INSTITUTIONAL EFFECTIVENESS PLAN
2020

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Institutional Effectiveness Plan

Overview

LaGuardia Community College's Institutional Effectiveness process is an ongoing, College-wide undertaking integrating institutional assessment and planning at all levels, in service of promoting the College's ability to achieve its Mission **"…*to educate and graduate one of the most diverse student populations in the country*...**". The purpose of developing and disseminating this Institutional Effectiveness Plan is to demonstrate and communicate the degree to which LaGuardia is achieving its Mission and Strategic Plan goals. By developing and implementing a long-term strategy which demonstrates the importance and interconnectedness of planning, assessment and resource allocation, the College will be better positioned to achieve its institutional Mission and apply its Core Values.

Communicating the Institutional Effectiveness Plan to all the College's constituents and ensuring the coordination and integration of all strategic planning and assessment activities on campus, are essential components of embedding institutional effectiveness into each department and division. As the entire College better understands our progress towards achieving our Strategic Plan goals - and how data can help us evaluate and strengthen the accomplishment of our Mission and Strategic Plan across programs, units, departments and divisions - the College community will better recognize and implement the necessary actions and innovations to advance the College's mission and strategic priorities.

Context and Guiding Principles

Extending the City University of New York's (CUNY) historical mission of creating opportunity for students, LaGuardia Community College, located in Long Island City, Queens, opened its doors in 1971, offering a diverse student population open and affordable access to higher education. Named after the visionary New York City Mayor Fiorello H. La Guardia, the College has a tradition of challenging expectations and providing a high-quality education that meets the evolving needs of students.

Since 1974, the College has been accredited by the New York State Department of Education and the Middle States Commission on Higher Education. The College is governed by the Board of Trustees of the City University of New York (CUNY) and operates under Board's rules and policies. Administrative oversight of the College is the responsibility of the President under the authority of the CUNY Chancellor and Board of Trustees. The President administers the College through the Executive Council, which is comprised of the President, the College's six Vice Presidents and several Senior Administrators. All administrative areas of the College fall under the administrative responsibility of the Vice Presidents who oversee six divisions (Academic Affairs, Student Affairs, Adult and Continuing Education, Administration, Information Technology and Institutional Advancement). Academic programs are organized under nine academic departments (Business & Technology, Education & Language Acquisition, English, Health Sciences, Humanities, Library, Math, Engineering & Computer Science, Natural Sciences and Social Science). The College is financially supported through tuition and fees, governmental contributions, grants and contracts from the federal, state, and city governments. It also receives private support from businesses, foundations and individuals.

LaGuardia educates close to 19,000 credit students and approximately 14,000 continuing education students annually, and employs approximately 3,000 full- and part-time staff, including more than 1,000

faculty, around 400 of whom are full-time. The College offers more than 60 associate degree (A.A., A.S., A.A.S) and certificate programs, as well as 70 continuing education programs. The student population is comprised largely of minority, low-income individuals, the majority of whom are foreign-born. Nearly one third of students are older than 25. LaGuardia's guiding principle, "Dare to Do More," reflects our belief in the transformative power of education—not just for individuals, but also for our community— and our conviction that education creates pathways to economic opportunity and socially responsible citizens.

LaGuardia deploys outcomes assessment in its effort to become what it calls "a learning college" – a college that is continuously examining, learning about and seeking to improve the ways it supports student learning, development and success. Across the College, the ongoing assessment efforts include: annually tracking the progress made in achieving strategic goals and priorities at the institutional, divisional and program level, assessing the attainment of student learning outcomes and evaluating the quality of programs and services. Moreover, since 2002, LaGuardia has steadily built broad faculty engagement with an outcomes assessment process centered on a common set of Student Learning Outcomes (SLOs), addressed in both General Education (First Year Seminar and Common Core/Flexible Core) courses and in key courses in the majors, drawing accolades from the National Institute for Learning Outcomes Assessment and the Association of American Colleges & Universities for its ability to use outcomes assessment to help faculty make changes that improve student learning. Faculty engagement in the assessment of authentic learning artifacts led to continuous improvement at LaGuardia, as evidenced by effective changes in curriculum and pedagogy, and by increases in retention and graduation rates.

Accreditation Context

LaGuardia Community College is regionally accredited by the Middle States Commission on Higher Education (MSCHE). As stated in the Middle States' Standards of Accreditation and Requirements of Affiliation: "Middle States accreditation is an expression of confidence in an institution's mission and goals, its performance, and its resources. An institution is accredited when the educational community has verified that its goals are achieved through self-regulation and peer review. The extent to which each educational institution accepts and fulfills the responsibilities inherent in the process of accreditation is a measure of its commitment to striving for and achieving excellence in its endeavors." Thus, the demonstration of institutional effectiveness is a critically important component of the Middle States accreditation process.

Middle States' seven Standards for Accreditation are reflected in the College's Mission and Strategic Goals. This is especially apparent for Standard V, *Educational Effectiveness Assessment*: "Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education." At the same time, institutional effectiveness is vital for every other Standard, and as such is an essential tool for driving and assessing the College's Mission with purpose, rigor and efficiency. Middle States accreditation requires that LaGuardia demonstrate innovation and continuous improvement in student learning and in institutional assessment.

While outcomes assessment is required for LaGuardia to maintain accreditation and exist as a college, Institutional Effectiveness is also an essential part of its Mission and Core Values in promoting a culture of assessment and institutional identity as "a learning college" – a college which is continuously examining, learning about and seeking to improve the methods by which it supports student learning

and development. The synergy between the Middle States Standards for Accreditation and the College's Strategic Plan Goals is illustrated in the chart below:

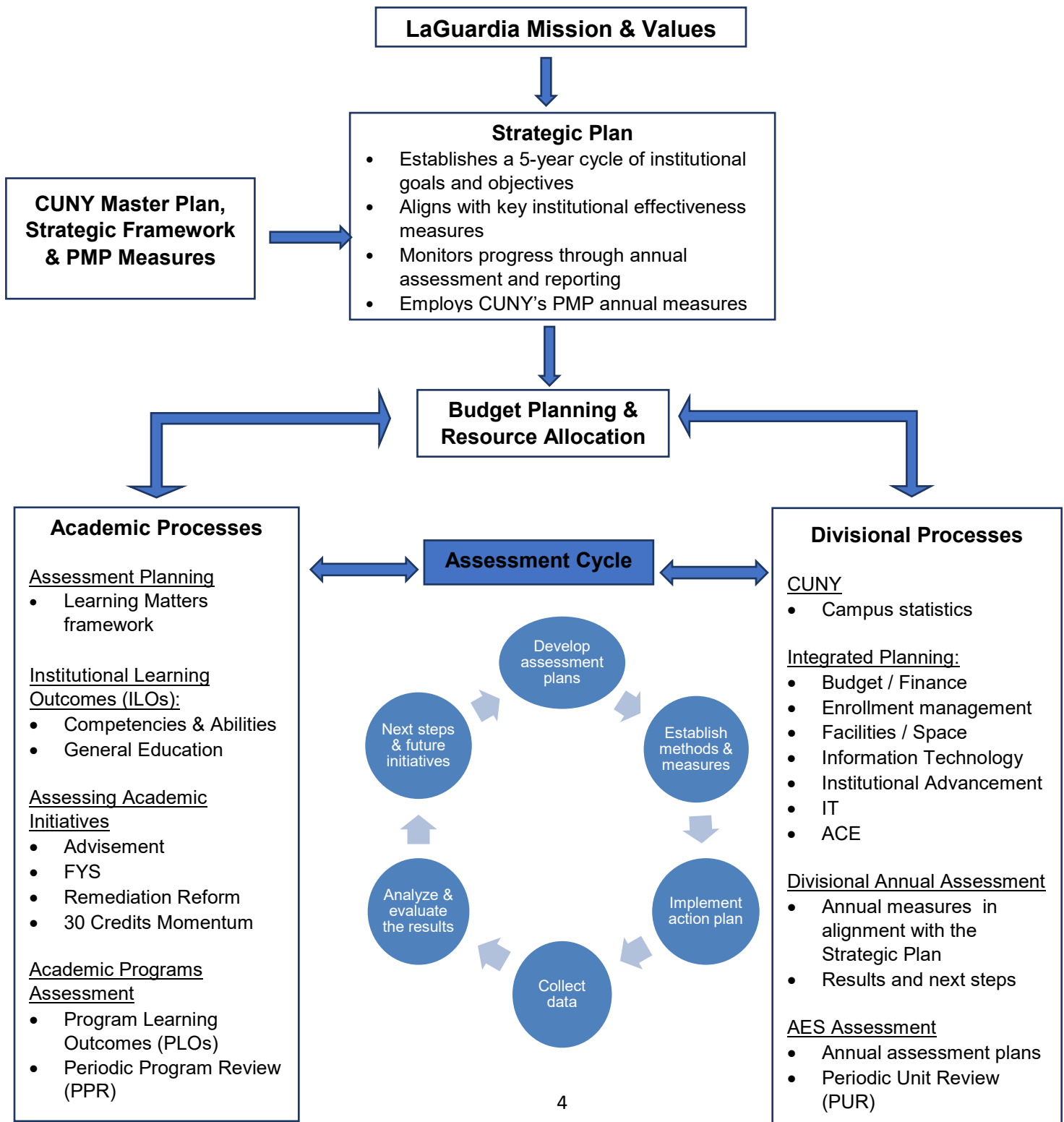| Institutional Priorities (Strategic Plan Goals)	Middle States Standards						
	Standard I: Mission & Goals	Standard II: Ethics & Integrity	Standard III: Design/ Delivery of Student Learning Experience	Standard IV: Support of the Student Experience	Standard V: Educational Effectiveness Assessment	Standard VI: Planning, Resources, Institutional Improvement	Standard VII: Governance, Administration
Build Student Access and Success	P	S	P	P	P	P	S
Strengthen Learning for Students – and for Faculty, Staff and the College	P	P	P	S	P	S	S
Enrich the Student Experience	P	S	P	P	S	P	P
Build Inclusive Community to Achieve the College Mission	P	P	S	P	S	P	P
Advance Career and Workforce Development	P	S	S	P	S	S	S

P= Primary Focus; S=Secondary Focus

CUNY Context

As one of the 25 institutions within the City University of New York (CUNY), LaGuardia is also bound by CUNY's Master Plan (2016-2020) which outlines CUNY's Strategic Framework for a four-year period. Additionally, CUNY "follows a Performance Management Process (PMP) that links planning and goal setting by the University and its colleges and professional schools, measures annual progress towards key goals, and recognizes excellent performance." According to CUNY, one of the purposes of the PMP is "to ensure that the Master Plan guides the plans and priorities of the colleges while each retains its own identity, mission, and governance." LaGuardia's Mission, Values, and Strategic Goals align with CUNY's and the CUNY PMP guides the College's strategic planning.

CUNY also establishes common policies and directives that guide all its institutions. In Fall 2013, CUNY implemented the Pathways to Degree Completion (Pathways), instituting a CUNY-wide system of general education requirements and transfer guidelines. Its implementation reinforces CUNY's goals for educational excellence, while easing student transfer between CUNY colleges. The CUNY Pathways initiative required LaGuardia to re-structure General Education requirements according to CUNY mandates, creating a cohesive set of courses in the Pathways Required Core.

In October 2017, CUNY formally launched its Academic Momentum Campaign (AMC), working to increase degree completion rates and close equity gaps. The AMC focused on three strategies intended to drive early momentum and subsequent completion: (1) encouraging students to complete 30 credits in their first year; (2) Clear and accurate degree maps for each major showing a realistic and timely path to a degree; and (3) increasing the rates at which students take and pass gateway math and English composition courses in their first year, fueled by developmental education reforms.

Institutional Effectiveness

Institutional effectiveness is the fundamental process through which an institution demonstrates - via planning, assessment and evidence-based actions - that it is making progress towards achieving its stated mission and its mission-based strategic goals. Below is a visual representation of the Institutional Effectiveness Plan at LaGuardia:

LaGuardia Mission & Values

Strategic Plan
- Establishes a 5-year cycle of institutional goals and objectives
- Aligns with key institutional effectiveness measures
- Monitors progress through annual assessment and reporting
- Employs CUNY's PMP annual measures

CUNY Master Plan, Strategic Framework & PMP Measures

Budget Planning & Resource Allocation

Academic Processes

Assessment Planning
- Learning Matters framework

Institutional Learning Outcomes (ILOs):
- Competencies & Abilities
- General Education

Assessing Academic Initiatives
- Advisement
- FYS
- Remediation Reform
- 30 Credits Momentum

Academic Programs Assessment
- Program Learning Outcomes (PLOs)
- Periodic Program Review (PPR)

Assessment Cycle

- Develop assessment plans
- Establish methods & measures
- Implement action plan
- Collect data
- Analyze & evaluate the results
- Next steps & future initiatives

Divisional Processes

CUNY
- Campus statistics

Integrated Planning:
- Budget / Finance
- Enrollment management
- Facilities / Space
- Information Technology
- Institutional Advancement
- IT
- ACE

Divisional Annual Assessment
- Annual measures in alignment with the Strategic Plan
- Results and next steps

AES Assessment
- Annual assessment plans
- Periodic Unit Review (PUR)

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Institutional Mission and Strategic Goals

College Mission Statement

LaGuardia's current Mission Statement is the fifth in a series of periodically updated mission statements adopted since 1975. The current Mission Statement was crafted in 2011 as part of the 2010-11 Strategic Plan, which included a formal process for the evaluation of the College's mission. The College created a Mission Committee comprised of faculty, staff and students. The process ensured that the Mission Statement was revised through collaborative participation of the College community.

