

LaGuardia Community College Strategic Plan

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.

We are gathering information from all College Divisions and Departments about the implementation of your Strategic Plan activities in 2019-20 and the Strategic Plan targets you hope to accomplish in 2020-21. In order to make this process logistically easier, we are collecting all the information in one document. More importantly, reports and evidence from 2019-20 might inform the planning process for 2020-21 in your area.

Please submit this document to Dr. Rejitha Nair, rnair@lagcc.cuny.edu **by June 15th, 2020** with a cc to Provost Nireata Seals, nseals@lagcc.cuny.edu, and Dean Nava Lerer, nlerer@lagcc.cuny.edu. We are requesting that you report on the following:

- 1. Strategic Plan Final Report 2019-20:** Please complete the Strategic Plan Final Report form on Page 2. We know that there might have been interruptions to your planned strategic activities during the Spring semester due to COVID-19 related issues. If that's the case, please report on what you accomplished in the Fall semesters and indicate the next steps. Make sure that you include the evidence and relevant data for the strategic activities in the Outcomes column.
- 2. Strategic Planning Template 2020-21:** Please complete the Strategic Planning Template for 2020-21 on Page 4. Please choose **2-3 Strategic Plan Objectives** and identify area specific targets and detailed work plans related to those Objectives. Our Strategic Plan Goals and Objectives for 2019-24 is included in *Page 9-10* of this document. Make sure that you indicate the college objectives to be addressed in the template. For non-academic divisions, it might be helpful to look at the AES assessment plans from your division. Please contact Dean Nava Lerer, nlerer@lagcc.cuny.edu, to look at the AES plan and how it can be integrated with the Strategic Plan.

SECTION 1. LaGuardia Community College Strategic Plan Final Report, 2019-20

INSTRUCTIONS:

Please use this form to provide your final report for each of your planned strategic activities related to the 2019-20 Strategic Plan you submitted for your area in May 2019. In the Strategic activities column, indicate what has been completed so far for implementation of the planned strategic activities and reaching your objective(s). In the Assessment column, indicate the methods and measures you have used to assess the strategic activities and to determine that that objective was met. In the Results/Outcomes column, indicate the results or findings of the assessments, the evidence, and relevant data. In the Next steps column, indicate the follow-up that is needed for the strategic activities.

DIVISION/DEPARTMENT: Academic Affairs

College Objective Addressed: 1D. Build Student Access and Success - Strengthen the cohesiveness of the Liberal Arts & Sciences major to build success for Liberal Arts students

<u>Area-Specific Targets</u> (from 2019-20 Strategic workplan)	<u>Strategic Activities</u> What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for each of your planned strategic activities.	<u>Assessment</u> What methods and measures have you used to assess the strategic activities and to determine that the objective was met?	<u>Results/Outcomes</u> What were the results of the assessment(s)? What is the evidence that the objective was met? Provide relevant data.	<u>Next Steps</u> What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.
Strengthen the cohesiveness of the Liberal Arts Major through forming a Liberal Arts Working Group that will address strategies and set goals to build an interdisciplinary identity for students and faculty in the AA and AS degrees	Convene the Liberal Arts Working Group with members from all six Liberal Arts department by Fall I 2019.	Liberal Arts Working Group members identified and meet three times per semester.	The Liberal Arts Working Group convened on Sept. 25, 2019. The working group is chaired by the Associate Dean (who serves as Liberal Arts program director) and is made up of 11 faculty members and the Executive Associate to the Dean. The faculty represent all Liberal Arts departments as well as LA program activities. LAWG met 10 times during the 2019-2020 academic year. An invitation and survey was sent to all liberal arts faculty to volunteer to participate in LAWG activities. 20 faculty responded. LAWG members completed the following materials in Fall 1 2019:	The LAWG will continue with the same membership in the 2020-2021 academic year. The group will continue to create, design and implement activities to support the strategic plan goal. Due to Covid-19, the advising guides were not completed and disseminated. LAWG will complete and disseminate the Advising Guides to the Liberal

	<p>Create promotional materials for the purpose of providing information for advisors, FYS instructors, special programs, and pre-enrollment activities by Fall I 2019.</p> <p>To design, organize and implement at least one Liberal Arts student event by Spring I 2019.</p>	<p>To create packet of materials and disseminate amongst pertinent staff.</p> <p>To conduct survey around usefulness of promotional packet.</p> <p>To have at least 100 students participate in the scheduled student event.</p>	<p>1. Created initial drafts of Advising Guides for the Liberal Arts: Social Science and Humanities and Liberal Arts Math/Science degrees.</p> <p>2. Working with Marketing and Communications, a Liberal Arts Flyer was created that was disseminated to Liberal Arts Faculty, LA Option Directors, FYS Faculty, Advisors, Special Programs, My First Day Orientation, and students.</p> <p>3. Created a Liberal Arts Power Point that outlines how Liberal Arts is structured at LaGuardia as well the value of a Liberal Arts education. This was used at Spring 2020 new student orientation as well as a fall 2019 Advising event for Liberal Arts Math & Science majors.</p> <p>Due to Covid-19, the planned focus groups with LIF/LMF101 and LIB200 students could not be held. As well, the survey looking at the usefulness of the promotional material was not completed.</p> <p>LAWG co-sponsored with the NEH Summer Institute on Mass Incarceration and the Humanities the Student Exhibit on Mass Incarceration held on December 4 & 5 2019. There were over 300 attendees</p> <p>Four additional Liberal Arts student events which included a Career and Transfer Panel, a 30-credit check-in, a Liberal Arts Options Panel, and Transfer Graduation celebratory event were planned for the Spring I 2020 semester. These events were canceled due to the Covid-19 pandemic</p>	<p>Arts Departments, Advising Staff, Special Programs, and have the Degree Maps align to the guides.</p> <p>Focus groups and follow up surveys will be conducted in AY 2020-2021</p> <p>The cancelled student events will run during the 2020-2021 Academic Year.</p>
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College Objective Addressed: 1A - Build Student Access and Success: Develop New Enrollment Strategies

<p><u>Area-Specific Targets</u> (from 2019-20 Strategic workplan)</p>	<p><u>Strategic Activities</u> What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for each of your planned strategic activities.</p>	<p><u>Assessment</u> What methods and measures have you used to assess the strategic activities and to determine that the objective was met?</p>	<p><u>Results/Outcomes</u> What were the results of the assessment(s)? What is the evidence that the objective was met? Provide relevant data.</p>	<p><u>Next Steps</u> What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p>
<p>Expand the non-credit to credit offerings in order to strengthen the pipeline from Adult and Continuing Education and Academic Affairs.</p>	<p>Meet with ACE staff to canvas any non-credit to credit opportunities that currently exist than can align with degree programs by Fall I 2019.</p> <p>Inform Program Directors of any non-credit to credit opportunity that can be aligned to credits in a degree program by Fall II 2019</p> <p>Create 1 to 2 new Memorandums of Understanding between ACE and AA by Spring I 2019.</p>	<p>ACE and AA will create a list of opportunities along with the curriculum that will be disseminated to Program Directors.</p> <p>Interested Program Directors will meet with ACE staff to negotiate the terms of the non-credit to credit alignment.</p> <p>A completed and executed MOU will be agreed upon and signed and in effect for Fall 2020, and be listed in the ACE catalog of offerings.</p>	<p>Met with ACE staff twice in Fall I 2019 to go over expanding the Clinical Health Worker to Human Services to include Public and Community Health.</p> <p>Contacted the Program Directors of both Human Services and Public and Community Health about the MOU opportunity by the end of Fall I 2019.</p> <p>Three MOU's were created by end of Spring 2020 which include 9 credits for both CHW to Human Services and Public and Community Health and 6 credits from Medical Assisting to Healthcare Management.</p>	<p>To continue to renew the MOU's every academic year and revise when needed.</p>

College Objective Addressed: 2A Strengthen Learning for Students – and for Faculty, Staff and the College - Help students build knowledge, skills and dispositions.

<p><u>Area-Specific Targets</u> (from 2019-20 Strategic workplan)</p>	<p><u>Strategic Activities</u> What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for each of your planned strategic activities.</p>	<p><u>Assessment</u> What methods and measures have you used to assess the strategic activities and to determine that the objective was met?</p>	<p><u>Results/Outcomes</u> What were the results of the assessment(s)? What is the evidence that the objective was met? Provide relevant data.</p>	<p><u>Next Steps</u> What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p>
<p>To create diverse learning opportunities that strengthen students' knowledge and faculty knowledge of the Liberal Arts major and to develop skill sets necessary for career and professional success.</p>	<p>Pilot Liberal Arts Cluster for Liberal Arts Math and Science majors in Fall I 2019. [LMF101/MAT115/ENG101]</p> <p>Recruit interested faculty that want to teach as part of the Liberal Arts Cluster by Fall I 2019.</p> <p>Faculty will design cluster experience and activities related to the theme of choice by Spring I 2019.</p> <p>Develop a core e-Portfolio for the Liberal Arts AA and AS Degrees through a CTL mini grant, that incorporates the re-imagining of the First Year Experience (LIF/LMF101) and the collaboration with the capstone course LIB200 by Spring I 2019.</p>	<p>To develop an assessment tool for students to give feedback about the cluster experience.</p> <p>To have at least 12 faculty to teach and run four clusters in Fall I 2020.</p> <p>Review and incorporate assessment results from pilot into cluster experience for Fall I 2020</p> <p>Student artifacts that are aligned with the core E-portfolio will be deposited at the baseline and endpoints.</p>	<p>The Pilot Liberal Arts Cluster for Liberal Arts Math and Science majors did not run in Fall I 2019 due to enrollment issues. However, Learning Communities were added to the Liberal Arts Math and Science Degree Map as a set of courses that students should take.</p> <p>Six interested faculty were recruited to teach as part of the re-attempt to pilot Liberal Arts Cluster in Fall I 2020.</p> <p>Faculty have designed a cluster experience and activities related to the theme of choice and met three times during the Spring I 2020 semester.</p> <p>A core e-Portfolio for the Liberal Arts AA and AS Degrees through a CTL mini grant, that incorporates the re-imagining of the First Year Experience (LIF/LMF101) and the collaboration with the capstone course LIB200 was completed by Spring I 2020.</p>	<p>We will attempt to pilot two clusters, one with MAT115 and one with the corequisite course, MAT117 in Fall I 2020</p> <p>See above</p> <p>See above</p> <p>The core e-portfolio will be piloted in Fall 2020 in three FYS courses.</p>

