



DARE TO DO MORE

**President's Cabinet Meeting
Monday, May 3, 2021
8:30 – 10:00 a.m.**

Meeting Notes

Participants:

Kenneth Adams, President
Paul Arcario, Provost
Shahir Erfan, Vice President of Administration and Finance
Sunil Gupta, Vice President of Adult and Continuing Education
Henry Saltiel, Vice President of Information Technology
Gail Baksh-Jarrett, Interim Associate Dean for Enrollment
Fay Butler, Interim Associate Dean for Student Success
Robert Jaffe, Senior Advisor to the President/Interim Executive Director of Marketing and Communication
Ronald Edwards, Executive Director of Human Resources / Interim Chief Diversity Officer/
Affirmative Action Officer/Title IX Coordinator/504-ADA Coordinator
Cristy Bruns, Chair, College Senate
Rochell Isaac, President, Faculty Council
Laura Bartovics, Interim Executive Director of Development
Taejong Kim, Legal Counsel/Labor Relations Manager

- I. Campus/CUNY Updates:** President Adams and the Cabinet welcomed Deans Baksh-Jarrett and Butler to the Cabinet.
- II. Review 4/26/2021 Cabinet Meeting Notes:** Notes reviewed and no changes noted.
- III. Website Redesign:** Gina Taraskewich, Director of Marketing and Communications and Terry Saljanin, Web Service Manager delivered a presentation (attached) on a project to redesign LaGuardia's website. The intended date from completion is September 2022. Senate Chair Bruns requested the names of the Stakeholder Group (a group charged with planning how input from various campus departments is solicited) and indicated she will report to the full Senate on 5/5/21 on this project. Interim Associate Dean Butler noted the redesign addresses issues raised in the Middle States self-study. The Cabinet suggested that the Faculty Council also be engaged in this project. It was also noted that issues of internal communication platforms is not within the scope of this project. Faculty Council President noted the importance of prominent placement of library resources. President Adams reiterated that this project is not going to "re-brand" LaGuardia. The logo, colors and design features will be consistent with the current brand. The Cabinet noted their appreciation for the leadership of the IT and Marketing and Communications staff in advancing this important project.

- IV. Enrollment Management and Student Success Planning Structures:** President Adams described the process of planning needed to appropriately structure each of the sub-divisions. The work will be led by two planning groups, one to be newly formed (Student Success) and the other (Enrollment Management) to be addressed by an outgrowth of the Enrollment Solutions Working Group. President Adams requested that Cabinet members identify members of their Divisions/Departments that can be included in these bodies. Senate Chair Brunns noted the importance of faculty in these Planning Groups and appreciated the opportunity to allow their participation.
- V. Grants Update:** Interim Executive Director Bartovics presented on the college's efforts to secure grant support in Fiscal Year 21 (attached). President Adams noted the value of providing year-to-date comparisons and that this year's report can act as a benchmark for future reporting. VP Gupta requested that future reports categorize the grants according to area, such as workforce development or academic research. President Adams noted that the report potentially reveals that in some areas remote work may not negatively impact productivity given the high level of grant activity reported. Interim Associate Dean Baksh-Jarrett noted the need to allow for grants to account for the full allocation of personnel costs to recognize multi-year commitments. ED Bartovics explained that LaGuardia continues to lead community college in CUNY in securing external grant support and discussed the ongoing effort to create three groups to provide a more strategic approach to fundraising. Associate Dean Baksh-Jarrett expressed strong support for the transparency and engagement envisioned in the described plan.
- VI. Analysis of Staffing Count and Budget Savings for FY 2020-21:** VP Erfan described the college's savings due to personnel actions (attached). The effort to limit new hiring, as mandated by the Central Office and by college practices, has created significant savings. Senior Advisor Jaffe noted that the personnel savings have also had an opportunity cost, particularly with the lack of personnel available to support enrollment and the work of the Student Information Center. It was noted that potentially Foundation monies could be used to support students performing certain tasks. The President encouraged Associate Dean Baksh-Jarrett and ED Bartovics to examine whether funding is available in the Foundation to support student employment during the summer that can address areas where support for enrollment and related activities is needed.
- VII. Survey Results of Volunteers from the Student Call Campaign:** Provost Arcario reported on the results of a survey of volunteers (attached). The survey indicated that 135 callers reached 1295 students. The Cabinet noted the value of this campaign and recommended its continuation.
- VIII. Update on Fall 2021 Planning:** Provost Arcario reported on continuing efforts to increase in-person/hybrid classes for Fall 2021. President Adams noted the efforts by the PSC to ensure safe opening of campus spaces and indicated the College's commitment to ensuring the unions have necessary and timely information. President Adams noted the evolving situation, including a growing emphasis by government leaders on a state and city level to seek greater opening of various institutions, including businesses, educational and cultural institutions and more. President Adams discussed that issues of greater in-person/hybrid teaching, social distancing, vaccination and Covid testing policy are continuing.



