

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

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

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

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

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

INSTRUCTIONS:

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

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

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

TERMS AND CATEGORIES:

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

Area Specific Targets

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

Strategic Activities & Timeline

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

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

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

Cross-Divisional Impact, Involvement, and/or Collaboration

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

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

DIVISION/DEPARTMENT: Academic Affairs – Liberal Arts Program

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

<p align="center"><u>Area-Specific Targets</u></p> <p>What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p>	<p align="center"><u>Strategic Activities & Timeline</u></p> <p>What specific actions will you take to achieve the targets? How and when will these actions be completed?</p>	<p align="center"><u>Assessment</u></p> <p>Identify and explain your assessment measures. How will you assess or determine that the targets have been achieved? What measures will you use to provide evidence related to your activities?</p>	<p align="center"><u>Cross-Divisional or Student Collaboration</u> (if applicable)</p>
<p>Continue work begun in AY2019-2020 to improve the cohesiveness and academic experience for Liberal Arts majors by creating opportunities to connect students to the major and building a Liberal Arts identity across the campus</p> <p>[Strategic Plan Objective 1D: <i>Build Student Access and Success: Strengthening the Cohesiveness of Liberal Arts Majors</i>]</p>	<ol style="list-style-type: none"> 1. Working with the Liberal Arts Working Group, create a Liberal Arts Orientation Video for Fall 2020 incoming freshman students linked to the Liberal Arts website, the core ePortfolio, Comevo and sent to FYS instructors. This will replace Covid-19 impacted in-person orientation sessions. 2. Pilot newly developed Liberal Arts Core ePortfolio in Fall I in three first year seminars (LIF101 and LMF101) 3. Develop plan for training FYS faculty in new core ePortfolio (Fall II 2020) and implement training in Spring I 2021 4. Implement two Liberal Arts Math and Science Learning Communities in Fall I 2020 and assess effectiveness 	<ul style="list-style-type: none"> • At least 50% of new Liberal Arts freshmen view video • Survey of FYS students on helpfulness of video • Survey faculty and students on effectiveness of ePortfolio components and activities in building understanding of major • Training plan developed in conjunction with CTL • At least 50% FYS faculty participate in training • Compare GPA, credits accumulated, 2nd semester retention with LA Math & Science students who did not participate in an LC in Fall I 	<p>Marketing and Communications</p> <p>Center for Teaching and Learning</p>

	<p>5. Develop a Liberal Arts website with pertinent major specific information to launch in Fall 1 2020 and promote among students, staff and faculty</p>	<ul style="list-style-type: none"> • Survey LC students on effect of LC on understanding of Liberal Arts, connection to the major and connection to faculty and peers • # website hits 	<p>Marketing and Communications</p>
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DIVISION/DEPARTMENT: Academic Affairs – Pre-College Programs

College Objective to be Addressed: 1. Build Student Access and Success

<p><u>Area-Specific Targets</u> What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p>	<p><u>Strategic Activities & Timeline</u> What specific actions will you take to achieve the targets? How and when will these actions be completed?</p>	<p><u>Assessment</u> Identify and explain your assessment measures. How will you assess or determine that the targets have been achieved? What measures will you use to provide evidence related to your activities?</p>	<p><u>Cross-Divisional or Student Collaboration</u> (if applicable)</p>
<p>Enable students to be college ready by earning credits before high school graduation</p>	<p>Ensure juniors and seniors at partner high schools are able to complete at least one Pathways approved course per semester.</p> <p>Host themed workshops by area-specific departments (e.g., Humanities and Social Science) to discuss LaGCC major options.</p>	<p>1. Enroll 5000 students per academic year in Pathway courses 2. 85% Successful completion rate (C grade and above)</p> <p>At least 150 students attend a workshop</p>	<p>Admissions</p>

