetary appropriations and disposition; facilities and operations; and appointments in the event of a vice presidential or president vacancy. [118]

The President is responsible for the strategic and operational duties of the College. Division and Departmental organization charts illustrate the structure, relationships, and relative ranks of executive administrators and the College's employees. [[Academic Affairs Org Chart](#) 803, [Administration Org Chart](#) 804, [Adult Continuing Ed Org Chart](#) 805, [Information Technology Org Chart](#) 806, [Institutional Advancement Org Chart](#) 807, [President's Office Org Chart](#) 808 [Student Affairs Org Chart](#) 809] The charts demonstrate the well-defined and clear assignment of responsibility and accountability. According to the President's Cabinet page on the LaGuardia website:

"the [President's Cabinet](#) is essential in the decision making processes at the College. 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 the College. The cabinet serves in an advisory capacity to the President and assists in the overall administration of LaGuardia. The primary roles of the Cabinet are to: review the College's mission statement and ensure it remains in alignment with the both the CUNY and LaGuardia Strategic Plans, review and make final recommendations on strategic and short-term goals and initiatives emerging from campus-wide dialogue and review progress in achieving goals; promote collaboration among divisions; ensure implementation of University-wide policies and procedure; evaluate and recommend improvements to the College's strategic and annual planning processes; and assess the College's budget and recommend allocation priorities. The Cabinet is comprised of the President, the Vice Presidents of each Division and any additional members appointed by the President." [848]

The Cabinet meets on a regular basis and additionally as circumstances require. To ensure transparent communication and accountability, the minutes from each meeting are available on the College's website. In addition, on an annual basis the Cabinet undertakes an in-person self-assessment to ensure they are fulfilling their college wide responsibilities.

A valuable resource in defining the College's strategic and systematic planning measures and evidence-based actions, is the IEP. [[LaGuardia 2020 Institutional Effectiveness Plan](#)486] This document clearly communicates the progress the College is making toward achieving its

Mission, Strategic Plan Priorities, and Core Values. It establishes a five-year cycle of institutional goals and objectives and defines the processes for systematic and sustainable assessment to ensure measurable outcomes are being met as well as identify ways they can be improved. It explains who is involved in the Goals and Objectives decision making process and the roles of The Strategic Directions Planning Committee. Clearly articulated Collegewide, divisional, and all program and service plans are included in the IEP and decisions are made by constituents across the campus (ex. institutional learning outcomes; student learning outcomes; assessment of student support services; financial/budget planning and resource allocation; and administrative support units). The publicly available Institutional Effectiveness website provides up-to-date monitoring, assessment and evaluation reports for the College, divisions programs and units.

The College-Wide Personnel and Budget Committee (P&B) is:

“responsible for evaluating faculty appointments, reappointments, promotions, tenure, and leaves. The President is the Chairperson of the P&B Committee. The College’s Provost and Senior Vice President for Academic Affairs, Dr. Paul Arcario, and the ten Departmental Chairpersons also serve on the committee. The Executive Director of Human Resources and the Associate Director for Faculty & Staff Relations serve as non-voting members of the committee and are responsible for minutes. In addition to the College-Wide P&B Committee, each academic department also has its own Department P&B committee. The department Chairperson, department curriculum committee and department program directors of are members and involved in decision making processes”.[[Personnel and Budget Committee](#) 98]

Efforts should be made to increase transparency and involvement of the College-wide P&B and the Departmental P&B committees in budgeting decisions. Both appear to primarily deal with issues relating to Personnel. As explained further in the recommendations section, ensuring the P&B Committees have access to, and are involved in the budgetary process, along with periodically assessing the processes of the committees, will increase transparency and accountability as it pertains to the work of these groups.

Inclusive planning is demonstrated at LaGuardia through the creation of the Budget Consultation Group (BCG) in June 2020 in the midst of the COVID-19 pandemic, and in consideration of the national economic fall-out resulting in a reduction in state and local aid to public colleges. There were new costs associated with the pandemic and imminent decline in enrollment of students at the college. The BCG is comprised of representatives from each College division, the College Senate, the Faculty Council, and the Student Government Association to advise the President and Vice Presidents on the formulation of LaGuardia’s 2020-21 budget. [[BCG Recommendations July 2020](#) 972]

In order to advise the President and Vice Presidents on the formulation of annual budgets, the BCG does the following: reviews data on the College’s tax levy budget, enrollment, resource allocation, and other information as needed to inform a general understanding of the annual budget process; reviews and comments on strategies offered for addressing budget-making procedures, sets budget priorities and allocates resources; provides periodic recommendations on budget priorities and resource allocation that align with the College’s mission and strategic plan; examines cost-saving and revenue-generating options advanced by the Division of Administration and Finance. In order to promote information sharing and broad-based

participation, brings to the college community, in a variety of public settings, budget-related issues and recommendations for discussion.

