

**Annual Assessment Report  
EXECUTIVE SUMMARY**

**Unit name:** ACE - Business & Entrepreneur Services

**Assessment year:** 2019-2020

**Division:** Adult and Continuing Education

**The unit's mission**

Business and Entrepreneur Services contributes to the division's mission by providing innovative education programs for small business owners and supporting their growth, while also working with career and technical education students to promote social and economic mobility through sector specific career services which align to real time labor market needs

**Assessment results by goal and objectives**

**Goal 1:** To provide education and support services that contribute toward small business growth and promote positive economic impact for the local economy

**Supporting Strategic plan goal:** (3) Enrich the Student Experience, (4) Build Inclusive Community to Achieve the College Mission, and (5) Advance Career and Workforce Development

**Objective 1.1:**

Increase the number of businesses served in the business services cluster.

**Measures:**

Number of businesses served.

**Results:**

The Business Services Cluster served 3435 businesses during 2019-2020.

**Overview of findings:**

The Business Services Cluster served 3435 businesses during 2019-2020. This is an increase from 2018-2019 where 3263 businesses were served (5.27% increase). Based on the events, workshops, and speaking opportunities conducted, the Business Services Team surpassed the goal of small businesses served. Due to COVID, businesses needed assistance in applying for the various loans to keep their businesses operational. The team participated in business industry events, facilitated teaser workshops and presented on panels and events.

**Recommendations and next steps:**

Due to COVID presentations were switched from in-person to virtual. Businesses Services Team worked remotely to package loans and assist with submissions. All of these actions will continue as they achieved the results being sought. We plan to continue providing remote services to small business owners and will invest in LinkedIn Navigator to market to more small businesses.

**Objective 1.2:**

% of students in the GS10KSB program will demonstrate becoming more confident and effective business owners through 2026.

**Measures:**

Graduation diagnostic results via funder's Measurement and Evaluation System compared with baseline self-efficacy.

**Results:**

97.3% of business owners reported they were more confident in growing their business as result of the program.

**Overview of findings:**

All (100%) of the 113 businesses that participated in the program responded and the graduation diagnostic and the vast majority demonstrated increased self-efficacy. The self-efficacy measures a business owners' level of confidence in growing their business, understanding their financials, identifying a business opportunity, marketing their business, and hiring employees. Business Advisors validated businesses reported growth via quarterly financials to include Profit and Loss Statements, Balance Sheet, and Business Tax Returns. Business owners self-reported the number of employees hired or promoted. COVID -19 impacted job creation during this period.

**Recommendations and next steps:**

As a result of these findings, referrals will be made to SBDC and PTAC to assist with completing applications for PPP Loans and EIDL, as well as assistance with securing government contracts. Future initiatives will include business advisors and alumni managers monitoring and tracking job creation, revenue growth, and contract awarded via an online measurement and evaluation system created by Goldman Sachs. Baseline diagnostics and self-efficacy will continue to be administered prior to start of program and students will complete the graduation diagnostics and self-efficacy on the last day of class.

**Objective 1.3:**

Provide resources and information to 100% of 10KSB students, which they can use to positively impact business growth and the local economy each year through 2026

**Measures:**

- 1) Attendance records updated by 10KSB staff
- 2) Revenue growth
- 3) Job growth
- 4) Amount of dollars awarded to businesses in contracts

**Results:**

- 1) 100% of business owners regularly attended class and therefore received resources and reported on business metrics.
- 2) 60% of businesses grew their revenues,
- 3) 36% created jobs, 60% of businesses reported increased job growth as a result of their participation of the 10KSB program.
- 4) \$12,582,888 was awarded to businesses in contracts.

**Overview of findings:**

Results are based on the baseline diagnostics taken at the beginning of the program and the graduation diagnostics completed at the end of the program. COVID-19 negatively impacted job creation this period. 114 Contracts Totaling \$12,582,888 were awarded. This is up from \$10,763,000 in contracts awarded in FY18-19'. Referrals were made to SBDC and PTAC to assist with completing applications for PPP Loans and EIDL, as well as assistance with securing government contracts.