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

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

College Objective to be 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

<p align="center">Area-Specific Targets</p> <p>What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p>	<p align="center">Strategic Activities & Timeline</p> <p>What specific actions will you take to achieve the targets? How and when will these actions be completed?</p>	<p align="center">Assessment</p> <p>Identify and explain your assessment measures. How will you assess or determine that the targets have been achieved? What measures will you use to provide evidence related to your activities?</p>	<p align="center">Cross-Divisional or Student Collaboration (if applicable)</p>
<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 • 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 	<p>Based on Spring II pilot, offer NTC 2.0 for faculty teaching new FYS courses. Work with FYS liaisons to support instruction, advisement, registration, and degree planning for distance/online education when applicable. Annual</p> <p>Recruit/ train 100 students to serve in CTL peer mentoring programs in order to foster students' understanding of degree, career, and transfer. Annual</p> <p>Support Advisement 2.0 professional development for faculty, staff, and Peer Advisors (depending on funding). Annual</p> <p>Offer Motivational Interviewing seminar to support developmental advising conversations. Fall II 2020 (Winter 2021)</p> <p>Coordinate Frontline staff PD for 50 staff. Fall or Spring</p> <p>Support success of 150 Student Success Mentors, Student Technology Mentors, and Peer Advisors through professional development experiences, incl. networks, fairs and clubs. Annual</p>	<p>Increase % of new/transfer students in FYS. Post-seminar surveys inform regular updates to faculty and the design of faculty resources. Maintain 10 percentage points increase in one-semester retention for students enrolled in FYS compared to students in the same major not enrolled.</p> <p>Student surveys in FYS Studio Hours evaluate Student Success Mentors, as well as impact of FYS on learning. 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>Post-seminar surveys evaluate the impact of seminar on faculty practice and inform subsequent seminar planning.</p> <p>Post-workshop surveys shape future planning.</p> <p>Peer Mentor evaluations. Retention and graduation rates above 90% for students who complete at least one semester of employment in a CTL peer mentor position.</p>	<p>SA</p> <p>IA, IT, SA</p> <p>SA, IT</p> <p>HR (Admin)</p> <p>Academic Depts, SA</p>

College Objective to be 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

<p align="center"><u>Area-Specific Targets</u></p> <p>What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p>	<p align="center"><u>Strategic Activities & Timeline</u></p> <p>What specific actions will you take to achieve the targets? How and when will these actions be completed?</p>	<p align="center"><u>Assessment</u></p> <p>Identify and explain your assessment measures. How will you assess or determine that the targets have been achieved? What measures will you use to provide evidence related to your activities?</p>	<p align="center"><u>Cross-Divisional or Student Collaboration</u> (if applicable)</p>
<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 indicate learning and implementation • Assessment Deposits • Benchmark Reading Scores 	<p>Offer seminars and showcases around assignments linked to Core Competencies & Communication Abilities for faculty. Specifically, offer the ePortfolio and IPS and Digital Communication Focus Seminars. Annual</p> <p>Support the Outcomes assessment process by coordinating annual Benchmark Readings, including artifact depositing and reporting. Address technology needs (accessing files, etc.). Provide 40 workshops per semester and open labs to support assessment deposit practices. Annual</p> <p>Provide Deposit Reports to Program Directors and Department Chairpersons. Deepen the College’s capacity around data analysis and reporting by working with IR, and the ePortfolio and Assessment Leadership Teams. Spring 2021</p>	<p>Post-seminar surveys indicate the value of seminar experience and faculty implementation of assignments.</p> <p>Increase Benchmark Reading scores for students in 45+ credit bucket. Reduce artifacts scored "not applicable" to the indicated rubrics. Reduce artifacts considered “not accessible” because of technical issues with depositing.</p> <p>Provide more sophisticated program reports for Gen Ed outcomes and PLO reporting.</p>	<p align="center">IR</p>

College Objective to be Addressed: 2b/3b/4b. Develop and refine digital learning environments and online offerings that build student engagement, learning and success AND Develop strategies that use our diversity - including language diversity - as a resource for learning.

<p><u>Area-Specific Targets</u> What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p>	<p><u>Strategic Activities & Timeline</u> What specific actions will you take to achieve the targets? How and when will these actions be completed?</p>	<p><u>Assessment</u> Identify and explain your assessment measures. How will you assess or determine that the targets have been achieved? What measures will you use to provide evidence related to your activities?</p>	<p><u>Cross-Divisional or Student Collaboration</u> (if applicable)</p>
<p>Distance Education has provided deeper understanding of student learning needs. 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 while attending to diverse needs of students. Attending to students linguistic needs and the impact of the digital divide on communities of color is an important area of focus</p> <p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Seminar Participant Surveys • Student Survey re: ePortofolio • Course and Retention Data • Faculty surveys re: the digital learning environment. 	<p>Offer the ePortfolio seminar and implement new core ePortfolio approach linked to Title V goals. Annual</p> <p>Coordinate recruitment and training of 50 students in technology mentor programs that support faculty and student technology needs (STMs, IDAs, and ePortfolio Consultants). Annual</p> <p>Survey faculty re: their implementation of learning technologies. Determine sustainable approach to COIL course. Spring 2020</p> <p>Support online/distance education preparation and implementation. Fall 2020 and possible Spring 2021</p> <p>Offer Language Across the Curriculum and Diversity, Equity and Inclusion seminars. Annual</p>	<p>80% of students in academic programs using ePortfolio will update modules and 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 percentage points for students in target courses.</p> <p>Number of faculty completing survey. Results help shape technology support of CTL peer mentoring programs and CTL seminar and workshop offerings. Plan for COIL activities.</p> <p>Faculty participating in workshops. Surveys.</p> <p>Post-seminar surveys indicate the value of seminar experience and faculty implementation of assignments and activities.</p>	<p>IT</p>