In order to clarify decision-making roles and responsibilities, the [Instructional Staff Handbook](#) provides full-time and part-time Faculty, individuals in the Higher Education Officer classification, and College Laboratory Technicians information regarding the hiring process, the guidelines for promotion and tenure, the annual performance evaluation procedure, professional development opportunities, and the opportunities for service and committee membership. [102] These supports clarify that the College has established uniform standards and procedures to assure objectivity, impartiality, and fairness in the consideration of all candidates throughout the personnel process. The Handbook clearly defines who is involved and has authority for hiring and personnel decisions.

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] This is the College's contract with students, and it's designed to provide transparent communication to students regarding their responsibilities and accountabilities.

At the System level, the [CUNY Budget and Finance Leadership](#) shows an organizational chart that details the relationship between Finance, accounting, treasury, budget, and procurement as well the responsible entities for each. [711]

6.7 An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter

Every fiscal year, the University conducts an audit of each campus and compiles these reports into a comprehensive document. The 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.

CUNY itself is audited annually. [See [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. [700, 699]

Each fiscal year, the related entities undergo an independent financial audit: 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] In fiscal year 2019, a Management Letter was issued to the College Association concerning aging payables (these include vendor payments and salaries that were voided and never reissued, or duplicated). [[LaGuardia Association Final ML 2019](#) 745] In response, the College Association accountant analyzed and transferred the unclaimed funds to the NY State Comptroller, reconciling the record to the auditors' satisfaction. In the preceding seven fiscal years (FY12 - FY18) no other management letter or findings were issued/addressed. [[Payment Request NYS Comptroller Unclaimed Funds](#) 981]

6.8 Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.

LaGuardia Community College deploys several coordinated strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's Mission and Priorities. Assessment systems exist in each division and department to review progress towards goals and that adequate resources exist to achieve stated goals. This college-wide assessment system is driven by the goals and objectives set forth in the [LaGuardia 2019-2024 Strategic Plan](#) and Goals and the [CUNY Performance Management Process](#) (PMP). [19,15] The latter is a reflection of the CUNY's [Master Plan](#) and of the CUNY's administrative excellence strategic vision that aims to streamline operations to increase efficiency and reduce costs. [5, [CUNY Institute for State and Local Governance](#) 970] The team is working across six major areas: Human resources, procurement, finance, IT, enrollment management and facilities & capital.

The Office of Institutional Research and Assessment assists divisions, departments, programs, and Administrative and Educational Support Units, in [evaluating their performance](#) based on their [mission and goals](#), and the Strategic Plan Priorities using specific metrics outlined in [the annual monitoring of the 2019-2024 Strategic Plan Goals](#). [LaGuardia [OIRA 35](#), [AES Executive Summary Assessment Reports 874](#), [Assessment Guide of AES 1](#), [Assessment AES-Mission-Goals](#) 680, [LaGuardia2019-2024StrategicPlanGoals-Objectives-StrategiesandMeasures](#) 746]

The [overall summaries of the 2019-2020 assessment plans](#) of the assessment provides a glimpse on how each unit assessment helps the College meet its Mission and Strategic Plan Priorities, the units' mission and goals, and Student Learning Outcomes (SLO). [810] Several units provide information on initiatives, processes and measures that contribute to the assessment of the utilization of institutional resources. The next section provides specific examples.

The CUNY 2021 budget request details strategic investment initiatives in line with the 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, and how the funds were used in 2020. Then it compares the costs 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](#) [712] publishes budget analysis, reports, audited financial statements, year-end financial reports, and relevant information related to the CARES Act.

CUNY conducted a study on [Workforce statistics](#) in 2016-2018 to study the changes in full-time employees by race/ethnicity gender for the given time period. [701]

6.9 Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

The periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources is part of the College's strategy to advance its mission and strategic plan priorities. The following assessment mechanisms are in place as part of an on-going and sustainable process for periodically assessing planning, resource allocation, and institutional improvement.

[LaGuardia 2020 Institutional Effectiveness Plan \(IE\)](#) details the integration of institutional assessment, planning, and resource allocation at all levels of the College. In order to improve

transparency and communication of the IE to all the College's constituencies, an Institutional Effectiveness website was created. [486] As a learning college, LaGuardia has built-in assessment efforts at the program levels, department, and division levels. Faculty, staff, and leadership are partners in the assessment process, often collaborating to fulfill our mission and meet the Strategic Plan Priorities.

