

Table of Recommendations, Strengths, Challenges and Key Evidence

Standard	Recommendations & Key Evidence	Strengths	Challenges
<p>I Mission and Goals</p> <p>Co-Chairs: Linda Mellon & Preethi Radhakrishnan</p>	<p>The College should develop a well-defined timeline and process regarding the periodic assessment of the College Mission and Strategic Plan Priorities.</p> <p>LaGuardia should evaluate how the College's ability to fulfill its Mission and successfully implement Strategic Priorities can be further enhanced by the utilization and dissemination of assessment results, data, and analysis.</p> <ul style="list-style-type: none"> ○ Institutional Profile ○ The Annual Monitoring of the IE KPI 2020-21 ○ The Annual Monitoring of the Strategic Plan 2020-21 ○ AES assessment summary ○ CUNY PMP Performance Management Process Databook 2020-2021 	<p>LaGuardia's Mission and Strategic Plan Priorities are well defined and fully endorsed across the campus. They are visible, and drive budgeting, resource allocation, and decision-making. The Priorities were developed to meet the needs of students, faculty, and staff while engaging the internal and external members of the community. The LaGuardia Institutional Effectiveness Plan and Report describes the alignment of planning and assessment of the College's Mission and Strategic Plan Priorities.</p> <p>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 outcomes evidence and unit strategic goals. These plans emerge as Departmental and Divisional strategic plans, which are closely aligned to the College Strategic Plan Priorities and Periodic Program Reviews (PPRs)</p>	<p>While the College regularly assesses its Mission and Strategic Plan, it could improve the process of how and when it evaluates and sets its Mission and goals. Further, the missions and goals of our departments and divisions could better inform how we devise and assess our Strategic Plan Priorities. Currently, academic departments and divisions select existing Strategic Plan Priorities when reporting their end of year Strategic Plan Report. However, they do not devise missions and goals that are specific to them that address and supplement the College's Strategic Plan Priorities. In the interest of further shared knowledge and utilization of data, the College should continue to improve how it shares the divisional and departmental operational plans and the Institutional Effectiveness Plan with the community.</p>

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<p data-bbox="71 212 262 272">II Ethics and Integrity</p> <p data-bbox="71 345 247 472">Co-Chairs: Jeanne Funk & Lara Kattekola</p>	<p data-bbox="287 212 814 443">LaGuardia should create a Social Equity Plan that establishes a diverse, equitable, and inclusive community in response to student, faculty, and staff feedback, and that addresses Universal Design and/or strategies of accessible design.</p> <p data-bbox="287 480 806 578">Human Resources should provide more support handling fairness in departmental P&B election process.</p> <ul data-bbox="287 615 814 1281" style="list-style-type: none"> ○ https://www.laguardia.edu/dei/ ○ 2019 COACHE ○ 2020 Employee Engagement Survey ○ Student Handbook ○ Student Consumer Information Website ○ IE Website ○ The Pandemic Impact on Support Services and Student Needs ○ Distance Learning Experience and the Pandemic Impact on Education. ○ The Impact of the Covid 19 Pandemic done by IR can be found in the inventory. ○ Office of Accessibility ○ Distance Learning Experience and the Pandemic Impact on Education CUNY and LaGuardia, ○ The Pandemic Impact On Support Services and Student Needs 	<p data-bbox="848 212 1325 846">The College complies with federal, state, city, University, and institutional policies. In particular, LaGuardia complies policies aimed at ensuring diversity and non-discrimination, including those pertaining to hiring. The College supports activities to promote diversity and inclusion among students, staff, and faculty. The President has announced a clear commitment to advance DEI initiatives and values. The College also follows an existing body of regulations and guidelines to ensure accessibility. There is an emergent understanding of Universal Design (UD) in the design of spaces, programs, and services.</p> <p data-bbox="848 883 1335 1214">The College offers numerous programs and opportunities to promote affordability and financial access. The College's communications include a strong social media presence, an accessible and well-utilized website, and an interactive mobile app that address internal and external constituents with varying needs and priorities.</p>	<p data-bbox="1362 212 2011 743">With the hiring of an Executive Director to integrate DEI efforts, the college is well-positioned to address long-standing issues surrounding the central coordination and need for a comprehensive definition of the College's approach to advancing DEI. For example, the College has not collected qualitative data from students concerning their perspective and experiences with our inclusion and equity efforts. Information regarding resources for financial access and empowerment (e.g., support for women in STEM and minority students) can be perceived as decentralized and fragmented. ACE is currently designing a process to address student grievances to complement their recent design of a student Code of Conduct.</p> <p data-bbox="1362 781 2007 1312">Further, while the College is committed to promoting UD, these efforts lack central coordination. Efforts to promote access and UD are limited by existing infrastructure, bureaucratic tradition, funding deficits, and coordination across divisions and departments. Students seeking services and accommodations through the OA must submit testing reports, which can be expensive and time-consuming to obtain. For example, navigation training for the blind, where students are taken to classrooms prior to the start of term, is ineffective when room assignments are changed with little notice. The College lacks policies and professional development to guide faculty and staff in working with deaf and hard-of-hearing students.</p>