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PROJECT BRIEF

Project Name: Content Management

System Upgrade & Replacement / Website Re-design

Date of Creation: 4/1/21

Project Brief Authors: Teresa Saljanin & Gina Taraskewich

Division/Department: IT/ISS & IA/M&C

Discovery Team Roster:

| Position | Name | Telephone | eMail |
|---------------------------|--|------------------------------|--|
| Project Brief Authors | Terry Saljanin & Gina Taraskewich | 646-596-3915 347-267-4329 | tsaljanin@lagcc.cuny.edu gcapetanakis@lagcc.cuny.edu |
| Project Sponsor | President Adams | 718-482-5050 | presidentadams@lagcc.cuny.edu |
| Project Discovery Leaders | VP Saltiel Robert Jaffe | 516-375-8418 347-545-1935 | hsaltiel@lagcc.cuny.edu rjaffe@lagcc.cuny.edu |
| Project Support | Charles Elias | 347-906-1115 | celias@lagcc.cuny.edu |
| Other (i.e.: SMEs, etc.): | VP Gupta, ACE Division Communication & IT Teams; M&C; Web Services Teams; Academic Affairs; Student Affairs; Institutional Advancement; Administration | | |
| Project Manager | Terry Saljanin Suraj Singh | 646-596-3915 718-482-5919 | tsaljanin@lagcc.cuny.edu sus Singh@lagcc.cuny.edu |

PROJECT DEFINITION

Objectives

- Create uniformity in web design using content management software.
- Distinguish LaGuardia from competition.
- Ensure ease of access for college stakeholders to find desired information and take desired actions.
- Ease of maintenance of web pages by content owners defined by an agreed process model.
- Conduct periodic audit and content review across website.
- Establish structured procedures to support rapid growth and individual content creativity.
- Re-design hardware and software infrastructure to support re-designed website.
- Establish key performance indicators (KPIs).

- Increase effectiveness of SEO (Search Engine Optimization) process to increase number of qualified visitors to site.
- Increase effectiveness of third-party systems; integrate these systems with Restful Application Programming Interfaces (APIs) i.e.: chatbots, text messaging, social media tracking pixels, Google tags, micro-credentials and inter-LaGuardia articulation agreements, digital badging, non-credit registration system (Xenegrade).

Benefits

- Memorable design so that LaGuardia is top of mind among target audiences (stakeholders).
- Increased interest and actions on site by potential students that leads to increased enrolment rates.
- Improved quality and relevance of information and layout that enable site visitors to take desired actions.
- Ease of access to advisement processes and other supports for students that lead to improved student retention.
- Integrating non-credit to credit pathway.
- Improved infrastructure performance – disaster recovery, reliability, speed, security and analytics.
- Enable the “one voice/one college” consistency of LaGuardia’s marketing messages.
- Increased opportunity to communicate customized messaging to each target audience.

SCOPE

In Scope

- Audit existing site, remove or fix broken links and remove outdated pages.
- Redesign web templates, including co-branded, to achieve stated objectives and maintain the latest Website Content Accessibility Guidelines (WCAG) AA Compliance.
- Select and implement new Website Content Management System (CMS); evaluate on prem vs. cloud hosting.
- Revise Website Style Guide & Policy/Standards Document.
 - Provide training for implementation.
 - Establish guidelines for co-branded sites.
- Implement analytic tools - Google Analytics, SEO Powersuite and Swiftype
- Integrate Social Media Guidelines and content and paid advertisement tracking.
- CMS Scalability to adopt future tech trends, including wearables, Internet of Things (IOT), Artificial Intelligence (AI) and Virtual Reality (VR).
- Business continuity model and process.

Out of Scope

- Custom development for new web site requests
- ePortfolio functionality
- CUNYfirst / Xenegrade Student Information Systems (SIS)
- Hobsons Customer Relationship Manager (CRM), VIP and My LaGuardia student portals
- Faculty/Staff portal
- Ask LaGuardia Knowledge Management System
- Blackboard
- Library Web Site
- Faculty Web Sites
- LaGuardia and Wagner Archives
- LaGuardia Performing Arts Center (LPAC)

STAKEHOLDERS

- President’s Cabinet – set and monitor strategic targets and outcome measures; establish timeline.