Departments and divisions

Each academic department sets yearly goals for its strategic plan and self-evaluates the extent to which 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 the annual strategic initiatives and targets provides concrete metrics for how the College, as a whole, evaluates the extent to which we meet our strategic plan priorities. [[LaGuardia2019-2024StrategicPlanGoals-Objectives-StrategiesandMeasures](#) 746, [Annual Strategic Initiatives of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives](#) 845]

These metrics also include the CUNY Performance Management Process metrics. [[CUNY PMP 2019-2020 Data Book](#) 15] 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 at reducing 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 the students, retention and graduation rates, faculty and staff, and various institutional resources. [[LaGuardia OIRA](#) 35]

Academic planning

Program Level Outcomes (PLO) process, and Periodic Program Review Process are outlined in detail in the LaGuardia 2020 [Institutional Effectiveness Plan](#) , and the academic [assessment guide](#). [[PPR2019-2020Guidelines](#) 48, 486, [Learning Matters Assessment Guide](#) 279] Examples of PPRs include: [education program](#), [engineering](#), [philosophy](#), [biology & environmental science](#), and [liberal arts](#). Details of academic assessment can be found in Standard V. [[education program 2019 PPR](#) 16, [engineering science 2019 PPR](#) 17, [philosophy program 2019 PPR](#) 47, [biology & environmental science](#) 2018 PPR 2, [Liberal Arts 2018 PPR](#) 43]

Administrative and Educational Support (AES)

Administrative Assessment Strategy is part of the annual assessment of [AES units](#) and the units are scheduled to undergo [Periodic Unit Review \(PUR\)](#). [[LaGuardia 2020 Institutional Effectiveness Plan](#) 486] Key units contribute to the measurement and assessment of the use of institutional resources including: The division of Administration (facilities and human resources), and the division of Information Technology (see [AES units](#) 874). The Center for Teaching and Learning (CTL) supports faculty with professional development seminars [see [recent review](#) 282].

[LaGuardia Campus Life](#) often conducts student co-curricular activities and their assessment to evaluate the extent to which those activities support students' success. [494] Student advising

services, student financial services, transfer services, and student affairs more generally support the college's strategic goals through myriad assessment and activities. [[AES executive summaries](#) 874] The Public Safety Department at LaGuardia self-assesses as part of the AES units and submits an [annual security report to CUNY](#). [[LaGuardia 2019 Annual Security Report](#) 127] Considering COVID-19, safety guidelines for reopening have been issued. [[CUNY Guidelines for Safe Campus Reopening](#) 900]

The division of information technology (IT)

IT provides services to support LaGuardia's students, faculty, and staff. The [Student Technology Fee](#) reporting details the importance of allocating resources for investment in technology. [695] The Student Technology Fee Committee with Senate student members provide input on where the funds should be allocated. Within the framework of Enriching the Student Experience, [Goal 3c](#) specifies that the College aims to "create flexible, state-of-the-art facilities, adapt to change and improve the student experience." This process is reflected in the [recent library renovation](#), which increased the size of the library by 60%, and created 10 new high-tech group study rooms (more information about the renovation can be found under Criterion 4). [[LaGuardia2019-2024StrategicPlanGoals-Objectives-StrategiesandMeasures](#) 746, [Project Outline and Related Documents - Library Renovation](#) 869]

Funding

Funding is based on CUNY strategic plans which align with the College's Strategic Plan Priorities. The CUNY [operating budget process](#) and the CUNY budget administration play a central role in determining [funding allocation](#). [[CUNY2020-2021-Operating-Budget-Request-and-Four-Year-Financial-Plan](#) 7, [CUNY Office of Budget and finance](#) 712, [CUNY FY2021-CUNY-Budget-Request 2020-02-10 FINAL](#) 356] Details of the CUNY budget process and its alignment with planning can be found elsewhere in this chapter.

Recruiting

LaGuardia Community College [Affirmative Action Plan](#) outlines the university policy on non-discrimination and affirmative action policies, which entail "recruiting, hiring, tenuring, and promoting increased numbers of qualified minorities and women." [[Affirmative Action Plan for Minorities & Women](#) 128] The president is responsible for overseeing the implementation of this plan. The office of [Compliance and Diversity](#) evaluates the impact of such policies and the extent to which it helps the College achieve its mission and meet its Strategic Plan Priorities. [101, [AES executive summaries](#) 874] The [Office of Human Resources](#) (HR) aims at increasing recruitment of minorities, in collaboration with the Office of [Compliance and Diversity](#). [107,101] Both offices also discuss best practices in regard to compensation, and areas of demographic changes with members of the President's Cabinet.