SECTION 1. LaGuardia Community College Strategic Plan Final Report, 2019-20

DIVISION/DEPARTMENT: Academic Affairs/Center for Teaching and Learning

College Objective Addressed: 1b/3b. Strengthen FYS and Advisement 2.0, supporting faculty and advisors with professional development and digital systems to build student success AND Expand co-curricular programming and internal experiential education opportunities (e.g., undergraduate research; peer programs; project-based learning) to build learning and community

<u>Area-Specific Targets</u> (from 2019-20 Strategic workplan)	<u>Strategic Activities</u>	<u>Assessment</u>	<u>Results/Outcomes</u>	<u>Next Steps</u>
<p>CTL PD activities are designed to support college-wide student success initiatives. Through seminars, mini-grants and workshops, CTL provides structured time and space for faculty and staff to deepen their understanding of and practices in the First Year Experience and Advisement 2.0.</p> <p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Participant Surveys indicating application of learning • Implementation of FYS inquiry projects • Student Surveys re: Engagement • Downloads of mobile Advising App • Increased retention for students enrolled in FYS • Advisement Appointments and SSP completion for Students in Tier 2b • Student reflection around Co-curricular learning 	<p>Coordinated the FYS Re-boot for 22 faculty participating in the 2nd half of the Wave II Re-boot (58 courses in Fall 19) and 19 faculty in Wave III (37 courses in Fall 19).</p> <p>CTL recruits/trains 100+ students to serve in CTL peer mentoring programs each year in order to foster students' understanding of degree, career, and transfer. CTL trained and supported 54 Student Success Mentors to facilitate more than 300 FYS and Capstone Studio Hours.</p> <p>Support Adv. 2.0 PD for faculty, staff, and Peer Advisors. The Peer Advisory Academy recruited and trained 82 LaGuardia students to support Tier 2b or in relevant Student Affairs offices.</p>	<p>Maintain 10 percentage points increase in one-semester retention for students enrolled in FYS compared to students in the same major not enrolled. Inquiry Projects and Post-seminar surveys inform regular updates to faculty and the design of faculty resources.</p> <p>Student surveys in FYS Studio Hours evaluate Student Success Mentors, as well as impact of FYS on learning; Supervisor surveys evaluate Peer Advisors). Mobile Advisement App. downloads.</p> <p>Increase completion of the Student Success Plan for students in Wave 2b over previous years (59% in Fall 2018).</p>	<p>Fall 2018 FYS students retained at 11.6% higher rate than those not enrolled (<i>IR data</i>). Wave II and Wave III completed 13 inquiry projects each, with some projects done collaboratively. 20 Wave II & III faculty completed post-seminar survey, rating relevance to teaching FYS 4.53/5, impact on strengthening alignment with Advisement 2.0 a 4.11/5, and usefulness in strengthening overall work with LaGuardia students a 4.55/5.</p> <p>Fall 2019 FYS student surveys (n=2,126) indicate “This class helped me feel more confident as a student” (4.05/5) and “I feel confident I will succeed in college” (4.22/5). 98% of SSMs rated “excellent” or “effective” by faculty partners (n=57). 100% of PAs rated “exceeding” or “meeting expectations” by supervisors (n=17). 9,111 Installs of the App (8/1/19-6/8/20), a 725% increase over 2019 (1,256 installs). Recorded 12 app reviews (3/29/19-6/8/20)—average rating of 4.35/5.</p> <p>Wave III launched with ELA, ENG, HUM, LASSH, HUM, and SS, with a total of 934 students assigned to Peers. 410 (44%) of all Tier 2 students had completed SSPs by end of Fall 2019. The decline is partially attributable to lower performance in Wave III departments, although performance in MEC (Wave II) was</p>	<p>What follow-up is needed for each? What next steps? Please indicate next steps for activities interrupted due to COVID-19.</p> <p>Title V and Perkins resources will help sustain support for FYS next year.</p> <p>Adv. 2.0 tiering was put on hold in all but the Health Sciences Dept. in Spring 2020. We are discussing the Fall 2020 model with the Advisement Leadership team.</p>

	<p>12 faculty and staff participated in the Motivational Interviewing seminar in Fall II to support developmental advising conversations.</p> <p>Support co-curricular learning activities to help connect classroom learning with outside experiences, including professional learning and Digital Badging. 4 faculty implemented co-curricular digital badging activities.</p> <p>Coordinate FrontLine staff PD opportunities for 50 staff. More than 75 staff attended December 2019 STAR awards; 27 participated in workshops.</p>	<p>Post-seminar surveys evaluate the impact of seminar on faculty practice and inform subsequent seminar planning.</p> <p>Use of eP Co-curricular Learning template and number of Digital Badges issued.</p> <p>Post-workshop surveys shape future planning.</p>	<p>noticeably down (22% compared to 41%). With 7,063 active students in the tiered structure in Fall 2019, prelim data show a 67% advisement rate. The prelim Fall to Spring 2020 retention was 64%.</p> <p>5 participants completed post-seminar surveys and indicated the seminars' "usefulness/relevance" to their teaching a 4.0/4.0 and developed or revised an assignment in the seminar.</p> <p>The College issued/is scheduled to issue 58 digital badges (35 by CCPD, 23 by CTL) from May 2019 through May 2020.</p>	<p>MI will be offered in Winter 2021 (2020 Spring II).</p> <p>Digital Badging is under review for next year, as we have not developed a micro-credentialing culture at the campus.</p> <p>The survey is not available during work-from-home.</p>
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College Objective Addressed: 2a/2c/2d. Help students' build the knowledge, skills, and dispositions needed for 21st century success in education and careers, including deepening our shared work on our Core Competencies AND Advance courses that build students' written, oral and digital communication abilities AND Support innovation, assessment and cross-divisional faculty and staff development to build professional learning and advance student learning and success

<u>Area-Specific Targets</u>	<u>Strategic Activities</u>	<u>Assessment</u>	<u>Results/Outcomes</u>	<u>Next Steps</u>
<p>CTL's Learning Matters Mini-grants, year-long seminars and mini-seminars, and Focus Seminars address the College's Core Competencies and Communication Abilities. These activities help support the development of assignments that address the College's General Education Core Competencies and Communication Abilities, thus supporting long-term educational and career success for our students.</p> <p>Measurable Outcomes:</p> <ul style="list-style-type: none"> Participant Surveys and mini-grant reports indicating learning and implementation 	<p>Offer seminars, PPR, and focused mini-grants, showcases around assignments/activities linked to Core Competencies & Abilities. Offer WID, Capstone, and ePortfolio seminars. Coordinate implementation of ePortfolio, PPR, and Assignment Design mini-grants. 24 faculty joined Global or Integrative Learning Focus Seminar. 43 faculty in Capstone or Liberal Arts: Clusters and Pairs seminar specifically focused on Integrative Learning. 30 faculty in Language across the Curriculum and Enriching Latin American Studies seminars developed Global Learning related assignments and activities. 19 faculty and fellows participated in Writing in the Disciplines seminar activities to build students' Written Comm. Ability.</p>	<p>Number of Assignments developed/submitted to Assignment Library. Post-seminar surveys and mini-grant reports indicate value of experience and faculty implementation of assignments.</p>	<p>12 assignments were revised and submitted to the Assignment Library. (post-seminar survey data and course outcomes will be available this summer.)</p>	<p>Many faculty did not implement the assignment in spring as hoped because of the transition to distance learning. With support from CTL and SPS to re-design courses for online learning over the summer, more participants anticipate implementing the assignments.</p>