- Students (prospective, continuing, non-credit) – ease of finding information and taking actions.
- Faculty and Staff (current and prospective) – ease of putting content on web site and finding information.
- Marketing & Communications – control and manage content and overall look and feel.
- Web Developers – develop web pages according to standards and mock-ups.
- Foundation Board – ease of finding giving opportunities.
- Funders and potential funders – increase grant opportunities.
- Institutional Research and Assessment
- Community Based Organizations (CBOs)
- High Schools
- Employers
- Public Officials
- Parents and Visitors
- Alumni
- Business Partners
- Media Outlets
- CUNY Central
- Regulatory bodies (MSCHE, US DOE, IR etc.) – ability to locate institutional information.

COMPLETION PROJECT CRITERIA

- New Web Content Management System and Standard Operating Procedures (SOPs), inclusive of department-level maintenance model.
- Website compliance with revised Website Style Guide & Policy/Standards Document.
- Implemented set of measurement tools to monitor achievement of benefits.

BUDGETARY ELEMENTS

Out-of-Pocket Expense

- Web Content Management vendor solution, which could include software and hardware or combined with a hosted solution. Plus, associated consulting & training, and maintenance; preliminary estimates \$200K.
- Web Analytics software, consulting, and training.
- SEO license and maintenance.
- Engagement tools license and maintenance.
- Student Stipends.

Staff Effort

- Wide variety of IT staff to be involved at various points, including: project leader, programmers, web designers, systems engineers, trainers, help desk technicians, and management staff.
- Divisional staff including advisors / liaisons and subject matter experts as required.
- Marketing & Communications management involvement above and beyond other divisions.
- Train the trainer.

TARGET COMPLETION TIMELINE

- Initial Goal - September 2022

RISKS

- Funding for Content Management Software.
- Divisions' commitment and availability to ensure project success.
- Priority interruptions within IT & M&C resource pools.

- Infrastructure instability before redesign complete
- Migration
- CUNY policy or administrative changes that interrupt process.
- Cyber Security

CONSTRAINTS

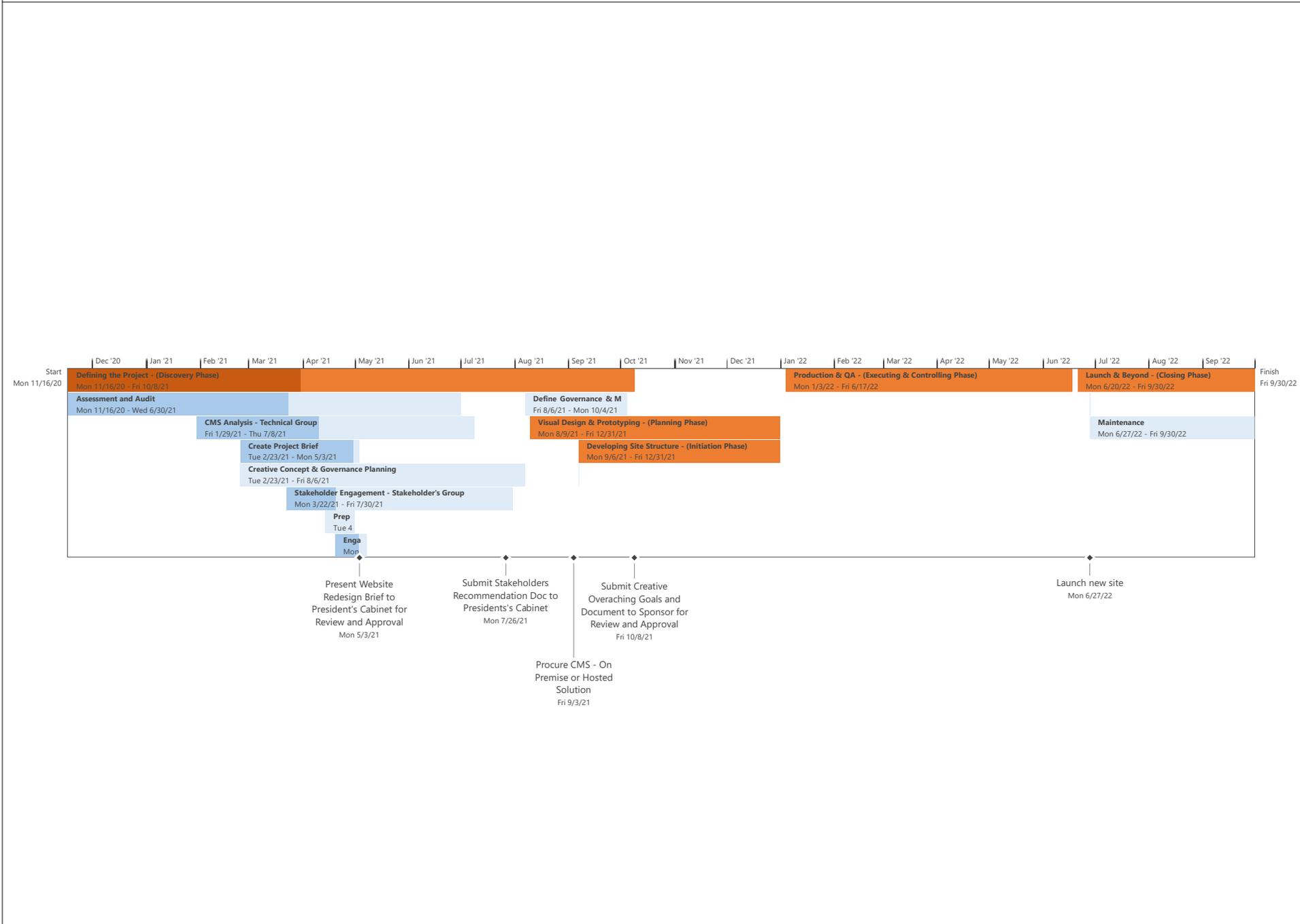
- Capacity of M&C and IT teams to redesign site while maintaining current site
- Funding instability
- Procurement processes
- Audit, remediation and maintenance of existing site
- Migration