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

DIVISION/DEPARTMENT: Division of Adult and Continuing Education

FY 21 College Objective to be 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> What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?	<u>Strategic Activities & Timeline</u> What specific actions will you take to achieve the targets? How and when will these actions be completed?	<u>Assessment</u> Identify and explain your assessment measures. How will you assess or determine that the targets have been achieved? What measures will you use to provide evidence related to your activities?	<u>Cross-Divisional or Student Collaboration</u> (if applicable)
<p>We will work to develop new revenue streams for the college while meeting the following targets:</p> <ul style="list-style-type: none"> 1. Total dollar amount of research grants (3-year weighted rolling average) will be maintained at \$500,000 or higher. 2. Number of funded research grants will be maintained at 8 or more. 	<p>Between now and May 2021, we will:</p> <ul style="list-style-type: none"> 1. Work with leadership in Academic Affairs, ACE, and Student Affairs to identify college-wide funding needs as well as areas of faculty/staff research expertise and interests. Use this information to identify 12-15 targeted funding opportunities through various online databases, share these with appropriate faculty and staff, and work with them to review each opportunity for potential proposal submission. 2. Conduct 7 pre-award workshops (up from 5 last year) by offering 2 additional sessions of the most popular FY19 offering, How to Find Funding for Your Project. Other topics may include budgeting, program design/evaluation, and crafting a strong proposal. Expected target for participation is a minimum of 10 attendees per workshop. 	<p>We will measure the number of:</p> <ul style="list-style-type: none"> • Number of faculty and staff we meet with • Number of Funding opportunities shared • Number of Proposals submitted • Number of Grants awarded • Number of Workshops completed <p>Workshops and seminar will have sign-in sheets to record attendance.</p> <p>Workshops and seminar will have surveys to measure participant satisfaction.</p> <p>Current workshop surveys will be revised to include questions re any past grant experience and whether the attendee felt the workshop prepared them to submit a proposal.</p>	<p>Ongoing coordination and collaboration with leadership, faculty and staff in Academic Affairs, Student Affairs, and ACE.</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>3. Pilot a new cohort-based seminar tailored to the needs of specific P.I.'s-programs. Between 3-6 participants will enroll in the seminar via an application process. The seminar will have 5 meetings between November and March. Each participant will prepare a new proposal for submission by the conclusion of the seminar.</p>	<p>Feedback on surveys will inform future workshop and seminar content.</p>	
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DIVISION/DEPARTMENT: Division of Adult and Continuing Education

FY 21 College Objective to be Addressed:

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

<p><u>Area-Specific Targets</u> What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p>	<p><u>Strategic Activities & Timeline</u> What specific actions will you take to achieve the targets? How and when will these actions be completed?</p>	<p><u>Assessment</u> Identify and explain your assessment measures. How will you assess or determine that the targets have been achieved? What measures will you use to provide evidence related to your activities?</p>	<p><u>Cross-Divisional or Student Collaboration</u> (if applicable)</p>
<p>In collaboration with College IT, ACE will work to implement and provide training for a new student information system (SIS) Xenegrade which will better support the student and staff experience by:</p> <ol style="list-style-type: none"> 1. Streamlining ACE enrollment processes from 30+ different registration models to 5. This will reduce the number of steps taken for students to register, reducing barriers to enrollment including a more efficient online registration process for both students and staff. 2. Developing automated reports that centralize data collection in one place to provide better decision-making information for leadership and program/ course management for staff. This also 	<p>Between now and May 2021, we will:</p> <ol style="list-style-type: none"> 1. Work with College IT, The Bursar’s Office and Business Office to catalogue current enrollment and payment processes. Using the architecture of the new system, develop five tracks for online enrollment by students and staff. Test the system to ensure it works with current financial operations and policies. 2. Conduct at least 5 in person trainings (one for each of the five tracks) for ACE staff and train them on the new processes. 3. Develop a repository of training materials; including a training manual recorded webinars and glossary of system terms in an online space that can be accessed by all faculty and staff within ACE. 4. Create a standardized set of data, and course management reports for leadership, faculty and staff to use within the system and to comply with state and federal funding requests (i.e. Perkins) and a reporting module where staff can develop their own unique reports from a standard set of reporting elements. 	<p>We will assess this target by measuring the following:</p> <ol style="list-style-type: none"> 1. Number of current registration models compared with new models. Number of reduced steps between old and new registration models. 2. Workshops and seminar will have sign-in sheets to record attendance. 3. Creation of online repository of training materials. 4. Creation of reporting within the system and custom report writing tool for staff. 5. Creation of a documented process and reports for tracking ACE transition to credit students to the College. 	<p>Ongoing coordination and collaboration with College IT, Bursar’s Office, and the Business Office.</p>

<p>includes training of staff by College IT on how to best utilize the new student information system and set up and run reporting modules.</p> <p>3.Strengthen tracking of ACE student to degree programs at LaGuardia.</p>	<p>5. Write and test new procedures and reports within Xenegrade for tracking ACE non-credit students to degree seeking programs at LaGuardia. Pilot these procedures as part of overall SIS implementation.</p>		
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DIVISION/DEPARTMENT: Adult & Continuing Education

FY 21 College Objective to be Addressed

5. Advance Career and Workforce Development

5c: Strengthen career readiness, programming, helping students understand, prepare for and find success in meaningful and rewarding careers.