In order to stimulate responses, the Mission Committee began a college-wide process by asking the LaGuardia community: "In two words, what does LaGuardia Community College mean to you?" Based on constituent feedback, through various processes and engagement, the Mission Committee made revisions to its draft statement and submitted the final version to the President and Executive Council, who approved the new Mission and shared it with the College in September 2011:

> 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

At the core of LaGuardia's current Mission Statement is an idea which also rests at the heart of the larger mission of CUNY: **opportunity**. The core mission of both LaGuardia and CUNY is to provide students with the skills, abilities and higher-order competencies they require in order to create new opportunities for themselves and, in the process, change their world. The Mission has spurred the College to create dynamic, effective and progressive initiatives that include a challenging curriculum, an extensive network of student support services and an impressive array of curricular opportunities that address the challenges of the 21st century.

Core Values

Our values are woven into the culture of the College and guide the decisions, actions and behaviors of the LaGuardia community—what we choose to do, how we carry out our work in all parts of the institution and how we assess the outcome of our individual and shared efforts.

Learning - Believing that everyone can learn, we foster a creative and collaborative environment that stimulates the intellect, inspires the imagination and enlarges our vision of the world.

Diversity - We believe that diverse perspectives make us stronger and seek to learn from everyone's unique experience and cultural inheritance.

Opportunity - We invest in everyone's capacity to fulfill their potential and continually advance through the exercise of individual talent and effort.
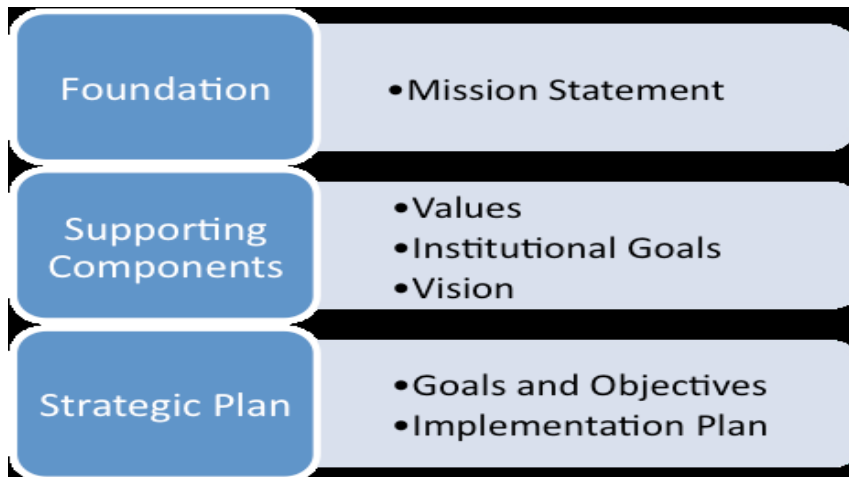
Responsibility - We aspire to be a caring community, holding ourselves individually and collectively accountable to each other.

Innovation - We strive for excellence through innovation, honoring the pioneering spirit of our institution.

Strategic Plan

An institutional mission statement is the foundation for the Strategic Plan since everything contained in the Strategic Plan must be aligned with it. The Strategic Plan sets broad institutional goals that are supported by a set of planning principles and strengthen LaGuardia's abilities to make informed decisions and allocate resources based on strategic priorities. Strategic plans are usually re-examined and refreshed every five years, leading to the development of a new plan based on revised directions and strategic priorities. There is campus-wide involvement in strategic plan development, and feedback and contribution are sought from all constituencies.

Foundation	• Mission Statement
Supporting Components	• Values • Institutional Goals • Vision
Strategic Plan	• Goals and Objectives • Implementation Plan

Source: A Practical Guide to Strategic Planning in Higher Education by Karen E. Hinton, 2012 by the Society for College and University Planning

Over the past 20 years, the LaGuardia community has periodically reviewed its Strategic Goals and identified areas for priority attention. Discussions in 2001, 2005, 2009 and 2014 helped shape College-wide Strategic Plans. The goals also align with the CUNY Master Plan and Strategic Framework, as well as with the CUNY PMP which is used to help evaluate how well the College achieves the CUNY targets. The PMP supplies college level and system-wide measures, and each college is responsible for designating its own goals within the context of metrics provided within the PMP.

In 2018-19, the LaGuardia community was engaged in re-examining and refreshing its strategic directions as a way of developing new goals for the College's five-year Strategic Plan for 2019-24. This process was initiated in fall 2018 when then-President Gail Mellow and Provost Paul Arcario convened a Strategic Directions Summit Steering Committee, chaired by Prof. Reem Jaafar, with faculty, student and staff representatives from across the College, including the College Senate. This group organized a February 1, 2019 Strategic Directions Summit attended by 135 students, faculty and staff who represented a broad cross-section of the College. The Summit began with an examination of the history of LaGuardia's Strategic Plan and included two keynote speakers who made presentations to the entire group. Breaking into focus sessions, faculty and staff discussed College initiatives and outcomes along with emergent challenges. Based on these discussions, each focus group developed recommendations about which Goals and Objectives should continue as strategic priorities, and which new efforts are needed. Students provided a powerful voice that shaped the discussion at every stage.

Based on Summit discussions, the Steering Committee recommended new goals for the Strategic Plan, each with a set of corresponding objectives. The proposed Goals and Objectives were posted on a College website in March 2019, and the entire College was invited to discuss them in a two-day on-line

conversation titled the "Strategic Directions JAM." More than 250 members of the Community joined the JAM, reviewed Summit-generated resources and recommendations and contributed input and ideas. After the JAM closed, members of the Steering Committee reviewed all the posts in the JAM and broadly affirmed the proposed Strategic Goals and Objectives. JAM participants also came up with new ideas. Their contributions led to the identification of a new objective and the revision of several others (*see Appendix A-1 for the complete Strategic Plan Goals and Objectives*).

The final Strategic Plan 2019-24 specifies the following Strategic Goals:

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

Measurable Outcomes and Objectives Tied to the Strategic Goals

An essential part of assessing institutional effectiveness is the establishment of a limited number of institutional-level key performance indicators (KPIs) which are aligned with Strategic Planning. The KPIs are critical measures used as benchmarks to continuously assess and monitor the institutional progress toward achieving its strategic goals and to guide institutional planning.

The table below summarizes the KPIs of institutional effectiveness and their alignment with LaGuardia's Strategic Plan. Many of the KPIs are included in the CUNY PMP, allowing for benchmarking with all CUNY community colleges.

Key Indicators of Institutional Effectiveness 2019-2024

Strategic Goals	Measures
Build Student Access and Success	1. Enrollment 2. Gateway course completion 3. Transfer outcomes 4. Retention outcomes 5. Graduation outcomes 6. Academic Momentum Indicators 7. New revenue streams
Strengthen Learning for Students – and for Faculty, Staff and the College	8. Core Competencies outcomes 9. Communication Abilities outcomes 10. Faculty scholarly/creative works 11. Pedagogical Professional Development
Enrich the Student Experience	12. Students Satisfaction with College Experience 13. Experiential education opportunities
Build Inclusive Community to Achieve the College Mission	14. Full-time minority faculty and staff 15. Diversity of first-time freshmen 16. Performance of underrepresented minority students
Advance Career and Workforce Development	17. Participation in paid internships 18. Post-graduation outcomes

Expanding on the measures above, LaGuardia developed two key documents for evaluating and monitoring the success of key institutional effectiveness indicators and the Strategic Plan: Both documents appear in the College's Institutional Effectiveness website.

- The *Annual Monitoring of the 2019-24 LaGuardia Institutional Effectiveness Key Performance Indicators* document concentrated on the most important KPIs monitoring key strategic plan goals. The KPIs include enrollment, retention, graduation, transfer rates, successful remediation rates, diversity measures, credit accumulation, general education (core competencies and communication abilities), experiential learning, faculty scholarship, student satisfaction, and financial support for students and educational initiatives.

- *Annual Monitoring of the 2019-2024 LaGuardia Strategic Plan Goals and Objectives*. The document Provides metrics detailing annual progress towards the achievement of the strategic planning goals and their related objectives. These metrics include measures documenting the achievement of each of the Strategic Plan objectives, annual measures and targets

The College also created an implementation plan where it provides description of strategies that demonstrate how to achieve the goals and objectives of the Strategic Plan. These strategies delve into the details and actions necessary to accomplish them. The strategic initiatives are specified annually and are based on the work plans that are annually submitted by the College's divisions and academic departments and include the responsible lead office.

Strategic Planning 2013-14 through 2018-19

LaGuardia's previous strategic plan closely followed the CUNY PMP pillars. As a part of its Strategic Planning process, LaGuardia engaged the College community to establish key College Focus Area Goals and asked all areas of the College to identify targets and work plans designed to advance College effectiveness in these areas. These Focus Area Goals map to key pillars and goals articulated by the CUNY PMP. Below are the five Focus Area Goals identified by LaGuardia in the 2018-19 PMP/Strategic Plan:

LaGuardia Focus Area Goals	CUNY PMP Pillars
1. Strengthen Advisement, First Year Experience and other Alignment initiatives	Access and Completion
2. Enhance use of on-line learning and other digital technologies to support student learning and success	Access and Completion
3. Engage LaGuardia's Outcomes Assessment process to improve student learning and success	Career Readiness
4. Advance the availability of efficient Remedial Pathways to speed student progress to credit-bearing courses	Access and Completion
5. Strengthen the connection between College learning experiences and the evolving labor market	Career Readiness

Well-defined, Systematic and Sustainable Assessment

Institutional Data Reporting

Institutional data reporting addresses success at the institutional level and plays a critical role in the planning, assessment and evaluation of ongoing initiatives. Additionally, the Office of Institutional Research and Assessment (OIRA) tracks and presents KPIs such as enrollment, retention, graduation, success of remedial initiatives, financial aid and student success. The list of ongoing surveys and reporting activities below covers overarching concepts which focus on overall performance measures that are aligned with the Strategic Plan for the institution and its students:

- KPIs for the Strategic Plan
- Implementation plan for achieving the strategic initiatives.
- LaGuardia Institutional Profile, providing semester-based and trend data
- CUNY PMP KPIs
- Outcomes for CUNY specific initiatives
- Outcomes for Assessment of Advisement initiatives
- Daily and weekly enrollment reports
- Dashboard for enrollment and graduation by program
- CUNY's Student Experience Survey (conducted biennially)
- CUNY's Campus Climate Survey (conducted biennially)
- The Collaborative on Academic Careers in Higher Education survey of full-time faculty (every 3 years, starting in 2015)

CUNY PMP KPIs and the Academic Momentum Campaign

CUNY's PMP provides a framework and metrics by which all institutions are held accountable, aligning College and system priorities. All colleges, including LaGuardia, submit annual reports summarizing their respective achievements as measured by the PMP KPIs. The CUNY PMP documents are available in https://www.cuny.edu/about/administration/offices/oira/institutional/data/current-student-data-book-by-subject/#Accountability.

Additionally, in October 2017, CUNY formally launched its Academic Momentum Campaign (AMC), building on existing strategies, formalizing new system-wide initiatives and leveraging best practices promoted through a national alliance of states, higher education systems and institutions working to increase degree completion rates and close equity gaps. While advancing the Momentum Campaign, CUNY colleges track overall progress with the indicators below, as well as progress in narrowing racial and gender gaps:

- Successful Gateway Math and English Course Completion
- Credits Earned – full-time freshmen (including both remedial and non-remedial) will successfully complete 30 credits in their first year
- Degree Maps – By fall 2019, all undergraduate majors will be fully mapped for first-time freshmen and publicly available for students, advisers and faculty

LaGuardia established new initiatives, procedures and policies to accomplish its three main goals:

1. Support a new culture of completion that makes accumulation of 30 credits each academic year the norm;
2. Undertake remediation reform;
3. Formalize degree mapping for every major to be used for advising.

Systematic Multilevel Assessment

The Strategic Plan connects its mission-based goals to planning, assessment and resource allocation within divisions and departments, and to support units, programs and courses. Faculty and staff work together to support student growth and development, to address shared Student Learning Outcomes, and to deepen their mutual practices through a careful examination of the outcomes evidence and of related unit strategic goals.

- The College conducts annual assessments of the Institutional Learning Outcomes (ILOs); these are College-wide learning priorities focusing on the Core Competencies and Communication Abilities for General Education and disciplinary majors.

- For academic programs, Program Learning Outcome (PLO) are performed annually. In addition, Periodic Program Reviews (PPRs) and assessment are scheduled on a regular basis (in 7-year cycles), addressing the Core Competencies and Communication Abilities as well as the PLOs developed for each particular major.

- Administrative and Educational Support units (AES) conduct annual assessments examining how effectively the units are achieving their goals and objectives including student learning outcomes (SLOs). The AES units also undergo Periodic Unit Review (PUR).

Activity	Purpose and Process
ILO Institutional Learning Outcomes	College-wide learning priorities, focusing College-wide attention on shared objectives that address central dimensions of learning - Core Competencies and Communication Abilities for General Education and disciplinary majors. What LaGuardia graduates should know and be able to do at the completion of their program.
SLO Student Learning Outcomes	Student Learning Outcomes (SLOs) are statements that define the measurable expectations of learning, or participating, in a specific course, program or curriculum: What students will *know,* be able *to do* or be able *to demonstrate* when such learning or participation is completed. SLOs are the foundation for student learning assessment at all levels: general education, majors, individual courses, and co-curricular experiences for the purpose of determining what students are actually attaining, and the use of that information to improve student learning.
General Education Assessment	The General Education Assessment processes reflect LaGuardia's focus on students' longitudinal growth. Consequently, LaGuardia assesses its General Education SLOs both in the Pathways Core and in three required courses in every major during the early, middle and late points in the curriculum. Faculty and staff rate artifacts using College-wide Core Competencies and Communication Abilities rubrics. Shared with the College, findings inform changes in curriculum and instruction in both Pathways and required courses in each major.
PLO Program Learning Outcomes	Program Learning Outcomes (PLOs) are developed by each program and are articulated as part of a program's Mission Statement. PLOs describe program-specific teaching and learning throughout the course of students' education in the program, and what specific SLOs - skills, competencies and knowledge - the students will attain. Each program usually has between three and five PLOs and annually assesses one them in order to determine if program pedagogy or assignments should be modified in order to improve student learning.
PPR Periodic Program Review	Each academic program conducts a Periodic Program Review (PPR) on regularly scheduled five-year cycles. The PPRs address Core Competencies and Communication Abilities, as well as the programmatic competencies developed for each particular major. During PPRs, programs reflect on their missions, learning outcomes, student success and pedagogy in order to assess the need for changes and actions for the future. The PLOs' annual assessment results are instrumental to the PPR five-year assessment cycle. PPRs are led by program faculty who use their findings to recommend and implement changes in programmatic learning.
AES Annual Assessment	Each Administrative and Educational Support (AES) unit defines its mission and establishes goals, objectives and assessment plans. The AES units conduct annual assessments to determine whether they met the needs and expectations of students, parents, employers, faculty and other stakeholders. AES units can also assess SLOs within the context of the unit's services and the co-curricular experiences.
PUR Periodic Unit Review	The Periodic Unit Reviews (PURs) examine the capacity, processes and outcomes of a unit over a period of time (4-6 years). They are opportunities to evaluate the unit's quality and effectiveness and to support continuous improvement. PURs may also be considered the unit's Self-Study. While they are built on the AES annual assessments, PURs are more comprehensive and systematic.