Infrastructure

The [library renovation](#) had a major impact on space allocation. [869] Information about our facilities can be found on the [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 summaries](#) 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 those major projects to the Senate. [[Capital Projects Senate Presentation 2021-02-10](#) 901]

Investing in student success

Enrollment and Retention. [The FYS](#) supported by major grants as detailed in Standard IV provided students access to an electronic portfolio (ePortfolio), facilitated advising, and helped ease the transition of students to college. [[Project Outline and Related Documents-FYS](#) 858] Faculty across disciplines collaborated with CTL to develop the course, and student success mentors (SSMs) were hired and trained to support faculty with digital tools. The three-year graduation rate has risen from 16.3% for the entering class of Fall 2011 to 26.9% for the entering class of 2018 as the FYS was scaled up. While advising has been an integral part of the FYS, the College has invested more human resources in this effort, with an initiative called. This tier-structured advisement benefits students across tiers by addressing their specific needs. [[Project Outline and Related Documents- Advisement 2.0](#) 857]

Student Surveys. CUNY has administered several surveys including the Student Experience Survey, and the [Campus Climate Survey](#). [[2018 Student Experience Survey](#) 343, [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](#) and [support services](#). One survey provided an insight on areas of improvement but also highlights LaGuardia's commitment to excellence: around 70% of students knew what the course expectations were. The other survey highlighted the impact on students' services (academic advising, tutoring, library, transfer services, Bursar, financial aid among others). [[Distance Learning Experience and the Pandemic Impact on Education CUNY and LaGuardia](#) 875, [The Pandemic Impact On Support Services and Student Needs](#) 880]

Faculty/Staff Surveys

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

System-Wide

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]

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 by way of Senate Committees, participatory events such as the Strategic Jam, college committees (with representation from around the College) and annual assessment processes.

LaGuardia is also dedicated to regular self-analysis and continuous improvement. The administration of the COACHE survey (faculty oriented), and the changes spurred by the results of this survey, as well as the recent administration of the Employee Engagement Survey (staff-oriented), exemplify LaGuardia's promise to hear all voices, and encourage the college community to shape its culture and trajectory of its vision.

Weaknesses

While LaGuardia is dedicated to transparent and inclusive planning, budgeting and resource allocation efforts, there are a few areas that could be fine-tuned or improved to create optimal opportunities to engage the college community in planning and decision-making. As noted above, the primary areas that can be strengthened are:

- communication of budget-related information to the college community, on a more granular level;
- establishing a process for sharing important findings from Periodic Program Reviews with the entire college community; and
- ensuring that all members of College and Departmental P&B Committees have access to their respective budgets, and that they are involved in budget decisions for their areas.

Recommendations

1. While LaGuardia has demonstrated strong efforts toward providing budgetary information to the College, most notably via the Business Office website, not all stakeholders are aware that this information is available. Additionally, there are members of the community who would benefit from tutorials or in-depth, contextual discussion of budget items. We therefore recommend. The College should increase its communications to the College Community in regard to existing resources and information about the budget. For instance, the Business Office website currently houses numerous financial statements and the budget process, but many stakeholders are unaware that these documents are easily accessible and available. When new financials are posted to the Business Office website, a communique should be sent via email to the college community.

2. The Period Programmatic Review process at LaGuardia helps to ensure that academic programs and facilities are meeting the needs of students, that curriculum follows guidelines and satisfies requirements set forth by accrediting institutions, and that program leaders are demonstrating accountability through implementation of recommendations from previous

reviews. In order to encourage transparency in departmental programmatic assessments, and to help further promote the “clear assignment of responsibility and accountability” (Criteria 5), especially as it relates to assessment results and data being used for physical and technological resource decisions, Academic Affairs should encourage teams performing Periodic Programmatic Reviews (PPRs) to share their findings and next steps with the college community. AA should provide opportunities for the sharing of PPR results, “closing the loop” discussions and other PPR related activity with the community more frequently and regularly, such as during Opening Sessions or Instructional Staff Meetings, or during dedicated Town Hall events.

3. In an effort to maintain the current culture of transparency and inclusivity in decision-making, we are recommending a process to incorporate budget information and discussions in Departmental & College-wide P&B committees. All elected Department P&B Committee members should have access to their department budgets and be able to make suggestions and recommendations in terms of the department budget, for consideration by the Chairperson. The College-wide P&B Committee should receive a copy of the Academic Affairs budget. All members should be able to make budget recommendations, for consideration by the President. A budget report/discussion line item should be added to the agenda of each P&B meeting (Departmental and College-wide). These advisory responsibilities should be expressed in a written goal or by incorporating this function into a P&B mission statement.

4. Currently, no formal assessment of the Department and College-wide P&B Committees exists; a survey or focus group (perhaps administered/organized by HR) confirming that P&B goals and requirements are being met, policies are being adhered to, and that there is confidence in the processes, should be administered to all Committee members. This will also provide opportunities for feedback and ideas to be shared, to ensure growth in the respective Committees.