



**Appendices**

**LaGuardia Community College**

**The City University of New York**

**Comprehensive Institutional Self-Study**

**For the Middle States Association of Colleges and Schools**

**Commission on Higher Education**

**February 2, 2012**

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**Appendix A**

**Working Groups of the LaGuardia Community College Middle States Self-Study**

<b>Standard 1: Mission and Goals</b>		
Chair	Scott White	Associate Professor, Library
Co-Chair	Priscilla Stadler	Instructional Design Manager, Center for Teaching and Learning
Co-Chair	Brad Orcutt	Associate Dean, Information Technology
	Vincent Bruno	Director of First Year Programs, Academic Support Services and Special Programs
	Martin Czuj	Student
	Marie T. Hanlon	Professor, Cooperative Education
	David Housel	Associate Director, CUNY Language Immersion
	Anthony Lugo	Director of Auxiliary Services and Sustainability, Administration
	Terry Parker	Chief CLT, Library (Media Services)
	Kimberly Ramirez	Assistant Professor, English
	Max Rodriguez	Professor, Education and Language Acquisition
	Christian Sepulveda	Student (2010-2011)
	Martha Travieso	Student
<b>Standard 2: Planning, Resource Allocation, and Instructional Renewal</b>		
Chair	Michael Napolitano	Professor, Chair, Business and Technology
Co-Chair	Diane Darcy	Executive Director of Human Resources, Human Resources
	Gordon Crandall	Associate Professor, Mathematics, Engineering and Computer Science
	Steven Hitt	Managing Director, LaGuardia Performing Arts Center
	Thomas Hladek	Executive Director of Finance and Business, Business Office
	William Lindner	Director of Information Systems, Computer Systems Manager, IT
	Cristobal Stewart	Director of Enrollment Management Services, ACE
	Angela Wu	Associate Professor, Business and Technology
<b>Standard 3: Institutional Resources</b>		
Chair	Shahir Erfan	Executive Director of Facilities Management and Planning, Administration
Co-Chair	Laurie Gluck	Lecturer, Education and Language Acquisition
	Natalia Arguello	NY Designs Director, NY Designs
	Gail Baksh-Jarrett	Senior Director of Enrollment/Student Financial Services
	Thomas A. Fink	Professor, English

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	Yvonne Flores	Associate Grants Director, Grants Office
	Claudette Gray	Associate Director of Human Resources, Human Resources
	Bosa Grgurevic	Assistant Architect, Facilities Design and Construction
	Soloman Kone	Assistant Professor, Social Science
	Billy Lau	Network Administrator, IT

**Standard 4: Leadership and Governance**

Chair	Unn Hidle	Associate Professor, Health Sciences
Co-Chair	Nancy Berke	Assistant Professor, English
Co-Chair	Francine Egger-Sider	Professor and Coordinator of Technical Services, Library
	Daniese Betito	Student (2010-2011)
	Diane Escobar	Student (2011-2012)
	Brian Goldstein	Senior Director of Student Life, Student Affairs
	Alejandro Madi	Student (2010-2011)
	Linda Mellon	Director of Strategic Initiatives, Office of VP of ACE
	Lisa O'Donnell	Assistant Professor, Health Sciences
	Jose Orengo	Executive Director of Government Relations/Special Counsel to the President, President's Office
	Christian Sanchez	Student (2010-2011)
	Arthur Simms	Associate Professor, Arts Program Coordinator, Humanities
	Minely Ulloa	Assistant Budget Director, Budget Office

**Standard 5: Administration**

Chair	Shannon Bryant	Director of Finance, ACE VP Office
Co-Chair	Edward Goodman	Associate Professor, Business and Technology
	Olga Calderon	Chief CLT, Natural Sciences
	Carmen Luong	Associate Business Manager, Business Office
	Sreca Perunovic	Assistant Professor, Social Science
	Eneida Rivas	Associate Director of College and Community Relations
	Cheryl Still	Human Resource Specialist, Human Resources

**Standard 6: Integrity**

Chair	Jhony Nelson	Director of Disabled Student Programs, Student Services and Disabled Student Programs
Co-Chair (2010-11)	Sigmund Shen	Assistant Professor, English
Co-Chair (2011-12)	Jennifer Wynn	Assistant Professor, Social Sciences
	Elizabeth C. Beck	Student
	Dennis D'Amelio	Lecturer, Humanities
	Daniel Diaz	Admissions Counselor, Admissions
	Steven Levine	Coordinator for Educational Programs, LaGuardia and Wagner Archives

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<b>Standard 7: Institutional Assessment</b>		
Chair	Nathan Dickmeyer	Director, Institutional Research and Assessment
Co-Chair	Kathleen Forestieri	Director of Accounting Program, Business and Technology
	Loretta Capuano-Vella	Director of Student Information Services, Student Information Services
	John Een	Associate Director, The English Language Center
	Robert Jaffe	Senior Administrator, President's Office
	Jin Lee	Assistant Director of Building Operations, Building Operations
	Natalia Mosina	Assistant Professor, Mathematics, Engineering and Computer Science
	Steven Ovadia	Assistant Professor and Web Design Librarian, Library
	Dilrukshan Priyantha Wijesinghe	Associate Professor, Natural Sciences
<b>Standard 8: Student Admissions and Retention</b>		
Chair	Burl Yearwood	Associate Professor, Chair, Natural Sciences
Co-Chair	LaVora Desvigne	Director of Admissions Services, Student Affairs
Co-Chair	Kyoko Toyama	Assistant Professor and Counselor, Counseling/College Discovery Program
	Tony Abreu	Associate Bursar, Bursar
	Vera Albrecht	Assistant Professor, Humanities
	Amy Dalsimer	Director of Pre-College Academic Programming, ACE
	Marina Dedlovskya	Associate Professor, Mathematics, Engineering and Computer Science
	Lori Hughes	Associate Director of Student Financial Services, Student Affairs
	Liz Iannotti	Assistant Director of The English Language Center
	Heidi Johnsen	Associate Professor, English
	Awa Keinde	Student (2011-2012)
	Erez Lenchner	Senior Research Analyst, Institutional Research
	Bernard Polnariiev	Executive Associate to the Dean for Academic Affairs (Former Director of ASAP)
	Te Yu Shu	Student (2010-2011)
<b>Standard 9: Student Support Services</b>		
Co-Chair	Fay Butler	Assistant Deputy, Student Affairs
Co-Chair	Judith Gazzola	Director of the Career Development Center, ACE
	Yvette Alphonsus	Coordinator, Student Services
	John Lee Baker, Jr.	Associate Director, Student Life and Development
	David Bimbi	Assistant Professor, Health Sciences
	Robert Durfey	Professor and Counselor, Counseling
	Bert Eisenstadt	Associate Director of the Writing Center, English
	Diana Escobar	Student

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	Danielle Insalaco-Egan	Director of Testing and Student Advisement, Educational Planning and Testing Services
	Matthew Joffe	Senior Director, Student Services and Disabled Students Programs
	Laura McGowan	Director for Academic Support Services
	Gisele Santana	Student
	Jeffrey Weintraub	Professor, Cooperative Education

**Standard 10: Faculty**

Chair	Frank Wang	Professor, Mathematics, Engineering and Computer Science
Co-Chair	Nila Bhaumik	Deputy Director of Human Resources, Human Resources
	Rajendra Bhika	Lecturer, Business and Technology
	Richard Brown	Associate Professor, Humanities
	Nalband Hussain	Assistant Professor, Natural Sciences
	Janet Michello	Associate Professor, Social Science
	Catherine Stern	Associate Professor, Library
	Laura Tanenbaum	Associate Professor, English
	Valerie Taylor-Haslip	Associate Professor, Health Sciences
	Judit Torok	Program Associate, Center for Teaching and Learning

**Standard 11: Educational Offerings**

Chair	John Shean	Associate Professor, Social Sciences
Co-Chair	Jessica Mendoza	CUNY Office Assistant II, VP of Academic Affairs Office
	Hugo Fernandez	Lecturer, Humanities
	Louise Fluk	Professor and Coordinator of Library Instruction, Library
	Alexis Frazier	Associate Professor, College for Children and Teen Academy
	Les Gallo-Silver	Associate Professor, Health Sciences
	Maria Munoz	Student (2010-2011)
	Shara Sand	Assistant Professor, Social Science
	Karim Sharif	Assistant Professor, Natural Sciences
	LaVergne Trawick	Professor and Counselor, Counseling

**Standard 12: General Education**

Chair	Philip Gimber	Associate Professor, Health Sciences
Co-Chair	Victoria Badalamenti	Director, The English language Center
	Dianne Gordon Conyers	Instructor, Periodicals and Government Documents Librarian, Library
	Sandra Dickinson	Professor, Humanities
	Jim Giordano	Professor, Business and Technology, Director, Travel, Tourism and Hospitality Management Program

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	Dionne Miller	Assistant Professor, Natural Sciences
	Judith O'Toole	Chemical Hygiene Officer, Natural Sciences
	Sohyun Park	Student
	Michele Piso	Assistant Director, Center for Teaching and Learning
	Dong Wook Won	Assistant Professor, Mathematics, Engineering and Computer Science
	Xiaoping Yen	Professor, English

**Standard 13: Related Educational Activities**

Chair	Marian Blaber	Director, CUNY Language Immersion and College Prep Programs
Co-Chair	Elizabeth McCormick	Assistant Professor, English
	Sreedevi Ande	Assistant Professor, Mathematics, Engineering and Computer Science
	Maryam Esfarayeni	Associate Director of Allied Health, Career Ladder Programs
	John Hunt	Acting Director, Center for Immigrant Education and Training
	Craig Kasprak	Program Associate, Center for Teaching and Learning
	William Kurzyna	Lecturer, Communication Skills
	Jorge Perez	Professor, Mathematics, Engineering and Computer Science
	Ellen Quish	Lecturer, Adult Learning Center
	Eddie Smith	Student
	Santo Trapani	Lecturer, Business and Technology

**Standard 14: Assessment of Student Learning**

Chair	Debra Engel	Director, Physical Therapist Assistant Program and Associate Professor, Health Sciences
Co-Chair	Marisa Klages	Assistant Professor, English
Co-Chair	J. Elizabeth Clark	Professor, English
	Paul Arcario	Dean, Academic Affairs
	Bipin Bastola	Student
	Mercedes del Rosario	Project Director, Center for Teaching and Learning
	Bret Eynon	Assistant Dean for Teaching and Learning/Academic Affairs, Center for Teaching and Learning
	Ros Orgel	Associate Director for Technology & Pedagogy, Center for Teaching and Learning
	Jenny Zhu	Assistant Research Analyst, Institutional Research and Assessment

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**Appendix 1.0**

**2000 Mission Statement of LaGuardia Community College**

LaGuardia Community College of the City University of New York is named for Fiorello H. LaGuardia, New York City's New Deal mayor, who united and inspired a city of immigrants. Located at a transit hub that links Queens, the most ethnically diverse borough, with the world center of finance, commerce and the arts, the college provides access to higher education and serves New Yorkers of all backgrounds, ages and means. LaGuardia Community College is committed to:

- Offering career, as well as liberal arts and science curricula, developmental education and transfer preparation, cooperative education internships, continuing education classes, and training programs serving individuals, businesses and public agencies;
- Responding creatively to changes in student population, technology, and the global economy;
- Providing extensive support services and opportunities for a highly diverse student population;
- Upholding high standards through a focus on program assessment and innovative approaches to teaching and learning;
- Maintaining a dedicated, highly qualified faculty and staff, while promoting their professional development;
- Preparing students to become full participants in the economic and civic life of the city, the nation, and the world;
- Cultivating partnerships with business, community groups, government, and public schools to enhance the economic, social, cultural, and educational development of Western Queens and New York City.

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**Appendix 1.1**

**Mission Revision Process**

1. The mission statement will be reviewed in Spring 2011, and every five years thereafter to coincide with the Middle States Accreditation Process.
2. The President will appoint and charge a Committee on LaGuardia's Mission to include faculty, staff, and administrators and a representative from the College Senate (February 2011).
3. The Committee on LaGuardia's Mission will conduct the necessary research, review exemplary mission statements from other organizations and consult broadly with the campus community.
4. When the mission statement is drafted, the Committee will use a variety of modalities to engage faculty, staff and students in a process of review and comment.
5. The final draft of the proposed mission statement will be shared with the College Senate and the Student Government Association for review and recommendations (May 2011).
6. After reviewing the Senate's and SGA recommendations and making any necessary revisions, the Committee will forward the proposed mission statement to the President (May 2011).
7. The President will review the proposed mission statement with the Executive Council and, if approved, will communicate with the campus community at the June 1, 2011 Professional Staff Meeting.
8. The President and the Executive Council will take all necessary steps to:
  - Integrate the new mission statement into the strategic planning process;
  - Connect the college's mission with division and department work plans and use it in decision-making and resources allocation; and
  - Regularly communicate the mission to all stakeholders ([01.1.14 Process for Reviewing and Revising Mission](#)).