**Recommendations and next steps:**

In order to continue to improve on these outcomes we will continue to utilize the funders diagnostic and measurement system. SBDC and PTAC will continue to be great referral partners for these businesses by providing resources they specialize in. To enhance our work, job creation, revenue generated, and contracts awarded will be monitored as quarterly measures for business growth and local economic impact. Business advisors will solicit information from students to provide updated information and then validate the information via various documents (corporate tax returns, P & L statements, etc.). Business owners will meet with Business advisors and Alumni manager throughout program until 30 months of completion. 10KSB personnel follow up with students if they are absent to ensure they are keeping up with course materials and resources provided

**Goal 2:** To provide career services that align with real time labor market demand and promotes successful post completion transition into the job market for all Career and Technical Education (CTE) students.

**Supporting Strategic plan goal:** (1) Build Student Access and Success, (2) Strengthen Learning for Students - and for Faculty, Staff and the College, and (5) Advance Career and Workforce Development

**Objective 2.1:**

ACE CTE students will learn how to develop job readiness tools and use learned strategies to become more confident job seekers by 2026 with 75% of the students receiving resume workshops showing more confidence through FY20-21.

**Measures:**

Surveying Tool: Using pre and post surveys of students receiving resume workshops to assess their confidence at developing their own resume and using it for future job searches

**Results:**

93.3% of survey participants reported feeling confident or very confident the resume developed during the workshop would land them an interview. 93.3% of survey participants reported feeling confident or very confident in their ability to edit and update their resume on their own. 80.8% of learning questions were answered correctly post workshop.

**Overview of findings:**

Given COVID and the significant drop in attendance we experienced in our job readiness workshops, our unit was not able to implement the surveys on the scale we envisioned, but we were able to administer 30 surveys and assess the results provided by 15 students. Most notable, the data found that after the workshop, 60% of the students were very confident compared with only 20% feeling this way prior to the workshop. 54.1% of learning questions were responded to correctly prior to workshop while 80.8% were responded to correctly post workshop. Supporting analysis document provided (Appendix A).

**Recommendations and next steps:**

Our unit will continue to assess the learning outcomes of our resume workshop, but we will administer the surveys differently next year using a polling feature Zoom provides. We will also administer the surveys while working individually with students on their resume where we were focusing on groups only this year. We expect this will increase the number of respondents to assess given the remote environment.

**Objective 2.2:**

Improve post training reporting throughputs in five areas across ten Workforce programs by 2026. (Throughputs data includes: 1) Response rate, 2) Transition to employment, 3) Retention, 4) Certification exams, 5) Internship obtainment)

**Measures:**

Establish baseline metrics for all throughputs by end of FY19-20' to include:

- 1) Number of responses received
- 2) Percentage of students transitioning to employment
- 3) Number of students remaining employed after three, six, and twelve months
- 4) Number of students who schedule and pass exam where applicable
- 5) Number of students who complete an internship

**Results:**

90% response rate

52% transitioned to employment upon program completion. 39% of which was training related employment. 60% of BCCMA's who have been retained in training related employment found the training prepared them "very well" for employment in the field. This was a baseline year for these metrics.

**Overview of findings:**

For FY19-20, our unit focused mostly on response rate and transition to employment throughputs given a change in direction the unit made halfway through the fiscal year. Of the 497 students who completed the 28 CTEA 2 programs in ACE, the overall response rate was 90%. Response rates across programs ranged from as low as 65% to as high as 100%. More than half of those who reported indicated successful transition to employment. 39% was a transition to training related employment, while 13% indicated a transition to non-training related employment. Regarding retention; our unit conducted post training employment surveys for one CTEA 2 program (BCCMA). Of the 26 responses received for those students who retained their employment, 60% felt the training prepared them very well, 28% felt training prepared them well, and 12% said the training prepared them adequately. \*Supporting summary table provided (Appendix B & Appendix C).

**Recommendations and next steps:**

Our unit will continue to track student response rate and transition to employment for CTEA 2 programs. Given our unit's change in direction which is focuses on expanding experiential learning opportunities across the college we will be revising our objectives for next year to align with this new charge. We will develop and implement an experiential learning/work-based learning program to be offered through career services. We will expand unit services to all CTEA 1 and CTEA 2 programs at the college while also working to support CTEA 1 and CTEA II program needs as outlined in the Comprehensive Local Needs Assessment (internship sites, clinical sites, advisory board members, etc.).