<ul style="list-style-type: none"> • Submissions to LM Assignment Library • Assessment Deposits • Benchmark Reading Scores 	<p>Support the Outcomes assessment process by coordinating annual Benchmark Readings, including artifact depositing and reporting. 157 faculty and staff participated in Fall II Benchmark Readings; another 37 provided third scores where needed.</p> <p>Working with the Assessment Leadership Team, provide workshops to support improved understanding of Oral Comm. Address technology needs (accessing files, etc.). Following up on Spring 2019 ALT discussion, Assessment Depositing Guide updated and distributed to Program Directors.</p> <p>Deepen the College’s capacity around data analysis and reporting by working with IR, and the ePortfolio and Assessment Leadership Teams. Provide Deposit Reports to Program Directors and Department Chairpersons.</p>	<p>Increase assessment deposits.</p> <p>Increase Benchmark Reading scores for students in 45+ credit bucket</p> <p>Reduce artifacts scored "not applicable" to the indicated rubrics.</p> <p>Reduce artifacts that are considered “not accessible” because of technical issues with depositing.</p>	<p>Last year’s deposits increased 8.7%, from 31,287 (Fall 2017) to 34,001 (Fall 2018). This year increased 0.8% to 34,274 (Fall 2019), or 9.5% over the past two years.</p> <p>3,708 artifacts scored (313 in Fall I; 3,395 in Fall 2) generating 10,000+ scores. Valid Score sets: 2,619. Scores for students at 45+ credits increased in all Competencies & Abilities over 2019: IPS: 5.47; G: 4.36; I: 4.59 and W: 5.77; O: 5.91; D: 4.66.</p> <p>39.3% (132/336 artifacts) scored 88 in Oral Comm, compared to 40.7% (329/809) last year. In all 6 Comps./Abilities combined, 19.9% (738/3,708) scored 88, versus 20.8% (1,113/5,343) last year.</p> <p>19.4% (65/336) scored a 55 in Oral Communication, compared to 23.9% (193/809) last year. In all 6 Comps./Abilities combined, 10.1% (373/3,708) scored 55, vs 11.7% (627/5,343) last year.</p> <p>CTL provided Deposit Reports on 205 courses in Fall 2019. Provided BR Score Reports to 13 programs/groups in Learning Matters Mini-Grants, 7 programs in PPR Active Year, and 5 programs in PPR Prep Year.</p>	<p>We did not require Spring 2020 deposits unless the faculty member requested. We will support fall deposits with online workshops.</p> <p>We did not require Spring 2020 deposits and have limited spring deposits to courses that do not typically run in the fall semester.</p>
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College Objective Addressed: 2b/3b. Develop and refine digital learning environments and online offerings that build student engagement, learning and success AND Expand co-curricular programming and internal experiential education opportunities (e.g., undergraduate research; peer programs; project-based learning) to build learning and community

<u>Area-Specific Targets</u>	<u>Strategic Activities</u>	<u>Assessment</u>	<u>Results/Outcomes</u>	<u>Next Steps</u>
<p>The ePortfolio Team in the CTL supports implementation of a comprehensive ePortfolio program through seminars and mini-grants that foster curricular cohesion and supports integrative, social learning. The CTL must also review its capacity to support hybrid/online learning, including COIL and Flipped Learning activities.</p> <p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Participant Surveys • Student Survey re: ePortfolio • Course and Retention Data • Assessment Deposits <p>Faculty surveys re: the digital learning environment.</p>	<p>25 faculty participated in ePortfolio or Capstone seminars. 12 faculty participated in ePortfolio Leadership Team. 44 faculty representing 11 programs built assignment sequences, co-curricular learning activities, and advisement supports in core eP minigrant framework. 213 students and faculty attended 2 ePortfolio events in Fall 2019.</p> <p>Coordinate recruitment and training of students in technology mentor programs that support faculty and student technology needs. CTL trained 42 Student Tech Mentors/IDAs and 4 PT eP Consultants. In Fall 2019, CTL arranged 120 ePortfolio classroom workshops, and training sessions for each peer mentor program. Overall, 288 faculty and staff participated in ePortfolio-focused workshops, including 13 faculty participating in drop-in workshops addressing the eP interface.</p> <p>Provide 50 workshops and open labs each semester to support assessment deposit practices. CTL offered 38 depositing workshops; in Fall 19; 296 individual students received help with depositing in the ePortfolio lab.</p> <p>Survey faculty re: their implementation of learning technologies. CTL Needs Assessment survey in Fall 2019 and 2 IR surveys to assess impact of COVID-19/transition to distance ed.</p>	<p>80% students in academic programs using ePortfolio will update the degree planning modules complete portfolio-based assignments from FYS through Capstone Courses.</p> <p>Student Surveys in FYS and Capstone Studio Hours indicate value of ePortfolio learning. Increase course completion rates by 5 points for students in target courses.</p> <p>Reduce artifacts considered “not accessible” because of technical issues with depositing.</p> <p># of faculty completing survey. Results help shape tech support of CTL peer mentoring programs & CTL seminar/workshop offerings.</p>	<p>Post-seminar surveys indicate “usefulness/relevance” to their teaching: survey data/course outcomes available in summer. 10,775 ePortfolios created by students over the past year (from June 1, 2019 thru June 12, 2020).</p> <p>Fall 2019 FYS student surveys (n=2,126) indicated “Building my ePortfolio helped me to think more deeply about the content of this course” (3.31/4). Fall 2019 Capstone student indicated a similar response (3.15/4) to the same question (n=162).</p> <p>For all 6 Comps/ Abilities combined, 10.1% (373/3,708) scored 55, vs 11.7% (627/5,343) last year.</p> <p>CTL’s 2019 faculty Needs Assessment indicate 55% (105/191) respondents took ePortfolio seminars, 28% online/hybrid, and 24% other instructional technologies.</p>	<p>Working with Digication, we learned we could not determine “updates” automatically and will instead sample a random collection of ePortfolios. This was scheduled to take place in the spring with an ePortfolio Leadership Team committee but will be moved to 2020-21.</p> <p>Analyze Spring 2020 IR faculty and student surveys re: preparing for distance learning and impact of distance learning.</p>

College Objective Addressed: 4b/4c. Develop strategies that use our diversity - including language diversity - as a resource for learning AND Develop an intersectional approach (ways in which race, gender, sexuality, ability, language, etc. overlap and intersect) in order to strengthen understanding and connections across all campus groups

<u>Area-Specific Targets</u>	<u>Strategic Activities</u>	<u>Assessment</u>	<u>Results/Outcomes</u>	<u>Next Steps</u>
<p>Coordinate and support faculty & staff professional development activities that address the diverse needs of our new majority students and faculty. This includes efforts to ensure diversity across CTL-related leadership roles.</p> <p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Participant Surveys • Representation of CTL faculty leaders • Survey of Seminar Co-leaders • Submissions to LM Assignment Library • Course and Retention Data 	<p>Offer 3 CTL seminars for 50 faculty that address Inclusive Pedagogies: Language Across the Curriculum, Ableism & Access, and Women, Gender & Sexuality. 16 faculty in Ableism & Access and 18 faculty in Language across the Curriculum designed activities to address our diverse student backgrounds.</p>	<p>Post-seminar surveys demonstrate impact of seminar on curriculum/pedagogy and informs resources. Increase course completion rates by 5 percentage points for students in target courses.</p> <p>Design and implement a survey of CTL Seminar co-leaders re: their experiences in the seminar leadership role.</p>	<p>Survey data and course outcomes will be available this summer.</p> <p>65 faculty completing the 2019 CTL Needs Assessment identified they had previously led a seminar. Top reported impacts were 1: “Enhanced relationships with colleagues,” 2: Broadened capacity to collaborate,” and 3: “Advanced knowledge of LaGuardia offices and services.”</p>	<p>21 faculty who attended the first meeting in Women, Gender & Sexuality seminar in March will reconvene in the fall to participate in the full seminar.</p>

College Objective Addressed: 5c/5d. Strengthen career readiness programming, helping students understand, prepare for and find success in meaningful and rewarding careers AND Work with employers and community organizations to expand external experiential learning (internships, apprenticeships & service learning), engaging ACE and credit students

<u>Area-Specific Targets</u>	<u>Strategic Activities</u>	<u>Assessment</u>	<u>Results/Outcomes</u>	<u>Next Steps</u>
<p>Continue to refine and implement the Tech 2.0 program, funded by Petrie Foundation. This opportunity helps shape internship preparation for students in a range of tech programs while fostering relationships with technology employees. This program provides a model for future industry-based internship opportunities.</p> <p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Student Surveys • Student Retention • Internship Applications 	<p>Support success of 150 Student Success Mentors, Student Technology Mentors, and Peer Advisors through professional development experiences, incl. networks, fairs and clubs. CTL recruited and trained 182 peer mentors across the 4 programs: SSMs, STMs/IDAs, ePortfolio Consultants, and Peer Advisors.</p> <p>Continue the design and implementation of Tech 2.0. 65 students participated in the Petrie-funded Tech Scholars program in Fall 2019, Winter or Spring 2020.</p>	<p>Demonstrate retention and graduation rates above 90% for students who complete at least one semester of employment in a CTL peer mentor position.</p> <p>Pre-/post-assessment of student learning, program participation survey of their experience to inform future design, and evaluation of ePortfolio reflections. Number of applications for internships and/or LaGuardia tech-related mentoring roles.</p>	<p>100% (45/45) of Fall 2019 PAs re-enrolled or graduated; 41 re-employed for Spring 2020 and 4 left the PAA but remain enrolled. 100% of Fall 2019 SSMs who were current LaGuardia students during employment re-enrolled or graduated in Spring 2020. 95% (21/22) of STMs in Fall 2019 were retained or graduated.</p> <p>37 participants completed post-workshop surveys, indicating the program familiarized them with the Tech field industry (4.37/5) and prepared them to be a competitive candidate for internship applications (4.32/5).</p>	<p>Funding for CTL peer mentor roles for 2020-21 has not been determined at this time.</p> <p>Petrie funding through December 2020 but difficulty with internships because of COVID-19. Meeting with funder scheduled for week of June 22.</p>

SECTION 1. LaGuardia Community College Strategic Plan Final Report, 2019-20

DIVISION/DEPARTMENT: Division of Adult and Continuing Education

FY 20 College Objective Addressed:

1. Build Student Access and Success
 - 1.e. Develop new revenue streams to support student success and advance the College mission