Institutional Learning Outcomes (ILOs)

As discussed earlier outcomes assessment already sustains learning and teaching at the College. At the core of LaGuardia's Mission Statement - "to educate and graduate" one of the world's most diverse student populations - is an idea that rests at the heart of the mission of the City University of New York (CUNY): **opportunity**. The central mission of both LaGuardia and CUNY is to provide students with the higher-order abilities or competencies they need in order to create new opportunities for themselves — and, in the process, change the world. LaGuardia's assessment of institutional student learning outcomes is designed to assess both teaching and learning, and the College uses the data to improve its pedagogies and academic programs.

The ILOs comprise of Core Competencies and Communication Abilities identified and designed by faculty and approved by College governance; these Competencies and Abilities focus College-wide attention on shared objectives that address central dimensions of learning often associated with liberal arts education, such as critical thinking, problem-solving, global learning, self-reflection and effective communication, including oral, written, and digital. When adapted to programs and majors in the disciplines, and to support units' co-curricular experiences, a College-wide focus on these objectives helps our students develop the higher order thinking and adaptive learning capacities needed for success in advanced education and 21st century careers

The assessment of ILOs is a way for faculty and staff to work together to support student growth and development in order to address shared College-wide learning goals, and to deepen their teaching practices through a careful examination of evidence of student learning. The competencies and communication abilities are aligned with the general education and program level learning priorities via Degree Maps to enhance curricular planning and create clear pathways to four-year colleges.

General Education

General Education assessment at LaGuardia flows from LaGuardia's mission as an open-access community college. The College's assessment processes reflect its focus on students' longitudinal growth. LaGuardia has systematically assessed General Education since 2002, using authentic artifacts of student learning to powerfully connect assessment with teaching and learning. In 2013-14, CUNY instituted Pathways, asking CUNY community colleges to structure General Education in 12 credits of the CUNY Pathways Required Core and 18 elective credits in the Pathways Flexible Core. In 2013, then-Provost Paul Arcario charged a task force with rethinking our Core Competencies. As a result of the Task Force recommendations, in 2014 the College adopted three Core Competencies; this framework - termed "Learning Matters" - was passed unanimously by College governance.

The Learning Matters framework announced LaGuardia's new Core Competencies (*see Appendix B-1 for Core-Competency-Communication-Ability-Rubrics*). The following Competencies and Abilities, which apply to all students, are addressed in General Education courses (the Pathways Required Common Core) and in selected courses in every major at the College (including some Pathways Flexible Core courses):

1. *Inquiry and Problem Solving* asks students to seek and use disciplinary and cross-disciplinary content knowledge to address challenging issues, weighing evidence and drawing conclusions

through a process of synthesis and evaluation.

2. *Global Learning* asks students to approach the world's challenges and opportunities from multiple perspectives and engage with issues of diversity, identity, democracy, power, privilege, sustainability and ethical action.

3. *Integrative learning* asks students to make connections between ideas and apply them to new contexts, within and beyond campus and over time.

The Learning Matters framework in turn asked students to demonstrate the Core Competencies using one of three **Communication Abilities**:

- *Written* is the ability to combine vocabulary with grammatical proficiency, fluency and cogent organization.

- *Oral* is the ability to speak clearly to different audiences.

- *Digital* is the ability to combine images, text, video or other media in effective digital presentation.

To be effective, the assessment of student learning requires recursive attention in both General Education core courses and in required courses in the major, from First Year Seminars to Capstone courses. Consequently, LaGuardia assesses its General Education Student Learning Outcomes (SLOs) both in the Pathways Core and in three required courses in every major during early, middle and late points in the curriculum. Directors of every major and coordinators of Pathways courses submit curriculum maps matching courses and SLOs. To assess the Core Competencies and Communication Abilities, LaGuardia has instituted annual Benchmark Assessment Readings to augment the findings from Periodic Program Reviews, and to create additional direct evidence of student learning on an annual basis. The benchmark reading is college-wide with a significant number of faculty and staff volunteer (about 200 for each reading). The results of the benchmark reading, including trend analysis, are available on the College's Website.

The Assessment Leadership Team and the College-Wide Curriculum Committee (a subcommittee of the College Senate) review these maps. Using the maps as a guide, faculty develop assignments that recursively and intentionally build student capacities related to the SLOs. LaGuardia assesses SLOs by examining student-learning artifacts deposited in the Digication ePortfolio system, organized according to the curriculum maps. Faculty and staff score these artifacts using College-wide Core Competencies and Abilities rubrics developed by committees of faculty and staff following the most recent Self-Study. Data and reflections from the Benchmark Readings are shared with the College, and these findings inform changes in curriculum and instruction in both General Education and in required courses in each major. Further, regular Periodic Program Reviews (PPRs) require majors to use SLO data to make recommendations for improvement. Findings also shape the programs of the Center for Teaching & Learning (CTL), supporting SLO-related improvement efforts.

Assessment of Academic Programs

Assessment of academic programs is a way for the LaGuardia community to better understand the learning process — what students are learning and how their learning develops across semesters and disciplines. Student Learning Outcome (SLO) assessment is faculty driven, led by the Assessment

Leadership Team (ALT), the department chairs and Program Directors, with support from the CTL. Academic programs are assessed annually through PLOs, and every seven years through PPRs.

Periodic Program Review (PPR)

Mandated by the CUNY Board of Trustees, each academic program is required to conduct a PPR on a regularly scheduled basis. PPRs address Core Competencies and Abilities, as well as the PLOs developed for each major. Periodic Program Reviews foster a culture of learning for both students and faculty, wherein faculty use the information from assessments to revise curriculum, pedagogy and assignments, all in an effort to create an even stronger learning experience for students. Each PPR is a self-study conducted by program faculty who lead the PPR, and then use their findings to recommend and implement changes. A site visit by external evaluators to review the report is required for all programs without an outside accrediting body.

In order to prepare for the PPR, program directors and program self-study teams attend a seminar (four meetings) over the Prep Year (PPR Year 1), or academic year prior to their active self-study (PPR Year 2). At these meetings, teams review the processes and procedures for PPRs. In the spring semester, meetings are held with individual program teams and the OIRA (*the full calendar is available in Appendix C-1*). The PPR guidelines are available on the LaGuardia website. Students' growth and development throughout their academic careers at the College are assessed by evaluating achievement in two broad categories:

- The General Education Core Competencies and Communication Abilities, and
- Program Learning Outcomes.

These evaluations are guided by the following questions:

1. Where are students learning the General Education Core Competency and Communication Abilities in your program, and where are Programmatic Learning Outcomes introduced, reinforced and mastered?
2. How do we know students in the program are graduating with competency and proficiency in General Education, and how we you assessing the effectiveness of our Program Learning Outcomes?

PPRs require programs to submit and assess the following:

- Mission statement that speaks to overall program goals (based on a synthesis of the already existing performance objectives for each course in the program).
- Program Learning Outcomes for their degree program or department.
- The effectiveness of student learning of the General Education Core Competencies and Communication Abilities.

Each program is asked to map both the General Education and Program Learning Outcomes in a curriculum map, which shows where SLOs are being addressed and which courses have been designated as depositing courses for General Education and PLOs. Programs assess the strengths/weaknesses of each course in the program core. Each program usually has between three and five PLOs and annually assesses one them in order to determine success in terms of meeting the instruction and performance objectives for each course and if program pedagogy or assignments should be modified in order to improve student learning.

Program Learning Outcomes (PLOs)

Program Learning Outcomes (PLOs) are outcome statements that describe students' learning throughout the course of their education in the program and what specific skills, competencies and knowledge the students will attain. They are developed by each program and assessed in order to improve program-specific teaching and learning. PLOs are articulated as part of the Mission Statement of each program and are often based on a synthesis of the already existing performance objectives for key courses and assignments in the program. They are defined individually, and each program usually has between three and five. The methods of direct assessment of PLOs are chosen by faculty and vary according to courses and assignments. Faculty assess one of their PLOs on an annual basis and based on the results, undertake program actions either to sustain student outcomes or to initiate/implement changes to improve outcomes (such as revising assignments or curriculum).

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PLOs flow from and support the mission of the College and program departments. They are mapped to curricula to show where each PLO is introduced, reinforced, and mastered at the level of course and assignment. They reflect the best practices of a discipline, field, professional organization and articulated institutions. Direct evidence of each Academic Programs PLOs and internal benchmark readings of institutional Competencies and Abilities are assessed on a regular basis. The PPR asks that programs review, justify and articulate their PLOs and how the PLOs continue to be appropriate for the next 7-year PPR cycle.

Assessment of Administrative and Education Support Units (AES)

Annual Assessment

Prior to 2018, many of individual administrative and support units at LaGuardia engaged in an ongoing assessment pursuing continuous evaluation and improvement of their processes and services. Systematic assessment process of the AES units was established in 2018, seeking greater coordination and integration in assessment processes across all LaGuardia' support units. A regular assessment process examining how effectively Academic and Education support units are achieving their mission and goals supporting and advancing student experiences and their student learning outcomes (SLOs) was established in 2018. These assessments - which are aligned with the College's mission and strategic goals - result in information utilized to make improvements which enhance student success.

The plan for the assessment of AES units builds upon the strong foundation already established in the area of academics and allows these units to reflect deeply on how effectively they have been in meeting goals and making progress towards achieving their unit mission. This process of inquiry allows for and encourages substantial discussions with unit staff, colleagues and external evaluators about the past, present and future of the unit. While highly systematic and incremental in nature, the unit review process is flexible and may be contextualized and customized.

The AES assessment process involves both annual assessment plans and Periodic Unit Reviews (PUR) which build on the annual results and analyses. In their annual assessment reports, AES units assess the data collected to determine the success of their initiatives. Units provide evidence of actual or attempted improvement of their processes or outcomes based on analysis of the results. Based on the results, the unit may re-assess one or more of its goals or objectives for the future.

Periodic Unit Review (PUR)

The Periodic Unit Review could also be considered the unit's Self-Study. The PUR is more comprehensive and systematic than the annual reviews. Periodic Unit Reviews examine the capacity, processes and outcomes of a unit over a period of time (every 4-6 years); they are opportunities to evaluate the unit's quality and effectiveness and to support continuous improvement.

The periodic review provides an opportunity to engage in an extended period of critical reflection on the successes and challenges the unit. It is also a time to look forward, review the mission and create new goals with plans for achieving them. The annual assessment plans and processes of the units provide the bulk of data for the PUR (the outcomes also act as anchors for other activities conducted and reports generated between reviews). The table below provide the timeline to the AES annual assessment plans. Appendix C provides the AES Assessment cycle by department and unit, and the Annual Assessment Plan template.

Assessment Activity Planning for AES Units Timeline

Annual Assessment Cycle: Year 1	
by October	Finalize mission, goals and objectives
by December	Measures / Methods / Activities
by April	Collecting data
by July*	Analyzing the results / Next steps
By August	Executive Summary
Annual Assessment Cycle: After year 1	
By September	Plan the next cycle
by December	Measures / Methods / Activities
by April	Collecting data
by July*	Analyzing the results / Next steps
by August	Executive Summary
Periodic Unit Review (after 4-6 Years) **Summarizing annual plans. No annual assessment in the review year**	
by December	Draft Report Summarizing 5 Years of Assessment Data
by February	Submit draft to OIRA, and VP
March	Submit report to External or Internal Reviewer
By May	Feedback from Reviewer
By August	Final Unit periodic report

*The date might change depending on when the results are expected

Additionally, Appendix D provide a checklist and timeline by the AES units and the annual assessment plan template. The AES assessment resources and results by unit are saved in an AES Assessment Council SharePoint site. The units' executive summaries will be available publically.

Using Assessment Findings for Continuous Improvement

Assessment is the process of gathering qualitative and/or quantitative data to gauge progress on academic and operational goals and providing faculty, staff and administrative leaders with information about where changes to processes and practices might be required, and where to invest effort and resources to improve important educational outcomes. LaGuardia has developed several support structures across the institution; these support structures hold specific responsibilities and guide various academic and non-academic assessment activities. They are also responsible for reviewing the findings, ensuring that next steps and continuous improvements are integral components of the assessment and evaluation process.

Assessment Leadership Team (ALT)

Since 2013, the faculty-led Assessment Leadership Team (ALT) has facilitated broad efforts to shape learning, teaching and assessment associated with the new Core Competencies.

The ALT, a College-wide team that leads the annual Benchmark Readings, meets monthly to discuss the College's on-going initiatives in Outcomes Assessment. The ALT brings together faculty and staff to ensure the effectiveness of the College's learning outcomes assessment process. It is designed to strengthen learning and teaching in both General Education and the majors, support institutional accreditation and reinforce LaGuardia's status as a "learning college." Members of the ALT guide, support and share information about LaGuardia's inquiry-driven work around the assessment of student learning outcomes, encompassing the Learning Matters/General Education Core Competencies and Communication Abilities, Benchmark Readings and Periodic Program Reviews.