**Appendix 1.2**

**Strategic Plan Targets Related to Improving Faculty Excellence**

Since 2006-2007 LaGuardia targets have included:

- initiating and publishing *In Transit: The LaGuardia Journal on Teaching and Learning*;
- supporting increased publication and creative work by faculty through the Carnegie Seminar on the Scholarship of Teaching and Learning, the Faculty Scholars Publication Workshop, and the Publishing and Tenure Highway (PATH) Seminar;
- providing a broad range of professional development opportunities for faculty through year-long seminars and other activities offered by the LaGuardia Center for Teaching and Learning;
- building faculty research labs to further Engineering and Natural Science research;
- coordinating the President's annual Publications Reception to honor faculty and staff scholarship and creative activities, each year since 2006-07;
- hosting a national ePortfolio conference in 2008 which drew scholars from around the U.S.; and

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- advancing national and international ePortfolio leadership by creating the Making Connections: National Resource Center on Inquiry, Reflection, and Integrative Learning, the Making Transfer Connections project, and the Connect to Learning project ([01.5.25 Making Connections Website](#)) ([05.1.47 Strat Plan Targets 2010-11](#), [05.1.48 Strat Plan Targets 2009-10](#), [05.1.49 Strat Plan Targets 2008-09](#), [05.1.50 Strat Plan Targets 2007-08](#)) ([05.1.51 Strat Plan Targets 2006-07](#)).

**Appendix 1.3**

**Suggested Methods for Improving the Visibility of the Mission Statement**

- making the Mission Statement more prominent on the college's website
- including the college's Mission Statement in literature handed out at various events and classes on campus, including Opening Sessions, the New Faculty Seminar, and the Freshman Seminar (a required course for all students in their first semester)
- e-mailing the college's Mission to all college constituencies at the beginning of each academic year
- integrating the Mission Statement with important college documents, such as course proposal forms
- The mission statement should guide the college's marketing strategies, including branding
- developing a visual presence for the Mission and prominently displaying it in populated areas of campus
- referencing the college's Mission Statement when departments create their own Mission Statements

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**Appendix 2.1**

**Members of the PMP Committee, 2010-11**

- Paul Arcario, Academic Affairs
- Jane MacKillop, ACE
- Renee Butler, Student Affairs
- Eneida Rivas, Institutional Advancement
- Anthony Lugo, Administration
- Brad Orcutt, IT

[\(02.1.06 Notes, Interview with Paul Arcario\)](#)

**Appendix 2.2**

**Visioning Summit Strategies**

- Educating a Global Citizenry-Vision for 2014: LaGuardia's graduates are prepared to become effective global citizens with intercultural competencies that enable them to move across boundaries and unfamiliar territory and see the world from multiple perspectives.
- Harnessing Web 2.0 Technology-Vision for 2014: LaGuardia has successfully enhanced traditional and virtual learning and teaching by providing current, emerging and connective technologies to 100% of its students on campus, and is using digital technology to connect with individuals and communities worldwide.
- Leadership for a Sustainable World-Vision for 2014: LaGuardia is a national leader in sustainability among colleges and universities.
- Redefining the Role of Community Colleges in Higher Education-Vision for 2014: Building on its history of innovation and commitment to social justice, peace, empowerment and access to higher education, LaGuardia has become a leader in advancing the community college movement locally, nationally and globally.

[\(01.1.04 Visioning Summit Website\)](#)

**Appendix 2.3**

**Highlights of [Strategic Plan Initiatives](#) to Improve Space at the College**

- Acquire B Building. College leased 192,000 square feet in the B Building (*Strategic Plan 9.2, 2010-11*).
- Move academic programs out of L Building to the B Building. Renovate the C Building 8th floor and infrastructure including elevators (*Strategic Plan 12.3, 2007-08; 9.2.4, 2008-09; and 9.2.2, 2009-10*).
- Two new elevators are being added and will be in operation in fall 2011 (*Strategic Plan 9.2.4, 2008-09; and 9.2.2, 2009-10*).
- Phased renovation of the C Building, completed 4th floor project and moved Social Science and Coop Education Departments (*Strategic Plan 9.3, 2006-07; 2.3.2, 2007-08; and 9.2.4, 2008-09*).
- One Stop Service Center Phase 1 was completed. One Stop Service Center Phase 2 will

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begin in March 2011 (*Strategic Plan 6.3.7, 2006-07; 6.1.8, 2007-08; 9.2.4, 2008-09; and 9.2.2, 2009-10*).

- Improve Technology: Over 160 classrooms were upgraded and equipped with smart technology for teaching and replaced campus-wide telephone system (*Strategic Plan 6.1.4, 2007-08; 9.2.4, 2008-09; and 9.2.2, 2009-10*).
- Increase Student Dining space—Construction of new Cyber café in the C Building and a Kiosk in the atrium of the E Building, furniture in C Building Cafeteria (*Strategic Plan 9.2.4, 2008-09*).
- Shenker Hall (Main) Building Renovation—Hallways and cafeteria area were upgraded (*Strategic Plan 9.3.2, 2006-07*); New Welcome Center was built (*Strategic Plan 9.3.2, 2006-07*); New Office of Students with Disabilities was constructed; New Science Faculty Research Lab facility was built (*Strategic Plan 9.3.1, 2006-07; 2.3.2, 2007-08; and 9.2.4, 2008-09*); Little Theater received a major facelift; Student Lounges were upgraded; Gym Locker Room Shower renovated (*Strategic Plan 9.3.2, 2006-07*).
- E Building Renovation—New state-of-the-art Biology Lab was built in 2010 (*Strategic Plan 1.4.7, 2008-09; and 1.1.4, 2009-10*); New Physics and Engineering labs were built (*Strategic Plan 1.4.7, 2008-09; and 1.1.4, 2009-10*); One new Nursing Lab was built (*Strategic Plan 1.4.7, 2008-09; and 1.1.4, 2009-10*); Upgraded the Nursing Resource Center; Upgraded two Nursing Simulation Labs on the third floor (*Strategic Plan 1.4.7, 2008-09; and 1.1.4, 2009-10*); Constructed a new Science Tutoring facility; Upgraded the Theatre’s audiovisual system; replaced fire alarm system (*Strategic Plan 9.2.4, 2009-10*).

**Appendix 2.4**

**Examples of Assessment of College-Implemented Targets**

<b>MISSION STATEMENT</b>	<b>VISIONING SUMMIT</b>	<b>STRATEGIC PLAN 2009-10</b>	<b>PRESIDENT’S YEAR END REPORT, June 14, 2010</b>
<p><b><u>Faculty Development</u></b>            Maintain a dedicated, highly qualified faculty and staff, while promoting their professional development (<a href="#">01.1.03 Mission Statement</a>).</p>	<p>Our Vision-Our Future, Nov 2004-Jan 2005 (<a href="#">05.4.06 Vision Summit Stories</a>).</p>	<p>Strategic Plan, target 2.2.1: Offer PATH program to support faculty publishing and grant writing (<a href="#">05.1.48 Strat Plan 09-10</a>).</p>	<p>Our goal to nurture scholarship and increase faculty publishing or their presenting of creative work led to an increase of faculty publications of more than 60%. We attribute this, in part, to various professional development programs, including our in-house scholarly publication, <i>In Transit</i>, our Carnegie publication seminar and our Publishing and Tenure Highway Program (PATH)” (<a href="#">02.4.07 Letter to Chancellor EOY 10</a>).</p>

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<p><b><u>Sustainability</u></b>          Responding creatively to changes in student population, technology, and the global economy (<a href="#">01.1.03</a>).</p>	<p>Leadership for a Sustainable Future-Our Vision for 2014 (<a href="#">01.1.04 Vision Summit Website</a>).</p>	<p>Strategic Plan, target 9.6.2: Complete environmental audit of the College's carbon footprint (<a href="#">05.1.48</a>).</p>	<p>“The College maintains a strong commitment to creating a more sustainable university.”(<a href="#">02.4.07</a>).</p>
<p><b><u>Technology</u></b>          Responding creatively to changes in student population, technology, and the global economy (<a href="#">01.1.03</a>).</p>	<p>Embracing Web 2.0 Harnessing Technology-Our Vision for 2014 (<a href="#">01.1.04</a>).</p>	<p>Strategic Plan target 4.2.4: Integrate the Early Alert program into the Web Attendance/ Grading system to fully automate, expand and evaluate the Early Alert system by January 2010 (<a href="#">05.1.48</a>).</p>	<p>“Important strides have been made in tapping technology, including bringing “smart” technology to more of our classrooms and expanding use of Early Alert to identify at-risk students.” (<a href="#">02.4.07</a>).</p>
<p><b><u>Fundraising</u></b>          Cultivating partnerships with business, community groups, government, and public schools to enhance the economic, social, cultural, and educational development of Western Queens and New York City (<a href="#">01.1.03</a>).</p>	<p>Our Vision-Our Future, Nov 2004-Jan 2005 (<a href="#">05.4.06</a>).</p>	<p>Strategic Plan target 8.1.1: Alumni-corporate fundraising will increase by 10%, from \$246,885 to \$271,574 (<a href="#">05.1.48</a>).</p>	<p>Letter dated June 14, 2010— “Despite a very tough environment, our external funding has grown. We have been increasingly successful in philanthropic fundraising from corporate sources and alumni” (<a href="#">02.4.07</a>).</p>

**Appendix 2.5**

**Examples of Initiatives Based on Visioning Strategies**

In Item 1.4.1 of the 2010-11 Strategic Plan, for example, Academic Affairs states that “Fifteen (English) faculty will use web 2.0 technologies to create virtual learning communities.” In Item 9.4.3 of the Strategic Plan, the Student Affairs Divisions will advance our “sustainable future” by implementing an “Environmental Management System.” In Item 1.2.4, the Division of

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Institutional Advancement plans to “(r)aise (the) profile of community colleges and importance of their mission through branding, media placement and outreach to alumni and the community.” Finally, In Item 3.3.3 of the Strategic Plan, faculty in the Academic Affairs Division will “(p)repare students for global citizenry through development of cultural competence, exchange programs, and languages awareness.” ([02.1.01 Strategic Plan – Workplans](#)).

**Appendix 2.6**

**Current Funds Revenues FY 2005-06 to FY 2009-10 (thousands of \$) ([11.1.03 2011 Institutional Profile](#))**

Source	2005-06	2006-07	2007-08	2008-09	2009-10
Tuition & Fees	\$23,880	\$27,364	\$28,879	\$31,430	\$30,353
Governmental Appropriations	57,454	66,886	73,603	72,486	77,415
Government Grants and Contracts	39,611	38,291	39,672	43,797	61,812
Auxiliary Enterprises	1,468	1,802	1,938	843 <sup>1</sup>	852
Other Sources	2,319	1,127	2,635	27,994 <sup>2</sup>	26,524
<b>Total Current Funds Revenues</b>	<b>\$124,732</b>	<b>\$135,470</b>	<b>\$146,727</b>	<b>\$176,550</b>	<b>\$196,956</b>

Note 1. The FY 2008-09 decrease in Auxiliary Enterprises revenues from \$1,938 to \$843 is primarily due to the reclassification of Theater and ECLC revenues to the Other Sources revenues this year.

Note 2. The FY 2008-09 increase in Other Sources revenues from \$2,635 to \$27,994 is primarily due to the University Controller reassigning \$20,565 capital appropriation back to the College this year; the reclassification of \$2,105 Education Funds’ Other Revenues which were previously allocated in the Private Grants category; and \$1,202 reclassification of Theater & ECLC revenues, which were previously allocated in the Auxiliary Enterprises Revenues. For purposes of comparison, the FY 2008-09 Other Sources figure, if reported in the format prior to this year’s changes, would have been \$7,437.

Note 3. The \$30 million increase from 2007-08 to 2008-09 is mostly due to reassignment of capital appropriation to the College by the University Controller’s Officer. The net increase would have been \$7.44 million if similar accounting formats were used.

**Appendix 2.7**

**Funding Allocation Model**

The community college funding allocation model is enrollment-based and incorporates the instructional staffing model, which allocates funding for teaching positions based on the distribution of credit hours and student FTE by discipline. The teaching and instructional support staff model is uniformly applied to all CUNY community colleges. A three year weighted average for enrollment is used. The weighing factors are 50%, 30% and 20% with the higher number associated with the most recent year ([03.02.11 FY 08-09 CC Op Budget Allocation](#), pg. 8 and [03.02.41 10-11 CUNY CC Allocation Model](#), pg. 10).