<u>Area-Specific Targets</u> (from 2019-20 Strategic workplan)	<u>Strategic Activities</u>	<u>Assessment</u>	<u>Results/Outcomes</u>	<u>Next Steps</u>
<p>1. Total dollar amount of research grants (3-year weighted rolling average) will be maintained at \$600,484 or higher.</p> <p>2. Number of funded research grants will be maintained at 12 or more.</p> <p>3. Grants and contracts 3-year weighted rolling average will be maintained at the high rate of \$16 million or better.</p>	<p>Grants Office staff met with leadership, faculty and staff throughout the college to identify college-wide funding needs as well as areas of faculty/staff research expertise interests. Used this information to identify 18 unique targeted funding opportunities with the campus community.</p> <p>During September 2019 and March 2020, the Grants Office conducted 6 in person workshops, covering topics on finding grant opportunities, developing budgets, and developing project narratives. A final workshop on finding funding opportunities was scheduled to take place in April 2020, but was cancelled due to COVID-19. In place of the cancelled workshop, the Grants Office sent a campus-wide informational email to faculty and</p>	<p>Assessment measures included:</p> <ul style="list-style-type: none"> • Funding opportunities shared; • Meetings with faculty/staff to discuss specific proposals; • Proposals submitted; • Proposals awarded; • Workshops completed; • Workshop attendance; • Workshop evaluation forms completed by attendees to measure participant satisfaction. 	<p>FY '20 3-year weighted rolling average for research grants is \$490,025</p> <p>FY '20 number of research grants is 12.</p> <p>FY '20 3-year weighted rolling average for grants and contracts is \$16,697,370.</p> <p>The dollar amount of research awards was below the FY '20 target (even though the number of research awards exceeded the target), because each individual research award is smaller than past research awards. In FY '21, a new Research and Sponsored Programs Committee will determine whether to adjust the targets and/or activities based on the College's current priorities.</p> <hr/> <p>According to the Research Foundation of CUNY's annual Award Statistics report, LaGuardia Community College ranks first</p>	<p>1. Work with leadership in Academic Affairs, ACE, and Student Affairs to identify college-wide funding needs:</p> <p>The Grants Office continues to share funding opportunities with faculty and staff campus wide and is busy meeting (virtually) with all individuals interested in submitting proposals. Thus far our remote work environment has not impacted our ability to share funding opportunities or to meet with and support staff that are submitting proposals. COVID-19 impact. The coronavirus pandemic has led to a number of substantial grant proposal submissions in response to the emergency funding that governments and private entities have made available since March 2020.</p> <p>2. Conduct 7 Pre-award workshops: Moving forward, based on the feedback received from workshop attendees, the Grants Office intends to revamp its budget workshops so they are more interactive, allowing participants to practice building sample budgets during the training. We</p>

	<p>staff, including tips and resources about finding external grant opportunities through Pivot, a searchable grant database. For the 6 in-person workshops conducted, an average of 12 attendees participated in each workshop.</p> <p>The cohort-based seminar began in January 2020. Four staff within the Division of Adult and Continuing Education were selected to participate. An orientation session and three bi-weekly sessions were led by the Grants Office between January 2020 and March 2020. The bi-weekly sessions prepared the participants to develop grant proposals for a future submission.</p>		<p>among CUNY Community Colleges 5th among all CUNY schools (including four-year colleges) in sponsored projects awarded for FY '20.</p> <p>_____</p> <p>In FY20 the Grants Office:</p> <ul style="list-style-type: none"> • Sent 18 unique funding opportunities to faculty and staff campus wide; • Held meetings with 74 participants from faculty and staff to discuss and/or prepare grant proposals; • Submitted 122 proposals (70 internal CUNY and 52 to external sponsors); and • 66 proposals were awarded (26 internal CUNY and 40 from external sponsors) <p>Workshop Results</p> <ol style="list-style-type: none"> 1. <u>09/11/2019: How to find grant funding using PIVOT</u> <ul style="list-style-type: none"> • Participants: 11 • 100% of participants strongly agreed or agreed that the workshop was informative and the content was helpful 2. <u>10/09/2019: Developing and submitting your grant proposal at LaGuardia</u> <ul style="list-style-type: none"> • Participants: 18 • 93% of participants strongly agreed or agreed that the workshop was informative and the content was helpful. 3. <u>11/06/2019: Developing and submitting PSC CUNY Research Awards proposals</u> 	<p>will also share more case studies/samples of successful and unsuccessful grants with attendees, providing them with a wide range of examples of how to develop proposals. COVID-19 impact: For FY21 we are preparing for the possibility of offering workshops online in the event that we are still working remotely come Fall, 2020.</p> <p>3. Pilot a new cohort-based seminar tailored to the needs of specific P.I.'s-programs: In FY20, four LaGuardia staff members successfully completed our pilot cohort-based Seminar, resulting in two proposals submitted to the State of New York. One of the proposals has advanced to the final round of reviews. We anticipate a decision on that proposal within 1-2 months. We look forward to hosting another Seminar in FY '21. COVID-19 Impact: We anticipate recruitment to take place in the fall, 2020 and launching the Seminar in January 2021. Our current remote work environment will not impact recruitment. If we are still working remotely in January, we can host Seminar meetings online.</p>
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			<ul style="list-style-type: none"> • Participants: 4 • 100% of participants strongly agreed or agreed that the workshop was informative and the content was helpful <p>4. <u>01/22/2020: How to Find Grant Funding Using PIVOT</u></p> <ul style="list-style-type: none"> • Participants: 16 • 100% of participants strongly agreed or agreed that the workshop was informative and the content was helpful <p>5. <u>02/05/2020: Developing budgets for grant proposals at LaGuardia</u></p> <ul style="list-style-type: none"> • Participants: 22 • 95% of participants strongly agreed or agreed that the workshop was informative and the content was helpful <p>6. <u>03/11/2020: Developing Project Narratives for Grant Proposals at LaGuardia</u></p> <ul style="list-style-type: none"> • Participants: 5 • 100% of participants strongly agreed or agreed that the workshop was informative and the content was helpful <p>7. <u>04/15/2020: How to find grant funding using PIVOT</u></p> <ul style="list-style-type: none"> • Participants: Cancelled • Due to COVID-19 we were unable to host this workshop. We shared a campus-wide email with helpful information. 	
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			<p>Average workshop attendance in FY20: 12 participants</p> <p>_____</p> <p>An orientation session and three bi-weekly sessions were led by the Grants Office between January 2020 and March 2020. Two of the participants, Matthew Smith and Scott Chiang, collaborated to submit a proposal to NY State Office of Workforce Development to support the EMT/Paramedic Program. Their proposal was selected to the final round of reviews by the State and has a strong chance of being funded. The other two participants, Cara Shousterman and Yaazieli Felicie, submitted a proposal to NYS OWD to support Technology Training Initiatives. The Seminar was well received by participants, who felt that it greatly improved their knowledge of the grant submission process.</p>	
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FY 20 College Objective Addressed:

- 4. Build Inclusive Community to Achieve the College Mission
- 4.d. Deepen our relationships with community groups, building enrollment, community-based student support, and opportunities for civic engagement.

<u>Area-Specific Targets</u> (from 2019-20 Strategic workplan)	<u>Strategic Activities</u>	<u>Assessment</u>	<u>Results/Outcomes</u>	<u>Next Steps</u>
<p>Build community awareness of the full spectrum of LAGCC programs and student support services; deepen and broaden relationships with community groups and organizations in a coordinated way to create/increase student referrals/enrollments with community organization constituents. Establish a formal Community Partner Network of at least 20 community organizations, with at least 20 student referrals from partner organizations in FY20.</p> <p>This aligns with #4d of LaGuardia’s Strategic Plan to deepen our relationship with community groups, building enrollment, community based student support and</p>	<p>The Community Partner Network was established and three of four quarterly partner meetings were held at LaGuardia. Unfortunately the Spring 2020 meeting was canceled due to COVID-19.</p> <p>Focus groups were conducted at these meetings and opportunities were identified for collaborative engagement. This is evident in our current Community Health Worker projects where we are working with CommonPoint Queens and NYCHA. We partnered on a grant application with CommonPoint Queens and were awarded funding to run the project by the Kresge Foundation.</p> <p>During these meetings we were also able to hold discussions about the barriers to successful referrals to training and solutions to improve the referral pipeline. After receiving this feedback, we</p>	<p>Created a contact list of Literacy Zone Partners which include, CBO’s, not-for profits, Libraries, Government agencies, Department of Education, Colleges, etc.</p> <p>Community partner representatives completed post meeting surveys that were used to obtain feedback on their experience and inform future quarterly Community Partner Network meetings.</p> <p>Sign-in sheets were used to document attendees and the organizations they each represent.</p>	<p>330 Community organizations identified for outreach.</p> <p>Spreadsheet of 110+ community partners was created.</p> <p>Three quarterly Literacy Zone/Community Partner Network meetings were completed.</p> <p>45 community partner organizations have participated in the quarterly Community Partner Network meetings.</p> <p>28 students that successfully enrolled in programs in the Workforce Development Department in FY ‘20 were referred from partner organizations.</p> <p>2 new funded grant opportunities from community partner relationships; 2 joint grant proposals submitted with community partners; 2 ongoing discussions about potential sub-contracting opportunities with community</p>	<p>What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p> <p>Improve the retention and consistency of community partner participation in the Lit Zone/Community Partner Network.</p> <p>Improve the system for tracking referrals and sharing information back to partners</p> <p>We still need a way to better track multi-directional referrals and share information with our partners on their participants outcomes. This feedback loop (internal and external) is also something that we’re hoping the student information system can be used for.</p> <p>Otherwise, Hannah has reached out to IT with a relevant request, but I do not believe IT was able to accommodate to this point. Submit additional successful joint funding proposals with community partners or sub-contracting proposals to community partners.</p> <p>Our Quarterly Community Partner meetings will need to be conducted virtually given COVID.</p> <p>LaGuardia’s Literacy Zone team, workforce development, and the CTEA Center work in</p>