**Overall summary**

- The business services teams will continue to serve small business owners remotely and will explore ways to reach more business owners and innovate their services through expanding technology platforms such as LinkedIn Navigator.
- The Career Services unit under business services will be working cross divisionally to support academic programs with new partnership development and expand experiential learning opportunities to students at the college. This department's goals, objectives, methods and measures will change for FY20-21.

**Appendix**

- Appendix A *Resume workshop survey results*. Has been provided in support of 2.1 findings.
- Appendix B *Phase three response findings* and Appendix C *BCCMA post completion survey* have been provided in support of 2.2 results.

## Annual Assessment Report EXECUTIVE SUMMARY

Unit Name: **Pre-College Academic Programs**

Assessment year: **2019 – 2020**

### **Unit's Mission Statement:**

The mission of the Adult Basic Skills/Bridge to College and Careers department is to build the literacy and numeracy skills in English or Spanish for our diverse adult community members whose goal is to obtain their High School Equivalency diploma through contextualized instruction and wrap around support services including advisement, college transition and referrals.

### **Assessment Results by Goal and Objectives**

**Goal 1:** Students will build their literacy and numeracy skills in order to obtain their High School Equivalency (HSE) diploma.

#### **Supporting Strategic plan goal:**

- 1 - Build Student Access and Success
- 2 - Strengthen Learning for Students - and for Faculty, Staff and the College

**Objective 1.1** Participants retained in the program at the end of year one (6/30/20)

Measures: Retention rates based on attendance records updated by instructors and end-of-semester survey data.

#### Findings and outcomes:

ABS/Bridge retained 82% of participants. 74% of polled Bridge students cited transportation time and money saved as the biggest benefit to distance learning. 24% of polled students selected reduced need for childcare as a benefit to distance learning. Student retention in HSE programs was higher than in previous semesters. Survey data shows that our efforts to reduce barriers to attendance were successful since many of our students indicated that previous barriers to attendance, such as childcare and transportation time and costs, are no longer barriers due to distance learning. However, our students still require support and community resources to persist, and we will continue our activities aimed at reducing these barriers.

#### Recommendations and next steps:

While we will continue to offer remote learning in Fall 2020 due to COVID-19, we may offer hybrid classes in the future to better serve our population's needs.

**Objective 1.2** Percentage of testers who pass the High School Equivalency exam in the English language at the end of year one

Measures: TASC results pulled from Albany database

#### Findings and outcomes:

57% of the ABS/Bridge students earned their High School Equivalency diploma. Our pass rate is above our target of 50%. The High School Equivalency exam stopped being offered in March 2020 due to COVID-19, which limited our ability to carry on our support activities. New York State is currently looking into phasing in the opening of testing centers. We are continuing to work with our students to develop their literacy and numeracy skills while awaiting a testing date.

Recommendations and next steps:

Once testing centers reopen, we will focus on outreach to current/previous students so that advisors can support students through the TASC application process and help students navigate any potential new testing processes put in place due to COVID-19.

**Goal 2: Support students in identifying and pursuing academic and career pathways**

**Supporting Strategic plan goal:**

- 1 - Build Student Access and Success
- 2 - Strengthen Learning for Students - and for Faculty, Staff and the College
- 3 - Enrich the Student Experience

**Objective 2.1** Percentage of diploma earners enroll in postsecondary college degree or certificate training programs at the end of year one

Measures: CUNYfirst enrollment records and student reporting enrollment to advisors

Findings and Outcomes:

58% of diploma-earners enrolled in college and/or training program in Spring 2020. We do not have Fall 2020 enrollment data as of date. The number of diploma-earners that enrolled in college and/or training program is slightly lower than initially projected based on student's interest in college as many diploma-earners reported choosing to delay pursuing post-secondary education due to COVID-19 and distance learning. Advisors are continuing to work with diploma earners to support them through the Fall 2020 post-secondary enrollment process.

Recommendation and next steps:

We can poll our current students who participated in distance learning to learn their perceived benefits. As a program, we can use students' words and perceived benefits in marketing materials.