<p><u>Area-Specific Targets</u> What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p>	<p><u>Strategic Activities & Timeline</u> What specific actions will you take to achieve the targets? How and when will these actions be completed?</p>	<p><u>Assessment</u> Identify and explain your assessment measures. How will you assess or determine that the targets have been achieved? What measures will you use to provide evidence related to your activities?</p>	<p><u>Cross-Divisional or Student Collaboration</u> (if applicable)</p>
<p><u>Objectives</u> Strengthen career readiness, programming, helping students understand, prepare for and find success in meaningful and rewarding careers.</p> <p>Identify and select 10 employers willing to provide job shadowing opportunities for credit and non- credit students</p> <p>Provide job shadowing opportunities for up to 20 credit and non-credit students</p>	<p><u>Summer 2020</u> Coordinate with Adult & Continuing Education, Center for Career & Professional Development (CCPD), and academic programs to identify which students will benefit most from job shadowing opportunities (ongoing) Compile a list of potential employers (20) to engage for job shadowing opportunities for ACE and credit students (ongoing)</p> <p><u>Fall 2020 / End Fall 2020</u> Identify employers (20) that are willing to provide job shadowing opportunities for ACE and non-credit students (ongoing) Create application process for students to apply and register Career & Technical Education Assistance (CTEA) will conduct interviews with potential students (30) and match them with employers</p> <p><u>Spring 2021</u> Create informational materials about the job shadowing opportunities for ACE and non-credit students Students will be connected to partnered employers for job shadowing opportunities that may last anywhere from one day to two-weeks.</p> <p><u>Summer 2021</u> Students and employers will complete surveys/evaluations at the end of the job shadowing assignment</p>	<p>Skills assessment (non-credit TABE-Reading and Math, Resume review, Interview with staff</p> <p>Students and employers will complete a survey/ evaluation about the experience</p> <p>Final report will include the following: number of employers contacted and the number secured, number of registered students per department, number of students participating, number of students completed, and a summary of survey results</p>	<p>CCPD and academic programs</p>

DIVISION/DEPARTMENT: Adult & Continuing Education

FY 21 College Objective to be Addressed:

- 5. Advance Career and Workforce Development
- 5.a. Make greater use of ACE labor market & employer data in programming

<p><u>Area-Specific Targets</u> What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p>	<p><u>Activities & Timeline</u> What specific actions will you take to achieve the targets? How and when will these actions be completed?</p>	<p><u>Assessment</u> Identify and explain your assessment measures. How will you assess or determine that the targets have been achieved? What measures will you use to provide evidence related to your activities?</p>	<p><u>Cross-Divisional or Student Collaboration</u> (if applicable)</p>
<p><u>Objectives</u> Explore opportunities for non-credit to credit pathways around Industrial Design and Advance Manufacturing programs using a mix of traditional and real-time Labor Market Information to identify curriculum focus for new non-credit programming that that can lead into applicable degree programs.</p>	<p>(Summer 2020) Coordinate a meeting with Career & Professional Programs (CAPP) and the Humanities department on the nature of the objective and learn more about the current state of Advance Manufacturing and Industrial Design program portfolio. Identify areas of potential new program development. (Fall 2020) Coordinate with the Industrial Design and Advance Manufacturing areas to understand curriculum and identify what skills and content should be focused on for the potential development of a new non-credit program that can articulate into applicable Associates degrees. (Spring 2021) Provide LMI data to Career & Professional Programs and the Humanities Department for inclusion in non-credit program and curriculum review Finalize reports, present final programming recommendations to ACE Senior Leadership</p>	<p>ACE Industrial Design and Advance Manufacturing program review and LMI research completed. Gaps and opportunities identified and report finalized</p> <p>Employer/Industry partner validation of LMI and proposed new program</p> <p>Finalized best practices report and methodology for use of LMI in new program development and curriculum review</p>	<p>Humanities Department Student Participation</p>