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<p data-bbox="71 212 254 410">III Design and Delivery of the Student Learning Experience</p> <p data-bbox="71 480 247 643">Co-Chairs: Elizabeth Iannotti & Demetri Kapetanakos</p>	<p data-bbox="287 212 823 375">The College should expand professional development opportunities for ACE and adjunct instructors by leveraging the resources of the Center for Teaching and Learning.</p> <p data-bbox="287 412 823 610">The College should secure resources to implement the goal to expand credit for prior learning, stackable credentials, micro-credentialing for ACE and credit students, and ACE certifications that add value to associate degrees.</p> <ul data-bbox="338 615 823 1013" style="list-style-type: none"> ○ Institutional Profile. ○ LaGuardia Pathways & College Catalog ○ Liberal Arts website. ○ Adult and Continuing Ed materials (ACE) including: ACE Catalog, support services, & the ACE Annual Report 2021 From the Evidence Inventory [1094]. ○ LaGuardia Credit For Prior Learning Project From the Evidence Inventory 1092 	<p data-bbox="848 212 1318 643">Through its academic programs, student support services, and co-curricular offerings, LaGuardia provides students with experiences that expand their knowledge, challenge their assumptions, and prepare them for transfer and employment. LaGuardia’s approach to the design, delivery, and assessment of programs of study and co-curricular offerings is ambitious, and meets the needs of our diverse students.</p>	<p data-bbox="1362 212 2018 578">While the College provides extensive supports for students, it could improve how it addresses student issues with effective assistance and guidance. It could also improve how it supports adjunct faculty deliver instruction via professional development. Further, some of ACE’s approaches to the design and delivery of the learning experience could be better integrated into degree programs. It would be valuable to develop more opportunities to collaborate across divisions and departments.</p>

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<p>IV Support of the Student Experience</p> <p>Co-Chairs: Ellen Quish & Lanaia DuBose</p>	<p>The College should strengthen academic and non-academic student support services, including for evening and weekend students, through ongoing assessment leading to continuous improvement.</p> <ul style="list-style-type: none"> ○ Institutional Profile ○ The Annual Monitoring of the IE KPI 2020-21 ○ The Annual Monitoring of the Strategic Plan 2020-21 ○ AES Assessment Summary ○ The Impact of the Covid 19 Pandemic done by IR can be found in the inventory. ○ Distance Learning Experience and the Pandemic Impact on Education CUNY and LaGuardia, ○ The Pandemic Impact On Support Services and Student Needs ○ Student Handbook ○ Student Consumer Information ○ CCPD website ○ Wellness Center ○ ACE Annual Report 2021 ○ FYS Evaluation ○ Advisement 2.0 Evaluation ○ Peer Programs 	<p>The College offers a wide range of support services designed to keep students on track with their educational goals. LaGuardia students avail themselves of a wide range of student mentoring programs, including programs designed to serve particular populations. Resources, special programs, and the implementation of discipline-specific FYS courses led to an improvement in retention and completion. The systematic structure of the assessments means that results are regularly reviewed and used to inform decision-making. The new AES assessment process provides an improved way for administrative units to evaluate their daily work and Student Learning Outcomes.</p>	<p>The Pandemic Impact on Support Services and Student Needs survey shows that despite current communication and marketing efforts across the College, students may not be aware of vital resources. [880] In addition, not all tutoring centers assess learning outcomes.</p>

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<p data-bbox="65 212 262 342">Standard V: Educational Effectiveness Assessment</p> <p data-bbox="65 412 262 574">Co-Chairs: Marisa Klages- Bombich & Regina Lehman</p>	<p data-bbox="287 212 760 542">The College should systematize the use of academic and AES assessment data across all areas of the College, including full and part-time faculty and staff, departments, divisions, leadership, and governance, to encourage collaboration and to strengthen the culture of data-driven decision making.</p> <ul data-bbox="338 581 772 846" style="list-style-type: none"> <li data-bbox="338 581 646 610">○ Check Standard I/III <li data-bbox="338 613 772 643">○ PLO related to your program, <li data-bbox="338 646 772 846">○ Check the assessment section on the Institutional effectiveness website (check all documents under Academic Assessment including benchmark reading). 	<p data-bbox="806 212 1337 610">The College conducts systematic assessment at all levels, and participation in the assessment process is inclusive and effective. Assessments are conducted in academic programs and AES units, and there is a culture of recognizing common goals and improving them based on evidence. Faculty are involved in all levels of assessment, whether it be depositing artifacts, benchmark readings, PPRs, or Learning Matters Mini-Grants.</p> <p data-bbox="806 649 1337 1047">Data from the assessment of Student Learning Outcomes is used to improve teaching and learning. For example, programs use the results from the Gen Ed assessments to revise assignments, curriculum, or pedagogy to strengthen student learning. In general, measuring Student Learning Outcomes is a well-established and externally recognized practice, especially with the Core Competencies and Communication Abilities.</p> <p data-bbox="806 1086 1337 1416">Additionally, data from PLOs and PPRs inform curricular changes at the program level. The College's approach to program review is thorough and effective. Examples include a steady increase in the number of graduates in the Engineering programs over the past five years, and increased enrollment trends of students of color in Biology and Environmental Sciences programs.</p>	<p data-bbox="1362 212 1999 846">The College could improve communication between different college divisions about assessment, and how results and data are shared. There are not enough opportunities for conversations about assessment of student learning outcomes among all faculty. Communication about data, and informed strategic planning and resource allocation extending from certain areas such as PPRs and PLOs, could be improved both within and across departments and divisions. PLO processes are relatively recent, and although the College has made substantial strides, it should continue creating sustainable and integrated processes for assessing PLOs. In addition, PPR reports do not always make explicit connections between the assessment actions and department strategic plans. This lack of connection was also noticed in some department strategic plans.</p> <p data-bbox="1362 885 1999 1382">While the PPR process is strong, there is concern about the feasibility of implementing recommendations from PPRs. For example, the PPRs for Theatre and Music Recording Technology included testimony from external reviewers that stated that additional resources (space, funding, and equipment) were required to make the programs effective and competitive, and to prepare students for their respective fields. While programs might or might not receive new resources, it would be beneficial for the College to be transparent in how resources are allocated to programs after PPRs. Due to the resource-related issues at stake, the relevant Recommendation can be found in the conclusion to Standard VI.</p>