<p>opportunities for civic engagement.</p>	<p>invited partners to bring students to tours of LAGCC and also set up tabling and networking in connection with the meetings so that partners could meet program contacts from each area and build relationships for warm hand-offs.</p> <p>We also added partners to an email list to receive fliers on new workforce programs. Academic Affairs presented at the Fall Lit Zone/CPN meeting about transition to college and ACE pre-college and workforce programs presented at the other meetings; the Career Coach tool on the website was also reviewed.</p> <p>Organizations were surveyed about their experiences in the quarterly meetings and what would make these most valuable to them.</p>		<p>partners (where partner would contract with LAGCC to provide training)</p> <p>The increased contact and communication with community partners has led to new contract opportunities and new joint grant proposals. We were awarded a grant together with Commonpoint Queens from Kresge Foundation; also Cypress Hills Local Development Corporation contracted with us for green construction training. In addition, we are discussing a possible contract with Commonpoint Queens on EKG/Phlebotomy and have submitted several joint grant proposals with community partners that we are waiting to hear back on.</p>	<p>coordination to continue our quarterly Community Partner Network team meetings and bring more structure to the multi directional referral processes. We're hopeful the new student information system may be able to play a role with this in the coming year.</p>
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FY 20 College Objective Addressed:

5. Advance Career and Workforce Development

5.a. Make greater use of ACE labor market & employer data in programming

<u>Area-Specific Targets</u> (from 2019-20 Strategic workplan)	<u>Strategic Activities</u>	<u>Assessment</u>	<u>Results/Outcomes</u>	<u>Next Steps</u>
<ul style="list-style-type: none"> Conduct review of current ACE programming and curricula around STEM; align it with current Labor Market Information (LMI) and related employment skill sets to ensure that students are prepared for employment upon completion of training Identify gaps/opportunities in current ACE STEM programming from LMI, employer roundtables, and student focus groups Identify opportunities for future STEM programming that is aligned with projected job growth, student interest and employer needs 	<p>What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for each of your planned strategic activities.</p> <p>Several LMI projects were completed in Tech, Cyber, Life Sciences, Construction, and Healthcare fields to inform program development and review.</p> <p>A template for the SWOT has been developed. This template includes room for an analysis of how curriculum aligns with both technical (hard) and “soft” skills being demanded by employers and which credentials are most in demand, projected growth, job titles and wages.</p> <p>Several STEM employers were engaged with the purpose of outlining future job growth outlook, skill sets being demanded in STEM fields and identifying gaps and opportunities in noncredit ACE STEM programs.</p>	<p>What methods and measures have you used to assess the strategic activities and to determine that the objective was met?</p> <p>Coordinated results with Academic programs and Workforce/CAPP for implementation.</p> <p>Surveys were conducted with our Bilingual Certified Clinical Medical Assistant alumni after they found training related employment with the goal of learning how well they felt the training prepared them for the job.</p> <p>A large-scale alumni engagement project (Perkins FY19-20) to learn how many of our students obtained training related employment after completing our CTE programs.</p> <p>Coordinated results with academic programs and workforce/CAPP for implementation.</p>	<p>What were the results of the assessment(s)? What is the evidence that the objective was met? Provide relevant data.</p> <p>SWOT Template created.</p> <p>BCCMA program survey completed.</p> <p>Survey Results:</p> <ul style="list-style-type: none"> 111 surveys sent via email. 78 text messages sent. Received a total of 26 survey responses. <p>Out of the 26 responses:</p> <ul style="list-style-type: none"> 60% felt the training prepared them very well. 28% felt the training prepared them well. 12% said the training prepared them adequately. 	<p>What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p> <p>Real-time labor market data tools from EMSI and Burning Glass need to be renewed.</p> <p>STEM curriculum to review and collaboration with Career and Technical Education programs</p> <p>Similar surveys should be done for programs other than BCCMA.</p> <p>Collaboration with Career and Technical Education programs</p> <p>Real-time labor market data tools from EMSI and Burning Glass need to be renewed.</p>

<ul style="list-style-type: none"> Develop set of best practices for regular LMI program review of ACE programs in all labor sectors <p>The outcome of this project will include completed program and curricula reviews of existing STEM programming in ACE, as well as a gaps and opportunities matrix based on employer needs and student interest in STEM programming, and a best practices report for LMI program review</p>	<p>A focus group was conducted with logistics employers in the Spring of 2020 to inform future programming in the transportation and logistics sector.</p> <p>A call was held with the Construction Skills Industry Advisory Board to discuss labor market needs and industry trends.</p>			
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SECTION 1. LaGuardia Community College Strategic Plan Final Report, 2019-20

DIVISION/DEPARTMENT: Administration/Business Office

College Objective Addressed: Build Student Access and Success

<u>Area-Specific Targets</u>	<u>Strategic Activities</u>	<u>Assessment</u>	<u>Outcomes</u>	<u>Next Steps</u>
The Business Office will integrate the accounting and procurement processes of Non-tax levy entities into CUNYfirst. Thus, creating efficiency and reducing manual entries and administrative redundancies.	100% of the required activities for Go-Live were completed. End user training was conducted.	Key performance indicators were developed to monitor activities in the Procure to Pay module and the Cash Management module.	Since July 2019, 100% of activities took place in CUNYfirst in the Procure to Pay module and Cash Management modules.	Business Office staff will continue to familiarize themselves with CUNYfirst reporting capabilities to ensure daily activity is reflected accurately.

College Objective Addressed: Build Inclusive Community to Achieve the College Mission

<u>Area-Specific Targets</u>	<u>Strategic Activities</u>	<u>Assessment</u>	<u>Outcomes</u>	<u>Next Steps</u>
<p>Incorporate measures to increase Minority and Women owned Business Enterprises (MWBE) and Service-Disabled Veteran Owned Businesses (SDVOB) participation in procurement and service contracts</p>	<p>Continued communication with other CUNY campuses MWBE/SDVOB vendor referrals.</p> <p>Increased list of Certified MWBE/SDVOB's</p> <p>During procurement workshops that were held for the college community, provided education sessions on the importance of MWBE/SDVOB participation to end-users.</p>	<p>Used information from referrals to include more MWBE/SDVOB's in solicitations</p> <p>Expanded internal database on MWBE/SDVOB vendors</p> <p>Approx. 50 end-users were trained and educated on the MWBE vendor mandate.</p>	<p>Monitor trend in the utilization by review of MWBE and SDVOB reports are issued Quarterly by the University.</p> <p>More end-users inquired about MWBE vendors for their orders.</p>	<p>Continue training end users</p> <p>Update vendor list</p> <p>Coordinate with CUNY Director of Supplier Diversity on high dollar contracts to determine when only MWBE / SDVOB vendors are solicited</p>

SECTION 1. LaGuardia Community College Strategic Plan Final Report, 2019-20

DIVISION/DEPARTMENT: Administration/Facilities

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

<u>Area-Specific Targets</u>	<u>Strategic Activities</u>	<u>Assessment</u>	<u>Outcomes</u>	<u>Next Steps</u>
<p>3c. Renovation of Library’s first floor</p> <p>3c. Replace existing Shenker Hall Science Labs</p> <p>3c. Upgrade C Building physical infrastructure including adding five new elevators, new electrical and plumbing service and new emergency generator.</p> <p>3c. Replace Shenker Hall Boilers with building automation controls to provide energy efficient reliable heating and hot water system to the building.</p>	<p>On hold due to funding.</p> <p>Schematic design underway. Currently 85% complete</p> <p>Preliminary schematic drawing in progress.</p> <p>Construction 50% complete, on-hold due to funding.</p>	<p>N/A</p> <p>Submittal of schematic plans by the architect.</p> <p>Completion of schematic drawings.</p> <p>Inspection of physical work completed to date.</p>	<p>N/A</p> <p>Receipt of preliminary schematic design drawings.</p> <p>35 % completion of preliminary schematic drawings.</p> <p>50% of the installation has been verified based on field inspection.</p>	<p>What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p> <p>Funding needs to be restored by CUNY. Next activities: finalize schematic design, currently 80% complete.</p> <p>The college to evaluate the preliminary schematic design and finalize with the architect.</p> <p>Project currently on hold due to funding. Next steps: finalize schematic drawings.</p> <p>Funds needs to be restored. Next steps: to complete installation and testing.</p>

<p>3c. Replace and modernize Shenker Hall fire alarm system that would improve fire safety in the building.</p>	<p>Currently in design.</p>	<p>Schematic design in progress.</p>	<p>Currently in progress. CUNY, College and consultant evaluating schematic design options.</p>	<p>Finalize schematic design. Next steps: CUNY, College and consultant need to finalize design.</p>
<p>3c. Renovate a minimum 6 classrooms annually, upgrading walls, floors, ceiling and lighting</p>	<p>Complete, E234, E266, E260, E264, E262, E261.</p>	<p>Inspect completed projects.</p>	<p>Classes inspected and met design criteria.</p>	<p>Projects were completed.</p>

SECTION 1. LaGuardia Community College Strategic Plan Final Report, 2019-20

DIVISION/DEPARTMENT: Institutional Advancement / Development

College Objective to be Addressed: (1) Build Student Access and Success (e.) Develop new revenue streams to support student success and advance the College mission.

