

SECTION 2. LaGuardia Community College Strategic Planning Template, 2020-21

LaGuardia Community College's mission is to educate and graduate one of the most diverse student populations in the country to become critical thinkers and socially responsible citizens who help to shape a rapidly evolving society.

LaGuardia Community College has established a Strategic Plan for 2019-24 that is based upon the College mission and Core Values and shaped by broad Collegewide discussion and input. The Plan identifies five strategic Goals and related Objectives for 2019-24. These Goals and Objectives will guide our Strategic Planning work for the 2020-21 academic year. The top-level Goals are:

1. Build Student Access and Success
2. Strengthen Learning for Students – and for Faculty, Staff and the College
3. Enrich the Student Experience
4. Build Inclusive Community to Achieve the College Mission
5. Advance Career and Workforce Development

For the 2020-21 academic year, the College asks all Divisions and Departments to engage in a careful planning process, choosing 2-3 Strategic Plan Objectives and identifying area specific targets and detailed work plans related to those Objectives.

INSTRUCTIONS:

Please engage members of your division or department in a purposeful process to select 2-3 Strategic Plan Objectives and complete area-specific Targets and Work Plans for **2020-21**, using the attached template. Activities should be strategic; please don't include targets which are considered 'daily business'. Be **specific** with the identified Targets, strategic activities, and assessments. Identify any significant collaboration with other departments/divisions and/or with students as strategic partners. Every proposed Work Plan should clearly explain how the intended result will support/enhance the relevant College Goal and Objective, as well as what milestones or outcomes your Division or Department will be able to report on by May 2021.

- After reviewing the Strategic Plan Goals and Objectives document on Page 9, **choose 2-3 Objectives** and fill out a program-, department- or area-specific Work Plan for each objective in the *2020-21 Strategic Plan Template*, provided below. Each Work Plan should **clearly** address a Strategic Plan Objective.
- For Non-Academic Affairs plans, please make sure that the targets are VP-approved.

Please refer to the Strategic Plan Goals and Objectives document on Page 9 to review the objectives for each of the five goals. Please use this form to outline your area's Work Plan addressing your selected Objectives and supporting the College Goals and Mission.

TERMS AND CATEGORIES:

For the five Strategic Plan template categories highlighted below, please consider these descriptive questions as you develop your Work Plans for Academic Year 2020-21. Prompts include the necessary information. Try to answer these prompts in the limited space.

Area Specific Targets

- What do you want to accomplish? Why? How does it link to the strategic plan objective? How does it achieve the college mission?
- What evidence (i.e. baseline data) was used to establish your specific target?

Strategic Activities & Timeline

- What specific actions will you take to achieve the targets?
- How and when will these actions be completed? What are any intermediate benchmarks?

Assessment as it links to improved learning and /or employment outcomes

- What are one or two clear assessment activities you plan on doing? Be explicit about how the targets will support /enhance student learning, success and/ or employment opportunities.
- How will you assess or determine that the targets have been achieved?
- What measures will you use to provide evidence related to your activities?

Cross-Divisional Impact, Involvement, and/or Collaboration

Identify collaborative partners outside your department or division whose support is of interest and/or will be needed. Consider the possible role of students (such as peer mentors) who could help to advance your strategic goal. Assure that all identified units outside of your department or division are aware of your target. Be sure to obtain consent from any of the division(s) and or department(s) that may be affected by the proposed target before submitting your work plan.

DIVISION/DEPARTMENT: AA/Business & Technology

1. **College Objective to be Addressed** (please refer to the Strategic Plan Goals and Objectives document on Page 9): 2. Strengthen Learning for Students – and for Faculty, Staff and the College b. Develop and refine digital learning environments and online offerings that build student engagement, learning and success.

| <p align="center"><u>Area-Specific Targets</u></p> <p>What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p> | <p align="center"><u>Strategic Activities & Timeline</u></p> <p>What specific actions will you take to achieve the targets? How and when will these actions be completed?</p> | <p align="center"><u>Assessment</u></p> <p>Identify and explain your assessment measures. How will you assess or determine that the targets have been achieved? What measures will you use to provide evidence related to your activities?</p> | <p align="center"><u>Cross-Divisional or Student Collaboration</u></p> <p align="center">(if applicable)</p> |
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| <p>Develop an Online Course Design Rubric to help B&T faculty conduct self-assessment of their online courses.</p> <p>The creation of an Online Course Design Rubric will support SP goal/objective 2b. The tool will help B&T faculty to create, revise, and/or assess an online course. This will result in increased student engagement and improved online instruction. It will also provide a measure of quality assurance for the department’s online offerings.</p> | <p>On or before October 30, 2020 - A design team, led by Ms. Nicole Maguire, will develop an Online Course Design Rubric and faculty survey.</p> <p>November 2020 – The Online Course Design Rubric and survey will be reviewed by the chair and the program directors and revised accordingly (if required).</p> <p>On or before December 1, 2020 – Chair/program directors will approve final version of The Online Course Design Rubric and survey.</p> <p>Early December 2020 – Design team will meet with faculty participants to review/discuss rubric.</p> <p>December The Online Course Design Rubric and survey will be piloted in 3-5 online course sections.</p> | <p>75% of faculty using the rubric will score at least a 3.</p> <p>100% of faculty participating in the pilot will complete the Online Course Design Rubric survey.</p> | <p>N/A</p> |