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The ratios of FTE to faculty and FTE to non-teaching support for each discipline are established based on historical data, benchmark numbers and current trends. In the Community Colleges' Allocation Model ([03.02.11 FY 08-09 CC Op Budget Allocation](#) and [03.02.41 10-11 CUNY CC Allocation Model](#), pg. 67), there are 22 general discipline categories. For each category, the number of teaching and non-instructional positions is determined based on the FTE student to faculty, and faculty to non-teaching position ratios. Similarly, the level for the non-teaching positions is based on a pre-set ratio of faculty to non-teaching positions.

Technical Support staffing level, in the model, is for the support of the advanced technology used in science and technology related classes. The model is based on the sum of credit hours in the science/engineering/technology disciplines divided by 1,000 ([03.02.11 FY 08-09 CC Op Budget Allocation](#), pg. 8).

For LaGuardia in FY2011, the total number of faculty positions was 613. The current 277 filled full-time faculty positions are funded by an average of \$80,606 per position, while the remaining 336 positions are funded at a lower (adjunct salary of \$29,889). The model for non-teaching staffing levels calls for 136 positions ([03.02.11 FY 08-09 CC Op Budget Allocation](#), 03.02.41, pg. 67). The budget for tutoring for CUNY community colleges is established at a preset budget amount. The fund is proportionally distributed to each college based on the number of remedial FTEs. In FY2011, the CUNY budget for tutoring was set at \$600,000. LaGuardia's remedial FTE count was 22.4% of the total CUNY community college remedial FTE. Therefore, LaGuardia's allocation based on the model was \$134,400 or 22.4% of the total allocation of \$600,000 ([03.02.11 FY 08-09 CC Op Budget Allocation](#) and [03.02.41 10-11 CUNY CC Allocation Model](#), pg. 12).

Staffing for Library, Student Services, General Administration, General Institutional Service, and Plant Maintenance and Operation. Funding for all major purposes, except for facilities, is based on enrollment and current filled position levels ([03.02.11 FY 08-09 CC Op Budget Allocation](#), pg. 8). CUNY uses linear regression analysis to establish budget staff levels and the budget. The analysis for the community colleges has been used for many years and includes the following five categories: Library and organized activities; Student Services; General Administration; General Institutional Services; Maintenance and Operation of Plant. ([03.02.11 FY 08-09 CC Op Budget Allocation](#), pg. 9 and [03.02.41 10-11 CUNY CC Allocation Model](#)):

- Library and Organized Activities include library and library technology. Headcount and FTE enrollments are used to determine supplemental funding for the library.
- Student Services include Vice President for Students, Vice President's office, Registration, Admissions, Financial Aid, Placement, Student Union, Counseling, Medical and Health Services.
- General Administration consists of the President's Office, VPs Office, Personnel, and Business Offices.
- General Institutional offices consist of administrative computing, mail and messenger services, warehouse, telephone, printing, duplicating, computer center and Security.
- The number of Public Safety staff comprised of Peace Officers, security administrative staff and contract security personnel is held constant from the prior year.

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- Maintenance and Operation of Plan category includes staff for custodial services and building maintenance. The funding model is based on the interior square footage of the College's building and economy of scale factors. The model uses these factors to determine staffing level and necessary funding for other expenses. LaGuardia spends this allocation to provide services through a combination of civil service employees and contractual workers.

**Appendix 2.8**

**Startup Tax Levy Budget**

The base budget includes cost of personnel, facilities, prevailing wage increases and increases associated with mandated building services such as elevators, fire alarm, etc. In addition to the base budget, the tax levy allocations include funding for the collaborative programs such as College Now, ASAP, College Discovery, etc. Use of funds allocated to the collaborative programs is restricted and can only be used for the benefit of the funded program. In 2011, funding for collaborative programs was \$18,034,000 while the college's base budget was \$84,252,000.

Personnel expenses consume a large proportion of the operating budget (about 82%) ([02.3.19 Budget Process Presentation to Cabinet 10-29-10](#)). Budget projections must include mandated increases in salaries and benefits and anticipated increases in expenses. There are also regular OTPS (Other than Personal Service) expenses. Once these expenses are accounted for, initiatives from the strategic plan are prioritized and budgeted for. Division heads manage the divisional budgets and work with the Academic Chairs, Program Directors, and managers to allocate resources.

**Appendix 2.9**

**Factors Used in Setting Strategic Plan Initiative Priorities**

In May divisional vice presidents submit their targets to the PMP Committee and the Executive Council. The PMP committee submits a draft plan to the Executive Council, which then reviews all strategic initiative requests for funding. VP's advocate for their own areas and the President advocates for broader plans. The criteria for the prioritization of initiatives are:

1. Mission alignment: The initiative should have a positive impact on students and improve the quality and delivery of education.
2. Vision alignment: The initiative should align with the college's vision as depicted in the strategic direction goals.
3. PMP driver: The initiative should help improve the college's PMP assessment.
4. Affordability: This factor plays a major role in moving an initiative forward. Discretionary funds and operating budgets are used to fund the strategic plans that are affordable. Viable projects with large cost implications may be eligible for funding either under capital improvement or a grant.
5. Equity: Another consideration is the equity in the distribution of strategic plan funding and the impact on underserved and/or under-resourced groups.

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6. Visibility: The initiative should increase the College’s visibility and recognition.
7. Energy: This criterion examines the impact of the initiative’s sponsor and their past successes.
8. Continuity: This criterion allows for multi-year projects and/or projects in progress.

Following the review by the Executive Council, the draft plan undergoes another round of review with Student Government, the College Senate and President’s Cabinet. The plan is finalized by the Executive Council in June and submitted to CUNY in early July ([01.2.14 Strat Planning Schedule Sp 09](#)).

**Appendix 2.10**

**Funding for Compact and Strategic Initiatives**

The College’s Compact and Strategic Initiatives have been funded from several sources. Since 2007, the College has provided approximately \$12.4 million from funds listed below to implement strategic initiatives. The breakdown of funding allocations\* for the strategic initiative is the following ([02.3.18 Compact and SI Fiscal Year 2007-11](#)):

Faculty and Adjuncts	\$5,649
Facilities	1,697
Direct Student Support	1,632
Staff	1,626
Equipment and software (non-facilities)	1,404
Advertisement, Brochures, etc	294
Faculty and Staff Development	79
<hr/>	
Total (in thousands)*	\$12,381

\* *Figures do not include funds for capital projects or one-time projects*

The following presents an overall guide on how new initiatives are supported ([03.01.20 VP Elliott: Funding of Strat Plan](#)).

1. Some of the initiatives are one-time projects. An example is the opening of the B Building. The College obtained \$1.2 million in fiscal 2011 to provide for the initial construction and outfitting of the new space. \$400,000 was a rollover of fiscal 2010 unspent funds, \$400,000 was from unspent rental appropriations, and \$400,000 came from tax levy current funds.
2. In 2008 and 2010 substantial amounts were provided from the CUNY Compact and general increases in funding.
3. During the last several years, LaGuardia realized a substantial amount of tuition over budget expectations from enrollments over target. After paying for increased adjunct costs related to additional students, the balance of the revenue was used to fund the College’s Strategic Plans.
4. The College may also ask one of its Corporations to help pay for elements of the Strategic Plan. Auxiliary Enterprises is often called upon to help pay for quality-of-life initiatives related to the gym and cafeteria. Examples are renovation of the pool in 2011 and the purchase of new cafeteria furniture in 2010.

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5. Some of the initiatives are funded through the Capital Budget. Examples are the new elevators for Center 3 and the new Admissions/Bursar complex.

The College has been able to use external sources to implement strategic plans. Several pilot projects geared to course redesign and pedagogies to improve pass rate in basic skills have been supported using external funds. The Quantum Leap project provides contextualized math learning and was funded with a federal grant ([03.02.49 Minutes of CUNY BOT Meetings 07-11](#), page 188). Making Connections, a FIPSE grant fund, was used to advance faculty effectiveness ([03.02.49 Minutes of CUNY BOT Meetings 07-11](#), page 188). The NIH Bridge to Baccalaureate grant enabled the college to provide hands-on research opportunities for students working with faculty ([03.02.49 Minutes of CUNY BOT Meetings 07-11](#), page 6).

**Appendix 2.11**

**Progress in Grant and Private Fund Raising**

Grant funding. The College uses grant funding to support strategic plan initiatives. Under the CUNY Compact, LaGuardia is obliged to increase fund raising as a way to meet the needs of the College ([03.01.05 City Adopted Budget Prelim Analysis 10-11](#) and [03.02.12 LaGCC Reso A 07-08](#)), and the College has put increased emphasis on this goal. The Center for Teaching and Learning has garnered grants to support e-portfolio, for example, as well as to facilitate student outcomes assessment. Grant funding across the College has increased in the last five years as the chart below indicates. The chart also shows that grant funding is a part of all divisions.

Grants Awarded by Division ([11.1.03 2011 Institutional Profile](#)) FY 2005-06 to FY 2009-10

<b>Division</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>5-Yr. Total 2005-10</b>
Academic Affairs	\$3,764,042	\$4,573,016	\$3,746,469	\$4,916,005	<b>\$5,819,500</b>	\$22,819,032
Continuing Education	\$6,489,054	\$7,325,130	\$9,036,477	\$9,753,549	<b>\$9,915,730</b>	\$42,519,940
Information Technology	\$65,931	\$126,931	\$107,891	\$90,628	<b>\$121,586</b>	\$512,967
Institutional Advancement		\$6,000	\$34,120		<b>\$12,500</b>	\$52,620
President's Office	\$430,000				<b>\$74,041</b>	\$504,041
Student Affairs	\$424,098	\$539,303	\$423,354	\$415,617	<b>\$393,282</b>	\$2,195,654
<b>Total Awards</b>	\$11,173,125	\$12,570,380	\$13,348,311	\$15,175,799	<b>\$16,336,639</b>	<b>\$68,604,254</b>

Fund raising: Committed to supporting students in achieving their academic goals, the LaGuardia Foundation receives grants from a variety of sources. Some of these provide

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scholarships and direct emergency aid to students, while others support initiatives like a laptop loan program and peer tutoring programs. Details of their funding sources, programs and how to apply for scholarships are provided on the LaGuardia website: ([03.01.12 LaGCC Foundation Website](#), College Foundation Financial Statements: [03.07.20 2007](#), [03.07.18 2008](#), and [03.07.19 2009](#))

The following table shows the fund balances as of June 2010 of some private financial entities that are sources of income to the College. **Private Philanthropic Sources of Income in Addition to Tax Levy Income** ([02.3.11.01-c Preparation of FY 11 Budget Slides](#))

Fiorello H. LaGuardia Community College Foundation	\$1.8 million
LaGuardia Education Fund Inc	\$1.5 million
Fiorello H. LaGuardia Community College Association, Inc.	\$0.7 million
LaGuardia Comm. Coll. Early Childhood Learning Center Programs Inc.	\$1.4 million
Fiorello H. LaGuardia Community College Alumni Association Inc.	\$0.03 million

**Appendix 2.12**

**Management of Student Fee and Education Fund Monies**

*Student Activity Fees.* The College Association receives money from the Student Activity Fee and funds academic and recreational events that support student life. Clubs, departments, and programs may submit requests for activities that will be selected at quarterly meetings. The board for the College Association is made up of students and the Vice President of Student Affairs (VP Baston interview, mail from SGA President 10/13/2010). Activities that they supported in fall 2010 included the Honors Program and the PTK (honors society) Charter.

*Student Tech Fee.* The Student Technology Fee must be used exclusively for student computing. A committee made up of representatives Students and Academic Affairs and IT. Of the nine voting members, five are student and four are Academic Affairs representatives. IT members serve as technical advisors to the Committee. The Committee is responsible for how the Student Technology Fee is to be spent. The process for making these decisions is described on the IT website: ([03.01.01 STF Website](#)). In addition, the projects to be carried out are documented on the website. Regular efforts are made across divisions to collaborate and confer on IT expenditures. The Vice President of IT works regularly with the Academic Affairs and Administration to accommodate their needs and maximize efficiency through these collaborations (VP Saltiel interview).