INTERFACES

- LDAP synchronize for content management
- Update CUNY Hosted DR copy of LAGCC website
- CUNY & LaGuardia Portals
- Xenegrade Point of Sale (POS)
- Mobile App.

LaGCC Website Redesign Project

Timeline with Phases and Milestones



Subject: Website Redesign Kicks Off

Dear LaGuardia faculty and staff –

Our website, www.laguardia.edu, is an essential communication platform for prospective students, donors, and the many NYC communities we serve. The website contains approximately 6,500 individual pages and is visited millions of times per year. Providing a vast repository of information and resources, our website directly supports the work hundreds of programs and departments, and connects thousands of users through our My LaGuardia Student, Faculty and Staff portals.

But let's face it – our website serves as our virtual front door, and changes in our needs and advances in technology have made it overdue for a fresh coat of paint. I am pleased to announce that Marketing & Communications and I.T. Web Services are launching a major project to redesign content and update our website infrastructure. A significant component of the redesign will be migrating from Ektron, our current content management system, to a new one that provides considerable enhancements in functionality and is more user-friendly.

The Website Redesign project is supported by Gina Taraskewich of our Marketing Department, and Teresa Saljanin of our I.T. Web Services group. Planning for this large project has already begun, and we estimate it can be completed by September 2022. Redesigning our website is a big undertaking. College-wide coordination will be required to assemble the significant contributions expected from each Division. Project staff will work to migrate the college to a new platform in several stages while simultaneously maintaining our current website.

Your input and involvement will be essential. At various stages, your program or department will be engaged to assist in creating a website that best serves our broad set of services and constituents.

As the project advances most updates to content will continue as usual. Some concessions will need to be made to help ease the transition, here are some of them:

- Submissions to our college Events Calendar will continue to be supported via laguardia.edu/submit-event.
- Changes to text on existing web pages will continue and may be requested as usual.
- Requests for new features on existing webpages may need to be postponed during this time.
- Requests for new webpages or web-applications must be submitted by Division Vice Presidents.

Thank you for your assistance during this complex and necessary undertaking. Should you have any questions or suggestions, please reach out to Gina or Teresa at your convenience.

Thank you,

Kenneth Adams
President

[News from LaGuardia Community College](#)



DARE TO DO MORE

LaGuardia Community College

Summary Analysis of Staffing Count & Savings

| Staff Transactions from 1/1/20 to 4/19/2021 | FT Head Count - New (Eliminated) | Annualized Cost/ (Savings) |
|---|---|-----------------------------------|
| Terminations (including pending) | -79 | \$ (6,581,773.00) |
| New Hires | 22 | \$ 1,812,162.00 |
| Step/Merit Increases (net increased to budget) | | \$ 49,776.00 |
| Title changes/ Reclassifications (net inc. to budget) | | \$ 323,297.00 |
| Total | -57 | \$ (4,396,538.00) |