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| | <p>On or before December 20, 2020 – Faculty participants will submit scored rubric and completed survey form to design team.</p> <p>On or before December 30, 2020 - design team will provide feedback to faculty participants who will revise online courses as necessary.</p> <p>Spring I 2021 – Design team will assess/revise rubric.</p> <p>On or before April 20, 2021 - Final rubric will be approved by Chair and PDs.</p> | | |
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DIVISION/DEPARTMENT: AA/Business & Technology

- a. **College Objective to be Addressed:** 2. Strengthen Learning for Students – and for Faculty, Staff and the College a. Help students’ build the knowledge, skills, and dispositions needed for 21st century success in education and careers, including deepening our shared work on our Core Competencies.

| <p><u>Area-Specific Targets</u></p> <p>What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p> | <p><u>Strategic Activities & Timeline</u></p> <p>What specific actions will you take to achieve the targets? How and when will these actions be completed?</p> | <p><u>Assessment</u></p> <p>Identify and explain your assessment measures. How will you assess or determine that the targets have been achieved? What measures will you use to provide evidence related to your activities?</p> | <p><u>Cross-Divisional or Student Collaboration</u></p> <p>(if applicable)</p> |
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| <p>Revise Business Communications class (presently inactive) to align with Baruch’s new Business curriculum.</p> <p>Baruch College has developed a new approach to business education that concentrates on those skills necessary to operate and succeed in a rapidly changing, and increasingly complex, global business environment.</p> <p>Baruch’s forward-thinking approach to business education, which largely focuses on students’ oral, written and digital</p> | <p>June 2020-August 2020 – B&T faculty will participate in a course design/assignment design workshop with faculty from Baruch and representatives from each CUNY community college.</p> <p>On or before September 8 – Faculty will submit draft of course proposal to PD and Chair of Dept. Curriculum Committee.</p> <p>On or before September 21 – Revised course proposal will be submitted to full Dept. Curriculum Committee for review and approval.</p> | <p>The revised Business Communication course will be approved by the department and college wide curriculum committees and CUNY’s Board of Trustees.</p> <p>At least 2 sections of Business Communication, each containing a minimum of 25 students, will be scheduled in the Fall 2021 semester.</p> | <p>N/A</p> |

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| <p>communication skills, aligns perfectly with LaGuardia's Global Learning and Inquiry and Problem Solving Core Competencies and related Communication Abilities.</p> | <p>On or before October 5 – Final course proposal will be submitted to College Wide Curriculum Committee.</p> <p>Fall I and II 2021- At least 2 sections of Business Communication will be offered.</p> | | |
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DIVISION/DEPARTMENT: Education and Language Acquisition

College Objective to be Addressed:

2. Strengthen Learning for Students – and for Faculty, Staff and the College,

b. Develop and refine digital learning environments and online offerings that build student engagement, learning and success”

| <p><u>Area-Specific Targets</u> What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p> | <p><u>Strategic Activities & Timeline</u> What specific actions will you take to achieve the targets? How and when will these actions be completed?</p> | <p><u>Assessment</u> Identify and explain your assessment measures. How will you assess or determine that the targets have been achieved? What measures will you use to provide evidence related to your activities?</p> | <p><u>Cross-Divisional or Student Collaboration</u> (if applicable)</p> |
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| <p>Strengthen distance education offering; improve the preparedness of instructors; achieve better engagement with students; improve students’ distance education experience</p> | <p>In addition to CTL training and CUNY Central SPS workshops, the Department will offer customized versions of professional development that address the unique characteristics of the ELA programs. (Fall 2020 and Spring 2021.) Possible resources for training and assessment: Quality Matters (https://www.qualitymatters.org/) Google Educator (https://teachercenter.withgoogle.com/trainer_course/preview) Other MOOC courses. Find out what modality the various programs favor (i.e. Education, ESL, Linguistics, Modern Languages, Reading, etc.). (Fall 2020 and Spring 2021.) Adjust our teaching strategies accordingly.</p> | <p>Compare attrition rates in ELA courses of Spring 2020 with Fall and Spring in 2020 to 2021. Survey instructors and students at the end of the semesters. Develop assessment procedures for distance education classes, as per ELA’s needs.</p> | |

DIVISION/DEPARTMENT: Education and Language Acquisition

College Objective to be Addressed:

5. Advance Career and Workforce Development,

c. Strengthen career readiness programming, helping students understand, prepare for and find success in meaningful and rewarding careers.”

| <p><u>Area-Specific Targets</u> What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p> | <p><u>Strategic Activities & Timeline</u> What specific actions will you take to achieve the targets? How and when will these actions be completed?</p> | <p><u>Assessment</u> Identify and explain your assessment measures. How will you assess or determine that the targets have been achieved? What measures will you use to provide evidence related to your activities?</p> | <p><u>Cross-Divisional or Student Collaboration</u> (if applicable)</p> |
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| <p>To utilize the multilingual expertise of the ELA Department, provide language training to Queens area residents, in the context of supporting health care services in the COVID-19 crisis.</p> | <p>Discuss with ACE the viability of offering condensed versions of ELC 115 (Chinese for Community Wellness) and ELS 115 (Spanish for Healthcare Professionals) as Continuing Education courses for medical professionals, and health care providers in the Queens area. (Fall 2020)</p> <p>Identify funding source to support training of Continuing Education Teachers to teach these classes. (Fall 2020 and Spring 2021).</p> <p>Explore the possibility of designing more LSP (Language for Specific Purposes) courses that can be offered through ACE. (Fall 2020 and Spring 2021)</p> | <p>Find out if there is a demand for such courses. And see if they can be offered in Spring 2021 (either virtually or in-person.)</p> <p>Receive funding for training and material development.</p> <p>Design LSP courses in languages in addition to Chinese and Spanish.</p> | <p>The Division of Adult and Continuing Education</p> |