<u>Area-Specific Targets</u> (from 2019-20 Strategic workplan)		<u>Strategic Activities</u>	<u>Assessment</u>	<u>Results/Outcomes</u>	<u>Next Steps</u>
Expand relationships required to fund the LaGuardia Community College Foundation programs through cultivation of existing and prospective board members and major donors.	Cultivate relationships with existing and prospective Board members.	<p>Throughout the year, the Department planned and executed a diverse array of cultivation events through which we deepened our relationships with existing Board members and developed new relationships with prospective Board members.</p> <p>A sports fundraiser and a symposium fundraiser sponsored by board members were organized to support scholarships for LaGuardia students. A cultivation event co-sponsored by a LaGuardia board member, a CEO of a Long Island City (LIC) technology and manufacturing company and the LIC Business Improvement District was organized to cultivate local businesses to support internships for LaGuardia students. A virtual art exhibit with Bard College featuring the work of LaGuardia students in the Humanities was sponsored by a board member.</p> <p>Collaboration: President’s Office, Marketing & Communications, Administration, Performing Arts Theater.</p>	Attendance and/or dollars fundraised were used to assess success.	Fundraising goals and attendance for the fundraiser events were met (\$40K was raised for sports fundraiser and \$55K was raised for the symposium fundraiser) and the proceeds will be used to provide scholarships to approximately 65 students. The cultivation event attracted local businesses to support internships for LaGuardia students. Because of COVID-19, the art exhibit that was originally planned as a physical exhibition, was reorganized as a virtual event. Despite the change in format, there were over hundred participants, including Board members and their guests.	A review of the college calendar of activities and discussions with board members to gauge their interests in supporting activities are next steps

	<p>Cultivate relationships with existing prospective and major donors.</p>	<p>Donors who supported scholarships met their student scholars via campus visits or at events off campus. Campus visits with prospective scholarship donors included organizing meetings with the College President and students. Collaboration: President's Office</p>	<p>Assessing positive written acknowledgment from donors to the College President after cultivation events, and contributions made to the College thereafter to support student programs.</p>	<p>Donors made contributions to scholarship funds and other student programs with over \$3M raised in fundraising and \$2M provided in student support to students for the fiscal year. Scholarship donors met the scholars they supported on campus visits. During COVID-19, donors and students were able to interact via Zoom virtual platform.</p>	<p>Continue to cultivate existing and prospective donors by organizing meetings with LaGuardia students via on or off campus or through Zoom virtual platform if social distancing is still in effect.</p>
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College Objective Addressed: (5) Advance Career and Workforce Development. (d.) Work with employers and community organizations to expand external experiential learning (internships, apprenticeships & service learning), engaging ACE and credit students

<u>Area-Specific Targets</u> (from 2019-20 Strategic workplan)		<u>Strategic Activities</u>	<u>Assessment</u>	<u>Results/Outcomes</u>	<u>Next Steps</u>
Disburse funds raised through the LaGuardia Community College Foundation to provide financial support for scholarships, emergency funds, and new and existing enrichment programs for as many eligible student applicants as possible.	Expand the support provided to students with identified financial or emergency needs.	<p>Campaigns to raise funds and cultivation activities for scholarship support, emergency aid and enrichment programs were organized. New company partners signed on to host students in internships. Resume and mock interview clinics were offered to students applying for internships.</p> <p>Collaboration: External Affairs, Marketing & Communications, CCPD, Student Financial Services.</p>	<p>Number of new company partners signed on to host students in internships.</p> <p>Number of students who received resumes and interview clinics and completed internships.</p>	<p>Fundraising dollar goals for the initiatives were met, which resulted in awards of scholarships and emergency aid support to students. With existing donors renewing support and new donors making contributions, both to support student programs, the LaGuardia Community College Foundation was able to award over \$2M in scholarship support (625 students received scholarships), emergency aid (1,100 students received emergency aid), and enrichment programs (543 students participated in programs and received awards). An increase of 20 new internship placements offered to students with professional development preparation (bringing the total internship placements to 44). Due to COVID-19, 16 students were unable to participate in internships in the Spring Semester.</p>	<p>Further cultivation touchpoints with scholarship donors and internship host partners via written reports of student notes and plans post-graduation. Donors funding scholarships, emergency aid, and enrichment programs will be asked to renew their support. Solicitation of internship host partners will be suspended and reassessed after New York Pause.</p>

-	Cultivate relationships with current and prospective enrichment partners.	<p>A cultivation event co-sponsored by a LaGuardia board member, a CEO of a Long Island City (LIC) technology and manufacturing company and the LIC Business Improvement District was organized to cultivate local businesses to support internships for LaGuardia students. Approximately 30 local businesses attended the event where they heard from the CEO and LaGuardia students about the internship program. With the launch of the Community Internships Program, new internship partners in the non-profit and community sector were solicited and signed on to host student interns.</p> <p>Collaboration: ACE Workforce, Marketing & Communications, Engineering/Business & Technology Depts.</p>	The number of new internships partners who hosted student interns. At the end of the program, both students and host partners completed a survey to assess success of the program.	Increase of cultivation and solicitation efforts resulted in 60 internship placements for students and 40 host partners.	Recruiting internship program partners is suspended until assessment after New York Pause.
-	Strengthen the process for assigning students to enrichment program internships.	<p>A first-ever student facing website (laguardia.edu/studentsupport/) with LaGuardia Community College Foundation programs (Scholarships, Emergency Funds, Honors Internship Program, President's Society, and President's Society Environment) each with online application capability went live in September 2019, where before only a physical brochure was available. An updated website which features new design and content went live in May 2020. Social media was used to promote student program opportunities and application availability. A reorganized physical student support office opened its doors in September for walk-in support with increased support staff.</p> <p>Collaboration: Marketing & Communications, IT.</p>	Analysis of website visits and social media clicks as well as the number of applications submitted. Analysis of in-office visits and number of inquiries and application to programs by students at the student support office.	In its first academic year of operation, Foundation student support website pulled 21K unique page views. The student support office also saw an increase of approximately 20% in-office visits that led to applications by students.	Create a strategy for student communication for the next academic year. Further assess web visits and application received, visits to the student support office to assess effectiveness of information and increase applications.

SECTION 1. LaGuardia Community College Strategic Plan Final Report, 2019-20

DIVISION/DEPARTMENT: Institutional Advancement / External Affairs

College Objective to be Addressed: (1) 4) Build Inclusive Community to Achieve the College Mission.

(d.) Deepen our relationships with community groups, building enrollment, community-based student support, and opportunities for civic engagement.

<u>Area-Specific Targets</u> (from 2019-20 Strategic workplan)	<u>Strategic Activities</u>	<u>Assessment</u>	<u>Results/Outcomes</u>	<u>Next Steps</u>
<p>Working cross-divisionally, develop and implement a community engagement platform that will enable us to inventory, track and share information about community partners and current activities enabling us to function in a more targeted, coordinated, and college-wide basis.</p>	<p>Develop database of community partners based on current and prospective partners.</p>	<p>President Paul Arcario charged VP Janet Corcoran with creating a college-wide community working group that will identify and track College-wide community partnerships. The members were identified and represented all divisions of the College. There were two planning meetings in which the College identified priorities and guidelines on tracking relationships. Collaboration: Adult Continuing Education (ACE), President's Office, Academic Affairs (AA), Institutional Advancement (IA), Student Affairs (SA), Information Technology (IT)</p>	<p>IT developed an online database for the input of partnership data.</p>	<p>The project was delayed. Our next steps pre COVID-19 were to identify and interview key internal stakeholders who collaborate with external partners.</p> <p>Due to COVID-19, there is uncertainty surrounding how key internal stakeholder needs and external partnership activities will shift as a result of having to work and engage with partners on a remote basis. Next steps will be clarifying with the President and College leadership how best to assess internal stakeholder needs and possibly rethinking membership and goals of the community working group to focus less on developing a database and more on improved coordination and information sharing. The group will also develop college-wide protocols on best practices in engaging with external stakeholders which will allow for stronger collaboration and strategic, coordinated outreach.</p>

	<p>Convince other College divisions and departments to use database.</p>	<p>Due to COVID-19, the outreach to College-wide divisions to identify community partnerships has been paused, hence also pausing creation of an active database. Collaboration: ACE, President's Office, AA, IA, SA</p>	<p>N/A; was to be number of database users and incidents of use.</p>	<p>N/A</p>	<p>Completing step 1A is required prior to starting 1B.</p>
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College Objective Addressed: (5) Advance Career and Workforce Development. (d.) Work with employers and community organizations to expand external experiential learning (internships, apprenticeships & service learning), engaging ACE and credit students

Area-Specific Targets (from 2019-20 Strategic workplan)	Strategic Activities	Assessment	Results/Outcomes	Next Steps	
<p>Expand and deepen relationships with Queens elected officials, government agencies, local businesses and community-based organizations (CBOs). These relationships will support the College’s strategic priorities including new recruitment strategies and enrollment and expanding external experiential learning opportunities.</p>	<p>Identify and cultivate relationships with Community Based Organizations (“CBOs”) who can provide students with experiential learning opportunities.</p>	<p>Community partnerships and sites were identified for Civic Honors Internship program. Students were placed in experiential learning opportunities in the public sector. An on-campus orientation session was hosted and 100% of student interns and host partners participated. LaGuardia Civic Fellows (students) will drop off recruitment literature at CBOs and elected official offices. Students will learn how to develop contacts at sites that serve potential LaGuardia students. Collaboration: IA-Development/Foundation.</p>	<p>The number of community-based host sites identified, and students successfully placed. The number of locations where LaGuardia recruitment literature and information was placed.</p>	<p>In the Fall there were 9 placements and 11 pending/potential placements for Spring semester. Due to COVID-19 we were unable to place students in internships during Spring semester. See Appendix A: Internships for details. LaGuardia recruitment literature and information was placed at 55 sites throughout Queens, NY and initial contacts for CBOs and elected officials were identified.</p>	<p>Due to COVID-19, the students’ placement was suspended for Spring. The program will no longer be operating in the foreseeable future. The program was funded by the LaGuardia Community College Foundation as a one year undertaking and funding will not be renewed, given the general uncertainty about when and whether student interns will be able to work safely at host sites. LaGuardia will continue reaching out to elected officials and CBOs (Community Based Organizations) through email.</p>