**Objective 2.2** Percentage of first-year college students who require remediation in two or more skills areas participate in a first –year student academic intervention at the end of year one

Measures: CUNYfirst coding indicators

Findings and outcomes:

90% of first-year college students who require remediation in two or more skills areas participated in a first –year student academic intervention at the end of year one. By conducting a strong campaign to enroll students into first-year academic interventions, the majority of students enrolled in these programs to support their completion of college. We will continue to promote these programs throughout the semester.

Recommendations and next steps:

Coordinate with ASAP, College Discovery and CUNY Start to have staff conduct workshops specifically for our HSE population.

**Goal 3: Support students and their families by providing referrals to community services**

**Supporting Strategic plan goal:**

**Objective 3.1** Percentage of students receiving services in financial and health literacy at the end of year one, which highlight community-based resources

Measures: Participation measured by student sign-in sheets

Findings and outcomes:

Available documentation shows 61% of the target 135 students received services through Health Literacy and Financial Literacy. The results might not be comprehensive, since additional students have been served; however, sign-in sheets are at the site and the data has not been able to be entered due to the closure of the college. Closure of LaGuardia's campus and neighboring CBOs caused less students to be served via workshops than in the previous year. Last fiscal year 2018-19, we reached 100% of our targeted outcomes for Health and Financial Literacy. We are developing 5 modules on Financial Literacy to be available to students on our YouTube channel.

Recommendations and next steps:

The case manager is advising students on college transition, financial literacy, and health literacy through virtual workshops and emails. We will implement the 5 virtual modules developed on Financial Literacy to be used either in classroom or to be offered as workshop to students.

**Objective 3.2** Percentage of students participate and/or are referred to community services at the end of year one

Measures: Participation in workshops and/or referrals. Attendance rosters and excel spreadsheet with student names and referrals

Findings and outcomes:

Available documentation shows 42% of the targeted 460 students received community services through Functional Literacy, Social Services, Workforce Readiness, Family Literacy, Community Involvement, School Relations, Legal Services and Citizenship. Although additional students were served; the total number is unknown since sign-in sheets are at site and have not been able to be entered due to COVID-19 closures. The data available to us prior to the closure of the school, which had been entered into our database, indicates that 42% of the participants received community services. Additional participants were served; however, we were not able to enter the information into our database prior to the school closure. Therefore, the total number of participants we serviced is potentially higher than the 42%. We plan to offer services virtually via workshops and one-on-one advisement via phone.

Recommendations and next steps:

We will continue to provide quarterly Lit Zone/Community Partner Network meetings and supporting student referrals sent by our community partners.

Overall Summary

Students provided with high school equivalency (HSE) instruction and advisement services are better able to successfully earn their HSE diploma and transition to post-secondary education (PSE). Students and their families are more aware of, and therefore able to take advantage of, community-based and LaGuardia-based resources and services. Through aiding each student's successful completion of HSE

programs and transition to post-secondary education, the department serves an essential role in the community by increasing students' economic mobility.

The results support the department's efforts to offer online HSE classes and advisement services. The department will continue to work with LaGuardia-based and community-based resources and review how these partnerships/pathways affect students' HSE completion and PSE transitions rates. Student feedback and data will be used to shape future programming.



## **Annual Assessment Report EXECUTIVE SUMMARY**

Unit Name: **The Office of Administration and Finance,  
Division of Adult and Continuing Education**

Assessment year: **2019-20**

### **Unit's Mission Statement:**

The Office of Administration and Finance in the Division of Adult and Continuing Education is a collaborative partner to LaGuardia Community College and the surrounding community. We provide value-added capabilities, strategic guidance, and operations expertise to our constituents which include the division's Senior Leadership and Directors as well as the college at large, via the College's Grants Office which is located in the division. We also act as a steward for the division's financial and human capital, Human Resources, Enrollment Management, Data and Student Central Intake, Marketing and Communications.

### **Assessment results by goal and objectives**

**Goal 1:** Develop, create and disseminate consolidated financial management tools for ACE's various units to assist Executive Leadership in strategic decision making and provide transparency.