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| | Promote student interest in transition from the ACE area to the credit, matriculated programs in Academic Affairs. (Spring 2021) | Recruit ACE students into the credit area. | |
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DIVISION/DEPARTMENT: English

College Objective to be Addressed: (2) Strengthen Learning for Students – and for Faculty, Staff and the College (b) Develop and refine digital learning environments and online offerings that build student engagement, learning and success

| <p><u>Area-Specific Targets</u> What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p> | <p><u>Strategic Activities & Timeline</u> What specific actions will you take to achieve the targets? How and when will these actions be completed?</p> | <p><u>Assessment</u> Identify and explain your assessment measures. How will you assess or determine that the targets have been achieved? What measures will you use to provide evidence related to your activities?</p> | <p><u>Cross-Divisional or Student Collaboration</u> (if applicable)</p> |
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| <p>Provide support for faculty teaching via distance learning and/or hybrid courses.</p> <p>Providing support for distance learning and hybrid teaching will strengthen student learning and help faculty to teach successfully in this modality.</p> <p>Increase the number of hybrid courses that we offer.</p> <p>The department will investigate offering fully online classes.</p> | <p>We will provide workshops in the Fall I and Spring I semesters that look at best practices for teaching in an online environment.</p> <p>We will share assignments and activities and make them available to faculty in the department’s SharePoint site.</p> <p>We will encourage full and part time faculty to participate in online training offered by SPS and CTL. We will increase the number of hybrid classes offered.</p> <p>The department will discuss whether to offer fully online classes and determine which classes to offer and which semesters. We will have discussions at the Leadership Team meetings, the department meetings, and we will distribute a faculty survey on the topic.</p> | <p>We will do a pre/post faculty survey to measure their knowledge with online teaching.</p> <p>Currently there are no pedagogical materials around online teaching in our SharePoint site. We hope to add 5-10 assignments and activities.</p> <p>We will measure the number of faculty who are taking the SPS/CTL workshops and compare them to previous years.</p> <p>We will also compare the number of hybrid courses offered to previous years.</p> <p>We currently do not offer any fully online classes.</p> | |

DIVISION/DEPARTMENT: English

College Objective to be Addressed: (2) Strengthen Learning for Students – and for Faculty, Staff and the College (c) Advance courses that build students’ written, oral and digital communication abilities

| <p><u>Area-Specific Targets</u> What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p> | <p><u>Strategic Activities & Timeline</u> What specific actions will you take to achieve the targets? How and when will these actions be completed?</p> | <p><u>Assessment</u> Identify and explain your assessment measures. How will you assess or determine that the targets have been achieved? What measures will you use to provide evidence related to your activities?</p> | <p><u>Cross-Divisional or Student Collaboration</u> (if applicable)</p> |
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| <p>Reassess PLO#1 for ENG101 (on integrating sources). This PLO is directly connected to advancing students written abilities.</p> <p>Review the PLO reports for the 3 PPRs and determine what actions, if any need to be taken. This action will help advance courses that cover these communication abilities.</p> | <p>We will do benchmark readings on PLO#1 with ENG101 essays in Fall 2.</p> <p>Review the PLO reports for Creative Writing, Journalism, and Writing & Literature. Discuss with the Leadership Team the findings in the reports and the impact on courses in those programs and determine any actions to be taken to help strengthen student learning.</p> | <p>We will compare the findings with the 2019-2020 findings. If the results are consistent or better, then we will move on to PLO#2.</p> <p>Assessment measures will depend on the findings and recommendations of the Leadership Team.</p> | |

DIVISION/DEPARTMENT: English

College Objective to be Addressed: (1) Build Student Access and Success (c) Advance new models of developmental education to speed student progress to the degree.

| <p><u>Area-Specific Targets</u> What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p> | <p><u>Strategic Activities & Timeline</u> What specific actions will you take to achieve the targets? How and when will these actions be completed?</p> | <p><u>Assessment</u> Identify and explain your assessment measures. How will you assess or determine that the targets have been achieved? What measures will you use to provide evidence related to your activities?</p> | <p><u>Cross-Divisional or Student Collaboration</u> (if applicable)</p> |
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| <p>Continue to offer ENX101 in Fall 2 and Spring 2 (provided there is still funding). ENX101 is an intensive workshop for students who failed ENA101. It allows them a second chance to pass Composition I without repeating ENA101. If students pass the workshop, they can move to ENG102 in the following 12-week semester. Best case scenario would be to increase the number of workshops offered.</p> <p>Continue to offer ENX099 in Fall 2 and Spring 2 (provided there is still funding). ENX099 is an intensive workshop for students who failed ENG099. It allows them a second chance to pass basic writing and to become proficient without repeating ENG099. If students pass the workshop, they can move to ENG101 in the following 12-week semester.</p> | <p>Continue to make ENA101 faculty aware of the benefits of ENX101 so that more students take advantage of this workshop.</p> <p>Continue to make ENG099 faculty aware of the benefits of ENX099 so that more students take advantage of this workshop.</p> <p>If possible, offer professional development to faculty interested in teaching these workshop(s).</p> <p>*These activities will be contingent on funding of the workshops.</p> | <p>Compare the number of students enrolled in ENX101 to previous semesters and the number of students who passed ENX101 to previous semesters.</p> <p>Compare the number of students enrolled in ENX099 to previous semesters and the number of students who passed ENG099 to previous semesters.</p> <p>*These assessments will be contingent on funding of the workshops.</p> | |