ALT members facilitate and support every stage of the assessment process (including assignment and activity design) that build student learning within and beyond the classroom, gathering artifacts of student learning, assessing those artifacts and sharing the results with the College. The ALT is a crucial vehicle propelling the College to "Close the Loop" on Momentum and Completion goals by using assessment data to inform actions designed to improve student learning.

Center for Teaching and Learning (CTL)

The LaGuardia Center for Teaching and Learning is a hub for professional innovation, reflection, collaboration and transformation. Engaging the collective expertise of LaGuardia faculty and colleagues across the U.S., the CTL provides professional development opportunities that support effective, student-centered pedagogies and scholarly approaches to teaching.

CTL offers a comprehensive program of professional development opportunities to faculty, staff, and students. Based on long experience with proven effective practices, CTL seminars and development programs encourage active, collaborative learning and high expectations and academic aspiration for LaGuardia students. Through workshops, forums, mini conferences, informal discussions and

sustained seminars, faculty develop innovative strategies for examining and advancing student learning. Activities explore a spectrum of pedagogical topics: integrative learning, basic skills education in mathematics, learning communities, inquiry learning, effective uses of digital technologies, critical literacies, the scholarship of teaching and learning, holistic assessment and ePortfolio. Building capacities across the college, CTL's mission is to promote a dynamic, supportive culture of learning for students and faculty at the College and beyond.

Sustained, semester-long and year-long programs, co-facilitated by faculty leaders and CTL staff, afford faculty participants the time and space to experiment, reflect, assess and improve their teaching practice. While professional development for faculty remains its core mission, the CTL is now building learning opportunities for staff and students as well. Offering a variety of seminars and workshops to all faculty, the CTL has supported major College initiatives and strategic goals such as:

- Improving the First Year Experience.
- Strengthening advisement processes and effectiveness.
- Assessing students' development of the College's Core Competencies and Communication Abilities.
- Incorporating High-impact Practices such as experiential learning and ePortfolio.

AES Assessment Council

The AES Assessment Council at LaGuardia (established in September 2019) is comprised of representatives of all administrative and supports units, including at least one liaison from each College division, and is supported by the Office of Research and Assessment (OIRA). The Mission of the AES Assessment Council is to support institutional effectiveness by demonstrating the degree to which the Administrative and Educational Support (AES) units achieve their mission by fostering ongoing assessment and continuous improvement, as evidenced by evaluating the quality of programs and services and their contribution to student learning. The Council was instrumental in the development of the AES annual assessment plans, including "Closing the Loop" and next steps, Periodic Unit Reviews and the timeline for submitting the plans.

Members of the Council guide, support, and share information about their work around the assessment process and activities at the AES units. Members also facilitate and guide their units through every stage of the assessment process, review the units' plans and analysis and, in collaboration with OIRA, ensure the quality of units' assessment processes and review their proposals for improvement and next steps. Finally, members are responsible for the initial reviews for Periodic Unit Review (PUR) studies. Following their feedback and units' subsequent editing and revisions, the PURs will be submitted to either an external or internal reviewers.

Office of Institutional Research and Assessment (OIRA)

The Office of Institutional Research and Assessment is responsible, and provides support, for outcome assessment across the College. It supports and coordinates the collection of evidence of progress towards the achievement of LaGuardia Strategic Plans and of its Institutional Goals.

In collaboration with the AES Assessment Council, the Office guides the annual assessment and periodic reviews of the AES units. The Office also supports the PPRs, providing the programs with standard enrollment, graduation and student success data, as well as with specialized data and analysis requested by programs. The Office also produces an annual profile which provides a large

number of standard measures, including enrollment, demographics, remediation, majors, financial aid, retention, graduation and transfer, faculty and staff information as well as trends over the years.

In addition, OIRA is responsible for providing ongoing support for the evaluation of a large number of the grants receive by the College, and of many of its student success initiatives, especially advisement and the first-year seminars. The office also provides regular analytical reporting, including daily and weekly enrollment reports and projections, as well as evaluations and analyses of existing programs and new initiatives. OIRA also supports survey administration across campus, by providing feedback on the surveys, training and administrating some of surveys for other units.

Clearly Articulated Plans to Inform Resource Allocation

College-wide Planning

Integrated planning engages all sectors and levels at the College - involving all stakeholders, developing goals and strategies for growth and making improvements. Planning should be sustainable and collaborative and align efforts across the institution. In turn, assessment and evaluation play a vital role in Institutional Effectiveness, ensuring that appropriate methods and procedures are in place to measure achievement of the institutional goals, overall mission and the quality of programs and services. Assessment of institutional effectiveness links the mission and strategic initiatives with resources, processes and means for evaluating and demonstrating that planning and assessment activities occur at all levels of the College and are connected to:

- Mission-based strategic planning;
- Resource planning and allocation;
- Integrated planning engaging all areas of the College - Education, Enrollment, Finance, Facilities, Technology, Institutional Advancement, etc.;
- Institutional assessment and evaluation, including institutional learning outcomes, student learning outcomes and assessment of student support services;
- Improved processes and operational planning.

Planning is vital to ensuring that College-wide plans adhere to and support the Mission, Values and Strategic Plan of the College, and is designed to effectively support student learning and success. While the planning process is broad-based, designed to maximize input opportunities across constituencies, it also aims to centralize and integrate College-wide planning, budgeting and assessment for a more effective processes. At LaGuardia, the President's Executive Council is responsible for the monitoring of the implementation of the College's Strategic Plan and reviews the annual progress of the Plan's strategic initiatives.

Moreover, as a member of the City University of New York (CUNY) system, LaGuardia is required to follow the planning directives and initiatives as articulated in CUNY's Master Plan, Strategic Framework and initiatives, as many of its initiatives are financed and approved by CUNY. The PMP links CUNY's planning and goals, sets annual progress measures towards key targets and recognizes excellent performance. CUNY allocates the tax-levy budget according to a Community College Budget Model driven largely by student enrollment, and the University Budget Office has to approve the College's proposed budget. CUNY's Master Plan and initiatives guide academic planning at LaGuardia, including retention and graduation, advisement and remediation reform. CUNY's Capital Plan approves and

finances the College's capital projects. CUNY also drives a large number of IT initiatives, including a unified system-wide IT system, and degree audit programs.

As can be seen in the table below, College-wide assessment at all levels is closely linked to the planning process:

Assessment Level	Assessment Areas by Division						Reviewing Bodies
	Academic Affairs	Student Affairs	Administration	ACE	IT	Advancement	
Strategic Institutional	Strategic Plan						President, Executive Council, Senate
College-Wide Divisions	Academic Departments Plans	Enrollment Management Plan	Financial / Budget Plan, Facilities Plan		IT Plan	Communications and Advancement Reports	President, Executive Council
	Annual Strategic Planning reporting for Divisions and Departments						Vice President Department chairs
Academic Programs	Annual Assessment Reports (PLO's), 5-year program reviews (PPRs)		Inventory of Assessment Activities				CTL, ALT, Department chairs, program directors
Administrative & Educational Support Units	Annual Assessment Reports (including SLO's), 4-6 year periodic unit reviews		Inventory of Assessment Activities				AES Assessment Council, OIRA, Vice Presidents
Personnel	Faculty Annual Report, Professional Employee's Evaluation Report, Reappointment & Tenure Reports		Performance Review Reports				Supervisors, P&B and PRC Committees, Cabinet

Divisions and Academic Departments Annual Assessment

All six Divisions and nine Academic Departments engage in a thorough annual strategic planning process, selecting 3-5 Strategic Plan Objectives and identifying area-specific targets and detailed work plans related to those Objectives. The plans and measures are directly connected to the College's Strategic Plan goals and objectives. A Final Report shows the strategic activities the divisions and departments worked on throughout the year, providing assessment findings and analyzing the effectiveness of the strategies and activities. The report provides next steps and new initiatives for the subsequent year as well.

Each year the College Divisions and Departments provide information about:

- The implementation of their Strategic Plan activities from the previous year, including their results, analysis and next steps and future initiatives
  .
- The Strategic Plan targets they hope to accomplish the following year.

Template for the Final Report

Below is the template for the final annual report including measures, results and next steps to be completed by divisions or departments.

College Strategic Objective Addressed:

Area-Specific Targets	Strategic Activities	Assessment	Results/Outcomes	Next Steps
What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?	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.	What methods and measures have you used to assess the strategic activities and to determine that the objective was met?	What were the results of the assessment(s)? What is the evidence that the objective was met? **Provide relevant data.**	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.

Strategic Planning template

Below is the strategic planning template for the following year, to be completed by divisions or departments.

College Strategic Objective to be Addressed

Area-Specific Targets	Strategic Activities & Timeline	Assessment	Cross-Divisional or Student Collaboration (if applicable)
What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?	What specific actions will you take to achieve the targets? How and when will these actions be completed?	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?	

Financial / Budget Planning

LaGuardia's budget relies on the New York City and New York State governments for budget appropriation; tuition cannot be increased without CUNY approval and CUNY, in turn, allocates tax-levy budget according to a community college budget model driven largely by FTE enrollment. Consequently, financial planning at LaGuardia is based on conservative estimates of governmental funding; it takes into account enrollment trends and projected enrollment declines because of demographics, including a drop in the number of high school students and the number of immigrants impacted by immigration policies. Resource allocation is not only budget driven but also includes human capital, physical space allocations and time investments. Effective allocation for both new and existing resources is based on strategic priorities.

In 2016, the College established a Budget Advisory Committee, comprised of five elected members from the College Senate (two students, one faculty, two staff members), a College Administrator and a senior faculty member. The Committee participates in all phases of the budget process, including reviewing the College's budget allocation from CUNY and providing input in the disbursement of budget requests and discretionary funds for new and expanded initiatives. The President Cabinet (formerly Executive Council) makes final decisions on allocation of resources informed by the Advisory Committee. The final budget is approved by CUNY's University Budget Office and shared with the campus community, in addition to the College Senate and Student Government Association.

Budget planning is led by the Finance and Business Office in the Administration Division. LaGuardia's budget relies on the New York City and New York State governments for budget appropriation; tuition cannot be increased without CUNY approval and CUNY, in turn, allocates tax-levy budget according to a community college budget model driven largely by FTE enrollment. Consequently, financial planning at LaGuardia is based on conservative estimates of government funding; and takes into account enrollment trends and projected enrollment.

The LaGuardia website states that the "Budget Office is responsible for the development and maintenance of the College's annual Tax Levy budget. We provide the departments with assistance in the preparation and modification of their individual annual budgets and prepare and submit revisions to the annual budget to the University Budget Office. We also monitor and maintain personnel service (PS) transactions, and ensure proper budgeting of all College obligations for other than personnel service (OTPS) expenditures…In addition, the budget staff performs various projections and analyses of departments, divisions and college-wide expenditures to support decision making related to strategic planning and institutional effectiveness. We oversee the accuracy of the budget, and prepare and develop reports to maintain an integrated, all-funds resource planning."

LaGuardia collects revenue from different sources:

- Tax Levy –New York City General Fund – Tuition Reserve
- Research Foundation CUNY
- Fiorello H. LaGuardia Community College Foundation
- LaGuardia Education Fund, Incorporated
- Fiorello H. LaGuardia Community College Association, Inc.
- Fiorello H. LaGuardia Community College Auxiliary Enterprises Corporation
- LaGuardia Community College Early Childhood Learning Center Programs Inc.
- Fiorello H. LaGuardia Community College Alumni Association, Inc.

Budget planning is guided by the College's and CUNY's strategic priorities for the use of fiscal resources based on college-wide plans, as well as by supporting evidence - including outcomes of assessment processes. Each proposed budget takes into account the impact of enrollment projections and projected revenues, adjusting accordingly. The budget is a working document, which is used throughout the fiscal year to monitor the expenditures.

Alignment with CUNY

- CUNY allocates tax levy budget to LaGuardia (other community (?) colleges) according to a community college budget Model which is largely driven by student enrollment. (The allocation methodology is detailed in the Community Colleges Operating Budget Allocation Methodology.)

Based on a three-year weighted average of college enrollments, the Model distributes the Controllable Allocation.

- Besides the New York City tax-levy funds, the most important revenue sources are tuition and fees, and State funding, which is based on the number of FTE students.
- CUNY submits a tax-levy budget request to New York City for the entire system of colleges. The request is composed of the mandatory (base-line needs) and the programmatic (including adult and continuing education education) requests for increases for the operating budget. The mandatory request includes contractual salary increases and OTPS inflationary increases. It also includes requests for rent increases, fringe benefits and operating costs for buildings. The programmatic request is based on CUNY program initiatives.
- In addition to the community college allocation, LaGuardia receives various special allocations throughout the year. One of these special allocations is the Student Technology Fee. Decisions on using student technology fees are made by a committee whose members represent relevant campus stakeholders. All decisions for spending these funds require alignment with the College's mission and the guidelines governing these funds.

Resource Allocation

- Resource allocation is not only budget-driven but also includes human capital, physical space allocations and time investments.
- Effective allocation for both new and existing resources is based on strategic priorities. When divisions consider the resource to function efficiently, they focus on their strategic priorities, and request the budget that is required to achieve them. Divisions also consider the human capital they have and how to allocate personnel to best achieve their strategic priorities in support of the College's mission.
- In 2016, the College established a Budget Advisory Committee, comprised of five elected members from the College Senate, an administrator and a senior faculty member. The committee participates in all phases of the budget process and reviews LaGuardia's operating budget and resource allocation prior to final funding decisions.
- Informed by the input of the Budget Advisory Committee, the President's Cabinet/ Executive Council make a final decisions about allocation of resources, and the resulting final budget (after its approval by CUNY's University Budget Office is then shared with the campus community.