| Adjunct Titles Fall 19 & 20 | Fall Semesters Comparison | | | | Variance | |
|--|----------------------------------|------------------------|------------------|------------------------|--------------------------------|---------------------|
| | Fall 2019 | | Fall 2020 | | (Fall 2020 - Fall 2019) | |
| | HC | Total Cost | HC | Total Cost** | HC | Total Cost** |
| Adjuncts | 819 | \$ 8,433,150.71 | 705 | \$ 8,745,809.43 | -114 | \$ 312,658.72 |
| Adjunct CLTs | 73 | \$ 456,313.48 | 35 | \$ 285,749.10 | -38 | \$ (170,564.38) |
| Non Teaching adjunct | 179 | \$ 408,466.37 | 125 | \$ 350,719.18 | -54 | \$ (57,747.19) |
| Total | 1071 | \$ 9,297,930.56 | 865 | \$ 9,382,277.71 | -206 | \$ 84,347.15 |

| Adjunct Titles Spring 20 & 21 | Spring Semesters Comparison | | | | Variance | |
|--|------------------------------------|------------------------|-----------------------|------------------------|------------------------------------|------------------------|
| | Spring 2020 | | Spring 2021*** | | (Spring 2021 - Spring 2020) | |
| | HC | Total Cost | HC | Total Cost | HC | Total Cost** |
| Spring 2020 | 802 | \$ 8,791,260.59 | 722 | \$ 8,237,424.72 | -80 | \$ (553,835.87) |
| Adjunct CLTs | 62 | \$ 359,243.05 | 37 | \$ 223,549.61 | -25 | \$ (135,693.44) |
| Non Teaching adjunct | 318 | \$ 592,693.49 | 245 | \$ 476,285.30 | -73 | \$ (116,408.19) |
| Total | 1182 | \$ 9,743,197.13 | 1004 | \$ 8,937,259.63 | -178 | \$ (805,937.50) |

** Cost increases due to collective bargaining skew the actual savings

*** Projected - Adjunct numbers for Spring II sessions is estimated based on last year's numbers. Spring II Sessions will start in June 2021.

| College Assistants | FY 2020 and FY2021 Comparisons | | | | Variance | |
|---------------------------|---------------------------------------|------------------------|---------------|------------------------|----------------------------|--------------------------|
| | FY2020 | | FY2021 | | (FY 2021 - FY 2020) | |
| | HC | Expense | HC | Expense** | HC | Total Cost** |
| College Assistant | 840 | \$ 7,849,463.19 | 514 | \$ 4,410,568.40 | -326 | \$ (3,438,894.79) |
| CUNY Art Model H | 8 | \$ 21,836.90 | | | -8 | \$ (21,836.90) |
| Custodial Assistant | 21 | \$ 546,851.28 | 15 | \$ 339,144.84 | -6 | \$ (207,706.44) |
| IT Asst | 3 | \$ 175,831.83 | 5 | \$ 214,785.07 | 2 | \$ 38,953.25 |
| IT Bus Data Rep Analyst | 3 | \$ 122,085.60 | 3 | \$ 87,675.28 | 0 | \$ (34,410.32) |
| IT Support Asst | 2 | \$ 62,847.20 | 1 | \$ 37,299.92 | -1 | \$ (25,547.28) |
| Sign Language Interpreter | 30 | \$ 625,508.41 | 26 | \$ 604,853.22 | -4 | \$ (20,655.19) |
| Student Aide | 107 | \$ 423,885.00 | | | -107 | \$ (423,885.00) |
| Total | 1014 | \$ 9,828,309.40 | 564 | \$ 5,694,326.73 | -450 | \$ (4,133,982.67) |

** Hourly rate increases skew the actual savings

CETs

Hiring of CETs are solely based on the enrollment demands and revenue generated by the non-credit courses under the Division of Adult and Continuing Educations. These costs will be covered by Continuing Education tuition and fee income which the campus transfers to CUNY via CUCF transfers. In addition, CUCF receives 17.5% on actual CET expenses.

Notes:

The new hires are employees who are new to a FT positions, but who may had started before as PT.

The termination list also contains all the employees completely terminated as FT, but who may have an active PT positions. Those of Travia are also included.

The salary changes list contains all the changes in salary for FT employees excluding the contractual increase. The list includes title changes.

The adjunct list is divided by semester, and it contains the list of all the Adjuncts who had an active appointment in each semester. Higher rate was used for the calculations in case if the employee had an increase within the semester.

The PT civil service list list is divided by Fiscal Year and it contains the list of all the PT Civil Service employees who had or have an active appointment by FY. Higher rate was used for the calculations in case if the employee had an increase within the FY.

Cost of severance payments are not included in the termination savings.

The Non-teaching list contains Non-Teaching and Adj CLT titles with active appointments by semester. CET are excluded. Higher rate used for the calculations in case if the employee had an increase within the semester.