DIVISION/DEPARTMENT: Humanities

College Objective to be Addressed (please refer to the Strategic Plan Goals and Objectives document on Page 9): 1a: Build Student Access and Success, Develop new enrollment strategies (off-sites, iGen and older students) and more fluid connections from ACE to credit, and credit to ACE

| <p><u>Area-Specific Targets</u> What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p> | <p><u>Strategic Activities & Timeline</u> What specific actions will you take to achieve the targets? How and when will these actions be completed?</p> | <p><u>Assessment</u> Identify and explain your assessment measures. How will you assess or determine that the targets have been achieved? What measures will you use to provide evidence related to your activities?</p> | <p><u>Cross-Divisional or Student Collaboration</u> (if applicable)</p> |
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| <ul style="list-style-type: none"> • Develop more connections from ACE to credit and credit to ACE | <ul style="list-style-type: none"> • ACE has placed 22 students in Humanities courses since Spring II 2019 in Photography (10 students in HUA 130 and HUA 131), Communication Studies (3 students in HUA 1060, Fine Arts (3 students in HUA 101, HUA 103, and HUN 195), Music Performance (5 students in HUM 101, HUM 170, HUM 180, HUM 182, HUM 210), and Philosophy (1 student in HUP 102). • Industrial Design will work with ACE to create a pathway for ACE students to become LaGCC students. | <ul style="list-style-type: none"> • By Spring I 2021, the ID program will be in the process of creating an MOU for ACE students. • By Spring I 2021, Humanities programs will provide ACE with a list of courses, course objectives, and pre-reqs to further conversation about the creation of a pathway for ACE students to get credit for Humanities courses or to create new certificate programs for LaGCC and ACE students. | <ul style="list-style-type: none"> • ACE |

DIVISION/DEPARTMENT: Humanities

College Objective to be Addressed: 3c: Enrich the Student Experience; Create flexible, state-of-the-art facilities adapt to change and improve the student experience

| <p><u>Area-Specific Targets</u> What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p> | <p><u>Strategic Activities & Timeline</u> What specific actions will you take to achieve the targets? How and when will these actions be completed?</p> | <p><u>Assessment</u> Identify and explain your assessment measures. How will you assess or determine that the targets have been achieved? What measures will you use to provide evidence related to your activities?</p> | <p><u>Cross-Divisional or Student Collaboration</u> (if applicable)</p> |
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| <ul style="list-style-type: none"> ● Create flexible, state-of-the-art facilities adapt to change and improve the student experience | <ul style="list-style-type: none"> ● Film & TV, Music Recording Technology, New Media Technology, and Theatre are all in need of space and updated computers and technology to adequately educate students and enable them to have a full and enriching experience at LaGCC. ● Each program will work with the Grants Office to find and apply for at least one grant each that will provide the opportunity to purchase new equipment, computers, or build out space to allow the programs to grow and expand. | <ul style="list-style-type: none"> ● Each of the four programs will apply for a grant in AY 2020-2021. | <ul style="list-style-type: none"> ● Grants Office ● Administration Office ● Buildings and Grounds ● IT |

DIVISION/DEPARTMENT: MEC

College Objective to be Addressed (please refer to the Strategic Plan Goals and Objectives document on Page 9):

5. Advance Career and Workforce Development

- a. Make greater use of ACE labor market & employer data in credit programming
- b. Strengthen and diversify STEM education, engaging experiential learning and interdisciplinary perspectives
- c. Strengthen career readiness programming, helping students understand, prepare for and find success in meaningful and rewarding careers
- d. Work with employers and community organizations to expand external experiential learning (internships, apprenticeships & service learning), engaging ACE and credit students

| <p><u>Area-Specific Targets</u> What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p> | <p><u>Strategic Activities & Timeline</u> What specific actions will you take to achieve the targets? How and when will these actions be completed?</p> | <p><u>Assessment</u> Identify and explain your assessment measures. How will you assess or determine that the targets have been achieved? What measures will you use to provide evidence related to your activities?</p> | <p><u>Cross-Divisional or Student Collaboration</u> (if applicable)</p> |
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| <p>Strengthen collaboration between credit and non-credit programs. Work with ACE to identify common goals, plan joint activities and help each other to strengthen our technology programs.</p> | <p>Increase collaboration between computer science majors and technology programs from ACE such as the TechHire program.</p> <p>Work together with ACE and the CCPD office to strengthen our joint career readiness initiatives.</p> <p>Work together with ACE to identify and participate in CUNY and other local tech initiatives such as CUNY TechWorks, Google x CUNY, NYC Tech Pipeline, etc.</p> | <p>Record participation from each program to various workshops, activities, events, and programs.</p> | <p>Collaborate with ACE, CCPD and various CUNY offices.</p> |