Communications

- Constituent participation is embedded in the annual, systematic process of identifying the goals, expected outcomes, needs, resources (including financial, human and physical space resources) and assessment approaches.
- LaGuardia also prompts the transparency of the budgeting process – as mentioned above. The final budget is also shared with the campus community, in addition to the key campus constituencies, including the Student Government Association and College Senate.

Academic Planning

Academic planning is led by the Office of the Provost in the Academic Affairs Division. The College's focus on improving student success has resulted in a significant reorganization, including placing the Vice President of Student Affairs under the supervision of the Provost, shifting staff to create alignment around student success efforts, hiring of significant number of advising staff and introduction of various

technology interventions. Planning and resource allocation is also tied to attaining additional funding sources – government grants and contracts, private gift grants and foundations.

The nine academic Departments provide annual work plans to the Provost aligning their goals and initiatives with those of the LaGuardia Strategic Plan and providing outcomes, measures and next steps. The Center of Teaching and Learning (CTL), which is part of the Academic Affairs Division, supports faculty professional development and the assessment of the College's General Education Core Competencies and Communication Abilities - thus supporting long-term educational and career success for LaGuardia students - and spearheads the assessment of the success of the College's initiatives, student learning and Academic Affairs grants

The academic programs at LaGuardia engage in a well-established continuous assessment processes which includes Periodic Program Reviews (PPR) and the annual Program Learning Outcomes (PLO). Student competencies and abilities are regularly assessed in a nationally recognized, collaborative campus-wide faculty-led process. Assessment results are used, for example, for reforming and improving remedial and developmental education by offering co-requisite courses, and pre-college remedial programs. Assessment of Administrative and Education and Student Support (AES) units was revised and centralized in 2018-19, and by 2019-20 annual assessment plans and with scheduled Periodic Unit Reviews were established by all AES units.

Alignment with CUNY

- Planning work has been guided by the University's Master Plan (2016-2020) which outlines the strategic priorities for CUNY over a four-year period. The Master Plan prioritizes three academic initiatives: updated curriculum and pedagogy, globalization and digital literacy.
- CUNY's Performance Management Process (PMP) links planning and goal setting by CUNY with those of its colleges and professional schools, measures annual progress towards key goals, and recognizes excellent performance.
- The Pathways to Degree Completion (Pathways) institutes a CUNY-wide system of general education requirements and transfer guidelines. The CUNY Pathways initiative required LaGuardia to re-structure General Education requirements according to CUNY mandates, creating a cohesive set of courses in the Pathways Required Core.
- Academic Momentum Campaign (AMC), launched by CUNY in October 2017, works to increase degree completion rates and close equity gaps.
- Academic Advisement – including the addition of a significant number of academic advisors and the upgrading of Degree Works, CUNY's degree audit software.

Resource allocation

- College and CUNY priorities receive additional resources from CUNY and LaGuardia (funding and personnel), including advisement, remediation initiatives, the First Year Seminar, the ASAP program, the College Discovery (CD) program, and STEM initiatives.
- Academic departments Personnel & Budget committees, which are responsible for tenure and promotion, operate in accordance with the rules and parameters set forth in the CUNY By-Laws and therefore have mandated outcomes.
- The College-wide Personnel & Budget Committee reviews its processes annually to make changes as needed. Such changes are undertaken in consultation with, and with the consent of, the academic department chairs, who then guide faculty and their department Personnel & Budget committees to follow the new procedures.

- A large number of the academic initiatives are also supported by grants and fundraising.

<u>Communications</u>

- Work cross-divisionally on academic initiatives, retention, recruitment and advisement.
- An assessment website provides detailed information about the assessment of the academic programs and student learning outcomes at all levels (institutional effectiveness website integrating assessment and planning will be launched in Fall 2020).
- Extensive campus-wide involvement in on-going assessment initiatives and the annual benchmark reading.

Enrollment Management Planning

At LaGuardia, the Division of Student Affairs, in coordination of all other divisions, is spearheading the College's enrollment management efforts. The division established a recruitment plan in 2019-20 and is working with Communication and Marketing on social media platforms for increasing applications, enrollment, student success initiatives and retention.

SEM main strategic goal is to achieve enrollment, retention, momentum, and graduation targets set by the College and CUNY, through increased cohesion, planning, and efficiency. Initiatives incorporate developing more strategic and integrated planning and activities for continuing student enrollment, which include expanding and improving student advisement, initiating and supporting student success plans, and supporting basic skills programs. An integral part of SEM functions is expanding student experiential learning opportunities via campus clubs, work with faculty and academic programs, community engagement and workforce initiatives.

<u>Alignment with CUNY</u>

- CUNY's Master Plan includes expanding advisement, student success initiatives, student engagement, experiential learning and weekend and evening students.
- Expanding opportunity and access CUNY-wide including affordability, diversity and access for international students.
- Expanding online education. Launching more fully online degree programs and implementing more online sections of high-demand courses to help facilitate degree completion. Providing faculty development and support to aid the creation of more dynamic online course offerings.
- Reform and innovate remedial education, including the offering of basic skills non-credit programs such as USIP, CUNY Start and Math Start.

<u>Resource allocation</u>

- Financial, personnel and technological resources for recruitment.
- Resources for advisement.
- Technology and personnel support from IT for advisement and recruitment.

Communications

- Work cross-divisionally on recruitment and advisement.
- Extensively use social media for recruitment, retention and community engagement.
- College-wide communication about student engagement initiative, career development and health and wellness.

Information Technology (IT) Planning

Technology affects virtually every aspect of the College's communications, operations and structures, from admissions to advising, from pedagogy and curricula to how research is conducted, disseminated and evaluated. Informing the technology planning process are campus-wide groups which include the President's Cabinet, Executive Council, the Provost's Cabinet, Faculty Senate, the Academic Chairs committee, and each of the individual academic departments.

At LaGuardia, there exists considerable discourse and input on technologically enhanced pedagogy supporting the professional development services offered to the faculty by the Center for Teaching and Learning, which acts to identify the technology needs of faculty and to recommend technology hardware and software required to advance teaching. IT also partners with the College's divisions to provide development and support of systems to increase operational efficiency and enhance the student experience. Student input occurs through meetings with the Student Government Association and with student representation on the College's Committee on Academic Technology Services (CATS) which is responsible for administering projects funded by the Student Technology Fee and preparing recommendations to the President and the Cabinet.

Important part of IT planning is maintaining a safe, efficient, reliable and secure information technology and associated physical environment that protects the confidentiality of the users and the security of their data from internal and external threats in administrative and academic facilities.

Alignment with CUNY

- CUNY's first software designed to serve as a single platform to better manage and facilitate student administrative, human resources and financial processes.
- CUNY's Master plan includes improved technology infrastructure by expanding technological capabilities that support administrative and academic goals, including video conferencing, data security systems and internet bandwidth.
- Expanding online education. Launching more fully online degree programs and implementing more online sections of high-demand courses to help facilitate degree completion. Providing faculty development and support to aid the creation of more dynamic online course offerings.

Resource allocation

- Most of College's initiatives require the support of technology which includes purchasing of hardware and software and the allocation of personnel and time resources, utilizing IT's personnel expertise for project management, software development, support of the College's Initiatives and support the technological requirements of students, faculty and staff.\
- Supporting and implementing CUNY-wide technology initiatives such as CUNY First, Degree Maps, and Degree Works.

- Participating in campus-wide committees.
- Offering training in the use of new software.
- Working cross-divisionally to support the College's technological requirements.

Facilities Planning

The Campus Facilities Office at LaGuardia is responsible for campus master planning, design and construction of major renovations, oversight and close supervision for major and minor campus-wide construction, campus improvements, and space utilization. It also coordinates campus implementation of enhancement and upgrade of technology infrastructure. All current capital projects are listed on LaGuardia's website.

Other planning activities include space planning of short and long term projects, coordinating floor plans, campus signage and space inventory updates, and energy management program. Responsibilities also include code compliance, violation clearances and fire protection, campus-wide ADA compliance, ensuring all buildings adhere to building guidelines and regulations, along with federal, state and city codes compliance.

Alignment with CUNY

CUNY's most recent capital budget five-year request (from fiscal years 2016-2017 through 2020-2021) includes more than $6.8 billion for capital work at all 25 CUNY campuses. The capital budget request process takes more than six months to develop, beginning after the State budget ends in April. The college presidents then approve their college programs and priorities, which are presented to the CUNY Board of Trustees in October.

- The CUNY Office of Facilities Planning, Construction and Management (FPCM) works closely with Academic Affairs and the University Budget Office to ensure that CUNY's resources are well aligned with needs and that capital projects support the campuses' programmatic offerings in the most efficient and cost effective manner. Capital projects are identified through individual campus master plans undertaken with participation from campus constituents and community partners and approved by the CUNY Board of Trustees.
- Completing major capital projects and critical maintenance projects that will enhance CUNY's delivery of top-notch academic services and city and state economic revitalization through Governor Andrew Cuomo's NY-CUNY 2020 Challenge Grant Program. Exploring opportunities for public/private partnerships that leverage university assets and resources.
- Energy efficiency by building upon the efforts of Sustainable CUNY to cut energy consumption and related costs at all of the university's campuses. Efforts to implement more sustainable practices related to solar power and other areas of energy conservation.

Resource Allocation

- Request financing for major capital projects from CUNY.
- Responsible for capital budget planning and preparation.

- LaGuardia's major capital projects are listed on its website.
- There are discussions with all campus constituents in preparation for capital projects and renovations.
- Ongoing reports to the College constituents on the progress and the facilities projects and new initiatives

Institutional Advancement Planning

Advancement planning in higher education outlines how relationships outside the institution will be built and nurtured so people and communities understand an institution's impact and support its initiatives. Institutional Advancement leads an integrated and collaborative effort to secure philanthropic investment in support of the institution's strategic goals, its programs and students and build and nurture relationships with its constituents, community organizations, state and local governments and foundations.

At LaGuardia, the Division of Institutional Advancement (IA) leads fundraising from private donors, governmental agencies and foundations and provides support to the LaGuardia Community College Foundation which raises private funds and works to provide support to students in the form of campus employment, scholarships, and stipends, enhancing local scholarship funds that students can use to pay for tuition, fees, books, and other special expenses.

IA also build relationships and works with community organizations to increase community engagement and well as employment opportunities for the students and increase support for institutional employment of college students. Another important function is marketing and communication, attracting potential students through marketing strategies designed to reach and appeal to segmented demographic groups.

Alignment with CUNY

- Significant investments of resources and talent in CUNY's advancement operations.
- Attracting funding from foundations, philanthropies and individuals supporting CUNY's strategic priorities.

Resource allocation

- Invest in recruitment and social media initiatives.
- Resources to engage with community organizations.

Communications

- Publicize fundraising and student support activities.
- Responsible for social media campaigns.

Adult and Continuing Education (ACE) Planning

The Division of Adult and Continuing Education (ACE) is one of the largest non-credit education efforts in the country and the largest continuing education program in CUNY, with programs for adults, youth, and special populations. ACE equips students with skills and experience they need to enter into high demand industries, including healthcare, technology, advanced industrial & manufacturing and many more. ACE also offers Pre-College Academic Programs; and contextualized HSE and ESL programs.

ACE is working to increase alignment with the Division of Academic Affairs for improved employment opportunities for students. LaGuardia's employer engagement strategy supports career pathways for students through collaborative programs that align non-credit and credit coursework. It also provides workforce development training that aligns with a degree program and provides an entryway for students seeking employment and/or industry credentials for post-secondary education. ACE is recognized in the Strategic Plan as a potential recruitment to the degree programs and as a source for career planning for both degree and ACE students. Its pre-college remedial programs - CUNY Start and Math Start - and the ESL CLIP program, directly feed into the degree programs. And through the training it provides, non-credit students can "bank" credits that can be applied towards an Associate's degree at LaGuardia, should they choose to enroll as degree-seeking students.

ACE strategic priorities also include developing new revenue streams for the College through grants and contracts. A large number of ACE programs and projects are funded by government and private sector grants and require program assessment during and upon completion of the program. Another important priority is expanding the partnership with community groups and organizations in a coordinated way to create employment and internship opportunities for the students and to work with community organization constituents on joint projects.

Alignment with CUNY

- ACE is supporting the CUNY's remediation initiatives by housing CUNY Start, Math Start, and CLIP.
- CUNY submits a tax-levy budget request to New York City for the entire system of colleges. The request is composed of the mandatory (base-line needs) and the programmatic (including adult and continuing education education) requests for increases for the operating budget.
- Work force development and post-graduate success are part of CUNY's strategic framework.
- Finding alternative funding sources and developing new revenue streams from private and public partners are CUNY priorities and PMP measures.

Resource allocation

- A large portion of ACE funding is student tuition and grants, and resources are allocated accordingly.

Communications

- ACE is working jointly with Enrollment Management in Student Affairs on student recruitment.
- Working cross-divisionally on publicizing and supporting campus-wide grants

Conclusion

LaGuardia Community College is committed to its mission to **educate** and **graduate** one of the most diverse student populations in the country. The importance of an ongoing focus on assessment and continuous improvement at LaGuardia is evidenced by annually tracking the progress made in achieving these goals at the institutional and program level, assessing the attainment of student learning outcomes and evaluating the quality of programs and services.

By utilizing systematic and ongoing processes of gathering, analyzing and using information from various sources, the College strives to improve student learning and success.

The Institutional Effectiveness Plan further advances LaGuardia's progress towards integrating effective planning with assessment at all levels of the institution and the evaluation of ongoing initiatives, such as CUNY's Academic Momentum, advisement, remediation and retention, implementing the Strategic Plan through operational planning built on systematic assessment and use of the results for continuous improvement. Enhancing program level assessment by strengthening the annual assessment of academic programs and continuing to develop the assessment of the administrative and education support units will further reinforce the continuous improvement of student learning and services in our efforts to fulfill our mission and achieve our strategic goals.