**Supporting Strategic plan goal:** Provide the goal for LaGuardia's Strategic Plan

**Goal 4:** Build Inclusive Community to Achieve the College Mission

**Objective 1.1** Ensure that all ACE departments are utilizing Financial Action Plans to make fiscally responsible decisions by the end of FY19-20

**Measures:** Completion of all departmental action plans that led to more efficient financial decisions in FY19-20.

### **Overview of findings, recommendations and next steps**

ACE Finance created Profit and Loss statements for each department in Summer and Fall 2018 with many reiterations in consultation with ACE Leadership and Directors. P&L statements were disseminated to Departments and ACE Executive Leadership which led to an initial meeting to identify opportunities where income could be increased, and expenses decreased. Departments then used these P&L statements to develop a Financial Action Plan for 2019-20. All of the departments created financial action plans which were then approved by leadership in a follow-up meeting. Execution of the plans began in late Fall 2019 but was halted with the onset of the COVID pandemic in Spring of 2020.

While the activities were implemented, most were in a different way than anticipated: Quarterly meetings with ACE Executive leaders and directors took place January 2020 and was the last in person Quarterly Meeting. A virtual meeting took place May 2020. Ongoing Financial Executive Leader meetings have taken place virtually to discuss the financials.

### Recommendations and next steps:

Due to the pandemic, ACE has been in recovery mode and ACE Finance has been focused on determining the ever-changing financial picture of the division to ensure its viability. However, a renewed focus on the action plans will be discussed with ACE's Executive Leadership as the division looks to expand its registration numbers and increase revenue. The financial plans can also be reviewed for direction on areas to decrease expenses. Looking forward, ACE Finance is heavily involved in the creation of the financial reports and tools that will be populated by ACE's new student Information system (XenDirect) to provide reliable data for executive decision-making.

**Goal 2:** Create new reports and tools by leveraging ACE's new student Information system (XenDirect) to provide reliable data for executive decision-making.

**Supporting Strategic plan goal:** Provide the goal for LaGuardia's Strategic Plan

**Goal 5:** Advance Career and Workforce Development

**Objective 2.1:** Provide ACE program staff and decision makers with a dashboard containing program data that is generated by the new SIS

**Objective 2.2:** Adapt SIS to meet program and ACE Leadership needs

#### **Measures:**

- 2.1 Baseline dashboard is created by June 30, 2020
- 2.2 Implementation and troubleshooting of new Xenegrade system in part with College IT, ACE Enrollment and ACE Programs. Including developing process workflows, reporting and beginning test pilots with ACE programs.

### **Overview of findings, recommendations and next steps**

ACE Enrollment worked with ACE and College IT and completed data gathering from ACE programs. This information was used to document current program process models and work out business practices within the new system. From there, new reports were created, and existing reports modified to meet the needs of ACE Leadership. Reports that are needed for decision making were also sourced including the Form A report which calculates FTEs the division generates for the college, Perkins reporting as well as various enrollment reports. The Xenegrade system allows for custom dashboards to be created for users based on their security clearance however a baseline dashboard has not been created due to the COVID pandemic. The division has begun piloting various programs in the new system to pinpoint issues and determine performance. Numerous meetings have occurred between ACE programs, ACE Enrollment, Bursar, Business Office – Accounting and IT to ensure that the new system meets the needs of its users and provides decision making tools for leadership at various levels.

### Recommendation and next steps:

Work will continue next on ensuring the reporting needs of ACE's Senior leaders and Finance are completed by working with ACE Finance, the Business Office and Bursar's Office. In order to ensure that the reporting meets the needs of users, more frequent and transparent communication between IT and ACE Leadership will be established. Pilots on tuition and fee programs within Xenegrade will continue.

**Goal 3:** Establish a baseline for Social Media metrics to increase brand awareness of ACE and the LIC2. (Responsible Unit – ACE Marketing and Communications. Measurement – set of metrics with baseline values)

Measures and findings: N/A

As the division shifts to new modes of outreach and engagement in order to increase registrations and revenue, the division is re-considering social media goals for ACE. At that time, this goal could be re-instated.

### **Overall Summary**

In providing ACE leadership with better reporting tools, they are better able to make more informed financial choices that are critical to the continued success of the division. A further benefit of these tools is more frequent communication and transparency between leadership and various areas of the division. This keeps people engaged with the division and they can be part of ACE's financial decisions and solutions.

Whether the reporting tools include financial or enrollment data, ACE Administration's departments will continue to provide assistance to in order to help the division with its goals. The feedback and efficacy of these AES activities will be used to shape future financial decisions and enrollment strategies.