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<p data-bbox="73 212 260 407">Standard VI: Planning, Resources, and Institutional Improvement</p> <p data-bbox="73 480 218 643">Co-Chairs: Anthony Garafola & Nicole Maguire</p>	<p data-bbox="289 212 800 472">The College should disseminate plans and improve communications about the annual budget and resource allocation process, and further define the role, responsibilities, and relationships of governance bodies in relation to resource allocation decisions and consultations.</p> <p data-bbox="289 513 800 740">The College should develop procedural guidelines and periodic assessment for the College-Wide and departmental Personnel and Budget committees, in addition to training and guidelines to address actual or perceived conflict of interest.</p> <ul data-bbox="338 813 737 943" style="list-style-type: none"> ○ Check SI/SIV documents ○ CUNY Budget and Finance ○ LaGuardia Business Office Website 	<p data-bbox="850 212 1339 675">LaGuardia demonstrates a strong commitment to inclusive planning, budgeting, and decision-making. This is evidenced by sustained efforts and investments of human, technical, and financial resources towards providing opportunities for collaboration between faculty, staff, and students. Such collaboration includes Senate Committees, participatory events such as the Strategic Jam and Opening Sessions, various college committees, and annual assessment processes.</p> <p data-bbox="850 716 1325 1081">LaGuardia is also dedicated to regular self-analysis and continuous improvement. The administration of the faculty COACHE survey, the changes spurred by its results, and the recent administration of the staff-oriented Employee Engagement Survey exemplify LaGuardia's promise to hear every voice, and encourages our community to shape our collective culture and values.</p>	<p data-bbox="1365 212 2011 740">While LaGuardia has demonstrated strong efforts toward budget transparency, most notably via our Business Office website, not all our constituents are aware that this information is available or fully understand the context of our relation to University resource allocation. Additionally, there are members of the community who would benefit from tutorials or further discussion of budget processes. Furthermore, feedback from our Town Halls and online Yammers suggest the need for more definition about how members of the College-Wide and departmental P&B Committees are involved in budget decisions for their areas. Members of the community seek more clarity about College-Wide and departmental P&B processes.</p>

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<p>Standard VII: Governance, Leadership, and Administration</p> <p>Co-Chairs: Fay Butler & Raj Bhika</p>	<p>The College should develop periodic assessments of the College Senate and Faculty Council, and further clarify the relational structure of the College's overall governance.</p> <ul style="list-style-type: none"> ○ Check SII and SVI evidence ○ LaGuardia Senate & Governance Plan 	<p>LaGuardia operates with appropriate autonomy and adheres to The Board of Trustees Bylaws. LaGuardia is committed to inclusive and shared governance, and efforts to maintain and improve effective governance are on-going. Our tripartite governance structure and strong Senate committees reveal a culture of inclusion and representation, as do the significant roles of SGA and Faculty Council by allowing faculty, staff, and students to participate in the College's Mission, planning, and improvements. Much collaborative work is done by the College Senate and its committees, the Faculty Council, the College-Wide Personnel and Budget Committee, and other ad-hoc committees. These bodies facilitate communication between different divisions and roles at the College, and create a strong collaborative ethos in the community, with a focus on innovative education and student support.</p>	<p>As Standard VI also suggests, there could be an improved system for assessing governance, and for further defining the roles, responsibilities, and activities of bodies like Faculty Council and College-Wide P&B [LaGuardia College Senate, Faculty Council, LaGuardia Personnel and Budget Committee] Further assessment of our governance bodies, and further defining our governance roles, will help ensure that we meet our Mission. Likewise, regular conversations should occur about continuous improvement. Therefore, there needs to be a system of formal periodic assessment of governance. The College also needs to better define and communicate about its organizational structure and changes to that structure.</p>