*LaGuardia Education Fund.* Non-governmental grants may be administered by the College Business Office within the Education Fund. The Education Fund supports, among other projects, the Thomas Samuels scholarship for deaf or hard of hearing students to study in the Program for Deaf Adults (03.07.15-17 Education Fund Audits: [EdFnd07](#), [EdFnd08](#), and [EdFnd09](#), [03.01.13 Ed Fund Scholarship](#))

**Appendix 2.13**

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**Allocations Made in Response to Mission Guidance**

Additionally, LaGuardia's mission through 2011 stated that the College must respond creatively to changes in student population, technology, and the global economy and provide extensive support services and opportunities for a highly diverse student population ([01.1.03 Mission Statement](#)). The following resources were allocated to help the College fulfill this aspect of its mission during fiscal years 2007-2011:

- In fiscal year 2007, \$22,727 in Compact funds were allocated for ePortfolio Staffing, \$25,000 for ePortfolio Equipment, \$85,000 for ePortfolio software, \$10,000 for EMSD Black Male Retention, \$100,000 for IT smart classrooms, \$20,000 for the ASAP program, \$10,000 for international student furniture & computers, \$25,000 for E242 chairs, tables, projectors, podiums, and equipment.
- In fiscal year 2008, \$50,000 of additional Compact funds were allocated for an Engineering Lab, \$100,000 for books, periodicals and software for the Library to support Nursing, \$101,836 for extended Library hours, \$35,338 for a Scholarship Coordinator, \$30,075 for a Disabilities & Student Services Coordinator, and \$60,150 for Career Education Advisors for credit and non-credit students, and \$40,000 for software licensing and training for students, faculty and staff on on-line advisement.
- In fiscal year 2009, \$3,000 was approved for ten "Flip" cameras for Communication Skills; \$30,000 for part-time help for Financial Aid & Enrollment Center, and \$20,000 to hire two technicians for computer labs.
- In fiscal year 2010, \$40,000 in Compact funds were allocated for Engineering Faculty Research Lab (design of space, and purchase and installation of equipment), \$79,000 for the Work Study Program (Financial Aid), \$80,000 to hire a Career Counselor (Replaced the Pre-Hospital Care Director position); \$155,000 to expedite completion of smart classrooms by Spring I 2010 term, \$30,000 to upgrade the information technology network position, and \$10,000 for visual and physical spaces to celebrate our global diversity ([02.3.18 Compact and SI Fiscal Year 2007 – 2011](#)).

**Appendix 2.14**

**Explanation of CUNY Compact Funding**

The CUNY Compact is a multi-year financing strategy that outlines shared responsibility among the state, city, and the University ([03.2.05 06-07 Summary of Requests](#), [03.02.44 CUNY 08-09 Compact](#), and [03.02.45 CUNY Compact Brochure](#)). Under the Compact, the state and city commits to providing 100% of the University's "mandatory" costs, (e.g., labor contracts, fringe benefits, and energy) and at least 20% of the costs of the new Investment Plan. In turn, the CUNY commits to funding the balance of the Investment Plan through a combination of sources that include Philanthropy, Restructuring/Efficiencies, Enrollment Growth, and Tuition Revenue. Investment Plan items include hiring of new full-time faculty, creation of flagship and research environment, improved student services, upgrade of facilities, and enhancement of educational technology. The CUNY Compact requires colleges to engage students and faculty representatives in full partnership in developing the plans and determining how the budget is allocated.

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**Appendix 2.15**

**The Human Resources Department's Role in Strategic Planning and Assessment**

Training and development. Goal III in the College's 2007 Strategic Plan commits to strengthening community relations by inviting leaders from community based organizations to participate in the Leadership Development Program ([01.1.05 Strat Plan](#)). In compliance with this target, the College invited individuals from other CUNY colleges as well as from the public, private and community organizations in the environs of Long Island City to participate in LaGuardia's Leadership Development Program. Training participants came from Kingsborough Community College, 1-800-Mattress, Mana Products and New Immigrant Community Empowerment.

Outside consultants, Human Resources staff, college faculty, and university experts offer workshop presentations. External partnerships with the Citywide Training Center for the City of New York, "Skillpath" Seminars, and the Cornell School of Industrial and Labor Relations minimize training costs ([10.05.32 HR Prof Dev Website](#)). Employee participation in the training program has increased from 51 in 2007 to 310 by 2010 ([03.03.32 HR Presentation](#)). These numbers do not include employees who attend the monthly informational sessions, such as OSHA. A complete description of the staff Development and Training Program for 2007-10 can be found in ([03.03.32 HR Presentation](#)). In addition, college faculty and staff are encouraged to take advantage of the training programs conducted by CUNY's Professional Development and Learning Management (PDLM). These courses are usually free or require a nominal fee. Training courses also offered by the NYC Department of City-wide Administrative Services (DCAS) are attended by staff on a small scale. DCAS workshops are offered for a fee ([10.05.32 HR Prof Dev Website](#)). Employees volunteer or are nominated by supervisors for various workshops.

The College also provides customized training through the College's Center for Corporate Education, for specific groups of employees on campus. For example, 14 Public Safety Officers in 2010 received training in Business Writing for Security Professionals to improve their ability to write concise tour and incident reports. The 12-hour training program was delivered in three sessions of four hours each ([03.03.42 Business Writing Training for Security Staff](#)).

Certain job-specific Health and Safety training, for example, Right to Know, Lab Safety and Personal Safety, are conducted through the Environmental Health and Safety Office. Training for Health and Safety is conducted on an annual basis as well as on an as-needed basis, and for regulatory purposes. Employees are selected for Environmental Health and Safety training based on their job functions and the potential for exposure to hazardous conditions. The training topics include back safety, safe lifting, electrical and fire safety, ladder safety, reading labels, as well as spill and other emergency response procedures ([03.03.43 LaGuardia's EH-S Training Requirements](#)). The "Right to Know" program is intended to provide information to all employees concerning the Federal Occupational Safety and Health Administration (OSHA), especially the Hazard Communication Standard and New York State Right-to-Know Law.

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The chart below shows the training programs for the last three years and number of attendees, target audience and objective and the Strategic Plan alignment, ([02.1.01 Strategic Plan – Workplans](#) and [03.03.32 HR Presentation](#)).

<b>Date</b>	<b>Description</b>	<b># of Participants</b>	<b>Target Audience and objective</b>	<b>Strategic Plan Alignment</b>
2007-2010	Leadership Development Advanced Group Leadership Program	62	Faculty and Staff in Leadership positions - potential leaders	2007-2008 – 7:1.3/9:1.3 2008-2009 – 2:1.2
2007 – 2009	Leadership Essentials for Admin. Asst. (LEAD)	87	Office Assistants - Addressing the changing role of the administrative professional	2007-2008 – 9:2.3
2008-2010	Publishing and Tenure Highway to Success – PATH	56	New and tenure-track faculty and instructors – to adhere to the University’s and College’s strategic goals; provide the basis of writing in the world of academic publishing,	2009-2010 – 2:2.1
2008-2009	Managerial/Supervisory Development	67	Higher Education Officers series – Asst. to HEO and HEa – help understand the role as a future supervisor or manager.	
2007 – 2009	Other Professional Development Training: <ul style="list-style-type: none"> <li>• New Employee’s orientation/compliance</li> <li>• HEO Perf. Mgt.</li> <li>• Comp. Skills</li> <li>• Cust. Service</li> <li>• Basic Writing Skills</li> </ul>		Faculty and staff.	

Recruitment Process Using CUNYfirst. In 2009, CUNY started the first of several phases of implementing integrated software based on the PeopleSoft/Oracle platform. This effort is known as “CUNYFirst” ([03.03.14 CUNYfirst Hiring Procedures](#)). Two components of the Human Resources module went live in the summer of 2009: Human Resources (Human Capital Management -- HCM) and Recruitment (Talent Acquisition Management -- TAM). These modules will eventually allow every staff member to view their own employee and benefit information online.

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CUNYFirst Talent Acquisition Management is an online recruitment process that advances CUNY's continuing commitment to hire the most desirable candidates and to achieve workforce diversity. The College's Budget Office ensures the availability of funds for the requested positions. The College Legal Affairs, Labor, Compliance & Diversity Office provides support to ensure that recruitment efforts meet the following criteria:

- Advertisement
- Recruitment of under-represented groups for the position
- Adequacy of the candidate pool
- Search procedures and the composition of the search committee

HR prepares a proposed Personnel Vacancy Notice (PVN) or reclassification package; the proposed PVN is signed-off by Human Resources and the Affirmative Action Officer and electronically submitted by HR with an opening and closing date or submission of the reclassification package to CUNY's Director of Classification for review and approval ([03.03.14 CUNYfirst Hiring Procedures](#)).

“Onboarding”-Orientation. Staff retention is an important part of HR's objectives. To strengthen staff retention, employees go through the “Onboarding” Process. As this is a fairly new process for Human Resources, it is currently being tested on a small segment of the staff population – HEOs and Civil Service employees - and soon faculty and part time employees will be incorporated into the Onboarding process.

When a new employee is hired, on the employee's first day on the job, HR provides him or her with general information about LaGuardia and assistance with completion of the hiring and benefits documents. The new employee is then invited to attend a general New Employee Orientation – usually held in the Fall or Spring. At the end of 30 days, he or she is asked to return for an Entrance Interview ([03.03.32 HR Presentation](#)). During this session the employee is asked to explain his/her experience during “Onboarding” by completing a short questionnaire.

Recruitment. The “work life cycle” of a LaGuardia employee begins with a vacancy that is approved by the Executive Council and a personnel vacancy notice approved by Affirmative Action and CUNY central office. The search process involves the Personnel Review Committee (PRC) or Personnel and Budget Committee (P&B). Hiring takes place in accordance with Collective Bargaining Agreements and CUNY's Personnel Rules and Regulations ([05.2.02 Affirmative Action Policy](#) and [03.03.32 HR Presentation](#)).

In compliance with 2009-10 Strategic Plan Goals and Targets, HR has guided an initiative for on-campus employment of students as College Assistants. HR tracks the number of positions filled by LaGuardia students vs. non-LaGuardia students ([02.2.01 City Hiring Freeze](#) and [03.03.32 HR Presentation](#)).

In rare cases, executive search firms are engaged, and the Director of Executive Search and Evaluation Office at CUNY Central is responsible for the recruitment effort. All correspondence, interview schedules, and contact information are stored in the Talent Acquisition Management database ([03.03.14 CUNYfirst Hiring Procedures](#)).

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HR also provides orientation sessions and information regarding employee benefits for the new faculty (see Standard 10).

Employee Exit – “Offboarding.” Developed over the past two years, the Separation Policy guides departing employees through the process of separation from the College. The employee sends a letter of intent to separate to HR. HR then sends an acknowledgement letter confirming receipt of the letter and a date for an exit conference to the employee with copies sent to the Payroll Director, Benefits Coordinator, Security, Property Management, and IT. An online Exit Interview Form is sent to departing employees to provide anonymous feedback regarding his or her employment at the College ([07.04.30 HR Exit Interview Form](#)).

Assessment at HR. The HR Department has developed a survey that measures the impact of the training programs on employees, ([03.03.32 HR Presentation](#), Slides 30 - 39). This tool is sent to the Vice Presidents and supervisors of graduates of the Leadership Development Program to determine if there has been a change in the leadership behavior of these individuals since completion of the particular program. Participants are also asked to complete a formal evaluation of the Leadership Development Program after completion ([03.03.33 HR Training Evaluation Survey](#)). The recent evaluation results revealed that most workshop topics were “right on target” and rated as highly beneficial by the group. The results correlate well with the prior needs analysis that indicated a strong preference for these types of workshops.

Evaluations from participants, supervisors and vice presidents help to streamline the training and development program and make it adhere to the objectives set out in the Strategic Plan. Results of the evaluations along with the actual impact of the training programs are used by HR to improve the delivery and content of future training programs. For example, the 2010 evaluations of PATH training was used to enhance the 2011 PATH sessions. As a result, HR shortened the length of training time and invited outside guest speakers.

### **Appendix 2.16**

#### **The Master Planning Process and Relating the College Mission to the Master Plan**

More than 70 college faculty, staff and students actively participated in the preparation of the 2007 Facilities Master Plan. Two college-wide meetings were also held to provide an opportunity for the College and community members to comment on the study and preliminary plans.

The consultant team included academic planners, architects and engineers. Given the amount of undeveloped space in the C Building, a major emphasis was put on its development in several phases.

The team of consultants along with College officials also held several meetings with the NYC Planning Commission, members of the community board, and local businesses to discuss and synchronize the College’s plans with the City and Community’s short- and long-term plans for the neighborhood. The goals for these discussions were to align the College’s plans with those of the local community and New York City.

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Mission of College and the 2007 Master Plan. *LAGCC Mission - Provide Access to higher education that serves New Yorkers of all backgrounds, ages and means.* The Master Plan addressed this through the following master plan goals.