-	Establish relationships with prospective and existing partners who support students who may enroll at LaGuardia.	<p>The College planned to attend Chinatown Manpower Project (not-for profit which provides vocational training, employment services and education programs to disadvantaged immigrants and refugees throughout NYC) gala. The College was also invited to join the CHAAYA Community Development Corporation (which addresses the housing and economic needs for low-income South Asians and Indo-Caribbean New Yorkers) advisory group to plan their annual summer chapati mela. Due to COVID-19, the two events were cancelled. Although we were unable to attend the previously listed events, External Affairs did engage with the community in various other events. Events include LIC Partnership Summer Networking Event, Voices of Queensbridge book launch, Make the Road Gala and Astoria/LIC Branch NAACP Event.</p> <p>Collaboration: SA, AA</p>	Number of events attended.	<p>14 Community engagements events participated in where groups support students that might enroll at LaGuardia.</p> <p>See Appendix B: Outreach for details</p>	Next steps will be reaching out to CBOs to see if cancelled events will resume next year or be replaced by virtual events.
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-	Host and attend events for Queens elected officials, government agencies, local businesses and community-based organizations.	Attended Sunnyside Railyards Advisory Committee meetings and events; Hosted NYC Council Queens Delegation meeting on campus; Attended and presented to the NYS Assembly Delegation in Albany (February). Civic Fellows attended monthly Community Board 2, 3 and 4 meetings. Collaboration: President's Office, Administration (Events Office)	Number of engagements and events attended/hosted was used to assess success	Total of 60 elected activities and events tracked; 59 community/CBO activities and events tracked; 12 government agencies activities and events tracked. See Appendix B: Outreach for details.	Continue engaging with elected officials electronically. Due to COVID-19, engagement with elected officials to heavily rely on email, zoom meetings and pre-recorded congratulatory remarks.
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SECTION 1. LaGuardia Community College Strategic Plan Final Report, 2019-20

DIVISION/DEPARTMENT: Institutional Advancement / Marketing & Communications

College Objective to be Addressed: (1) Build Student Access and Success (e.) Develop new enrollment strategies (off-sites, iGen and older students) and more fluid connections from ACE to credit, and credit to ACE.

<u>Area-Specific Targets</u> (from 2019-20 Strategic workplan)	<u>Strategic Activities</u>	<u>Assessment</u>	<u>Results/Outcomes</u>	<u>Next Steps</u>	
<p>Develop and implement marketing and communications strategies that increase the number of prospective and current students.</p>	<p>Work cross divisionally to increase percentage of prospective and current students that are recruited, apply and enroll at LaGuardia.</p>	<ul style="list-style-type: none"> - Print materials—Lead Piece updated, multiple flyers created, including some that combine degree and ACE information, contact card, Guidance Counselor Brochure, Parent Brochure, Weekend College postcard, Spanish language brochure. - Received baseline social media strategy from Fuse; modified and deployed with focus on recruitment. Designed and implemented digital ad campaign. - Maintained multiple recruitment webpages and developed specific pages to support ads. - Collaboration: People resources from Institutional Advancement (IA), Student Affairs (SA), Academic Affairs (AA), Adult Continuing Education (ACE) and Information Technology (IT). Budget resources from SA and AA. 	<ul style="list-style-type: none"> - Print materials – measure via quantity distributed by Admissions and contact cards returned. - Social media <ul style="list-style-type: none"> i.Organic - measure impact through follower growth and engagement rate ii.Paid - measure through unique clicks, cost per click and click through rate - Website – measure via unique pageviews, time spent on page and bounce rate 	<ul style="list-style-type: none"> i. Print – (more coming soon; waiting on additional info from Admissions) <ul style="list-style-type: none"> a. Total applications for Fall 2019 (based on marketing in 2018-2019) = 25,584 b. Total applications for Fall 2020 (based on marketing in 2019-2020) = 21,970 The application period for Fall 2019 is complete; the Fall 2020 period has nearly three months remaining. COVID-19 may have impacted student’s intention to attend college, either because of illness, uncertainty or financial hardship. This can only be fully measured in September 2020. ii. Social media <ul style="list-style-type: none"> a. Organic <ul style="list-style-type: none"> 1. Over 3,700 new followers across three social platforms and an average 1.5% increase in engagement rates. See Appendix A: Social for details. b. Paid <ul style="list-style-type: none"> 1.2018-2019: there were no paid social media campaigns. The 2018-2019 Annual Assessment Plan currently identifies July 2019 and August 2019 ads as part of that Assessment year. 2. 2019-2020: results to date: <ul style="list-style-type: none"> - Unique click rate = 2,233 - Cost per click = \$0.66 (education industry average is \$1.06) - CTR = 0.85% (education industry average is 0.76%) iii. Website <ul style="list-style-type: none"> a. July 1, 2018 to June 30, 2019 total website page views were 16,008,441. This dropped significantly, 45.35%, in the following period July 1, 2019 to June 4, 2020 to 8,747,890. Unique pageviews also dropped 48%. Time spent on page increased 21 seconds and the bounce rate improved from 	<ul style="list-style-type: none"> - Print- Continue to update/freshen materials; expand materials in other languages - Social – More consistent monthly social media reports are being generated (as of January 2020) which allow for ongoing assessment and immediate improvement. - Website – Measure going forward based on the revised/current user interface; set future goals with major changes in mind.

				<p>25.33% to 5.5% (which is tremendous!). However, this is not a clean comparison.</p> <p>- In July 2019 the laguardia.edu changed significantly. The new homepage design has a more user-centered approach. The drop is partly attributed to the design, and is upon an explicit understanding of users, tasks, and environments; it is driven and refined by user-centered evaluation; and addresses the whole user experience. Also, at this time the Faculty/Staff portal launched and the My LaGuardia login page was moved off the domain. Current student now get content via email and My LaGuardia, and faculty and staff access key pages and services via the Portal. The increased time spent on page and the huge bounce rate improvement support this logic.</p> <p>a. External pages did not experience similar drops (Admissions pages declined by only 1.04%).</p> <p>b. Unique pageviews as a percentage of total views did not drop as much: in 2018-2019, 46.97% of pageviews were unique; in 2019-2020, 44.16% of pageviews were unique.</p> <p>c. Pages moved from the main site navigation to internal portals account for millions of pageviews.</p> <p>b. Moving into 2020-2021, the year-on-year comparisons will be aligned. <u>See Appendix B: Website for details.</u></p>	
<p>Improve website and keep content relevant, current, easy to find, easy to understand and visually compelling to targeted prospective and current students.</p>	<p>Increase in LaGuardia website unique page views, average time spent on pages and reduction in bounce rate</p>	<p>Ongoing page updates and refreshes, as well as new pages, supported with new photography and video.</p> <p>Collaboration: People resources from IA, SA, AA, ACE and IT</p>	<p>Measure via unique pageviews, time spent on page and bounce rate</p>	<p>See above data for homepage</p> <p>- Most significant is the tremendous drop in Bounce Rate; this indicates that the change was the right choice.</p> <p><u>See Appendix B: Website for details.</u></p>	<p>Set goals around specific pages that tie to new baseline.</p>

	<p>Increase in number of visitors to key student-facing landing pages, e.g., Admissions, Academics and Paying for College</p>	<p>Ongoing maintenance, updates and improvements to all website pages, while prioritizing key pages Collaboration: People resources from IA, SA, AA, ACE and IT.</p>	<p>Measure via unique pageviews, time spent on page and bounce rate</p>	<p>- Similar to other website data, there was a drop in total pageviews but not in other key metrics; indicating that prior years' total pageviews were inflated by current faculty/staff simply using it to access internal D11 - These pages are seeing an increase in time spent on page and a drop-in bounce which is positive. See Appendix B: Website for details.</p>	<p>As social media advertising expands; we will embed tracking pixels to monitor real prospect navigation and action on our website.</p>
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College Objective Addressed: (1) Build Student Access and Success (f.) Build graduation and transfer success, advancing the 40-credit initiative.

<u>Area-Specific Targets</u> (from 2019-20 Strategic workplan)		<u>Strategic Activities</u>	<u>Assessment</u>	<u>Results/Outcomes</u>	<u>Next Steps</u>
Support the Momentum goal of increasing the percentage of full-time freshmen students completing 30 credits in their first year.	Work cross divisionally on initiative designed to increase percentage of new students and current students who enroll for 15 credits in the fall and complete 30 credits in June.	Worked cross divisionally to continue implementation of 30 Credit Momentum Initiative, including use of 15 to Finish theme, website page update, video, flyer, pop-up banners, collateral (emails, VIP alerts, My LaGuardia Alerts, texts, postcard and call scripts), communications calendar, teaser copy for existing communications and refresher communications for trainers. Collaboration: People resources from IA, SA, AA, ACE and IT. Budget resources from SA.	Number of Fall 2019 and Spring 2020 registrations of 15+ credits.	- Fall 2019 # of students that completed 15+ Credits = 2,642 Spring 2020 # of students enrolled in 15+ Credits = 3,832	This is no longer a College communications priority, given the PAR (Proactive Advisement & Registration) for Continuing Students and NSPAR (New Student Proactive Advisement & Registration) initiatives.