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

DIVISION/DEPARTMENT: Administration/Business Office

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

<p align="center"><u>Area-Specific Targets</u></p> <p>What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p> <p>Identify 2-3 clear and measurable outcomes that can be achieved by May 2021.</p>	<p align="center"><u>Strategic Activities & Timeline</u></p> <p>What specific actions will you take to achieve the target? How and when will these actions be completed? How will these tasks lead to achieving the objective target by the deadline?</p>	<p align="center"><u>Assessment</u></p> <p>Identify and explain your assessment measures. How will you assess or determine that the target has been achieved? What measures will you use to provide evidence related to your activities?</p>	<p align="center"><u>Cross-Divisional or Student Collaboration</u> (if applicable)</p>
<p>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.</p>	<ul style="list-style-type: none"> • User acceptance training will take place in Fiscal Year 2020 • College Association and Auxiliary will go-live July 1, 2020 (FY21) • Ongoing training will be made available for new users. • The activities listed will ensure a seamless transition from our shadow system to CUNYfirst. 	<p>The success of implementation will be measured as each of the entities go live. The Business Office has developed the following key performance indicators:</p> <ul style="list-style-type: none"> • Comparative analysis of Purchase Orders processed • Comparative analysis of payments processed within 30 days • Expenditure Analysis <p>Key Performance Indicators will be reported on a quarterly basis.</p>	<p>ADM (SA and IT)</p>

DIVISION/DEPARTMENT: Administration/Business Office

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

<u>Area-Specific Targets</u>	<u>Strategic Activities & Timeline</u>	<u>Assessment</u>	<u>Cross-Divisional or Student Collaboration</u> (if applicable)
<p>What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p> <p>Identify 2-3 clear and measurable outcomes that can be achieved by May 2021.</p>	<p>What specific actions will you take to achieve the target? How and when will these actions be completed? How will these tasks lead to achieving the objective target by the deadline?</p>	<p>Identify and explain your assessment measures. How will you assess or determine that the target has been achieved? What measures will you use to provide evidence related to your activities?</p>	
<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>Purchasing Office will participate in CUNY Diversity Summit which gives opportunities to MWBE's and SDVOB's to present their businesses to CUNY schools (virtual TBD).</p> <p>Create recorded educational trainings to educate all end-users on the importance of MWBE and SDVOB vendors which will be permanently posted on the Purchasing/Business Office website.</p>	<p>Compare the campus FY 20 Minority/Women-owned Business Enterprises (MWBE) totals with FY21 MWBE totals and determined that the college increased participation of MWBE procurement and service contracts by 3% or more.</p>	<p>ADM (All)</p>

DIVISION/DEPARTMENT: Administration/Facilities

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

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

<p><u>Area-Specific Targets</u> What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective? Identify 2-3 clear and measurable outcomes that can be achieved by May, 2021.</p>	<p><u>Strategic Activities & Timeline</u> What specific actions will you take to achieve the target? How and when will these actions be completed? How will these tasks lead to achieving the objective target by the deadline?</p>	<p><u>Assessment</u> Identify and explain your assessment measures. How will you assess or determine that the target has been achieved? What measures will you use to provide evidence related to your activities?</p>	<p><u>Cross-Divisional or Student Collaboration</u> (if applicable)</p>
<p>Renovate a minimum of 6 classrooms annually, upgrading walls, floors, ceiling and lighting</p>	<p>The Division of Administration in collaboration with the Division of Student Affairs and Academic Affairs will identify a minimum six unpopular classroom and will perform renovations to improve utilization, aesthetic qualities and allow the flexible instructional layouts.</p>	<p>Utilization of the space before and after following by a user survey to assess project success. Demonstrate increased flexibility of layout, lighting features and quality to accommodate a variety of program needs.</p>	<p>ADM (IT, AA, SA, ACE)</p>

DIVISION/DEPARTMENT: Institutional Advancement/Development

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

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>		<u>Strategic Activities & Timeline</u>	<u>Assessment</u>	<u>Cross-Divisional or Student Collaboration</u> (if applicable)
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 through a new objective for this fiscal year to add one or two new members to the LaGuardia Community College Foundation Board of Directors, who will be required to make a minimum required donation (\$10K) to support the Foundation’s student programs.	The department will work with current board members and the Foundation’s Governance & Nominations Committee to identify, research and cultivate prospective members between July 1, 2020 to June 30, 2021 fiscal year.	The number of cultivation meetings between current board members and prospective members. The number of campus or virtual visits made by prospective board members to meet the college President, existing Board members and students. New board members elected to the LaGuardia Community College Foundation.	Students in the Foundations President’s Society and President’s Society Environment program who serve as ambassadors for the College and assist Development staff with cultivation activities.
-	Cultivate relationships with existing and prospective major donors through an objective to further develop relationships with prospective donors remains, using the college’s 50th anniversary year as the campaign for support.	The department will engage distinguished College founding faculty, leaders and alumni to participate in the college’s 50th anniversary activities. The department will invite prospective major donors to visit the campus to meet the College President and students. The department will solicit prospective donors to support the special scholarship fundraising campaign for the 50th anniversary year.	Both existing and prospective major donors will be tracked via their participation in the college’s 50th anniversary activities, including website, oral histories, celebration events, campus visits to meet with College President and students, and 50th anniversary campaign to support student scholarships.	President’s Office; Marketing & Communications; President’s Society and President’s Society Environment students.