*Connect to Surrounding Communities* – The master plan proposal highlights the College’s presence in the community through its “street level” designs for the building. The building entrances are inviting, open, and well planned. Site analyses and observations were used to support the plans. The team of consultants conducted a physical review of all college spaces including building support areas. In addition, they reviewed all prior and relevant architectural, engineering and environmental studies and plans of the College’s physical space. The consultants conducted extensive analyses of the environmental conditions of the College’s neighborhood, including wind direction, daylight exposure, open space, prevailing wind currents, pollution, vehicular traffic, and transportation. Environmental factors were considered in the optimal placement of programs, open spaces and building services (02.04.02a1-b, Section D, LaGuardia 2007 Master Plan [Part 1](#), [Part 2](#), [Part 3](#), and [Appendix II](#)).

*Campus Identity* – The plan outlined links between east and west sections of the campus that improve LaGuardia’s identity. It considered how to define clear circulation paths, vertical transportation, and accessibility.

*Adjacencies* – Departmental location, student area, and creation of different clusters were intended to improve the delivery of services. One of the proposals was to create a cluster of Business and Technology, made up of the Accounting and Managerial Studies, Computer Information Systems, and Coop Education departments (02.4.02 a1,2,3,b, [Part 1](#), [Part 2](#), [Part 3](#), and [Appendix II](#), section b Page 27). Subsequently, the College created a new department of Business and Technology by combining Accounting and Managerial Studies and Computer Information Systems departments.

*Needs analysis* – Through interviews, study of space utilization and understanding of the College population, spaces, types, and layout were developed. For example, creation of student space, open computer labs, and multipurpose facilities were considered in the development of plans.

*LAGCC Mission – Offering Career, as well as liberal arts and science curricula, developmental education and transfer preparation, cooperative education internships, continuing education classes, and training programs.* The Master Plan analysis strongly considered facilities planning for the development and enhancement of programs such as liberal arts, science, developmental education, continuing education, and programs that serve individuals, business and public agencies (02.4.02 a1,2,3,b, [Part 1](#), [Part 2](#), [Part 3](#), and [Appendix II](#), Section B, pp. 15-22). The 2007 Facilities Master Plan consultants considered each program’s needs for space and location. The consultants interviewed college and community members and examined benchmark data and the College history in developing their plans. As a result, the Plan recommended, for example, an additional 110,200 square feet of instructional space (including ACE), 133,122 square feet of academic offices and 23,000 square feet of business and public space above the 2004 space levels (02.04.02a3, [Part 3](#) – Appendix 1, pp. 1-2).

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*Responding creatively to changes in student population, technology, and the global economy -* The 2007 Master Plan recommended improving the technological infrastructure and delivery of pedagogy using the latest state-of-the-art technology for the academic spaces on campus. The Facilities Master Plan proposed that the College develop a large portion of Shenker Hall's first floor for student clubs, lounges and recreation (2.04.02b [Appendix II](#)). The analysis relied on the comparison of similar spaces in other urban community colleges, including those within the City University of New York. The Master Plan's recommendations for technology were based on the input from college and community members and on the current technological trends in education (02.04.02a1, a1, a3, [Part 1](#), [Part 2](#), [Part 3](#), Section C pages 30 & 31, and Appendix I and [03.04.15 Master Plan Kick Off Minutes](#)).

*Cultivating partnerships with business, community groups, government, and public schools to enhance the economic, social, cultural, and educational development of Western Queens and New York City.* The Master Plan incorporated the needs and identified potential growth in the College's hosted entities, including the primary and secondary schools, Wagner Archives, and other community organizations. The Master Plan also includes consideration of the utilization of the College's library, athletic, recreational, and assembly spaces by the community groups and hosted element.

The following is the consultant's outline for the scope of the Master Plan work ([03.04.16 Scope of Master Plan Work](#)):

- Existing space profile and building conditions report
- Current and projected space needs
- Program development based on campus space program, mission statement.
- Identification of opportunities and constraints for campus design
- Implementation strategies and cost estimates

The 2007 Facilities Master Plan was compiled with the participation of a large number of college faculty, staff and students ([03.04.09 Master Plan Participants](#)). Public meetings were held to review the master plan with the college community on December 7, 2005 at the Professional Staff meeting and on January 11, 2006 as an open forum. Other master plan meetings/presentations: Community Board #2 Meeting on July 19, 2005, and Executive Council Presentation –August 24, 2005.

The Master Plan Advisory Committee included members from Academic Affairs, President's Office, Enrollment Management, CUNY's Central Office (Space Planning & Capital Budget), Students, Administration, Chair Queens Community Board, Architects, Continuing Education, DASNY, Information Technology, Faculty from Mathematics Department, Humanities Department, Campus Programs, College and Community relations, College Interior designer, Administrative and Support Services, Public, Safety, OSHA, Building Operations, Facilities Design and Construction, Library Media Resource Center.

In the first kick-off Master Plan Executive Committee meeting, held on December 8, 2004, members expressed their concerns, needs and ideas that the Master Plan needed to address. The topics discussed are as follows: Economy and Maintenance (Operational Issues), Student Life

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and Recreation, Campus Image, Circulation and Safety, Community Outreach, Student and Faculty Interaction, Administrative Programming, Adult and Continuing Education, Classrooms, and Technology. Minutes for the meetings appear in document ([03.04.15 Master Plan Kick Off Minutes](#))

The goal was to identify short term and long-term facilities plan and opportunities in support of the College’s mission and goals by responding effectively to students, faculty, staff, and community educational and professional needs in terms of space.

The areas with the greatest need for space were identified in the master plan as (in order) library, academic offices, classrooms, student lounges, computer labs, athletic and recreational areas, conference facilities, cafeteria, bookstore and Information Technology spaces. The plan identified as opportunities the proposed street level space designs, the acquisition of two buildings between the C Building and Shenker Hall and the clustering of programs to enhance collaboration and interaction.

The planners recommended a number of projects such as the expansion of the Library facilities, upgrade of the C Building Façade, installation of new elevators in the C Building and the second phase of One Stop Service Center for student enrollment. The planning team recommended the development and acquisition of additional space based on the existing shortages and the projected enrollment growth.

The Facilities Master Plan identified space shortages and recommended new instructional, academic and administrative spaces to be added to the College’s usable space. Based on those recommendations, the College has, so far, successfully added approximately 200,000 square of space, including the development of the C Building 4<sup>th</sup> floor and the lease of four floors in the B Building (see below for space acquisitions and developments 2008-2011”).

Space Acquisitions and Developments 2008-2011:

4th floor Renovations for Social Science and Coop Education Department, classrooms and labs	20,431	GSF
Renovation of 4th floor as part of One Stop Service Center Project	11,959	GSF
Lease of B Building	192,051	GSF
Loss of College Space in L Building due to the expiration of the lease	(24,908)	GSF
<hr/> Total gain (loss)	<hr/> 199,533	<hr/> GSF

(Source: Space inventory, B Building Lease ([03.04.02 B Bldg Lease, Part 1](#), [Part 2](#), [Part 3](#), and [Appendix II](#) and [03.04.23 2008 Profile Pg 60, 62, 63](#))

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The new space has enabled the departments of Business and Technology<sup>1</sup>, Social Science, and Cooperative Education to move into newly constructed spaces. As a result, Humanities and Mathematics were able to move to spaces vacated by Business and Technology and Social Science and to move their previously scattered faculty closer to the departmental offices.

The College is now planning to expand its library facilities. Planning for the renovation of the C Building's eighth floor has begun. Upon completion of the project, the English and Communications Skill departments will move to their new expanded locations.

Construction work to install two new passenger elevators in the C Building will be completed in 2011. An additional four elevators are planned as part of the C Building eighth floor project. New elevators will ease the current overcrowding and long waiting time for passengers at peak times.

Construction of One Stop Service Center, Phase II started in early 2011. The project will enable all student enrollment services including Admissions, Bursar and Registrar to be located on the same floor ([03.04.17 Construction Project List 3-11](#)).

The façade of the C Building is deteriorating due to age and weathering. Several studies have been conducted, and the recommendation is to replace the existing façade (03.04.04, 03.04.05, 03.04.06—Document Room only). The request to prioritize funding of the façade project is included in the College's request for capital budget. In the interim, work to replace deteriorated windows and exterior sections will begin in 2011 ([03.04.17 Construction Project List 3-11](#)).

The following is a progress report of projects that were referenced or recommended in the 2007 Facilities Master Plan;

- 2007 (capital budget) – Construction of the One Stop Service Center was completed. The project included construction of space for enrollment services (registrar, financial aid and advising), 12 classrooms and one open computer lab ([03.04.13 Const. Completion 1-Stop Serv Ctr](#)).
- 2007 (capital budget) – Upgraded three existing passenger elevators and converted a freight elevator to a passenger elevator in the C Building ([03.04.12 Const. Completion C Bldg Elevators](#)).
- 2007 (capital /grant funded) – completed construction of NY Designs to serve as an incubator for local business on the seventh floor of the C Building ([03.04.20 NY Designs Final Acceptance](#)).
- 2007 (college funding) – Constructed four new classrooms on the fourth floor of the C Building ([03.04.21 Space Comm Minutes 4-07 and 10-07](#)).
- 2008 (capital budget) – Opened the Cyber Café facility in the C Building, providing open computer and lounge space for students ([03.04.18 Const Projects List 8-09](#)).

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<sup>1</sup> In fall 2008, Department of Computer Information Systems was abolished due to significant decline in computer-related degree programs and the opportunity to prepare students better through this reorganization. Eight faculty and College Lab Technicians were assigned to Accounting and Managerial Studies and eight faculty members with college lab technicians were assigned to the Math Department. As a result of this re-organization, Accounting and Managerial Studies was renamed Business and Technology, and Math was renamed the Mathematics, Engineering and Computer Department ([03.02.49](#), June 23, 2008 Board of Trustees meeting page 123).

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- 2009 to present (capital budget) – Demolished the Center 4 garage facilities due to health and safety concerns. Project completed in 2010 ([03.04.17 Construction Project List 3-11](#)).
- 2009 to present ongoing (in-house funding) – Upgrade of Shenker Hall corridors and renovations of campus-wide toilet facilities, classrooms, cafeterias and lounges.
- 2009 (capital budget): Renovation of the C Building 4<sup>th</sup> floor for Social Science and Coop Education. The project created 43 faculty offices, one conference room, and six classrooms ([03.04.11 Const Complete Form C-Bldg 4th Floor](#)).
- 2009- Leased 192,000 square feet of space in B Building. Sixteen new faculty offices for Business and Technology, photography program facility, and Center for Corporate Education Offices were constructed. The occupancy of the leased space in the B Building was done in three phases between February 2009 and August 2011 as the leased space became available for occupancy ([03.04.02 B Bldg Lease](#)).
- 2009- Replaced four deteriorated wooden roof tanks used for domestic water and fire protection of the C Building through in-house funding ([03.04.22 Roof Tank Replace PO](#)).
- 2010 (capital budget) – Hired a consultant to renovate the 8<sup>th</sup> floor of the C Building ([03.04.17 Construction Project List 3-11](#)).
- 2010 (capital budget) – Hired a consultant to perform the design services for the expansion of the library ([03.04.17 Construction Project List 3-11](#) and [03.04.19 Library Project Work Order](#)).
- 2011 (capital budget) - Installation of two new elevators serving all the floors in the C Building. This project is scheduled to be completed by fall 2011. The new elevators will improve vertical transportation in the building ([03.04.17 Construction Project List 3-11](#)).

### **Appendix 2.17**

#### **Spending Categories for Capital Projects**

The three standard categories for capital project funding are bonded, Reso A, and minor repairs (also known as hard dollars). In CUNY's annual Capital Improvement Plan (CIP) cycle, bonded and hard dollar funds are requested from the State and City in a rolling five-year plan. Requests for Reso A funding is made from the NYC Borough Presidents/City Council ([03.02.35 CUNY cip\\_user\\_manual](#)). Bonded and hard dollar projects for all of the CUNY Community Colleges require matching of State and City funds. Project priorities in the CUNY-wide CIP are based on the Board of Trustees' Criteria for the Priority Ordering of Capital Improvement Plan ([03.02.33 FY2009-2010 Capital Budget Request Memo from CUNY](#) page 5 and [03.02.34 FY2011-2012 Capital Budget Request Memo from CUNY](#) page 3).

Installation of smart classroom equipment in 2010 ([03.04.14 CP Request-Smart Classroom](#)), and the Construction of New Biology lab (Room E310) are examples of Reso A funding that provided a state-of-the-art facilities to students and faculty.

The current design effort for the renovation of the eighth floor of the C Building ([03.04.17 Construction Project List 3-11](#)) for the English and Communication Skills Departments and installation of a new elevator bank in the C Building are being pursued under the capital (bonded) project funding.

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The College has also been successful in obtaining funding for improvements and/or replacement of systems on campus using a special source called CCAP (Community Capital Assistance Program) funded through NYS appropriations. In 2010, CCAP funded improvements for the Mainstage Theatre's sound system (\$100,000) and supplemented the replacement of telephone systems (\$200,000) (03.02.46). In 2011, an additional \$250,000 was appropriated for renovation of the Archives' air conditioning system, the lighting system for the Mainstage Theatre, and the art studios ([03.02.51 CCAP Theater, Archive and Art](#)).