APPENDICES

APPENDIX A. Strategic Plan
A-1. 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

Definition

Inquiry is a systematic process of exploring issues or questions through the collection and analysis of evidence that results in informed conclusions or judgments. Problem solving refers to the ability to design, evaluate, and implement a strategy or strategies to answer an open-ended question, overcome an obstacle, or achieve a desired goal. Analysis is the process of breaking complex topics or issues into parts to gain better understanding, often through processes of revision, rethinking, and reorganization, to advance a claim hypothesis, or solution. Inquiry, analysis and problem-solving combine to form a habit of mind critical to academic and career advancement, thoughtful citizenship, and sustained, life-long learning.

Framing Language

This rubric is designed for use in a wide variety of disciplines. Since some aspects of the terminology and process of inquiry can be discipline-specific, an effort has been made to use broad language which reflects multiple approaches and assignments while addressing the fundamental elements of sound inquiry, analysis, and problem solving (including topic selection, existing knowledge, etc.). The Inquiry and Problem Solving process utilized should be appropriate for the discipline addressed. Activities that encompass problem- solving by students may involve problems that range from concrete and every day to the abstract and ambiguous. Problem solving takes place in diverse settings, from scientific and engineering laboratories to art studios, libraries, historical archives, digital simulations, as well as workplaces, communities and other real-world settings. This rubric distills the common elements of most problem-solving contexts and is designed to function across all disciplines.

Glossary

The following definitions seek to clarify terms and concepts as used in this rubric:

- *Knowledge*: Facts, information, and skills acquired through experience or education.

- *Evidence*: Available body of facts or information used to substantiate the truth or validity of a belief or proposition.

- *Limitations*: Critique of the process or evidence.

- *Implications*: How inquiry results apply to a larger context.

- *Hypothesis*: An appropriate response or argument to a challenge or a problem.

- *Conclusions*: A synthesis of key findings drawn from research/evidence or discipline-specific reflection.

Dimensions	Proficient - 4	Competent - 3	Developing - 2	Novice - 1
Framing the Issues *Identifies and/or addresses questions problems and/or hypothesis informed by knowledge of context.*	Clearly frames and addresses a research question, hypothesis and/or problem. Demonstrates strong knowledge of relevant context.	Sufficiently frames and/or addresses a research question, hypothesis and/or problem. Demonstrates substantial knowledge of relevant context.	Begins to frame and/or address a research question, hypothesis and/or problem. Demonstrates some knowledge of relevant context.	Demonstrates limited or no ability to frame or address a research question, hypothesis and/or problem. Demonstrates little knowledge of relevant context.
Evidence Gathering *Assembles, reviews and synthesizes evidence from diverse sources of relevant knowledge.*	Assembles, reviews and synthesizes pertinent information from many relevant and appropriate sources with diverse points of view.	Assembles, reviews and selects pertinent information from relevant and appropriate sources with diverse points of view.	Reviews information from some relevant sources with similar points of view.	Reviews limited information from few relevant sources with limited points of view.
Analysis *Uses evidence to address questions, test hypotheses and evaluate claims and solutions.*	Clearly analyzes, evaluates and organizes evidence to support hypotheses, claims and solutions.	Consistently analyzes, evaluates and organizes evidence to support hypotheses, claims and solutions.	Partially analyzes, evaluates and organizes evidence to support hypotheses, claims and solutions.	Attempts to analyze, evaluate and organize evidence to support hypotheses, claims and solutions.
Conclusions *Draws conclusions supported by evidence; identifies implications and limitations.*	Draws logical conclusions, offers insightful solutions strongly supported by evidence. Discusses limitations and implications.	Draws logical conclusions, offers solutions supported by evidence. Discusses limitations and implications.	Draws somewhat logical conclusions, offers some solutions supported by some evidence. Identifies some limitations and implications.	Attempts to draw conclusions, offers few solutions supported by evidence. Identifies few or no limitations and implications.

Definition

Global learning focuses on transnational economic, political, environmental, physical, social and cultural issues and their implications. It enables students to:

1. Advance their knowledge and understanding of global issues, events and histories;
2. Strengthen their knowledge and understanding of divergent global perspectives and pluralistic views and develop their abilities to thoughtfully communicate across difference; and,
3. Apply learning and consider opportunities for ethical engagement, identifying ways their actions affect both local and global communities.

Framing Language

Global learning offers students meaningful opportunities to analyze and explore complex global challenges, communicate respectfully in diverse environments, and apply learning to take responsible, ethical action in contemporary global contexts. Global learning is based on the principle that the world is comprised of interdependent yet inequitable systems. Further, it acknowledges that higher education has a vital role in expanding knowledge of human and environmental systems, addressing privilege and stratification, and guiding change and sustainable development. Global learning also fosters the ability to advance equity and justice locally and globally. It is acquired cumulatively across students' entire college career, as well as through curricular and co-curricular experiences.

Glossary

- *Global Issues*: Interdependent, interconnected issues, challenges, or trends, present across the world. Examples include (but not limited to) poverty, war and violence, financial crises, climate change, racism, migration, or hunger.

- *Diversity*: Includes (but is not limited to) differences based on nationality, race, class, ethnicity, gender, religion, disability, and sexuality. Understanding and engaging diversity deepens the ability to recognize the origins and influences of one's own heritage as well as its limitations. Suggests respectful curiosity about other people to develop knowledge, and to communicate and collaborate across differences to reach common goals.

- *Global Self-Awareness:* Develops a position with a systemic understanding of the interrelationships among the self, local and global communities, and the natural and physical world.

- *Ethical Engagement*: Promotes the recognition of responsibilities to local, national, and global issues, and promotes perspectives on ethics and power locally and globally.

Dimension	Proficient - 4	Competent - 3	Developing - 2	Novice - 1
Understanding Global Issues and Events *Analyzes global issues and events, and identifies their interdependent implications on the natural, social, cultural, economic, and political world.*	Analyzes the dynamics of a global issue or event. Identifies and connects the most relevant shaping forces and repercussions of global issues or events locally and globally. *(e.g., demonstrates knowledge of several interdependent dimensions of global events and discusses how they manifest locally and globally).*	Identifies and discusses a global issue or event. Makes knowledgeable connections between local and global events and their repercussions. *(e.g., recognizes how interdependent influences of a global event manifests in various localities).*	Identifies and describes a global issue or event. Demonstrates basic understanding of the way local issues and events are connected to larger global issues. *(e.g., compares local and global manifestations of a global issue/event*	Identifies a global issue or influence. Identifies an example of a local issue or event that occurs globally. *(e.g., identifies a local manifestation of a global issue or event)*
Communicating Knowledge in Global Contexts *Awareness of how diverse cultural perspectives are shaped within global contexts.* *Ability to communicate across difference.*	Employs knowledge of diverse worldviews and cultural practices in communication. Considers and negotiates diverse perspectives to communicate appropriately across differences.	Presents knowledge of diverse worldviews and cultural practices. Considers divergent perspectives in the communication process.	Presents emergent knowledge of diverse worldviews and cultural practices. Begins to recognize divergent perspectives. Demonstrates emergent ability to communicate across difference.	Presents limited or no knowledge of diverse worldviews and cultural practices. Demonstrates limited or no ability to recognize divergent perspectives or communicate across difference.
Ethical Engagement and Global Self-Awareness *Recognition of ethical dimensions of global issues (e.g., environment, education, housing, healthcare, etc.).* *Articulation of global self-awareness.* *Analysis of human action on global issues and events.*	Analyses the ethical consequences of global issues or events and proposes ethical responses and a range of actions or solutions (individual and collective). Analyses personal attitudes and actions within a global framework, applying an understanding of the role of individual and collective action in shaping global issues or events.	Discusses the ethical consequences of global issues and events. Discusses personal attitudes and actions within global issues or events. Discusses ways human actions influence local and global issues or events.	Identifies basic ethical challenges of global issues or events. Identifies basic connections between personal attitudes and actions and global issues or events Identifies ways human actions influence local and global issues or events.	Presents limited or no recognition of ethical dimensions related to global issues or events. Presents limited or no identification of the connections between attitudes and actions and global issues or events. Presents limited or no examples of how human actions influence local and global issues or events.

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Definition

Integrative learning builds the ability to make connections among ideas and experiences, across the curriculum and co-curriculum, to synthesize and transfer learning to new situations within and beyond campus.

Framing Language

The ability to integrate learning is a skill that students practice across courses, over time, and between campus and community life. While it can take place in the classroom, integrative learning can often also occur as learners address real-world problems. Ideally, integrative learning generates internal changes in the student, signifying growth as a confident, lifelong learner. It asks students to apply their intellectual skills and to develop their individual purpose, values, and ethics. Through integrative learning, students pull together their experiences inside and outside the classroom, making connections between theory and practice. Because integrative learning involves making connections, it can surface in reflective work, self- assessment or assignments that foster learning between courses and life experiences, co-curricular activities, or the workplace. The key to building integrative learning will be designing assignments, activities and units that include reflective thinking, supporting and providing evidence of students' examination of their learning and the connections they make to their evolving personal, professional and civic lives. In a complex, rapidly changing, and increasingly connected world, the capacity to integrate and apply learning is not just a beneficial skill, but a necessary one.

Glossary

The following definitions were developed to clarify terms and concepts as used in this rubric**.**

- *Contexts***:** Actual or simulated situations in which a student demonstrates learning outcomes. Challenging contexts help students stretch beyond their current frames of reference.

- *Co-curriculum***:** A parallel component of the academic curriculum in addition to formal classroom (student government, community service, student organizations, etc.).

- *Learning Experience***:** Activities and processes that help students engage with important content and concepts and build relevant skills. Classroom learning experiences can be short or extended, ranging from reading and listening to research, writing, creating, collaborating, solving problems, and making presentations. Learning experiences can also take place outside the classroom walls.

- *Life Experience***:** Learning that takes place in a setting outside of the formal classroom, such as family life, workplace, friends, community, service learning site, student government, community service, student organizations, internship site, field studies, or study abroad, etc.

- *Reflection***:** A meta-cognitive act of examining a learning experience in order to explore its significance and consequences.

- *Self-Assessment***:** Examining one's skills, knowledge and/or growth, in order to guide plans for further learning.

Dimension	Proficient - 4	Competent - 3	Developing - 2	Novice - 1
Connections Between and Among Academic Disciplines *Identifies and draws insight from connections across disciplinary perspectives, knowledge and skills.*	Synthesizes and/or draws conclusions by connecting examples, facts, and/or theories from more than one field of study or perspective.	Connects and compares examples, facts, and/or theories from more than one field of study or perspective. Begins to draw conclusions.	Connects examples, facts, and/or theories from more than one field of study or perspective.	Presents examples, facts, and/or theories from one or more fields of study or perspective.
Connections to Experience *Identifies and draws insight from connections across relevant learning experiences, including personal, co-curricular, and academic.*	Synthesizes connections among multiple learning experiences inside and outside of classroom to deepen understanding and broaden point of view.	Connects examples of personal or co- curricular learning to academic knowledge to deepen understanding.	Compares relationships between personal or co-curricular experiences and academic knowledge to infer similarities or differences.	Identifies relationships between personal or co-curricular experiences and academic content or knowledge.
Ability to Apply Learning across Diverse Contexts *Applies knowledge, skills, abilities, theories and/or methodologies across different learning experiences (inside or outside the classroom).*	Applies skills, knowledge, theories, and/or methodologies from one learning experience to another to offer solutions to a problem or issue.	Applies skills, knowledge, theories, and/or methodologies from one learning experience to another to explain problem or issue.	Applies skills, knowledge, theories, and/or methodologies from one learning experience to another to explore problem or issue.	Applies skills, knowledge, theories, and/or methodologies from one learning experience to another.
Reflection and Self-Assessment *Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts.*	Critically evaluates strengths and challenges; connects current sense of self to past and/or future selves across multiple and/or or diverse contexts. Consistently demonstrates ability to reflect on experiences and/or examine personal identity as a learner.	Describes and evaluates strengths and challenges. Begins to describe self over time and/or in different contexts. Demonstrates ability to reflect on experiences and/or examine personal identity as a learner.	Describes strengths and challenges within a specific learning context. Demonstrates emergent ability to reflect on experiences and/or examine personal identity as a learner.	Describes strengths and challenges in a general learning context. Demonstrates limited or no ability to reflect on experiences and/or examine personal identity as a learner.

Definition

Clear communication imparts messages to others, constructs knowledge, fosters understanding, and/or influences opinion. The ability to communicate can be demonstrated in many ways, including through essays, poems, narratives, dialogues, presentations, formal and informal speaking, digital platforms, and other varieties of methods.

Framing Language

This rubric focuses on three dimensions of effective communication common to all forms, genre, and media (including Written, Oral and Digital Communication). These dimensions are Content Development, Purpose and Audience, and Control of Language.

Content Development and Organization

Content is well-organized, clear and logical. Statements, claims, and conclusions are supported by evidence or narrative detail. Where applicable, facts are not confused with opinions, and sources are credible and relevant. This material might consist of explanations, examples, illustrations, statistics, analogies, or quotations from relevant authorities. Through increasingly sophisticated use of sources, student authors will develop an ability to differentiate between their ideas and the ideas of others.

Assessing content and organization will shift depending on genre.   For example, communications such as essays, letters, oral presentations, digital stories exhibit organizational patterns that include an introduction, body and conclusion. That pattern reflects choices among possible alternatives, including a chronological pattern, a problem-solution pattern, or an analysis-of-parts pattern. Genres such as poetry, dialogues, and wikis may evidence a different design, but demonstrate a student's understanding of form and content.   In addition to serving the assignment's purpose, student work will incorporate sources according to disciplinary and genre conventions.

Purpose, Audience, and Genre

Communication must be appropriate to the context, and the purpose clear. The style and use of language are appropriate for the audience and purpose, and the conventions of the genre and/or discipline are respected. The purpose of communicating will depend in part on its intended effect on an audience, including work that means to persuade, report, inform, problem solve, argue, connect, or amuse.