DIVISION/DEPARTMENT: Institutional Advancement/Development

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

(2) Strengthen Learning for Students – and for Faculty, Staff and the College (d.) 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 & Timeline</u>	<u>Assessment</u>	<u>Cross-Divisional or Student Collaboration</u> (if applicable)
Continue to offer the LaGuardia Community College Foundation two signature student enrichment programs: President’s Society and President’s Society Environment.	<p>Advance student learning and success for 50 LaGuardia students through the President’s Society program via a series of workshops on job interviewing skills, resume writing, and presentation skills, as well as networking with external business professionals.</p> <p>The objective to provide professional development skills for high potential students remains. With a possibility of ongoing distance learning modality for at least one semester, the program will continue with virtual workshops.</p>	A curriculum of virtual workshops for the Fall Semester is being developed. A curriculum of traditional on campus workshops for the Spring Semester is being developed. The department will run weekly program for students to participate in workshops to teach job interview skills, resume writing, presentation skills, how to network with professionals at college functions.	Attendance of students at the workshops. A program assessment survey including measurement of knowledge gained from the workshop at the end of the program.	President’s Office.

-	<p>Advance student learning and success for 20 LaGuardia students through the President's Society Environment program via a series of workshops on communications, project management and activism and by collaborating with faculty, community and government organizations on environmental issues.</p> <p>The objective to develop students as activists and advocates for environmental justice remains. With a possibility of ongoing distance learning modality for at least one semester, the program will continue with virtual workshops.</p>	<p>A curriculum of virtual workshops for the Fall Semester is being developed. A curriculum of traditional on-campus workshops and off-campus site specific projects for the Spring Semester is being developed. The department will run weekly program for students to participate in workshops to teach them to engage with community leaders, develop strategies and tactics for environmental justice projects and work with community organizations to promote environmental advocacy and stewardships.</p>	<p>Attendance of students at the workshops. Written project assignment at the end of the program. A program assessment survey including measurement of knowledge gained from the workshop at the end of the program.</p>	<p>President's Office, Natural Sciences Department.</p>
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DIVISION/DEPARTMENT: Institutional Advancement/External Affairs

College Objective to be Addressed: 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>		<u>Strategic Activities & Timeline</u>	<u>Assessment</u>	<u>Cross-Divisional or Student Collaboration</u> (if applicable)
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.	Gather key internal stakeholders to meet and collaborate in building community partnerships.	Re-engage the original working group this summer to resume identifying key stakeholders and seek guidance from the College's Executive Council about goals and approach. In Fall 2020 will survey key internal stakeholders. Group to meet in Winter 2021.	Number of strategic partnerships with external stakeholders that have cross-campus involvement.	College-wide collaboration.

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>		<u>Strategic Activities & Timeline</u>	<u>Assessment</u>	<u>Cross-Divisional or Student Collaboration</u> (if applicable)
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 on enrollment.	Engage and virtually attend community town halls, forums, video conference meetings with prospective and existing partners who support students who may enroll at LaGuardia.	Civic Fellows to attend monthly Community Board Meetings with a focus on Community Board 2, 3 & 4. Activities are ongoing and will continue over the summer. EA will also attend Town Halls and track services offered in the community that our students can access and utilize.	Tracking of activities and follow-up from meetings. Create a spreadsheet of free services identified for and disseminated to students.	Institutional Advancement, Student Affairs and various departments that provide student support services.

DIVISION/DEPARTMENT: Institutional Advancement/Marketing & Communications

College Objective to be 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>		<u>Strategic Activities & Timeline</u>	<u>Assessment</u>	<u>Cross-Divisional or Student Collaboration</u> (if applicable)
Develop and implement marketing and communications strategies that increase the number of prospective and current students.	Increase number of prospects and applicants through targeted and strategic communications and advertising plans.	Develop, design and implement new and revised materials that support recruitment of new students, including print pieces, web pages, social media, email communications, text messages and advertising as outlined in the Strategic Recruitment Plan.	Contact Cards received - Total applicants - Paid social media CTR - Related website pages unique page views, time spent on page, bounce rate - Pipeline student email open/click rates	-Student Affairs: (“owner” of strategic recruitment plan), Admissions, SIC, recruitment budget - Information Techonolgy: website support
-	Support continuing student retention through continued refinement and implementation of communications plan.	Update continuing students’ communications plan (August 2020); Revise messaging as needed (August 2020 – June 2021); Implement continuing students’ communications plan (August 2020 – June 2021).	Email open rates; Retention rates	Student Affairs (SIC, Advising)