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| <p>Establish a computer science team to explore the possibility of systematically helping computer science students obtain nationally recognized certificates.</p> <p>Submit an NSF proposal with other institutions on cyber manufacturing</p> | <p>Create a team comprised of faculty from different computer science specialties.</p> <p>Identify nationally recognized certificates that are essential for our graduates as they seek career opportunities.</p> <p>Identify content from our computer science courses that match the content of such certificates.</p> <p>Establish a support system to help student prepare and take certificate examinations.</p> <p>Develop remotely controlled laser manufacturing capabilities called cyber manufacturing. LaGuardia is planning to partner with Stony Brook University in developing an NSF grant proposal. If funded, LaGuardia Energy Tech students will have access to the virtual manufacturing laboratory as well as three virtual lecture modules in the area of laser, sensors, and artificial intelligence. This will open up great opportunities for our students in the manufacturing job market. Manufacturing certificates will be explored as well.</p> <p>If this proposal is not funded, we hope that his endeavor will be supported by the college.</p> | <p>List of applicable certificates and specific recommendations for each certificate.</p> <p>List of courses contributing to the preparation for each certificate program</p> <p>Identify what additional content and resources are needed.</p> <p>The status of the proposal</p> | <p>Collaborate with CCPD and ACE</p> |
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| <p>Conduct a series of activities at Math Society</p> | <p>Hold a series of student research presentation</p> <p>Conduct some training sessions for AMATYC & NYSMATYC math competitions</p> | <p>The number of presentations, and the number of participants are collected.</p> | |
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DIVISION/DEPARTMENT: MEC

College Objective to be Addressed:

- Develop new enrollment strategies (off-sites, iGen and older students) and more fluid connections from ACE to credit, and credit to ACE
- Strengthen FYS and Advisement 2.0, supporting faculty and advisors with professional development and digital systems to build student success

| <p><u>Area-Specific Targets</u> What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p> | <p><u>Strategic Activities & Timeline</u> What specific actions will you take to achieve the targets? How and when will these actions be completed?</p> | <p><u>Assessment</u> Identify and explain your assessment measures. How will you assess or determine that the targets have been achieved? What measures will you use to provide evidence related to your activities?</p> | <p><u>Cross-Divisional or Student Collaboration</u> (if applicable)</p> |
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| <p>Collaborate with ACE on establishing a pipeline between credit and non-credit programs.</p> | <p>In collaboration with ACE identify common components between our credit and non-credit programs</p> <p>Encourage students from both sides to transition between various programs offered by MEC and ACE.</p> <p>Mutually advertise each program and initiative to increase enrollment and strengthen the pipeline. Use the Computer Science LinkedIn group.</p> <p>Participate in joint events and activities from experiential learning to recruitment.</p> | <p>Identify and keep record of the number of students that participate in various joint activities and who transition from ACE to MEC and vice versa.</p> | <p>Collaborate with ACE</p> |

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| <p>Expand the implementation of Advising 2.0 for Computer Science majors</p> <p>Implement the new designed First Year Seminar course for engineering students</p> <p>Expand the scope of Advising 2.0 in the MEC department in order to reach and advise more students. Improve the Advising 2.0 model used by the MEC department. In particular, increase the percentage of Student Success Plans (SSP) completed by MEC Faculty and Peer Advisors by 10% at the end of Fall 2020, using the number of SSPs completed in Fall 2019 as a baseline.</p> | <p>Increase the use of Advising 2.0 tools when helping students.</p> <p>Inform and include additional faculty to use these tools.</p> <p>The new course will be piloted in Fall 2020 and Spring 2021.</p> <ul style="list-style-type: none"> • To increase SSPs and decrease cases load, each MEC faculty will get a case load. • Workshops will be organized to train new faculty to use C2C. There is a new feature in C2C that lets faculty know if a student is registered for next fall. Faculty are to encourage students to register. • Faculty are encouraged to take the training workshop. | <p>Collect data from the college on the use of Advising 2.0 tools</p> <p>Collect the number of piloting sessions Assess students through IPS and Global learning.</p> <p>The effort will be assessed by the number of workshop participants and SSPs</p> | <p>Collaborate with CTL for professional development activities and to obtain assessment data</p> |
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DIVISION/DEPARTMENT: MEC

College Objective to be Addressed:

2. Develop and refine digital learning environments and online offerings that build student engagement, learning and success

| <p><u>Area-Specific Targets</u> What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p> | <p><u>Strategic Activities & Timeline</u> What specific actions will you take to achieve the targets? How and when will these actions be completed?</p> | <p><u>Assessment</u> Identify and explain your assessment measures. How will you assess or determine that the targets have been achieved? What measures will you use to provide evidence related to your activities?</p> | <p><u>Cross-Divisional or Student Collaboration</u> (if applicable)</p> |
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| <p>Evaluate the efficiency of the Open Educational Resource (OER) digital learning platform implemented in the gateway math courses.</p> | <p>An outline of the OER comprehensive assessment report will be prepared in Fall 2020 and the report will be finalized by Spring 2021.</p> <p>Fall 2020 - Reduce the number of required texts for MAT117 by creating written materials addressing absolute value basics, exponents and root basics, relations and functions, and Pythagorean theorem and distance in the plane. If we are fully face-to-face, increase hybrid offerings of MAT115/117.</p> <p>Fall 2020 - Evaluate testing options for distance learning.</p> <p>Fall I 2020 - Assess the distance learning experiences of faculty teaching MAT115/117 during Spring (I & II) 2020;</p> <p>Fall II 2020 - use the results of this assessment to improve the courses for distance learning.</p> | <p>The following types of data will be collected and analyzed:</p> <ul style="list-style-type: none"> • faculty survey responses regarding the quality of the OER platform and master templates • student in-class engagement data (log-in times, retention, test scores) • course pass rates <p>We will provide the created written materials as artifacts. Our benchmark for increasing hybrid offerings is 5%.</p> <p>We will survey faculty and review outside sources.</p> <p>We will use a qualitative survey to assess faculty experiences and will</p> | |