Control of Language, Syntax, and Mechanics

Communication is clear, fluent, and appropriate for the genre and medium. Grammar, pronunciation, vocabulary, and language choice are appropriate to the audience and occasion. Errors do not interfere with comprehension. While particular communications may require some adaptation of form, in most cases the expectation is that the author will employ the language and syntax considered to be "standard" and appropriate to academic or professional settings. The articulation, tone, volume, pace, eye contact, and body language for oral presentations are appropriate to the interaction.

Dimension	Proficient - 4	Competent - 3	Developing - 2	Novice - 1
Content Development and Organization	Content is well-organized, clear and logical. Statements and/or thesis and conclusions are supported by evidence or narrative detail. Facts are not confused with opinions. Sources are credible and relevant.	Content is mostly well-organized, clear and logical. Statements and/or thesis and conclusions are mostly supported by evidence or narrative detail. Facts are usually not confused with opinions. Sources are usually credible and relevant.	Content is somewhat well-organized, clear and logical. Statements and/or thesis and conclusions are somewhat supported by evidence or narrative detail. Facts are occasionally confused with opinions. Sources are sometimes credible and relevant.	Content is minimally organized, clear and logical. Statements and/or thesis and conclusions are rarely supported by evidence or narrative detail. Facts are often confused with opinions. Credible and relevant sources are rarely used.
Purpose, Audience, and Genre	The purpose of the communication is clear. The style and use of language are appropriate for the audience and the communication's purpose. The conventions of the chosen genre and/or discipline are respected.	The purpose of the communication is mostly clear. The style and use of language are mostly appropriate for the audience and the communication's purpose. The conventions of the chosen genre and/or discipline are mostly respected.	The purpose of the communication is somewhat clear. The style and use of language are somewhat appropriate for the audience and the communication's purpose. The conventions of the chosen genre and/or discipline are sometimes respected.	The purpose of the communication is unclear. The style and use of language are rarely appropriate for the audience and the communication's purpose. The conventions of the chosen genre and/or discipline are rarely respected.
Control of Language, Syntax, and Mechanics for all Artifacts	Communication is clear, fluent and appropriate for the chosen genre and medium. Grammar, pronunciation, vocabulary and language choice are appropriate to the audience and occasion. Errors don't interfere with comprehension.	Communication is mostly clear, correct, fluent and appropriate for the chosen genre and medium. Grammar, pronunciation, vocabulary and language choice are mostly appropriate to the audience and occasion. Errors minimally interfere with comprehension.	Communication is somewhat clear, correct, fluent and appropriate for the chosen genre and medium. Grammar, pronunciation, vocabulary and language choice are somewhat appropriate to the audience and occasion. Errors sometimes interfere with comprehension.	Communication is rarely clear, correct, fluent or appropriate for the chosen genre and medium. Grammar, pronunciation, vocabulary and language choice are rarely appropriate to the audience and occasion. Errors consistently interfere with comprehension.

ORAL COMMUNICATION ABILITY

Definition

Clear communication imparts messages to others, constructs knowledge, fosters understanding, and/or influences opinion. The ability to communicate can be demonstrated in many ways, including through essays, poems, narratives, dialogues, presentations, formal and informal speaking, digital platforms, and other varieties of methods.

Framing Language

This rubric focuses on three dimensions of effective communication common to all forms, genre, and media (including Written, Oral and Digital Communication). These dimensions are Content Development, Purpose and Audience, and Control of Language. This rubric also defines effective Oral Communication.

Content Development and Organization

Content is well-organized, clear and logical. Statements, claims, and conclusions are supported by evidence or narrative detail. Where applicable, facts are not confused with opinions, and sources are credible and relevant. This material might consist of explanations, examples, illustrations, statistics, analogies, or quotations from relevant authorities. Through increasingly sophisticated use of sources, student authors will develop an ability to differentiate between their ideas and the ideas of others.

Assessing content and organization will shift depending on genre. For example, communications such as essays, letters, oral presentations, digital stories exhibit organizational patterns that include an introduction, body and conclusion. That pattern reflects choices among possible alternatives, including a chronological pattern, a problem-solution pattern, or an analysis-of-parts pattern. Genres such as poetry, dialogues, and wikis may evidence a different design, but demonstrate a student's understanding of form and content. In addition to serving the assignment's purpose, student work will incorporate sources according to disciplinary and genre conventions.

Purpose, Audience, and Genre

Communication must be appropriate to the context, and the purpose clear. The style and use of language are appropriate for the audience and purpose, and the conventions of the genre and/or discipline are respected. The purpose of communicating will depend in part on its intended effect on an audience, including work that means to persuade, report, inform, problem solve, argue, connect, or amuse.

Control of Language, Syntax, and Mechanics

Communication is clear, fluent, and appropriate for the genre and medium. Grammar, pronunciation, vocabulary, and language choice are appropriate to the audience and occasion. Errors do not interfere with comprehension. While particular communications may require some adaptation of form, in most cases the expectation is that the author will employ the language and syntax considered to be "standard" and appropriate to academic or professional settings. The articulation, tone, volume, pace, eye contact, and body language for oral presentations are appropriate to the interaction.

For **Oral Communication,** consider the following elements in addition to the above dimensions of effective communication:

- Voice Command: Tone, pacing, rate of speech, articulation, volume, and vocal expressiveness enhance the effectiveness of the dialogue or presentation. An effective speaker articulates with confidence, maintains audience awareness, uses their voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.). Voice command can apply to artifacts that are audio-only.

- Visual Delivery and Active Listening: For video or other visual presentations, posture, body language, eye contact enhance the presentation. Active listening is exhibited by the body language, response, and reaction of the speaker.

- Dialogues: For dialogues and interactions, it would be helpful for scoring purposes if during conversations or role-play the students could identify the primary speaker (who in theory would actually deposit the artifact).

ORAL COMMUNICATION ABILITY

Dimension	Proficient - 4	Competent - 3	Developing - 2	Novice - 1
Content Development and Organization	Content is well-organized, clear and logical. Statements and/or thesis and conclusions are supported by evidence or narrative detail. Facts are not confused with opinions. Sources are credible and relevant.	Content is mostly well-organized, clear and logical. Statements and/or thesis and conclusions are mostly supported by evidence or narrative detail. Facts are usually not confused with opinions. Sources are usually credible and relevant.	Content is somewhat well-organized, clear and logical. Statements and/or thesis and conclusions are somewhat supported by evidence or narrative detail. Facts are occasionally confused with opinions. Sources are sometimes credible and relevant.	Content is minimally organized, clear and logical. Statements and/or thesis and conclusions are rarely supported by evidence or narrative detail. Facts are often confused with opinions. Credible and relevant sources are rarely used.
Purpose, Audience, and Genre	The purpose of the communication is clear. The style and use of language are appropriate for the audience and the communication's purpose. The conventions of the chosen genre and/or discipline are respected.	The purpose of the communication is mostly clear. The style and use of language are mostly appropriate for the audience and the communication's purpose. The conventions of the chosen genre and/or discipline are mostly respected.	The purpose of the communication is somewhat clear. The style and use of language are somewhat appropriate for the audience and the communication's purpose. The conventions of the chosen genre and/or discipline are sometimes respected.	The purpose of the communication is unclear. The style and use of language are rarely appropriate for the audience and the communication's purpose. The conventions of the chosen genre and/or discipline are rarely respected.
Control of Language, Syntax, and Mechanics for all Artifacts	Communication is clear, fluent and appropriate for the chosen genre and medium. Grammar, pronunciation, vocabulary and language choice are appropriate to the audience and occasion. Errors don't interfere with comprehension.	Communication is mostly clear, correct, fluent and appropriate for the chosen genre and medium. Grammar, pronunciation, vocabulary and language choice are mostly appropriate to the audience and occasion. Errors minimally interfere with comprehension.	Communication is somewhat clear, correct, fluent and appropriate for the chosen genre and medium. Grammar, pronunciation, vocabulary and language choice are somewhat appropriate to the audience and occasion. Errors sometimes interfere with comprehension.	Communication is rarely clear, correct, fluent or appropriate for the chosen genre and medium. Grammar, pronunciation, vocabulary and language choice are rarely appropriate to the audience and occasion. Errors consistently interfere with comprehension.

| Oral Communication

Voice command and visual delivery for oral communication, including active listening and interactions in appropriate situations. | Articulation, tone, volume, and pace are appropriate to the situation.

Where appropriate, eye contact and body language are appropriate to the interaction.

Speaker listens attentively and responds to audience appropriately to clarify, reinforce and/or summarize main ideas. | Articulation, tone, volume, and pace are mostly appropriate to the situation.

Where appropriate, eye contact and body language are mostly appropriate to the interaction.

Speaker mostly listens attentively and responds to audience mostly appropriately to clarify, reinforce and/or summarize main ideas. | Articulation, tone, volume, and pace are somewhat appropriate to the situation.

Where appropriate, eye contact and body language are somewhat appropriate to the interaction.

Speaker somewhat listens attentively and responds to audience somewhat appropriately to clarify, reinforce and/or summarize main ideas. | Articulation, tone, volume, and pace are rarely appropriate to the situation.

Where appropriate, eye contact and body language are rarely appropriate to the interaction.

Speaker rarely listens attentively and rarely responds to audience appropriately to clarify, reinforce and/or summarize main ideas. |

Definition

Clear communication imparts messages to others, constructs knowledge, fosters understanding, and/or influences opinion. The ability to communicate can be demonstrated in many ways, including through essays, poems, narratives, dialogues, presentations, formal and informal speaking, digital platforms, and other varieties of methods.

Framing Language

This rubric focuses on three dimensions of effective communication common to all forms, genre, and media (including Written, Oral and Digital Communication). These dimensions are Content Development, Purpose and Audience, and Control of Language. This rubric also defines effective Digital Communication.

Content Development and Organization

Content is well-organized, clear and logical. Statements, claims, and conclusions are supported by evidence or narrative detail. Where applicable, facts are not confused with opinions, and sources are credible and relevant. This material might consist of explanations, examples, illustrations, statistics, analogies, or quotations from relevant authorities. Through increasingly sophisticated use of sources, student authors will develop an ability to differentiate between their ideas and the ideas of others.

Assessing content and organization will shift depending on genre. For example, communications such as essays, letters, oral presentations, digital stories exhibit organizational patterns that include an introduction, body and conclusion. That pattern reflects choices among possible alternatives, including a chronological pattern, a problem-solution pattern, or an analysis-of-parts pattern. Genres such as poetry, dialogues, and wikis may evidence a different design, but demonstrate a student's understanding of form and content. In addition to serving the assignment's purpose, student work will incorporate sources according to disciplinary and genre conventions.

Purpose, Audience, and Genre

Communication must be appropriate to the context, and the purpose clear. The style and use of language are appropriate for the audience and purpose, and the conventions of the genre and/or discipline are respected. The purpose of communicating will depend in part on its intended effect on an audience, including work that means to persuade, report, inform, problem solve, argue, connect, or amuse.

Control of Language, Syntax, and Mechanics

Communication is clear, fluent, and appropriate for the genre and medium. Grammar, pronunciation, vocabulary, and language choice are appropriate to the audience and occasion. Errors do not interfere with comprehension. While particular communications may require some adaptation of form, in most cases the expectation is that the author will employ the language and syntax considered to be "standard" and appropriate to academic or professional settings. The articulation, tone, volume, pace, eye contact, and body language for oral presentations are appropriate to the interaction.

For *Digital Communication,* consider the following elements in addition to the above dimensions of effective communication:

- Multimodal/Media Composition: Digital communication employs an evolving range of digital tools and platforms for purposeful composition, including but not limited to websites, ePortfolios, PowerPoint presentations, multimedia blogs and Tweets, and digital stories. The capacities of these and other digital platforms create expanded opportunities for students to compose with multimodal and/or multimedia texts, which means the creative integration of two or more forms of media together, including text, audio, video, photography, animation, graphs, charts, and/or data visualizations. Successful digital communication will juxtapose and integrate multimodal design using tools and platforms appropriate for the assignment. The complexity of multimodal elements and/or volume of multiple multimodal elements is less significant than whether such elements advance and enhance the purpose of communication.

- Holistic Design: Effective digital composition will advance the content and purpose of the communication through creative juxtaposition of media as part of a balanced, purposeful visual design, which may also include digital features like hyperlinks (note: the simple presence of hyperlinks or a simple hypertext document does not constitute digital communication if it's not multimodal). Proficient digital artifacts will develop a holistic approach to content, in which the different parts of the composition – the sequence, pages, images, banners, etc. – work together to reinforce the overall purpose and content. For example, text, image and visual design of a web page or ePortfolio will be intentionally deployed to more powerfully communicate a unified message or narrative. Holistic design signals the way different parts of multimodal compositions of various sizes contribute to a coherent whole.