DIVISION/DEPARTMENT: Institutional Advancement/Marketing & Communications

College Objective to be Addressed: (1) Build Student Access and Students / (2) Enrich the Student Experience / (3) Build Inclusive Community to Achieve the College Mission

<u>Area-Specific Targets</u>		<u>Strategic Activities & Timeline</u>	<u>Assessment</u>	<u>Cross-Divisional or Student Collaboration</u> (if applicable)
Increase student engagement through social media.	Increase social media engagement rates.	Continue to implement and build social media content strategy that engages students, modified as needed based on analytics – ongoing/monthly; Measure and report on prior month metrics – ongoing/monthly	Engagement rate.	Supported by college-wide Social Media Community Champions
Improve website by keeping content relevant and current through enhanced user experience.	Maintain benchmark number of annual unique visitors, increase average time on page, and maintain bounce rate for pages designed for prospective students (Admissions section and campaign landing pages).	<ul style="list-style-type: none"> - September 2020- update/implement enhanced design for /admissions - December 2020- complete design/concept for cluster pages and new major pages - March 2021- begin launch of new major page layout - May 2021- implement new cluster pages - June 2021- complete rollout of new major page layout 	Unique pageviews (maintain); average time (increase); bounce rate (decrease)	IT, Student Affairs
-	Maintain benchmark number of annual unique visitors, increase average time on page, and reduce bounce rate for pages designed for current students.	<ul style="list-style-type: none"> - December 2020- complete design conversion of internal facing webpages - June 2021- refine continuing student and on campus resource information and navigation to reduce/eliminate duplication 	Unique pageviews (maintain); average time (increase); bounce rate (decrease)	IT, Student Affairs, Academic Affairs

DIVISION/DEPARTMENT: Student Affairs

College Objective to be 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
- b. Strengthen FYS and Advisement 2.0, supporting faculty and advisors with professional development and digital systems to build student success
- f. Build graduation and transfer success, advancing the 30-credit initiative

<p><u>Area-Specific Targets</u> What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p>	<p><u>Strategic Activities & Timeline</u> What specific actions will you take to achieve the targets? How and when will these actions be completed?</p>	<p><u>Assessment</u> Identify and explain your assessment measures. How will you assess or determine that the targets have been achieved? What measures will you use to provide evidence related to your activities?</p>	<p><u>Cross-Divisional or Student Collaboration</u> (if applicable)</p>
<p>For 2020-2021, the primary strategic goal of Student Affairs is to achieve enrollment, retention, momentum, and graduation targets set by the College and CUNY, through increased cohesion, planning, and efficiency.</p> <p>1. Strategic Recruitment Plan and Student Onboarding: The existing Strategic Recruitment Plan will be revisited to fully incorporate online/distance changes, and to reset funding needs for FY21. This will also be developed to include the onboarding/orientation process, and yield/melt planning to include the current PAR-based NSAR process.</p>	<p>1. July/August/Early September</p> <ul style="list-style-type: none"> - Meetings of project leads to review current SRP and COVID-related adaptations from the spring; assess spring implementation; create revisions for Fall recruitment, assess spending needs for fall 2020 implementation (pending campus access, NYCDOE decisions on high schools and CBOs for the fall semester, and pending State/CUNY/College budget decisions and availability). - Roll out distance learning success module of COMEVO and supporting materials for incoming fall students - Implementation of online Orientation process Fall semester – Assessment of fall online orientation program participation; planning for spring online/hybrid models, depending on campus status; implementation of fall SRP steps; review of NSPAR process from fall, in conjunction with campus status and continuing student PAR process and 	<p>1. SRP and Onboarding assessments will be:</p> <ul style="list-style-type: none"> a. Completion of SRP review and update, including KPIs within. b. Rollout completed to all incoming students of onboarding and orientation information; tracking interactions and coordinated follow-up with assigned advisors prior to start of the term. c. All incoming students assigned to advisors per system prior to start of the term. d. NSPAR process updated prior to Nov 1 for spring incoming implementation. 	<p>All Goals: Academic Affairs, Institutional Advancement (Marketing & Communications specifically), IT</p>