### **Appendix**

- No Appendices were submitted

## Annual Assessment Report

### EXECUTIVE SUMMARY

As the final step of the AES assessment process, each AES unit is required to submit an Executive Summary. The Executive Summary is a short document which provides an overview of the Unit, and the overall assessment process, highlights key findings and provides recommendation and next steps.

**Typically, an executive summary is in the following format:**

**Unit name:** Workforce Development & Career and Professional Programs **Assessment year:** 2019-2020

#### **The unit's mission**

In partnership with the community and businesses, LaGuardia's Workforce Development programs prepare New Yorkers of all backgrounds for the changing world of work through industry-driven and student-centered training and connections to sustainable career pathways

#### **Assessment results by goal and objectives**

**Goal 1:** Train and Bridge Jobseekers to Employment

**Supporting Strategic plan goal:**

- 1 - Build Student Access and Success
- 5 - Advance Career and Workforce Development

**Objective/outcome 1.1:** Ensure that all programs have developed and implemented a student learning assessment rubric that includes diverse student learning assessment tools and is detailed in the course syllabus by 2026.

- **Measures**
  - 1) Percentage of programs with student learning assessment rubrics in CAPP
  - 2) Percentage of programs with student learning assessment rubrics in Workforce Development
- **Overview of findings, recommendations and next steps**

75% of CAPP and 64% of Workforce Development programs have learning assessment rubrics that define competency for the program as a whole rather than components of the program

Next Steps: Develop learning assessment rubrics for those courses/programs that don't have the assessment rubric.

**Objective/outcome 1.2:** Increase annual successful training completion, as measured by the learning assessment rubrics, by 10%, by 2026.

- **Measures**
  - 1) Percentage of enrolled students successfully completing each year from CAPP.
  - 2) Percentage of students successfully completing each year from Workforce Development.
- **Overview of findings, recommendations and next steps**
  - 1. CAPP Baseline completion rates is 85% and despite of Covid-19, CAPP students who were already registered completed the courses successfully at the same rate as previous years.
  - 2. Overall FY20 completion rate for Workforce Development is pending finalization and will be added shortly; the delay is due to COVID and ensuing complications.

Next Steps: identify specific programs and courses with low completion rates, analyze the reasons for low completion, develop a program/course specific plan to improve completion, identify resources to implement the plan for improved completion, and implement the plan for improved completion in those programs/courses.

**Goal 2** Train incumbent workers to advance their careers

**Supporting Strategic plan goal:**

5 - Advance Career and Workforce Development

**Objective/outcome 2.1: Increase enrollment in upskilling/re-skilling programs by 10%, by 2026.**

- **Measures**
  - 1) Number of students enrolled in upskilling/re-skilling programs in CAPP.
  - 2) Number of students enrolled in upskilling/re-skilling programs in Workforce Development
- **Overview of findings, recommendations and next steps**

FY20 baseline information is provided for both CAPP and Workforce development

Next steps:

  - 1) New certificate programs will be launched that align to the needs of labor market data and industry trends in the current economic situation.
  - 2) Improved marketing collateral, together with the addition of paid advertising and the strengthening of community partner referrals, will be used to fill classes in programs

**Objective/outcome 2.2: Increase contracted training revenue by 10%, by 2026.**

- **Measures**
  - 1) Dollar amount of contract training revenue generated by CAPP.
  - 2) Dollar amount of contract training revenue generated by Workforce Development
- **Overview of findings, recommendations and next steps etc.**
  - 1) The FY 20 CAPP revenue increased in revenue by 4% with a total of \$138, 189 showing the success of our initiatives;
  - 2) FY20 Workforce Development new contract training awards increased from 0 to \$140,000 . The increase indicates the employers' need to upskill their employees especially in this new economy.

Next Steps: Increase outreach to small businesses and organizations through targeted marketing.

**Goal 3: Create training to meet the identified needs of New York businesses**

**Supporting Strategic plan goal:**

5 - Advance Career and Workforce Development

**Objective/outcome 3.1: Double the number of tech training programs by 2026.**

- **Measures**
  - 1) Number of tech training programs being implemented in CAPP.
  - 2) Number of tech training programs being implemented in Workforce Development
- **Overview of findings, recommendations and next steps etc.**

In FY 2020, 11 tech courses were offered in CAPP 3 more than in FY 19. With increased demand for Cyber security professionals and job openings which increased with remote work due to Covid-19; in FY20, 2 new tech programs were offered in Workforce Development for a total of 4 tech programs.