SECTION 1. LaGuardia Community College Strategic Plan Final Report, 2019-20

DIVISION/DEPARTMENT: Student Affairs

College Objective Addressed: 1. Build Student Access and Success: a. Develop new enrollment strategies (off-sites, iGen and older students) and more fluid connections from ACE to credit, and credit to ACE)

<u>Area-Specific Targets</u> (from 2019-20 Strategic workplan)	<u>Strategic Activities</u>	<u>Assessment</u>	<u>Results/Outcomes</u>	<u>Next Steps</u>
<p>1. Joint recruitment plan for degree programs and non-degree programs offered by ACE; Creation of a unified recruitment calendar and a master communication plan.</p>	<p>1A. Strategic Recruitment Plan was developed through the Operational Effectiveness Framework in Fall 2019, including development of calendar, structured communications, expanded communications and advertising. In concert with Executive Council initiatives on Social Media marketing development. 1B. The Executive Council approved \$170,000 in funding to support recruitment efforts outlined in that plan. 1C. There has also been a divisional redesign, moving ACE Enrollment Management into Student Affairs, to further strengthen the cross-supportive nature of the recruitment and enrollment processes.</p>	<p>1. All targets were met and exceeded in this area.</p>	<p>1. What recruitment efforts we were able to implement this spring were severely altered or effected by the pandemic. We will have a full analysis of those efforts at the end of the fall enrollment cycle in September.</p>	<p>1. We adapted several elements of the strategic plan – recruiting travel and on-campus information sessions were scrapped, online information sessions were developed; print media buys were scrapped, social media buys were expanded. Fall access to campus will determine if we’re able to resume those, or will continue our adapted efforts. Print materials in multiple languages, information sessions in increased languages were both able to continue according to the plan, however, and are now in use.</p>

College Objective Addressed: 1. Build Student Access and Success a. Develop new enrollment strategies, b. Strengthen FYS and Advisement 2.0, f. Build graduation and transfer success, advancing the 30-Credit Initiative

<u>Area-Specific Targets</u> (from 2019-20 Strategic workplan)	<u>Strategic Activities</u>	<u>Assessment</u>	<u>Results/Outcomes</u>	<u>Next Steps</u>
<p>2. Develop more strategic and integrated planning and activities for Continuing Student Enrollment.</p>	<p>2A.CSTRAT – This group has continued to meet bi-weekly through 2019-20, and has expanded in the Spring. It oversaw not just the implementation of PAR for the fall of 2019, but expanded it, and oversaw the processes necessary to transition vastly expanded advising services online in the spring of 2020 due to the pandemic.</p> <p>2B. On PAR was fully actualized for fall 2019, focused on at risk students. It was expanded to a small group of new students for the spring of 2020, and during the spring of 2020, has been brought to scale. Where 1431 students were “PARed” in the summer of 2019, this summer will see more than 8000 continuing students and all incoming students, new</p>	<p>2A. CSTRAT created and developed dashboards for monitoring both advisor caseload management, and continuing student enrollment tracking by advising area. This allowed for both several real-time adjustments to communications, and to identifying student groups that were not part of initial planning and including them.</p> <p>2B. PAR assessment is ongoing. Initial assessment of PAR (for the summer 2019 process) focused on: a) getting students PARed, by creating SEPs in DegreeWorks, registering them, and coding them as PAR1; b) stickiness of PAR – did they remain registered; and c) maintaining a schedule of</p>	<p>2A. CSTRAT was been extraordinarily responsive to adapting major initiatives, like PAR, moving it from pilot to scale quickly and effectively, and has generated extremely helpful new tools for advisors and managers to track student engagement and enrollment.</p> <p>2B. All students designated to be PARed were completed in the time allotted, the first month. As of September, 81% of PAR-eligible students, and 72% of PARed students, were registered for the fall. This was higher than the rate at which this population was normally registered, and thus deemed successful. A communication plan was put in place and adhered to, but also</p>	<p>2A. CSTRAT evolved into SARO this year (Student Advising and Registration Operations), expanding from focusing just on continuing student enrollment, to cross-divisional operational focus. With the expansion of PAR to incoming students, the group grew to include the areas of enrollment management and student engagement, so that the process of bridging from applicant to student would be streamlined, and so that orientation and onboarding was built into the mechanics of the process.</p> <p>2B. PAR has become the basis for advising and registering all student groups, with the minor exceptions. It is under constant assessment and revision, and new tools are being developed currently to improve our data gathering and subsequent communications and advisement. It was a significant leap this spring, moving from, last spring, a pool of about 3400 eligible students, with about 1400 actually being PARed, to more than 17,000 eligible students (9000 continuing non-ASAP, 3000 ASAP, and 5000 incoming).</p>

	<p>and transfer, included in this process.</p> <p>2C. 30 Credit Momentum Initiative scheduling reforms were in place for the fall of 2019 and spring of 2020.</p> <p>2D. Visual Schedule Builder Pilot development and implementation of this CUNY tool. Development this spring with launch as a pilot August 2019 for fall 2019 courses; full implementation for spring 2020 enrollment beginning Oct. 2019. Assessment ongoing from initial implementation.</p>	<p>communications through all stages of this process.</p> <p>2C. Assessment for this 2018-19 project will take place during the fall of 2020 in evaluation of 30 credit completion by the fall 2019 cohort.</p> <p>2D. Pilot for fall was not implemented by CUNY in time, but full spring implementation was successful.</p>	<p>expanded on, and has undergone extensive expansion as a result of narrowing messaging to specific student groups to increase response rates and movement.</p> <p>2C. Overall initiative objective will be evaluated during the Fall 2020 term, as it is based on completion of credits through the 2019-2020 academic year.</p> <p>2D. Data on spring registration through VSB will be available likely at the end of the summer.</p>	<p>2C. Evaluation of Scheduling Key Performance Indicators was to happen after the Fall 2019 and Spring 2020 add/drop dates passed, when student enrollment is locked (commencing in March). This did not happen due to the COVID pandemic. We will be able to evaluate this as things settle, and in fact, Spring 20 going forward, will have much better data due to the Schedule Builder tool.</p> <p>2D. There is no further follow-up needed on VSB Implementation, and as CUNY initiative, any assessment of it as a tool is theirs to do. On our end, however, we will want to develop deep use of the new data this generates to enhance course scheduling and maintenance.</p>
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College Objective Addressed: Strengthen Learning for Students and for faculty, staff, and the college - Support innovation, assessment and cross-divisional faculty and staff development to build professional learning and advance student learning and success

<u>Area-Specific Targets</u> (from 2019-20 Strategic workplan)	<u>Strategic Activities</u>	<u>Assessment</u>	<u>Results/Outcomes</u>	<u>Next Steps</u>
<p>3. Enhance and streamline the current co-curricular funding process and training of faculty for the development and support of co-curricular activities.</p>	<p>3A. A new webpage will be created where all of the different categories of funding will be described, the requirements, the process, and all of the necessary Business Affairs paperwork will be directly linked to that webpage. 3B. A tutorial video will be created for faculty to use as they prepare for proposal submission and implement programs. 3C. A series of training workshops in collaboration with the Center for Teaching and Learning will be offered to better prepare faculty interested in applying for co-curricular funding.</p>	<p>3A. Gathered and reviewed data from faculty focus groups and feedback from the selection committee regarding the process to submit and implement co-curricular funding. A new webpage was created that outlined all of the details and information about the process, requirements, categories, and budget process. 3B. A video was not created as the faculty and the selection committee agreed that the webpage was more than enough. Faculty who had additional questions were provided one-on-one meetings to go over their proposals, budgets, and Business Affairs processes.</p>	<p>There has been an increase in proposal submissions when comparing 2018-2019 (47 proposals) and 2019-2020 (60 proposals):</p> <ul style="list-style-type: none"> ○ Fall 2019 proposals submitted – 33 ○ Fall 2019 proposals approved – 25 ○ Spring 2020 proposals submitted – 27 ○ Spring 2020 proposals approved - 22 	<p>What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p> <p>Given our new circumstances, the co-curricular funding initiative will not be available for 2020-21. College Association will have to provide faculty members an opportunity to apply directly to their</p> <p>We will update the new webpage with the new information stating that this year’s co-curricular funding initiative will be on hiatus and faculty should apply through College Association for virtual co-curricular experiences.</p>

<p>4. Collaborate with the Liberal Arts to develop innovative co-curricular program opportunities for their respective students. This goal supports the college-wide strategic plan because of the focus on increasing co-curricular programming and creating more engaging in opportunities for students.</p>	<p>4. Unfortunately due to the COVID-19 pandemic, this goal could not be fully achieved. The only aspect of the goal that was completed was the planning. Met with faculty from Liberal Arts majors to develop a series of programs. Aligned planning to core competencies and the ePortfolio.</p>			<p>4. The next step would be to re-evaluate the goal and implement a virtual experience during Fall 2020, but due to budget constraints, the funding will not be available until fiscal year 2021.</p>
<p>5. Collaborate with the Business and Technology to develop innovative co-curricular program opportunities for night and weekend students. This goal supports the college-wide strategic plan because of the focus on increasing co-curricular programming and creating more engaging in opportunities for our evening and weakened students.</p>	<p>5. Unfortunately due to the COVID-19 pandemic, this goal could not be fully achieved. The only aspect of the goal that was completed was the planning. Met with faculty from Business and Technology major to develop a series of programs. Aligned planning to core competencies and the ePortfolio.</p>			<p>5. The next step would be to re-evaluate the goal and implement a virtual experience during Fall 2020, but due to budget constraints, the funding will not be available until fiscal year 2021.</p>