1. **Callers:** 138 (22 show no documentation of outreach)

2. **Calling Outcomes** (reached 1,295 students)

| Status | |
|------------------------------|-------------|
| No outreach/No documentation | 570 |
| First Attempt | 431 |
| Number Not In Service | 147 |
| Other | 93 |
| Second Attempt | 894 |
| Spoke to Family | 33 |
| Spoke to Student | 1295 |
| Wrong Number | 74 |
| Grand Total | 3537 |

3. **Caller survey respondents:** 35

4. **Respondent departments, if provided**

- ACE Enrollment Management Services
- Admissions
- ASAP
- Bursar
- Business & Technology
- Career Development Center-ACE
- Center of Teaching and Learning
- CUNY EDGE Program
- Development
- Education and Language Acquisition
- English
- Health Sciences
- Humanities
- Institutional Advancement
- MEC
- Purchasing Department (Administration)
- SSM
- Student Financial Services - Financial Aid
- The Writing Center

5. **Common topics discussed with students**

| Most frequent topic of discussion/area of need | Count |
|---|-------|
| Explaining to students how to connect to an advisor | 22 |
| Financial aid | 22 |
| Email or MyLaGuardia issues | 9 |
| Other technology issues (CUNYfirst | 9 |
| Wellness/health | 8 |
| Course selection/registration | 7 |
| Difficulties in courses (general) | 7 |
| Difficulties with courses (online/remote issues) | 5 |
| Tutoring | 5 |

6. Recommendations for next time

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| <p>If we conduct a call campaign in the future, what recommendations do you have to improve the overall process, including logistics? Do you have recommendations on training or resources to assist callers?</p> |
| <p>I couldn't figure out the call system and just used my cell phone</p> |
| <p>The overall process in calling students was easy. The downloading of the app was a not user friendly. In addition, fellow colleagues were waiting on an official training for the calling app. Overall, I thought it was great.</p> |
| <p>Many students had concerns about connecting with a financial aid officer. Many of these students said that their repeated calls to the college (or emails to the office) were unanswered or unaddressed. In these cases, it is difficult to know how to assist. Perhaps if we (as faculty callers) had contact people in key departments (advising, financial aid, etc.), we might be able to reach out on behalf of students.</p> |
| <p>No recommendations. Please continue to use google drive. So easy!</p> |
| <p>Additional information on tutoring services offered by the College</p> |
| <p>I can't think of anything to suggest. I thought the process was organized and the instructions were clear.</p> |
| <p>I'll share my process, every time a student asked for a resource or had a question I made a note in a word doc, it actually helped when I noticed I answered the same question the 3rd time.</p> |
| <p>Make every staff.department email and phone number available on school website and Micro soft Team.</p> |
| <p>Provide sources in a checklist format may be more visually pleasing for someone who has not been a direct, front-line student support person like myself.</p> |
| <p>Contact students who are on academic probation and discuss their options (continuing in degree courses, ACE certificate courses, employment, etc.)</p> |
| <p>Some students mentioned difficulties in getting an immediate appointment with advisors</p> |
| <p>Most students were hesitant to answer or even respond to questions we asked even after assuring them it was only to offer support. Maybe announcing that they may receive a call before hand and what the call is for might be a little helpful in reassuring them.</p> |
| <p>I think this went well. The big picture is we conveyed to our students we care about them.</p> |
| <p>Many students on my list had decent GPAs and about half of the ones I did speak to said they didn't need anything. One suggestion would be to narrow the outreach to students with lower GPAs and who had demonstrated need in the past -- academic or otherwise.</p> |
| <p>I couldn't read the email addresses on my student list. They were cut off.</p> |
| <p>What I found useful was the list of the various departments that the students could contact if they expressed a particular need; this list helped me help them. That was helpful and if we continue to reach out to the students in the future, this list is most useful for students and educators alike! I learned so much about the services we offer at LaGuardia. More adjuncts and professors should join in to this end in the future. Reaching out to the students should be something we do on a regular basis!! The students were so delighted to hear from us!</p> |
| <p>For me I had everything I need, but I have been working in CUNY for 12 plus years and have a lot of experience working with other offices-for newer participants some cross departmental training would be good.</p> |
| <p>I think that if faculty are asked to assist, then we should not be only assigned students with a 3.0 GPA or higher. I understand why this is the approach in regular advising, but most of the students I was assigned said they were doing fine or didn't answer the phone. I really only felt that I helped a handful of the students on my list. I spoke to a few colleagues who also participated and they reported the same thing. This makes it feel like it wasn't really worth the time spent.</p> |