Dimension	Proficient - 4	Competent - 3	Developing - 2	Novice - 1
Content Development and Organization	Content is well-organized, clear and logical. Statements and/or thesis and conclusions are supported by evidence or narrative detail. Facts are not confused with opinions. Sources are credible and relevant.	Content is mostly well-organized, clear and logical. Statements and/or thesis and conclusions are mostly supported by evidence or narrative detail. Facts are usually not confused with opinions. Sources are usually credible and relevant.	Content is somewhat well-organized, clear and logical. Statements and/or thesis and conclusions are somewhat supported by evidence or narrative detail. Facts are occasionally confused with opinions. Sources are sometimes credible and relevant.	Content is minimally organized, clear and logical. Statements and/or thesis and conclusions are rarely supported by evidence or narrative detail. Facts are often confused with opinions. Credible and relevant sources are rarely used.
Purpose, Audience, and Genre	The purpose of the communication is clear. The style and use of language are appropriate for the audience and the communication's purpose. The conventions of the chosen genre and/or discipline are respected.	The purpose of the communication is mostly clear. The style and use of language are mostly appropriate for the audience and the communication's purpose. The conventions of the chosen genre and/or discipline are mostly respected.	The purpose of the communication is somewhat clear. The style and use of language are somewhat appropriate for the audience and the communication's purpose. The conventions of the chosen genre and/or discipline are sometimes respected.	The purpose of the communication is unclear. The style and use of language are rarely appropriate for the audience and the communication's purpose. The conventions of the chosen genre and/or discipline are rarely respected.
Control of Language, Syntax, and Mechanics for all Artifacts	Communication is clear, fluent and appropriate for the chosen genre and medium. Grammar, pronunciation, vocabulary and language choice are appropriate to the audience and occasion. Errors don't interfere with comprehension.	Communication is mostly clear, correct, fluent and appropriate for the chosen genre and medium. Grammar, pronunciation, vocabulary and language choice are mostly appropriate to the audience and occasion. Errors minimally interfere with comprehension.	Communication is somewhat clear, correct, fluent and appropriate for the chosen genre and medium. Grammar, pronunciation, vocabulary and language choice are somewhat appropriate to the audience and occasion. Errors sometimes interfere with comprehension.	Communication is rarely clear, correct, fluent or appropriate for the chosen genre and medium. Grammar, pronunciation, vocabulary and language choice are rarely appropriate to the audience and occasion. Errors consistently interfere with comprehension.

Digital Communication Digital communication employs multimedia composition with appropriately selected digital tools and platforms. It also employs holistic design, effectively integrating text, image, video and other elements to communicate unified content and purpose.	Digital Communication effectively employs multimodal composition with appropriately selected digital tools and platforms. Effectively employs holistic design to advance unified content and purpose of communication.	Digital Communication mostly effectively employs multimodal composition with appropriately selected digital tools and platforms. Employs mostly effective elements of holistic design to unify content and purpose of communication.	Digital Communication somewhat effectively employs multimodal composition with appropriately selected digital tools and platforms. Employs somewhat effective elements of holistic design to unify content and purpose of communication.	Digital Communication minimally employs multimodal composition with appropriately selected digital tools and platforms. Employs minimal elements of holistic design to unify content and purpose of communication.

APPENDIX C. Periodic Program Review (PPR)

C1. Learning Outcomes Assessment Schedule													
Department/Unit-Degree	**PPR Last Completed**	**Accreditation Status**	**Accrediting body**	**Last accredi-tation**	**Next accredi-tation**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
KEY:													
P=Preparation													
AR=Under Review													
I=Implementation													
Program/Option/Certificate by Department													
BUSINESS & TECHNOLOGY Department													
Accounting-A.S.	2014-2015	non-accredited				I	I			P	AR	I	I
Business Administration-A.S. (Bus. Admin. programs grouped under 1 PPR)	2013-2014	non-accredited				I			P	AR	I	I	I
Bus. Admin: Aviation Management Option	new 2013	non-accredited							P	AR	I	I	I
Paralegal Studies-A.A.S.	2011-2012	Accredited	American Bar Association (ABA)	2013	2020		P	AR	I	I	I		
Travel, Tourism and Hospitality Management-A.A.S.	2014-2015	non-accredited				I	I			P	AR	I	I
ELA Department													
Education-Education Associate: Bilingual Child-A.A. (Education programs grouped under 1 PPR)	2011-2012	non-accredited					P	AR	I	I	I		
Education: Early Childhood Education Option	new 2017	non-accredited					P	AR	I	I	I		
Education: Childhood Education Option	2011-2012	non-accredited					P	AR	I	I	I		
Education: Secondary Education-Teacher Education Option	2011-2012	non-accredited					P	AR	I	I	I		
Modern Languages-A.A.	2013-2014	non-accredited				I			P	AR	I	I	I
Academic ESL	2015-2016	non-accredited				I	I	I			P	AR	I
Spanish Translation-A.A.	2015-2016	non-accredited				I	I	I			P	AR	I

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Department/Unit-Degree	PPR Last Completed	Accreditation Status	Accrediting body	Last accreditation	Next accreditation	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
LaGuardia Community College - Learning Outcomes Assessment Schedule													
KEY:													
P=Preparation													
AR=Under Review													
I=Implementation													
Program/Option/Certificate by Department													
ENGLISH Department													
Writing/Composition Program (ENG099,101,102, & 103)	2015-2016	non-accredited				I	I	I			P	AR	I
Writing and Literature (English)-A.A.	2013-2014	non-accredited				I			P	AR	I	I	I
Creative Writing Track (Writing & Lit.)	new 2011	non-accredited							P	AR	I	I	I
Journalism	new 2011	non-accredited							P	AR	I	I	I
HUMANITIES Department													
Commercial Photography-A.A.S. (Photography programs grouped under 1 PPR)	2015-2016	non-accredited				I	I	I			P	AR	I
Commercial Photography: Fine Arts Option	2015-2016	non-accredited				I	I	I			P	AR	I
Commerical Photography-CERT	2015-2016	non-accredited				I	I	I			P	AR	I
Communication Studies-A.A	2013-2014	non-accredited				I			P	AR	I	I	I
Fine Arts-A.S. (both Fine Arts programs grouped under 1 PPR)	2012-2013	non-accredited							P	AR	I	I	I
Fine Arts: Design Studies Option-A.S.	2012-2013	non-accredited							P	AR	I	I	I
Music Recording Technology-A.A.S.	2014-2015	non-accredited				I	I			P	AR	I	I
New Media Technology-A.A.S. (both Media programs grouped under 1 PPR)	2012-2013	non-accredited							P	AR	I	I	I
Digital Media Arts-CERT	2012-2013	non-accredited							P	AR	I	I	I
Industrial Design	new 2011	non-accredited							P	AR	I	I	I
Philosophy-A.A.	2017-2018	non-accredited				P	AR	I	I	I			P
Theatre-A.A.	new 2011	non-accredited							P	AR	I	I	I
MATHEMATICS, ENGINEERING, & COMPUTER SCIENCE (MEC)													
Basic Skills-Math	2012-2013								P	AR	I	I	I
Computer Operations: Network Admin and Security Option-A.A.S.	2016-2017	non-accredited				AR	I	I	I			P	AR

				Last accredi-tation	Next accredi-tation	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
LaGuardia Community College - Learning Outcomes Assessment Schedule													
Department/Unit-Degree	**PPR Last Completed**	**Accreditation Status**	**Accrediting body**										
KEY:													
P=Preparation													
AR=Under Review													
I=Implementation													
Program/Option/Certificate by Department													
Computer Science-A.S.	2016-2017	non-accredited; dual-joint articulation with John Jay College				AR	I	I	I			P	AR
Computer Technology-A.A.S.	2016-2017	non-accredited				AR	I	I	I			P	AR
Programming and Systems-A.A.S.	2016-2017	non-accredited				AR	I	I	I			P	AR
Engineering: Civil-A.S. (Engineering programs grouped under 1 PPR)	2011-2012	non-accredited; dual-joint articulation with City College					P	AR	I	I	I		
Engineering Science: Electrical-A.S.	2011-2012	non-accredited; dual-joint articulation with City College					P	AR	I	I	I		
Engineering: Mechanical-A.S.	2011-2012	non-accredited; dual-joint articulation with City College					P	AR	I	I	I		
NATURAL SCIENCES Department													
Biology-A.S.	2017-2018	non-accredited				P	AR	I	I	I			P
Environmental Science-A.S.	2017-2018	non-accredited				P	AR	I	I	I			P
HEALTH SCIENCES Department													
Nutrition and Culinary Management-A.A.S.	new 2018												
Human Services-A.A.	2012-2013	non-accredited						P	AR	I	I	I	
Human Services: Public and Community Health-A.A.	new 2018	non-accredited											
Human Services: Healthcare Navigation-A.A.	new 2018	non-accredited											
Nursing-A.A.S. (Nursing programs grouped under 1 PPR)	2015-2016	Accredited; dual-joint articulation with York & Lehman	National League for Nursing Commission, Inc., and New York State	2016	2024	I	I	I			P	AR	I
Practical Nursing-CERT.	2015-2016	non-accredited	New York State	2016	2021	I	I	I			P	AR	I
Occupational Therapy Assistant-A.S.	2012-2013	Accredited	ACOTE-Accredited Council for Occupational Therapy Education of the American Occupational Therapy Association	2016	2026			P	AR	I	I	I	

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LaGuardia Community College - Learning Outcomes Assessment Schedule

Department/Unit-Degree	PPR Last Completed	Accreditation Status	Accrediting body	Last accredi-tation	Next accredi-tation	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
KEY:													
P=Preparation													
AR=Under Review													
I=Implementation													
Program/Option/Certificate by Department													
Physical Therapist Assistant-A.A.S.	2015-2016	Accredited	Commission on Accreditation in Physical Therapy Education	2010	2020	I	I	I			P	AR	I
Radiologic Technology-A.A.S.	new 2008	non-accredited	Recognized by the American Registry of Radiologic Technologists (ARRT) as accredited through LaGuardia's Middle States Accreditation			AR	I	I	I			P	AR
Therapeutic Recreation-A.S.	new 2017	non-accredited											P
Veterinary Technology-A.A.S.	2017-2018	Accredited	American Veterinary Medical Association (AVMA)	2012	2018	P	AR	I	I	I			P
SOCIAL SCIENCE Department													
Psychology-A.A. (as of Fall 2013; was an A.S. degree prior to Pathways)	new 2012	non-accredited							P	AR	I	I	I
Political Science Option	new 2016	non-accredited										P	AR
Criminal Justice-A.S.	2013-2014	non-accredited; dual-joint articulation with John Jay				I				P	AR	I	I
Urban Studies	2014-2015	non-accredited								P	AR	I	I
LIBERAL ARTS Major													
Liberal Arts: Mathematics and Science	2017-2018	non-accredited				P	AR	I	I	I			P
Liberal Arts: Social Sciences and Humanities (and Options)	2017-2018	non-accredited				P	AR	I	I	I			P
Lib Arts: Deaf Studies Option	2014-2015	non-accredited				I	I			P	AR	I	I
Lib Arts: History Option	2014-2015	non-accredited				I	I			P	AR	I	I
Lib Arts: International Studies Option	2014-2015	non-accredited				I	I			P	AR	I	I
Lib Arts: Latin American Studies Option	2014-2015	non-accredited				I	I			P	AR	I	I
Lib Arts: Media Studies Option	2014-2015	non-accredited				I	I			P	AR	I	I
Lib Arts: Music Option	2014-2015	non-accredited				I	I			P	AR	I	I

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Department/Unit-Degree	PPR Last Completed	Accreditation Status	Accrediting body	Last accredi-tation	Next accredi-tation	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
LaGuardia Community College - Learning Outcomes Assessment Schedule													
KEY:													
P=Preparation													
AR=Under Review													
I=Implementation													
Program/Option/Certificate by Department													
Lib Arts: Women, Gender and Sexuality Studies Option	new 2018	non-accredited											
OTHER PROGRAMS													
Library Department	2013-2014	non-accredited				I			P	AR	I	I	I

APPENDIX D. AES Assessment Schedule and Annual Plan

D1. Administrative & Education Support (AES) Units Assessment Schedule

Programs/Services

	Annual Assessment Plans (X) Periodic Unit Reviews (4-6 years cycle) (P)						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Division of Academic Affairs							
1 - Pre-College Programs		x	x	x	x	x	p
2 - Center for Teaching and Learning	x	x	x	x	p	x	x
3 - Writing Center		x	x	x	x	x	p
4 - LaGuardia Performing Arts Center (LPAC)		x	x	x	x	p	x
5 - Institutional Research and Assessment		x	x	x	x	p	x
6 - Registrar		x	x	x	x	x	p
Division of Adult and Continuing Education							
7 - Pre-College Academic Programs		x	x	x	x	p	x
8 - Administration and Finance		x	x	x	x	p	x
9 - Business and Entrepreneur Services		x	x	x	x	p	x
10 - Workforce Development		x	x	x	x	p	x
Division of Student Affairs							
Enrollment Management Services							
11 - Students' Rights and Responsibilities		x	x	x	x	x	p
12 - Student Information Center/Conversion Team		x	x	x	x	x	p
Access and Achievement							
13 - Admissions	x	x	x	x	p	x	x
14 - Testing Services		x	x	x	x	p	x
15 - Financial Aid	x	x	x	x	p	x	x
Progress and Completion							
16 - Student Advising Services		x	x	x	x	x	p
17 - Center for Career & Professional Development		x	x	x	x	p	x
18 - Transfer Services		x	x	x	x	p	x
Student Engagement							
19 - Early Childhood Learning Center		x	x	x	x	x	p
20 - Office of Health and Wellness Services and OSD		x	x	x	x	p	x
21 - Campus Life/Recreation		x	x	x	x	p	x
Division of Administration							
22 - Human Resources		x	x	x	x	p	x
23 - Finance and Business Office	x	x	x	x	p	x	x
24 - Facilities Management and Planning		x	x	x	x	x	p
25 - Public Safety		x	x	x	x	p	x
Division of Information Technology (units combined_							
26 - IT Division		x	x	x	x	x	p
Division of Institutional Advancement							
27 - Marketing & Communications	x	x	x	x	p	x	x
28 - External Affairs		x	x	x	x	x	p
29 - Development		x	x	x	x	x	p
President's Office							
30 - Compliance and Diversity		x	x	x	x	x	p

D2. Annual Assessment Plan Template

Year 1: xxxx-yyyy Annual Assessment Plan

Unit/Department :

Mission:

phase 1 - goals & objectives			Phase 2 -measures and activities			phase 3 - results, analysis, future initiatives				Optional
Goal	Strategic Plan Goals	Objective/ Outcome	Method/ Measure	Year 1 Activities 2019-20	Required Resources	Results	Analysis & resulting actions	Future Initiatives?	Cross-Divisional Collaboratio	Targets (specify timeframe)
Goal 1		Objective 1								
		Objective 2								
Goal 2		Objective 1								
		Objective 2								
Goal 3		Objective 1								
		Objective 2								

Strategic Plan Goals:

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