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| <p>Expand the use OER via piloting appropriate online platforms in sections of MAT200 (Precalculus), MAT201 (Calculus I), and MAT202 (Calculus II).</p> <p>Explore the possibility hybrid and online courses</p> | <p>Spring 2021 – if distance learning, implement final exam recommendations & collect data; if face-to-face, begin redesigning MAT115/117 with hybrid options. Also provide professional development for MAT115/117 on the enhanced features of Lumen and best practices/pedagogy.</p> <p>Fall II 2020 & Spring 2021 – Assure the continuance of the second chance option for MAT117 students who fail with average from 40% to 59% to be eligible for MAT115.</p> <p>A series of videos for MAT120 locally developed will be added for next year’s master section. A team has been charged to refine and finalize the curriculum for the MAT120 sections.</p> <p>MAT200 coordinators will expand the OER pilot by preparing course materials and the final exam in the LUMEN Master section. A workshop for MAT200 instructors is planned to exchange information about the platform and the materials. Master sessions of MAT201 and MAT202 will be prepared in Fall 2020 and will piloted and updated in Spring 2021.</p> <ul style="list-style-type: none"> • Create hybrid/online course syllabi • Explore corresponding teaching pedagogy. | <p>provide the survey text, a brief analysis of data, and changes made in response.</p> <p>If distance learning, we will provide the final exam as an artifact; if face-to-face, we will provide the hybrid syllabi as artifacts. The professional development presentation (slides/recordings) as well as attendance numbers will be provided as an artifact.</p> <p>We will collect data on number of students who participate in second chance and pass.</p> <p>The number of OER sessions and the feedback from piloting faculty will be collected.</p> | |
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DIVISION/DEPARTMENT: Natural Sciences Department

College Objective to be Addressed:

2. Strengthen Learning for Students – and for Faculty, Staff and the College,

b. Develop and refine digital learning environments and online offerings that build student engagement, learning and success

| <p><u>Area-Specific Targets</u> What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p> | <p><u>Strategic Activities & Timeline</u> What specific actions will you take to achieve the targets? How and when will these actions be completed?</p> | <p><u>Assessment</u> Identify and explain your assessment measures. How will you assess or determine that the targets have been achieved? What measures will you use to provide evidence related to your activities?</p> | <p><u>Cross-Divisional or Student Collaboration</u> (if applicable)</p> |
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| <p>Provide best practices for creating and strengthening the online learning community, Promote students’ success in distance learning. Design online courses that promote personalized learning. Use evidence-based strategies to support student success in online/distance learning courses.</p> | <p>Provide training to all faculty for teaching online.</p> <p>Providing STEM specific workshops on best practices and resources for online/distance education, conducted by faculty in the NS department (Fall 2020 and Spring 2021.)</p> <p>Providing training sessions and peer-feedback to improve distance education by using the Quality matters rubrics.</p> <p>Providing workshops to align the Quality Matters higher education rubric standards with best practices in undergraduate education such as encouraging active learning and promoting critical thinking.</p> | <p>Compare the grades and withdrawal rates in NS courses between Fall 2020 and Spring 2021 and Fall 2019 and Spring 2020.</p> <p>Formative assessment by implementing pre and post surveys.</p> <p>Develop formative and summative assessments that not only evaluate students’ memory of simple facts and procedures, but higher-level thinking and deep understanding or meta-cognition.</p> | |

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| | <p>Develop folders for each course in the share point that provides all necessary resources for faculty who need more supports.</p> <p>Work with the directors of science study hall and science study center to provide a better system of online tutoring and online peer advising.</p> <p>Train current tutors for an effective online tutoring.</p> <p>Post online office hours and tutoring sessions on the NS webpage</p> | | |
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DIVISION/DEPARTMENT: Natural Sciences Department

College Objective to be Addressed:

3. Enrich the Student Experience,

b. Expand co-curricular programming and internal experiential education opportunities (e.g., undergraduate research; peer programs; project-based learning) to build learning and community

| <p><u>Area-Specific Targets</u> What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p> | <p><u>Strategic Activities & Timeline</u> What specific actions will you take to achieve the targets? How and when will these actions be completed?</p> | <p><u>Assessment</u> Identify and explain your assessment measures. How will you assess or determine that the targets have been achieved? What measures will you use to provide evidence related to your activities?</p> | <p><u>Cross-Divisional or Student Collaboration</u> (if applicable)</p> |
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| <ul style="list-style-type: none"> • Providing an interactive learning environment that incorporates the inquiry-based learning; • Providing co-curricular opportunities that enhance student learning; • Integrating a hypothesis-driven research component into the science curriculum; | <p>In Fall 2020: The members of the research in curriculum committee will collect and compile all research projects that have been incorporated in the gateway courses over the past five years to create a database accessible to faculty in the department.</p> <p>Three workshops will be conducted where the projects in the database will be analyzed and sorted by level and topic and designed to be incorporated into the curriculum as scaffolding projects among the gateway courses.</p> | <p>In fall 2020: the rubrics and surveys for evaluating the effectiveness of these projects will be developed by the assessment committee</p> <p>In Spring I: the projects will be executed and internal benchmark readings will be implemented using the college’s rubrics to assess fulfilment of expected competencies.</p> <p>Surveys developed by the assessment committee will be</p> | <p>ASAP Program</p> |