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| 1. More help with the technology. I followed all instructions and looks like I am connected. However, it does not work. I have to use my own phone number. 2. The main question I got is about Financial Aid. It is helpful if there is a direct contact information. |
| Maybe a quick YouTube video on how to use AskLaGuardia |
| It would be helpful to see a note in the spreadsheet that indicates the matter is being addressed. |
| It might be helpful to have a checklist of possible challenges (and successes) students report to complement the current notes section. |
| Maybe have the advisors ready to have added work- some seemed less than happy about the issues |
| Perhaps have a list of key people to notify in the event a student has a timely need or a deadline. |
| Everything given was sufficient enough, I was even able to show students our Lagcc app and how to obtain resources from their. |
| the instructions and script were very helpful |
| I believe that the communication between departments should be improved. We need to get to know each other in order to be able to assist every student. Maybe trying to do Networking meetings to make sure every department knows each other or at least to gather the information from every department to know where and to who refer the students. I had a lot of students asking if I had a Financial Aid straight contact because they were going into the link but their questions where not answered and some others was waiting for reply emails from the Financial Aid. Also, I think that providing more time to callers in order to gather all the information needed will be remarkable to be able to provide the correct information to students. Having an information training from all the departments will be significant to help our students. |
| I will recommend providing a short guide of the different services provided by each department. I am familiar because I have 20 + years working at LAGCC, someone new would take time to learn about our different divisions and departments. |
| Generally this process worked |
| overall call campaign was good. |

7. What did you learn?

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| The value of Advisors is very variable and we might want ongoing input from students about whether they're being adequately helped |
| The call campaign is or was something that should be done on a regular. In my experience, students were shocked to receive a call from LaGuardia to "check in" on them. One student expressed that he thought he was in trouble. Overall, students appreciated the call. |
| Most students were INCREDIBLY appreciative for these phone calls. It might be helpful to scale up this process a bit more -- maybe "check-ins" every few weeks. If the volunteers are there. |
| It seems like a lot of students have IT-related issues. This could mean that IT isn't providing enough training or they need to provide more support. Or maybe the student-supporting tech systems are wonky? Not sure. Also, a lot of students seem to want to come back to campus. It's difficult for them to study from home. I told them about reserving study hall time. |
| Many students said they were unable to get an appointment with their advisor through My LaGuardia (they knew what to do but there were no appointments available). |
| Student need more information on tutoring services available at the College |
| Students seemed to be glad that they were called by someone from the College. One student told me "Thanks for reaching out " It made me think how important it can be for students to have someone they |

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| <p>can talk with or ask questions. I think it connects students more to the College. Students discussed several different issues, course selection, grades they received, additional steps they could take. I also discussed all the valuable resources LaGuardia offers.</p> |
| <p>I had a couple of students who didn't even know who their advisor was. I remember being a student at LaGuardia and not actually meeting my advisor until I was close the was set to graduate. Maybe a meet your advisor day.</p> |
| <p>Most student needs various help from various department especially Financial aid, Registrar, Admission and Bursar is help.</p> |
| <p>I spoke with 2 students who expressed frustration regarding the lack of clarity on where to obtain prerequisite resources for completing course assignment (i.e.: software) and was told the faculty directed them to seek help from CUNY to no avail. This, in my opinion, may be a local campus support issue. While CUNY may be the larger system that provides the tool, we at LaGuardia may wish to reexamine HOW it was conveyed to the students.</p> |
| <p>Students were happy to receive a call. Overall students wanted more communication on how to get access and/or troubleshooting to gain access to their My LAGCC account.</p> |
| <p>Students were struggling to complete SPARC training.</p> |
| <p>The majority of the students were very glad they were being offered support, most issues came either from financial aid or miss-understanding with their classes, which I think relates more to the online factor. As well as just feeling unsure of this whole situation, since most of them are freshman. In the future and in-person experience would be the solution for most of them, but this call was a great step into offering support.</p> |
| <p>Student biggest Online struggle is doing administrative tasks online and learning Online. As we improve on this we will better serve our students. I also hear from about 40% to 50% of our students that they do not want or cannot handle Online college learning and completing administrative tasks are harder. As we reopen this will help more students and help with our enrollment numbers.</p> |
| <p>I learned how to refer students to the materials online through MyLaGuardia, etc.</p> |
| <p>I learned that the advisors can do more to help students learn about graduation requirements.</p> |
| <p>I think we could provide better access to the departmental staff-many students want to speak with a faculty member rather than an admin. person.</p> |
| <p>Students mentioned to me that they were not aware of what resources they could or should ask for.</p> |
| <p>Students experience a lot of frustration with obtaining financial aid, either because of the complexity of the process (especially in distance learning) or because of the difficulty of getting in touch with the office. This is a really difficult thing for us as faculty to respond to because we know so little about the process so all we can do is send them to the financial aid office even if they already have that information. I'm not sure the solution but this past year this has been a persistent challenge which became even clearer while speaking to the students in the call campaign.</p> |
| <p>It is good. Most students are very positive with what LaGuardia provides</p> |
| <p>Nothing in specific</p> |
| <p>Financial Aid communication seems problematic. Students require more proactive outreach from this office.</p> |
| <p>A general theme was the challenge of getting through to faculty and staff. The following two examples stood out: 1) A student registered for a synchronous class but found that the instructor made it asynchronous and has not been responsive to student inquiries. and 2) A student has been able to connect with her advisor because there was a broken link in My LaGuardia. These strike me as quality insurance and accountability issues that have likely been exacerbated by this virtual environment. Ideally insights learned from this campaign will be used to address such challenges and strengthen the overall student experience.</p> |
| <p>As an adjunct I know very little... so this was good for me.</p> |