The College has also used funds from its non-tax levy financial entities such as Auxiliary Enterprises, Education Funds, and operating budget to start the design and replacement of building systems ([03.04.22 Roof Tank Replace PO](#)) such as replacement of roof water tanks in the C Building 2009, construction of new Science faculty research lab in 2011, and the design of the Gym roof in 2011. These funds were used to preserve and improve existing college facilities and system.

#### **Appendix 2.18**

##### **Resolution of Classroom Scheduling Challenge in 2009**

Traditionally, classroom capacities for CUNY campuses were calculated on a basis of 16 square feet per student. This number was however in conflict with the requirements of the NYC Building Code of 20 square feet per person. In 2009, the College revised its classroom capacities throughout the campus to be in compliance with Code. The reduced capacities meant that more sections had to be offered.

Scheduling classes relies on the integration of data sets from several independent computer programs such as SIMS, Archibus and R25. Until 2009, this required extensive manual verification of the data to ensure the integrity of the information. Classrooms, roster size, proximity to departments, and special features all had to be verified, exposing the process to human error and technical glitches.

In fall 2008 the Registrar's Office lost several key staff members with knowledge of the room scheduling process, of the unique features of each classroom, and of the special needs of each academic program. In addition, there were no operation manuals or formal uniform classroom scheduling policies or procedures in place at the College at the time.

While minor errors were common over the years, spring 2009 was the tipping point. Many students and faculty received registration documents with incorrect or conflicting room numbers. In March 2009, the Executive Council responded with a new committee called BPR (short for Classroom Scheduling Business Process Re-engineering) to review and re-engineer the entire process. The BPR committee, still in operation, is made up of representatives from all four collaborating areas. The BPR implemented a number of measures including changes to the processes, staffing responsibilities and software enhancements. A "*Classroom Scheduling Policies and Procedures*" manual ([03.05.03 Scheduling Manual](#)) was also developed to guide staff and faculty with class scheduling. As a result, the number of scheduling conflicts has been drastically reduced.

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Moreover, Student Affairs hired a new Registrar, enhancing leadership. The process reinforced the importance of formalizing policies and procedures in operations manuals, thereby reducing the reliance on historical anecdote and dependence on single individuals to inform practice. The BPR also turned to the development and use of technological solutions to reduce manual data verification. As a result of these efforts, spring 2011 and fall 2011 course schedules were completed on time and accurately.

Enrollment growth, classroom capacity changes, and the College's effort to increase efficiencies in the utilization of classrooms have resulted in increased use of instructional space, including during off peak periods. Between 2008 and 2009 the weekly classroom utilization rate for fall session 1 increased in 49 periods, declined in 4 periods, and stayed the same for 38 periods. The utilization rate improvement is more impressive when you consider that the number of classrooms increased by 29 from 157 in 2008 to 186 in 2009 ([03.05.01 Comparison of Classroom Utilization 08-09](#) – from *Institutional Profile reports for 2008 & 2009*).

The College uses creative ways to increase utilization of instructional spaces. For example, 11 computer labs in the B Building have been equipped with laptop computers to serve as both general classrooms and as computer labs. This flexibility allows the Registrar's Office to have access to large number of rooms to schedule classes. The College's classroom utilization is among the highest in CUNY ([03.05.02 CUNY Report of Classroom Utilization](#)).

### **Appendix 2.19**

#### **The Six Core Components of IT Infrastructure**

Topology ([03.06.23 IT Core Components](#)). Topology, the most vital of the core components, directly or indirectly allows for interconnectivity between the other core components. As an example, the College's Student Information Management System (SIMS) communicates with a number of other enterprise applications to generate the necessary data and information for reporting. DegreeWorks uses the student's course registration data to produce an "academic plan" for students to follow and keep on target for graduation. A student's financial aid is also calculated based on the course registration data in SIMS. The Bursar's Office also generates a student's statement of account based on SIMS data. Topology allows these enterprise systems to "talk" to each other and facilitates a seamless transfer of information between the systems allowing students, faculty and staff access to vital information. The wire and wireless mediums meet the College's planning and operational needs by providing, system to system, user to system, and user to user connectivity. The current wire system—in place since 2007—is composed of 65% category 6 and 35% category 5 or older ([03.06.12 Inventory of Data Ports](#)). The wireless medium was chosen in 2007 for its flexibility and scalability. The newer category 6 wire medium allows for flexibility in speed of connecting devices in a range between ten megabits and one gigabit per second. It also enables future bandwidth upgrades at a low cost and with minimal disruption to the network and can accommodate an ever increasing number of computers on the network.

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The TIA cat 6 cable standard also allows for maximum scalability by enabling an infinite number of connectable devices to accommodate future demands on the network. The wireless medium allows for flexibility in the speed of connecting devices. The current wireless system is composed of 238 wireless access points and 2 wireless controllers ([03.06.18 2011 Inventory of Wireless Access Points](#)). The wireless access point speed ranges between 6 megabits to 150 megabits per second. To increase reliability and speed of data transfer, the College utilizes multiple wireless hubs at high demand locations—such as at the Cyber Café and E Building Atrium locations because of the high number of potential wireless network users. These technologies' flexibility and scalability permit expansion of the wired and wireless network as the College's population grows and organizational computing demands increase.

Technology. This core component primarily supports enterprise applications such as SIMS, HR's Stellent, DegreeWorks, Web Grading and individual computing applications. To facilitate the operation, maintenance, and temporary upgrades of these systems, virtualization has been chosen since 2007 as the de facto standard set forth by VMWARE ([03.06.16 VM Server Information](#)), since it allows for maximum flexibility and scalability with minimal down time.

Virtualization allows administrators to build a virtual server within minutes once requested by users. Such low latency on a new server is vital to data retrieval and dissemination. An emergency server can be built or rebuilt with no interruption in network service. The new server can then be added to the storage device which contains data needed for college operations. Virtualization fosters scalability by enabling administrators to add memory, processors, and storage without downtime ([03.06.16 VM Server Information](#)). This is critical during business hours and especially, increased usage of a vital server during peak registration periods. Due to virtualization's flexibility and scalability, administrators can add servers at any time or add components needed to increase productivity.

Enterprise Applications. This core component is at the heart of LaGuardia's technological infrastructure. Document imaging, email system, the Degree audit system, classroom scheduling, faculty work load, data warehousing, and registration and billing systems enable faculty and staff to manage, retrieve and disseminate vital information necessary to meet planning and operational needs.

One enterprise application used since 2007 is the flexible and scalable Stellent document imaging system, which stores personnel records of faculty and staff. The image scanned from the paper document is created in a nonproprietary format (tif). Any computer system can open and read the recorded data. The College uses the highly scalable Oracle database system (03.06.14), which is industry standard for large data storage. If personnel records exceed storage capacity, the database administrator can easily add more tables to accommodate additional records. With the flexibility of nonproprietary formatted images and the Oracle database's scalability, the College can accommodate an ever increasing need for capacity.

Individual Computing Application. To address faculty and staff concerns about interoperability, the Division of Information Technology has chosen the Microsoft package computing application. Word, Excel, and Access are the de facto standard used in both the public and private sectors. Extremely flexible, this software application can save a document in multiple

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formats including the nonproprietary text format (txt, csv, etc.) This is vital for document sharing between non-Windows and Windows computers. The scalability is also very attractive as there is virtually no limit to the number of Microsoft licenses on campus.

Stakeholder Support. This core component is required to maintain operational readiness of LaGuardia's technological infrastructure. One main tool used to reduce downtime by protecting the core operating system, especially in labs exposed to viruses and malware daily, is DeepFreeze by Faronics ([03.06.10 Deep Freeze Software](#)). Once a virus infects a lab computer, a technician restarts the PC, and the DeepFreeze software restores it to its previous state. DeepFreeze allows administrators to control all lab PCs remotely with a centralized console; this makes it scalable.

Network Operations. Vital for the day-to-day network function, Network Operations protects the College's computer system from internal viruses and malware by using Malware intrusion detection to safeguard the network, constantly monitoring the system for unwarranted intrusions. The malware intrusion detection includes virus detection and malware prevention. These technologies are flexible and scalable enough to meet a growing college population's demands. To combat the daily creation and constant evolution of viruses and malware, the virus detection and malware prevention software is designed to deliver updates to every computer in the College with minimal disruption. Virus protection of computers on the College's computer with access to the network is also mandated by CUNY. These two technologies allow the ever increasing numbers of new computers to be immunized against viral intrusions.

Academic and Administrative Support. The Division of IT provides software and programming support to all college constituencies. Software packages geared to improve the productivity of faculty, staff and students are kept up to date. The Division of IT provides analyses of complex sets of data to be used by each administrator for making calculated decisions. For example, student profile, attendance pattern, classroom utilization, room scheduling, tuition collection rate data, and retention statistics are periodically provided to the Executive Council. The College's strategic plan is maintained and updated by the Division of IT. The system of work request for computer support has enabled timely and efficient response. All new smart classrooms are equipped with telephones so that support is provided within minutes. With the use of the Student Tech Fee, the College has employed and trained a number of LaGuardia students on a part time basis to provide classroom technology support (03.06.01 through 03.06.09 Allocations for the Stu Tech Fee: [FY02-03](#), [FY03-04](#), [FY04-05](#), [FY05-06](#), [FY06-07](#), [FY07-08](#), [FY08-09](#), and [FY09-10](#)).

Highlights Since 2007. There have been a number of important technological changes and upgrades since 2007. In 2007, the College had only 44 wireless access points ([03.06.17 2007 Inventory of Wireless Access Points](#)). This severely hampered the students' and staff's ability to access the Internet. Currently, the College has 215 wireless access points throughout the 4 buildings, an increase of more than 488% ([03.06.18 2011 Inventory of Wireless Access Points](#)) over the last 4 years. This increase in the number of wireless access points has provided the students and staff with excellent coverage throughout the College, even in the most remote areas - for example the rear of the C-building, M-building basement and B-building atrium. Students

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and staff can now travel throughout the campus without losing connection because of weak signals.

In 2007, the College had only 74 servers ([03.06.13 IT Servers](#)) to handle growing computing demands. Upgrades and maintenance often resulted in disruption of services. This was a major challenge for the College and IT. For example, if DegreeWorks was running on a server that needed an upgrade, the application would be inaccessible until the upgrade was complete. Since the advent of virtualization in 2010, the College has over 100 servers, which allows technicians to perform maintenance and upgrades without any down time.

In 2011, the College installed electrical receptacles in 83 carrels, which will enable students to power their laptops and other handheld devices at the carrels in the library.

One crucial aspect of any network is ensuring its security. During a virus outbreak, a technician has to complete several steps before getting a lab or network back online. First, they find out if the virus has an identifiable signature. If not, Symantic anti-virus software has to create a new signature to detect the virus and purge it. The technician then scans each computer for the virus and removes it. This process used to take days to complete. This is no longer the case. The College currently uses DeepFreeze software to protect all network computers. During a virus outbreak, the technician shuts down the lab for about ten minutes and deals with the outbreak. These enhancements in technological infrastructure have significantly improved the Network Administration team's ability to serve the College's needs.

Another area of focus for the IT Division has been the effective and efficient use of resources and sustainability. All new classroom and server equipment meets or exceeds the Energy Star requirements. All classroom equipment such as computers and projectors and some of the office computers are equipped with the capabilities to be turned off remotely. In addition, with a use of a diagnostic program already installed, technicians can automatically obtain messages of projector troubles. This effort has translated to increased life of the equipment, lower energy consumption, and proactive service calls.

The IT Division uses a computerized work/service request system that enables users to be aware of the status of the work. The Division leaders use the management report that includes the number of work tickets issued, open/closed request and duration of repair to adjust allocation of resources. This has led to improved communication between IT and the users.

In 2010, LaGuardia started an initiative to reduce the unwanted printing of documents by students in the labs and open computer centers ([03.06.22 Going Green on Unwanted Printing](#)). A new program was installed on all public computer areas that requires a student to review a document residing at the printer queue and manually print what is deemed important to him or her. At the end of each day, unprinted documents at the printer queue are cleared. The number of pages saved in 2010 alone through this effort is estimated at 1 million. Not only is paper consumption reduced, but the expenditures for toner, printer service and handling of waste paper have been lowered.