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| | <p>In Spring I: Faculty from different disciplines, teaching first-semester gateway courses, will implement the developed projects.</p> <p>Implementation will be done in collaboration with the ASAP program and incorporate experiential learning.</p> <p>Students' work will be showcased at the end of the semester using various media, including a virtual exposition of students' findings in the form of pre-recorded summaries, slide presentations and/or article summaries.</p> <p>In collaboration with the ASAP program, representative members of the college and larger community will be invited to an event (online or in person) where outstanding work will be showcased by students.</p> <p>Spring II: A one-day workshop will be conducted to review the assessment results and recommendations presented by the department's assessment committee and revise activities with the aim to improve outcomes and facilitate the next phase of implementation of staggered research in the curriculum into both first-semester and second semester gateway courses.</p> | <p>distributed to students, results will be tabulated.</p> <p>Data from surveys will be analyzed and recommendations will be made for improving students' outcomes and overall experience.</p> <p>A survey, developed in collaboration with the ASAP program, will be developed and distributed to attendees during the online/in person showcase of students' work. Data from the survey will be used to make recommendations for future activities where students' work is showcased.</p> | |
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| | <p>Collaborating with the ASAP program and CCPD to incorporate more experiential learning co-curricular activities in gateway courses.</p> <p>Update the internship and summer research programs data base and provide the link of this database on the NS webpage and My LaGuardia. Offering internship courses by making flyers and a short video to students who enrolled in NSF and LMF.</p> <p>Advertise the internship courses by providing the flyer and making a short video.</p> | | |
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DIVISION/DEPARTMENT: Social Science

1. College Objective to be Addressed (please refer to the Strategic Plan Goals and Objectives document on Page 9): **Build Inclusive Community to Achieve the College Mission**

| <p><u>Area-Specific Targets</u> What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p> | <p><u>Strategic Activities & Timeline</u> What specific actions will you take to achieve the targets? How and when will these actions be completed?</p> | <p><u>Assessment</u> Identify and explain your assessment measures. How will you assess or determine that the targets have been achieved? What measures will you use to provide evidence related to your activities?</p> | <p><u>Cross-Divisional or Student Collaboration</u> (if applicable)</p> |
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| <p>1.Examine what diversity means in our unique context, and how to best support underrepresented faculty, staff and students. Develop strategies that use our diversity as a resource for learning.</p> | <p>Fall 2020 and Spring 2021</p> <p>1a. Social Science Faculty Vanessa Bing will co-chair (along with Wendy Nicholson & Steven Hitt) the newly created Presidential Advisory Council (PAC) on Diversity, Equity and Inclusion to provide advice and council to the College President and Executive Council on matters related to DEI as they impact the LaGCC community.</p> <p>1b. PAC will work with Institutional Advancement (Caridad Munoz & Gina Taraskewich) to develop a DEI webpage that provides information, resources, readings, etc. addressing the topics of diversity, equity and inclusion.</p> <p>1c. Faculty and Staff of Color Collective (FSOC), in which at least one social science faculty will participate in a leadership role, will host a minimum of two meetings (1 in the fall and 1 in spring term)</p> | <p>1a. Having been charged by Interim President Arcario in Spring '20, the co-chairs of PAC will meet with the new President by end of Fall term to discuss goals for the work moving forward.</p> <p>1b. Webpage will appear on LaGCC website by the end of Fall 2020. Webpage usage can be tracked by Institutional Advancement.</p> <p>1c. Attendance will be taken to determine level of interest among faculty and staff at the college.</p> | <p>1a. Student Affairs, LaGuardia Performance Art Center (LPAC)/Theater</p> <p>1b. Institutional Advancement, Marketing Office</p> |