<p>2. Advising Process and Structure Assessment: Advising will need to be laid out for the two semesters, possibly as separate entities, due to the COVID-19 pandemic. Initial fall planning will incorporate methodologies used during the spring change to distance learning. Included in that will be assessment of that spring process/structure, comparison to prior terms, and analysis for Spring 2021.</p>	<p>communications plan, to make necessary adjustments for spring NSPAR processing (complete prior to Nov 1 for opening of spring registration process) Spring semester – will follow the same review, assessment, status evaluation, and implementation processes as the fall.</p> <p>2. June – Solidify continuation of spring advising model for the fall, based on distance applications. July/August – Re-pairing of students for fall semester, including incoming students, so that they are connected with a specific advisor as they engage with campus. Significantly earlier transition to advisor pairing. August/September – Assess Spring enrollment and advisement data; advising interaction data; PAR1 processing, PAR2 movement, PAR3 de-enrollments, PAR4 final enrollment data on, all by initial groupings (T1-3, FYS, etc.) for comparison to prior terms. Assess fall enrollment vs. other CUNY institutions. Fall semester – Continued meeting of Student Advising and Registration Operations group (previously CSTRAT) to assess and respond throughout fall advising and registration implementation. Spring Semester – Repeat this process for the spring term. No turnaround time, so likely will need to continue the same process for the full AY, regardless of campus status.</p>	<p>2. Advising assessments will be:</p> <ol style="list-style-type: none"> a. Initial Fall advising assignments completed prior to start of term b. Fall enrollment assessment and analysis completed by end of September, in time to formulate and implement changes to process/communications prior to Nov. registration beginning c. PAR assessments as noted, plus momentum KPIs, including Fall II enrollment, credits enrolled, gateway course enrollment, to ensure PAR is still aligned with momentum goals and targets. d. Spring plan developed and ready for implementation prior to November 1 for application to incoming Spring students, and allowing for faster pairing for the continuing students. 	
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<p>3. Dashboard and Reporting Development: There will continue to be refinement of the student enrollment and communications tracking to improve efficiency and maximize opportunities. We have too many places to track enrollment and advisement data; consolidation of data, progression data, and historic comparison/tracking in one place will make reporting easier and response more efficient.</p>	<p>3A. Develop an Enrollment Strategy Reporting System.</p> <ul style="list-style-type: none"> a. June/July – create reporting template, based on current Estrat Reporting. Create desired inputs from relevant areas (new, transfer, and continuing enrollment data, specifically). Include Progression elements (increase/decrease from prior report), historic comparison elements (date-to-date information for term comparison), target elements (current standing to targets), and contemporary comparison elements (comparing to other CUNY institutions in real time). b. August/September – Work with IT to develop SharePoint reporting structure that pulls what data it can, and allows each area director to input other data, contributing to the full report. <p>3B. Develop a dashboard for sharing report elements with Executive Council, etc., if possible. Determine feasibility and timeline post report structure (end of September), and prior to the end of October. Should be in development by the end of that month.</p>	<p>3. Reporting and Dashboard Development Assessments will be:</p> <ul style="list-style-type: none"> a. Successful development of a SharePoint reporting structure for enrollment data, from recruitment through continuing, including target comparison areas and extractability for use. b. Development of useable dashboard that streamlines the number of reports that need to be reviewed/run, and makes enrollment data accessible to college leadership and enrollment managers on campus. 	
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2019-2024 Strategic Plan Goals & Objectives

LaGuardia Community College (CUNY)

The Strategic Directions Planning Committee developed an initial draft of these Goals & Objectives based on discussion at the 2/1/19 Strategic Directions Summit. That draft was finalized, based on feedback from the Strategic Directions JAM (3/8-9/19), the Senate (3/27/19) and Executive Council, (3/29/19).

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
- b. Strengthen FYS and Advisement 2.0, supporting faculty and advisors with professional development and digital systems to build student success
- c. Advance new models of developmental education to speed student progress to the degree
- d. Strengthen the cohesiveness of the Liberal Arts & Sciences major to build success for Liberal Arts students
- e. Develop new revenue streams to support student success and advance the College mission
- f. Build graduation and transfer success, advancing the 30-credit initiative

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

- a. Help students’ build the knowledge, skills, and dispositions needed for 21st century success in education and careers, including deepening our shared work on our Core Competencies
- b. Develop and refine digital learning environments and online offerings that build student engagement, learning and success
- c. Advance courses that build students’ written, oral and digital communication abilities
- d. Support innovation, assessment and cross-divisional faculty and staff development to build professional learning and advance student learning and success
- e. Engage part-time faculty in the professional learning process

3. Enrich the Student Experience

- a. Advance communication and interaction, linking students with faculty and administrators and focusing on students as active agents of their own education
- b. Expand co-curricular programming and internal experiential education opportunities (e.g., undergraduate research; peer programs; project-based learning) to build learning and community
- c. Create flexible, state-of-the-art facilities adapt to change and improve the student experience
- d. Improve support services for night and weekend students

4. Build Inclusive Community to Achieve the College Mission

- a. Examine what diversity means in our unique context, and how to best support underrepresented faculty, staff and students

- b. Develop strategies that use our diversity - including language diversity - as a resource for learning
- c. Develop an intersectional approach (ways in which race, gender, sexuality, ability, language, etc. overlap and intersect) in order to strengthen understanding and connections across all campus groups
- d. Deepen our relationships with community groups, building enrollment, community-based student support, and opportunities for civic engagement

5. Advance Career and Workforce Development

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