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**Appendix 2.20**

**CUNYfirst Implementation**

Migration to CUNYfirst. CUNYfirst is the City University of New York's branded moniker given to a suite of Enterprise Resource Planning (ERP) software products provided by Oracle Corporation. The software is often referred to as Oracle/PeopleSoft or PeopleSoft, because the system is substantially that of the former PeopleSoft Corporation which was acquired by Oracle in 2005. The point is of interest because Oracle had a competing product prior to their merger and the final contenders for CUNY's RFP were Oracle, PeopleSoft, and SAP. In 2005, CUNY awarded the ERP contract to Oracle Corporation for the PeopleSoft product.

ERP is a class of software that has evolved from Manufacturing Resource Planning (MRP) over time to cover a myriad of industries, including higher education. The software is used to manage and report on the core functions of an organization which includes financial operations, human resources, and the functional purpose of the enterprise, for CUNY this includes the activities of admitting, billing, collecting, processing financial aid, advising, registering for classes, grading, recording attendance, graduating, and issuing transcripts for their students.

What systems will be replaced by CUNYfirst? Oracle Corporation has a large number of products used in the enterprise. The ERP class of products which are defined by the PeopleSoft subset as purchased by CUNYfirst consists of three modules: Finance, Human Resources and Student Administration. The finance module includes General Ledger, Procurement (Purchasing, Accounts Payable, Expenses), Planning and Budgeting, Accounts Receivable, Asset Management, Cash and Deal Management. The Human Resources module includes Base HR Processes, Base Benefit Processes, Recruitment, Time and Labor, Leave Management and Payroll (interfaces with NY State and NYC). And the Student Administration module includes Academic Structure, Course Catalogue, Schedule of Classes, Student Financials, Student Records, Financial Aid and Admissions.

CUNY has operated over the years in a federated model where the university maintained core systems centrally that were subscribed to by their member colleges, such as the student records system SIMS and the human resources system CUPS. Each of the Colleges also had to operate independently based on their particular charters and strategic direction. As such, each college has deployed a unique collection of vendor and in-house developed software to serve its students and other constituencies. CUNY-wide systems such as SIMS, eSIMS, FAP (Financial Aid Processing), SKAT (program used for basic skill testing of student), and SFA (Student Financial Accounting) are being replaced under this effort. For LaGuardia, Web Grading, TAP Certification, ID Office Student Invoicing, and Web Transcripts systems are being replaced by CUNYfirst. Several other ancillary systems such as DegreeWorks, Resource-25, Hobsons, and Blackboard are being integrated with CUNYfirst similar to the way they are with the current SIMS system. Although the functionality of some of these ancillary systems is available in CUNYfirst, the University has up to now decided to maintain best-of-breed solutions for integration with CUNYfirst.

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Who is leading the CUNYfirst effort here? LaGuardia's CUNYfirst effort is led by Vice President of Information Technology, Dr. Henry Saltiel. A project team comprised of 11 faculty and staff from Divisions of IT, Administration, Student Affairs, Academic Affairs and Adult and Continuing Education are actively participating in planning and implementation of the CUNYfirst modules on campus. The committee also works with CUNY to coordinate operations and facilitate training of campus users.

LaGuardia's CUNY FIRST Project Team

Henry Saltiel	Campus Executive
Brad Orcutt	Project Liaison
Tom Hladek	Functional Lead-Finance
Diane Darcy	Functional Lead-Human Resources
Reine Sarmiento	Functional Lead-Student Administration
Bill Lindner	Project Manager Campus Solutions
Bruce Hoffacker	Change Management -Organizational Readiness
Jane Devine	Faculty Liaison
Charles Elias	Communications Liaison
Theresia Litvay-Sardou	Training Liaison
Billy Lau	Technical Readiness Liaison
Tony Mieses	Application Security Liaison
Jackie Reyes	Help Desk Liaison

The first two CUNYfirst modules (Finance and Human Resources) were implemented at LaGuardia in 2010. Although the two modules continue to be updated to enhance their functionality, they work well.

The Student Administration Module, which is referred to by Oracle as "Campus Solutions" is the largest and most complex of the three modules. Whereas the first two modules primarily impact only employees in the business office and human resources departments, all students, faculty, enrollment management staff, and advisors will need to use the campus solution modules to do many critical functions. As such several teams have been put in place ultimately reporting to the College president. See attached "mind-map" that represents the current structure, which is comprised of the following project teams:

- Management Team (VPs & Deans)
- Build Teams
  - Technical - leaders from Bursar, Admissions, Registrar, Financial Aid, IT, Advisement, and Academic Affairs
  - Data Cleansing
  - Testing
- Roll-Out Teams
  - Divisional Coordinators
  - Communications
  - Training
  - User Support

What information is publically available on the whole CUNY effort? [CUNYfirst Website](#)

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What does the schedule look like? The baseline portions of Finance and Human Resources have been implemented. Several additional features will continue to be implemented over the next couple of years. These features will be implemented at the same time for all 23 colleges within the CUNY system.

CUNY-wide implementation of the Student Administration using Oracle's Campus Solutions was broken into separate groups of colleges because of the size and complexity of the student administration functions at each college in a more practical approach by sequential waves. The first wave was comprised of two colleges (one four-year and one community college) who served as the pilot schools for the project. They cutover to Campus Solutions in November 2010, and continue to add features and improve the usability of tool. LaGuardia along with other remaining community colleges are part of Wave-2. Wave-2 was scheduled to cutover in November 2011, however the special calendar with two sessions in a single term that is used by LaGuardia and Kingsborough Community Colleges, makes July 2012 the likely date to go live with the new system.

How is the College being involved? Over 70 staff members are currently involved in configuring, testing, training, and changing operational practices and processes. Many of these individuals are spending over 70% of their time on this effort to get the College ready by July 2012. As we get closer to the cutover date training workshops will be setup to prepare faculty and students to use the new system. Support centers will be established across campus to provide assistance once the system goes live. Leading up to the cutover there will be increased levels of communication including web pages, videos, campus meetings, departmental meetings, and student group meetings.

What phases will require the most effort? The campus solutions module is the most intensive requiring the College to adopt a new system that will cause many processes and expectations to change. This change will be disruptive and require extra effort on everyone's part to complete the various functions needed to support students as they proceed on their academic path through the College. Of particular challenge to the College is the limitation of CUNYfirst regarding our 18/12/6 week session structure. Many issues have yet to be worked out with the risk of intensive manual activity impacting students a very real possibility.

### **Appendix 2.21**

#### **Budget Oversight Process**

Under Spending/Over Spending Analysis memos are sent to the Vice President of Administration, who in turn reviews and discusses this information with the Executive Council. The Executive Council determines whether to reallocate monies or to make modifications of previously approved and funded initiatives. If there are key strategic initiatives and/or initiatives that have been funded by the Compact or any other resources, special attention or action is needed by the Division Vice Presidents. After the Executive Council meets, The Vice President of Administration will communicate in writing any decisions made to the Executive Director of Finance and Business and the Budget Office staff. Shortly thereafter, the Budget Office will

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implement the changes and will send an email back to the Executive Council indicating that all requested changes have been made so these allocations can be spent down before the end of the fiscal year. For fiscal year 2010, a Strategic Plan Reference column was added to the College's Additional Allocation spreadsheet that is used to track funding at a detailed level. The addition of this the column allows for direct reference from the Additional Allocation spreadsheet back to the strategic plan.

**Appendix 2.22**

**List of Annual Audits along With the Findings**

Audits:

- KPMG Audit CUNY-wide -*Basic Financial Statements, Management's Discussion and Analysis and Supplementary Schedule of Expenditures of Federal Awards*
- KPMG Audit of CUNY-wide - *Basic Financial Statements, Supplementary Schedules and Management's Discussion and Analysis – (note: This report does not have the Federal award audit)*
- Grant Thornton audit of LaGuardia Community College's College Association, Inc.,
- Grant Thornton audit of LaGuardia Community College Auxiliary Enterprises
- Todres audit of LaGuardia Community College ECLC Programs, Inc.,
- Todres audit of LaGuardia Community College Education Fund, Inc.,
- Todres audit of LaGuardia Community College's Foundation, Inc.

Findings:

KPMG's management letters since 2007 included eleven recommendations ([03.07.21 Summary of Finding of Periodic Audits since 2007](#)). The recommendations were:

1. The College's accounting system contains an Accounts Payable module which produces disbursements via laser checks to automate the issuance of tuition refund checks. The College is able to upload the records of students who are eligible for refunds into the software and generate the checks. However, this software package is not integrated with the student information management system, and the College has to manually update each student's account to reflect the refund issued (Management Letters: [03.07.04 FY08](#), [03.07.03 FY09](#), and [03.07.05 FY10](#)). The College agrees with this finding. However, remediation requires complete installation of CUNYFirst software. Implementation is currently underway with completion scheduled for 2013.
2. Once a month, the College Accountant will record the cash receipts into the FAS system. However, we noted that there is no formal evidence that the journal entries were reviewed and approved ([03.07.03 FY09](#) and [03.07.05 FY10](#)).
3. Attendance records are maintained via a Scantron form; however, since the final attendance data must be manually entered, the efficiency saved by using the form is reduced ([03.07.04 FY08](#) and [03.07.03 FY09](#)). In response to this finding, the College installed a Web-Attendance system that has enabled the college to migrate its attendance records from a manual to a computerized system. As a result, the tuition refund process (as cited in the findings) has become shorter and more efficient.

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4. For one of the ten students selected for the Return to Title IV test work, the College did not have support maintained for the student's withdrawal date. A letter from the Office of Students with Disabilities (OSD) was obtained at KPMG's request ([03.07.04 FY08](#) and [03.07.03 FY09](#)).
5. For one of the ten students selected for the Return to Title IV test work, the post withdrawal disbursement was not disbursed in a timely manner. Post withdrawal disbursements are to be returned 120 days from the earlier of the withdrawal date for official withdrawals or date of determination for unofficial withdrawals ([03.07.04 FY08](#) and [03.07.03 FY09](#)).
6. The College does not stamp "PAID" on their invoices once they have been processed for payment. The College relies on the FMS Vouchering system to prevent duplicate transactions, as this system will not allow the same purchase order number to be entered twice ([03.07.04 FY08](#) and [03.07.03 FY09](#)).
7. During our procurement internal control test work, two purchases selected did not contain a purchase requisition. In addition, we noted there was no documentation to support the approval of the purchase ([03.07.04 FY08](#) and [03.07.03 FY09](#)).
8. The College does not fully utilize e-procurement as individual departments still manually prepare purchase requisitions. Information on the purchase requisition is entered into the Blackbaud Financial Edge System where the purchase order is created and printed on a multi-copy form ([03.07.04 FY08](#)).
9. Terminated employees are required to return all College property (i.e. laptops, keys, badges, cell phones, etc.) prior to their termination. Although the College has procedures in place to ensure the property is being returned upon the employees' termination, the procedures are not being fully implemented ([03.07.04 FY08](#) and [03.07.03 FY09](#)).
10. A terminated employee selected for Payroll test work was not removed from the payroll register (PMS) in a timely manner and therefore, was paid for one pay cycle after his termination date ([03.07.04 FY08](#)).
11. The College creates back-ups for its programs and data for the various computer systems that it uses; however, these back-ups are not stored at an off-site facility. Instead, they are taken to one of two campus buildings, on an alternating basis. The two buildings where back-ups are stored are located three blocks away from one another ([03.07.04 FY08](#) and [03.07.03 FY09](#)).

New measures were put in place to address all of the above findings, except for #1 as indicated above).

**Appendix 2.23**

**Assessment Grid of College Activities**

1. Mission-related goals: Has outcome success been defined?
2. Functional goals: Has operational success been defined?
3. Outcomes assessment: Has an assessment of outcomes been undertaken?
4. Operations assessment: Has an assessment of operations been undertaken?
5. Recommendations: Have any recommendations come out of the assessments?
6. Recommendation implementation: Have any recommendations been implemented?

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7. Implementations assessment: Have the recommendation implementations been assessed?  
8. Assessment audit: Has the assessment cycle been audited?