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| | <p>to increase participation and support for faculty and staff of color.</p> <p>1d. FSOC, with participation of at least one social science faculty in a leadership role, will host an event during the 2nd annual “Week of Diversity & Inclusion”</p> <p>1e. Vanessa Bing (Social Science) and Priscilla Stadler (AA) along with Wendy Nicholson (Student Affairs) will launch the CTL seminar <i>Diversity, Equity and Inclusion Across the Curriculum and Campus</i> in winter 2021, and the seminar will run during the Spring 2021 term.</p> <p>1f. Social Science faculty, Vanessa Bing, will work with the LaGuardia Archives (Richard Lieberman and staff) and faculty/staff across the college to redesign and create a new Martin Luther King Jr. exhibit to replace the existing one in the E building. A digital/virtual exhibit is being planned for the fall as a “soft launch” and the actual exhibit for the spring.</p> <p>1g. At least one social science department meeting will be dedicated to diversity training for faculty. Topics may include White privilege, understanding</p> | <p>1d. A mini-survey will be distributed at the end of event to assess its effectiveness.</p> <p>1e. Faculty and staff participants will identify one area in their course or department that they intend to modify to achieve the goal of equity and inclusion. Participants will present project idea by the end of seminar.</p> <p>1f. Development of virtual site by end of Fall 2020; Physical gallery display by end of spring 2021.</p> | <p>1d. College-wide faculty and staff</p> <p>1e. Academic Affairs, Student Affairs</p> <p>1f. LaGuardia and Wagner Archives</p> |
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| <p>2. Offer courses that address diverse populations and intersectionality (ways in which race, gender, sexuality, ability, language, etc. overlap and intersect).</p> | <p>microaggressions and implicit bias, and anti-racism work.</p> <p>1h. Standing Up for Racial Justice (SURJ), in which at least one social science faculty will participate in a leadership role, will host a minimum of two meetings or events (1 in the fall and 1 in spring term) to increase participation and support for racial justice by the white-identified faculty and staff.</p> <p>SURJ meetings and events will be announced at department meetings and faculty will be encouraged to attend.</p> <p>2a. Offer the following courses and include lessons on intersectionality: History of Women and Gender in the U.S. (Fall I, Spring I) and Politics of Sexuality (Fall I, Spring I).</p> <p>3a. Strengthen SSH231: Afro-American History course by including and centering voices and experiences of Black faculty and students in delivery of course material.</p> | <p>1g. Discussion and reflections during the event(s) will be used to assess the learning of what diversity means in our unique context. Faculty will be asked to reflect on how this will be applied in their own work at the college.</p> <p>1h. Attendance will be taken to determine level of interest among faculty and staff at the college.</p> <p>2a. Faculty will assess, through course assignments, students' enhanced understanding of diverse populations and role of intersectionality. Students' grades on assignments will be used as performance indicator.</p> | |
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| <p>3.Center Black voices and experiences in delivery of course material on Afro-American History.</p> <p>4. Expand campus collaboration on gender and sexuality programs</p> | <p>4a. Social Science faculty, Chelsea Del Rio, will partner with the Safe Zone Hub to expand resources and programming for LGBTQIA students, including Safe Zone trainings and a mentorship program with Lavender LaGuardia faculty/staff.</p> <p>4b. Social Science, through the role of the Faculty Liaison with the Women’s Center, will continue to provide expertise and academic perspective for evidence-based programing to meet student needs.</p> | <p>3a. Faculty will assess, through course assignments and reflections, students’ enhanced understanding of African-American history and how it shapes contemporary systems of institutional racism.</p> <p>4a. Faculty and staff will assess efficacy of Safe Zone trainings with follow up participant surveys; Safe Zone Hub and Lavender LaGuardia participants will complete a 2020-2021 report on progress and efficacy of mentorship program.</p> <p>4b. Student surveys and other program-related reports will be used as a measure of effectiveness.</p> | <p>4a. Women’s Center, Safe Zone Hub, College-wide faculty and staff</p> <p>4b. Women’s Center, Safe Zone Hub</p> |
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DIVISION/DEPARTMENT: Social Science

2. College Objective to be Addressed: Advance Career and Workforce Development

| <p><u>Area-Specific Targets</u> What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p> | <p><u>Strategic Activities & Timeline</u> What specific actions will you take to achieve the targets? How and when will these actions be completed?</p> | <p><u>Assessment</u> Identify and explain your assessment measures. How will you assess or determine that the targets have been achieved? What measures will you use to provide evidence related to your activities?</p> | <p><u>Cross-Divisional or Student Collaboration</u> (if applicable)</p> |
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| <p>1.Strengthen career readiness programming, helping students understand, prepare for and find success in meaningful and rewarding careers.</p> <p>2.Expose Criminal Justice students to the range of occupations, professions, and academic course of study available to them.</p> | <p>1a. Social Science Career day will be held in Spring 2021. Various faculty from the Social Science Department will present the possible careers one can pursue with a particular degree, discussing the academic pathways and research and professional options available.</p> <p>1b. Introduce students to the Occupational Outlook Handbook by the Bureau of Labor Statistics, in order that they may learn about various career, educational requirements, salary, work responsibilities to inform them about choices they can make in pursuing their studies. The handbook will be discussed at the Social Science Career Day event.</p> <p>2a. Spring 2021: Host annual Criminal Justice Conference, inviting criminal justice professionals from law enforcement, government agency and community-based associations, including the National Assn. of Blacks in Criminal Justice; NYS Dept. of Correction & Community Supervision; NYC</p> | <p>1a. Distribute survey to participants at the end of the event to assess what students learned about possible careers.</p> <p>1b. Include a question regarding the Occupational Outlook Handbook on the event survey attendees will complete.</p> <p>2a. Student attendees will complete a survey at the conference addressing what they learned.</p> | <p>1a-1b.Center for Career and Professional Development</p> <p>2a. The event is open to all students with possible collaborations with</p> |

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| | <p>Department of Correction; NYPD; Kings County DA's Office, and NYC commission on Human Rights.</p> <p>2b. Powerful People seminar, as part of the Criminal Justice student club meetings, will introduce criminal justice students to various professionals from the field. At least one seminar will be held in Fall 2020 and at least one will be held in Spring 2021.</p> <p>2c. CJF 101 courses will provide lessons on careers in criminal justice.</p> | <p>2b. Student attendees will complete a survey for each of the 2 scheduled seminars addressing what they learned. Faculty leaders will also monitor the number of subsequent mentor relationships and career opportunities that develop as a result the seminars.</p> <p>2c. Students will write reflections on their ePortfolio page chronicling what they have learned about careers in criminal justice.</p> | <p>Student Affairs and Humanities</p> <p>2b. Seminars are open to all LAGCC students with an anticipated collaboration with Center for Career and Professional Development</p> |
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