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| I learned that students have a huge need on technology. From training on how to use different learning platforms to access school loaned laptops that support the programs they need for their majors. One student said he was in dire need of a laptop since the chromebook LaGuardia loaned him didn't support the software he needs for his upcoming Fall courses. He ask if we had any kind of financial assistance for a device since LaGuardia didn't have any more laptops available to loan. |
| We did good with what we had for the situation, The majority of the feed back was on obtaining information needed (such as FASFA, communication between prof. & Students). I do however feel that this is a normal anxiety based on my past experience in physical office work. Students do not prepare and feel anxiety because they do not know whats to come (I have given workshops on emergency management and how unprepared individuals panic, prepared individuals do not because they more or less have the tools needed). |
| The issues that I encounter with all the students I spoke to are below and I believe the issues marked below are the areas the school needs to worked on. I learned that the school needs to keep in contact with the students to retain the students in school. The call Campaign needs to be done weeks before classes starts and also at the middle of each semester to make sure the students stay in classes and in school. |
| I really enjoy doing this and I will strongly recommend this practice to be done often. |
| Due dates for FAFSA seemed unclear and came up often. Apparently there was a blitz campaign about it and it left students confused. They thought they had completed the application but they were being told they needed to do it again. |
| I think call campaign was a great idea to let students know that we care for them and they can share their difficulties. I feel like for the new students if we can share video how to navigate the my laguardia,blackboard, cuny first before they starts class it will be very helpful for them. I find out that few students couldn't attend class as they don't know how to. |
| It would had been nice for me to know that the list of students I received to called were students in their final semester at LaGuardia CC. |

8. Anything else?

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| Most of the students I spoke with are eager to get back into the classroom!! |
| <ol style="list-style-type: none"> 1. It was WONDERFUL to connect with LaGuardia students this way. 2. I better understand their challenges. 3. I LOVED hearing from a student that they were fine, they didn't need any support, and simply providing some cheerleading. Really fun. Really gratifying. 4. How are our students so AWESOME? |
| Many students asked when campus will open/expressed a desire to access services on campus. |
| I enjoyed being a part of the volunteer campaign. Work commitments, and the College needing to reassign my temporary extension meant I didn't get to complete the mission but all the same it was great! If this becomes a thing we do annually, I'm ready to volunteer again. Thanks! |
| Half of them are so afraid of in campus learning, we need to advocates vaccination on and off campus. Most of them complain they don't know who in the college to seek for help. |
| We have a bright future as we serve our students. Let's keep innovating. |
| This undertaking was wonderful, especially during this arduous period!! The students were so pleased to hear from us. |
| The call campaign was a huge success! |

The ones I reached were capable adult students. They appreciated the outreach.

Students were receptive and thankful for the interest shown and the opportunity to speak to a person and ask specific questions that apply to their own current situation.

I felt that they needed to know they were not alone and I even had some students cry over the phone after speaking to them. That extra motivation was what is needed mainly. I think sharing my story as an alumni and former student leader helped out a lot (I could hear it in their voice), especially when I told shared stories of my pas experience as a rescue worker and in LaGcc SGA & University Student Senate. Some students had doubt about their majors and how it would apply in the real world, I heard enthusiasm when I explained how i transferred my skills towards particular jobs and they were well receptive towards contacting our Career Service Office. Some students also needed to know that if things went south that we were just going to abandon them and will guide them step by step and help them "get back on the horse" if they fall off.

Some students expressed how much the on-line classes had improved during this semester, compared to last Spring

I will be available any time you need me specially for the success of the students that's my priority.

I am looking forward to volunteer again. Please keep me posted.

Students appreciated the contact

The list of Student's I received to call were students in their last semester and are ready to Graduate from LaGuardia CC. The students pretty much knew most of the information and did not need further assistance. Several students were very surprised and happy to hear that LaGuardia CC was reaching out to them for further assistance if needed. It was very nice to hear their reaction.