Unit	Outcome success defined	Functional success defined	Outcomes assessed	Operations assessed	Recommendations	Recommendations implemented	Implementations assessed	Assessments assessed
<b>All College Systems</b>								
Std. 1—Mission and Goal Development	No	No	Planned	No	Planned	Planned	No	No
Std. 2—Strategic Planning	No	No	No	Yes?	Yes?	Yes?	No	No
Std. 3—Resource Allocation System	No	No	No	Yes?	Yes?	Yes?	No	No
Std. 4—Governance System	No	No	No	No	Yes	Yes	No	No
Std. 5--Administration	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Std. 6—Integrity Management	No	Yes	No	Yes	No	No	No	No
Std. 8--Admissions	No	Yes	Yes	Yes	No	No	No	No
Std. 8--Retention	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Std. 9—Student Services (see offices)								
Std. 10—Faculty Hiring & Development	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Std. 11—Curriculum Development	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Standard 12 (General Education) & Standard 13 Basic Skills	Yes	Yes	Yes/In Progress	Yes/In Progress	Yes	Yes/In Progress	Yes (partial)	No
Standard 14								
Academic Departments PPRs	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
ePortfolio process	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Core Competencies	Yes	Yes	Planned	Yes	Yes	Yes	No	No
Programmatic Competencies	Yes	Yes	Planned	Planned	No	No	No	No
<b>Divisions, Departments &amp; Offices</b>								
Academic Dep’s PPRs (See Std. 14)								
Cooperative education	Yes	Yes	Yes	Yes	In progress/Planned	Planned	Planned?	No
Certificate programs	Yes	Yes	Yes	No	No	No	No	No
Center for Teaching and Learning (CTL)	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Office of Transfer Services (OTS)	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Counseling Department	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Library	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
ACE grant-funded programs	Yes	Yes	Yes	Yes	No	No	No	No
ACE tuition-based programs	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Student Affairs Division	Yes	Yes	Planned	Planned	Planned	Planned	Planned	Planned
Enrollment Services (group)								
Admissions	Yes	Yes	Yes	Yes	Yes	Yes	Planned	Planned
Educational Planning	Yes	Yes	Yes	In progress	In progress	Planned	Planned	Planned
Registrar	Yes	Yes	Yes	Yes	Yes	Yes	Planned	Planned

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Student Financial Services	Yes	Yes	Yes	Yes	Yes	Yes	Planned	Planned
Single Stop (grant requirements)	Yes	Yes	Planned	Planned	Planned	Planned	Planned	Planned
Student Information Center	Yes	Yes	Yes	Yes	Yes	Yes	Planned	Planned
Testing	Yes	Yes	Yes	Yes	Planned	Planned	Planned	Planned
Student Generalist Services	Yes	Yes	In progress	Yes	Yes	Planned	Planned	Planned
<b>Student Development (group)</b>								
Student Services & Disabled Student Programs	Yes	Yes	Yes	Yes	Yes	Yes	Planned	Planned
International Student Services	Yes	Yes	Yes	Yes	Yes	Yes	Planned	Planned
Health Services	Yes	Yes	Yes	Yes	Yes	Yes	Planned	Planned
Early Childhood Learning Center	Yes	Yes	Yes	Yes	Yes	Yes	Planned	Planned
Student Life	Yes	Yes	Yes	Yes	Yes	Yes	Planned	Planned
Recreation, Fitness & Aquatics	Yes	Yes	Yes	Yes	Yes	Yes	Planned	Planned
IT Operations	No	No	No	Yes	Yes	Yes	No	No
IT Major Projects	Yes	Yes	Yes	Yes	Yes	Yes	No	No
President's Office	Yes	No	Yes	No	Yes	Yes	Yes	Yes
Vice President for Institutional Advancement	No	No	No	No	No	No	No	No
Development	No	Yes	No	Yes	Yes	Yes	No	No
Marketing and Communications	No	Yes	No	Yes	Yes	Yes	No	No
Grants Development Office	Yes	Yes	Yes	Yes	No	No	No	No
VP Administration	Yes	Yes	Yes	Yes	No	No	No	No
Business Office	Yes	Yes	Yes	Yes	Yes	Yes	No	No
HR	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Security	Yes	Yes	Yes	No	Yes	Yes	No	No
Facilities Management & Planning	Yes	Yes	Yes	No	Yes	Yes	No	No
Administrative and Support Services	Yes	Yes	Yes	No	Yes	Yes	No	No
Auxiliary Services	Yes	Yes	Yes	No	Yes	Yes	No	No
<b>Projects, Initiatives &amp; Grants</b>								
Contractual relationships	Yes	Yes	Yes	Yes	No	No	No	No
Credit for prior learning	Yes	Yes	Yes	Yes	No	No	No	No
Academic Peer Instruction (API)	Yes	Yes	Yes	Yes	Yes	In progress	No	No
Writing Center	Yes	Yes?	Yes	Yes	Yes?	Yes?	No	No
Accelerated Study In Associate Programs (ASAP)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
College Now Program	Yes	Yes?	Yes?	Yes?	Yes?	Yes?	No	No
College Discovery	Yes	Yes	Yes	Yes	Yes?	Planned	No	No
Collegiate Science and Technology Entry Program (CSTEP)	Yes	Yes	Yes	Yes	Yes	In progress	No	No
Black Male Initiative	Yes	Yes	Yes	Yes	Yes	Yes	Planned	Planned
Early Alert	Yes	Yes	Yes	Yes	Yes	Yes	Planned	Planned
New Student Orientation	Yes	Yes	Yes	Yes	Yes	Yes	Planned	Planned
Major Grants In Academic Affairs <sup>2</sup>	Yes	Yes	Yes	Yes	Yes	Yes	Yes <sup>3</sup>	No
Career placement	Yes	Yes	Yes	Yes	Yes	No	No	No

"Yes/In Progress" means "Yes" for some programs and "In progress" for others.

"Yes?" means that the process has changed, but documentation of the usefulness of assessment is lacking.

<sup>2</sup> Full list of grants awarded from 2006 to the present is available in [10.05.20](#).

<sup>3</sup> Upward Bound grants ([07.4.68](#), [07.4.69](#)) do not have recommendations/improvements and, thus, assessments of implementations.

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**Appendix 2.24**

**Further Examples of Support of Assessment in Academic Affairs**

- The Center for Teaching and Learning (CTL) prepares 6-7 grant reports each year with a detailed set of outcomes tailored to the grant funder's needs (01.05.04 CTL Report 09 Exec Summary Cover Note and 10.05.02 CTL Data Report) and conducts a Needs Assessment Survey to determine faculty interests (01.05.06 CTL Faculty Needs Survey Summary 2010 and 01.5.14 Faculty Needs Survey). CTL gathers statistics to compare student outcomes in classes taught by CTL seminar participants vs. non-participants (01.5.12 CTL Report Executive Summary 08-09) and seeks regular feedback from the participating faculty and students through a variety of surveys (01.5.11 Survey Results Forum Publication and Scholarship).
- The Academic Peer Instruction (API) tutoring program continuously assesses its work, gathering statistics to compare student outcomes in classes with API tutors vs. similar classes without API tutors (07.4.44 API Final Report 09-10, 07.4.46 API Table 1, 07.4.50 API Table 5, 07.4.54 API Table 9, and 07.4.58 API Table 13). The program also conducts faculty surveys and prepares API summary reports, included in relevant grant reports (such as Perkins grants, 07.1.04 Perkins Grant Final Report 09-10).
- Assessment in **The Office for Transfer Services** takes into account the number of students serviced, the percentage of recipients of AA/AS degrees who transferred to a CUNY baccalaureate program, and the number of transfer applications to private four-year colleges ([09.1.033 DAC Report-Transfer Data](#) and [09.1.038 Transfer Report](#)). Data on transfers to the four-year CUNY colleges is drawn from PMP Report ([07.4.08 LaGCC 09-10 Year-End 7-22-10](#)).
- The **Counseling Department** assesses its two functions of helping new students make the transition to college and providing advisement and counseling for students on academic probation (or who require personal counseling) by means of satisfaction surveys, pre-/post-tests, data from intake forms and academic screening, and compares these with academic performance data obtained via Institutional Research ([09.1.040 Counseling PPR](#)).
- **Developmental Advising Committee (DAC)** Summary Reports on New Student Orientation (NSO) demonstrate a standardized assessment of Opening Sessions for new students ([07.3.15 NSO-DAC Summary Report](#) and [07.3.14 NASPA Values Auction 2-19-10](#)).
- The established criteria for the **College Now Program** include student program enrollment, student grades, and student program completion ([07.4.67 College Now](#)). The established criteria for the **College Discovery** Resource Center and other tutorial centers in the college include student usage. Although each program director is required to provide regular and periodic reports on whether the program has met the established CUNY expectations, LaGuardia is in the process of requiring programs to go beyond required data collection to focus on student success ([09.1.042 CD Annual Report 09-10](#) and [09.1.043 CD Annual Report 08-09](#)).

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- Assessment in the **Library** is largely based on national surveys (the annual Association of College and Research Libraries [ACRL] survey and the biennial Academic Library Survey [ALS]). Because these surveys do not cover all necessary assessments (missing, for example, time of reference transaction, expenditures by discipline, print periodicals used, student satisfaction with services), the Library supplements this data with its own twice-a-year statistical gathering. Data are collected and reviewed, with any kind of significant change studied and either corrected, in the case of negative changes, or continued in the case of positive ones.

**Appendix 2.25**

**Two Examples of Academic Affairs Assessments within Strategic Planning**

At the divisional level, when a strategic plan goal is articulated, each division and department is asked to demonstrate how its activities and actions contribute to meeting the college's goals and targets. Where possible and appropriate, targets are stated in terms of increased percentages or absolute numbers from a baseline. Departments then indicate actions that will be taken to contribute to meeting the targets. The Departments also provide progress reports. As an example, in the previously mentioned Business and Technology Department accounting lab initiative from the 2009-10 strategic plan (for goal 1.2.2: *Join the Lumina Foundation's national Achieving the Dream: Community Colleges Count initiative designed to help more community college students, especially students of color and low income students succeed*), a typical set of actions are specified in the work plan: *On or before 4/1/10, the accounting lab will be expanded to include ePortfolio development. In Fall I, college assistants working in the accounting lab will be trained in the development of ePortfolios (through a CTL mini-grant). Redesigned "business-specific" ePortfolio templates will be available in Fall I, 2009.* The online progress report filed with the plan stated: *A number of "business-specific" ePortfolio templates have been developed and posted on the ePortfolio website. All business students are now required to develop an ePortfolio in the introductory course (BTM101). The accounting lab has hosted a number of ePortfolio workshops and college assistants have worked with a number of instructors during class hours. [6/3/2010].* Full assessment of the ePortfolio program can be found in the CTL annual reports ([08.4.08 CTL Report Summary 2-11-10](#)). These assessments led to later strategic plan ePortfolio initiatives in 2010-2011, 1.4.4 and 3.6.1.

An interesting example of assessing course changes can be found in the Natural Science Department in pursuing the 2009-2010 strategic plan college target 1.3.3 on adding sustainability to the curriculum. An experiment was conducted on the effectiveness of clay models for teaching human muscle anatomy as an alternative to the traditional cat dissection. The results were published in a peer-reviewed journal ([Motoike et al. 2009, 07.4.64](#)) and have guided changes in the relevant course. Similarly, an experiment is currently underway to assess the effectiveness of adopting an 18-week semester (12 + 6) for a human biology course under 2010-2011 strategic plan college target 1.2.2 (*Implement new Environmental Science program*). Under 2009-2010 strategic plan college target to *increase pass rate in math by 1 percentage point, from 68.4 to 69.4 (3.2.4)*, the impact of tutoring and other support offered by the Science Study Hall has been evaluated by examining course grades and retention and this data has guided changes to the services offered to students at this facility ([07.4.65 Science Study Hall 09-10](#)). Spurred by the

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strategic plan college target to increase grant and contract revenue (8.5.1, 2009-10), several faculty from the Departments of Mathematics, Engineering & Computer Science and Natural Sciences mentor students in research projects funded by the National Institute of Health's Bridges program ([07.4.76 SNAP 2009 Final](#) and [07.4.77 SNAP 2010](#)) and assess the impact of various mentoring methodologies by examining course grades and retention rates.

**Appendix 2.26**

**Academic Affairs Improvement Actions in Response to Assessments**

Departments also examine retention and transfer success, in addition to assessment of student learning, during the PPR process. The Accounting program's PPR ([14.1.09 Accounting PPR 1-08](#)), for example, suggested two areas where action was taken during the implementation year ([14.1.001 PPR Schedule](#)) to improve the program:

1. The Accounting program reviewed its courses to determine the extent to which the college-wide core competencies were taught. In courses where the core competency was only partially covered or not included, faculty developed new assignments. For example, the study showed that students' technological and information literacy needed to be enhanced. As a result, two accounting faculty members created a computerized practice set to replace the older manual set. The computerized practice set was piloted in spring 2010 and is now a required element of Principles of Accounting II for fall 2010.

2. A review of the transferability of courses in the A.A.S. Accounting Program revealed that students transferring to Baruch College did not receive an acceptable number of transfer credits. Retention statistics showed that accounting student graduation rates were decreasing, while early transfer rates were increasing. After an analysis of the statistics and discussions with advisors, the program determined that a new A.S. Degree in Accounting should be developed to increase course articulation with Baruch College. The A.S. Accounting Program was approved in fall 2009 and began admitting students to the program in spring 2010. An articulation agreement was signed with Baruch on June 1, 2010 ([07.4.66 Articulation Agree Baruch](#)).