Next Steps: Create new courses and programs based on industry demand and feedback.

**Objective/outcome 3.2: Increase the number of employers partnering on workforce programs by 50%, by 2026**

- **Measures**

In baseline year of FY 20 CAPP had 40 partners due to concerted industry outreach.

- **Overview of findings, recommendations and next steps etc.**

Workforce Development needs more time to define the continuum of employer partnership and establish the baseline for number of employers actively partnered due to COVID19 delays.

Next Steps: Targeted outreach to industry partners.

**Overall summary**

This is the first year of our AES plan implementation, so we do not have measures for prior years. For the next year, we are looking at how we can measure across CAPP and Workforce Development in order to provide each metric for the overall workforce cluster rather than each department within the workforce cluster.

**An Appendix**

- The Appendix provides supporting information and documentation, including Excel reports, findings, copies of rubrics, and other materials which illustrate the process. It is not necessary to include all the data collected, although such information should be available if questions arise.

# Annual Assessment Report

## EXECUTIVE SUMMARY

As the final step of the AES assessment process, each AES unit is required to submit an Executive Summary. The Executive Summary is a short document which provides an overview of the Unit, and the overall assessment process, highlights key findings and provides recommendation and next steps.

Unit name: **Marketing and Communications**

Assessment year: **2019-20**

### **Mission**

The Marketing and Communications Department (M&C) develops and implements strategies supporting the achievement of LaGuardia's mission and goals for student recruitment, enrollment, education, retention and graduation. M&C provides direction, expertise and oversight of marketing and communications to the College community and external audiences; assures adherence to LaGuardia's brand messaging and visual identity; and ensures communications are effective and efficient.

### **Assessment results by goal and objectives**

#### **Goal 1: Develop and implement marketing and communications strategies that increase the number of prospective and current students.**

##### **Supporting Strategic plan goal:**

##### **1. Build Student Access and Success**

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

##### **Objective/outcome 1.1**

Work cross divisionally to increase percentage of prospective and current students that are recruited, apply and enroll at LaGuardia.

##### **Measures**

- Print materials – measure via quantity distributed by Admissions and contact cards returned.
- Social media
  - i. Organic - measure impact through follower growth and engagement rate
  - ii Paid - measure through unique clicks, cost per click and click through rate
- Website – measure via unique pageviews, time spent on page and bounce rate

##### **Overview of findings, recommendations and next steps**

###### **Results**

- Print – Admissions estimates they distributed 4500 pieces July 1- Dec. 31 2019. Total applications were up for Fall 2020 vs Fall 2019.
- Social Media -- Organic

A substantial increase in new followers across three social platforms and an increase in engagement rates.

- Social Media - Paid  
Paid social media campaigns was new in 2019-2020, which brought thousands of visitors to the website.

See Appendix A - Apps & Social for details.

- Website  
See Goal 3, Objective 1 &  
Appendix B: Website for details.

#### Analysis recommendations and next steps

- Since applications we're slightly up in 19/20 from 18/19 but enrollments down, one can assume COVID-19 may have impacted student's intention to attend college, either because of illness, uncertainty or financial hardship.

Future initiatives include:

- Print -- expand materials in other languages.
- Social – more consistent monthly social media reports are being generated (as of January 2020) which allow for ongoing assessment and immediate improvement.

### **Goal 2: Support the Momentum goal of increasing the percentage of full-time freshmen students completing 30 credits in their first year.**

#### **Supporting Strategic plan goal:**

##### 1. Build Student Access and Success

- f. Build graduation and transfer success, advancing the 30-credit initiative.

#### **Objective/outcome 2.1**

Work cross divisionally on initiative designed to increase percentage of new students and current students who enroll for 15 credits in the fall and complete 30 credits in June.

#### **Measures**

- Compare rates of emails included in 2018-2019 Strategic Plan for 30-credit initiative.

#### **Overview of findings, recommendations and next steps**

- N/A -- emails sent in 2020 deployed through Hobson's were not successfully delivered as their parent company email server was blacklisted during this campaign.
- This is no longer a College communications priority, given the PAR (Proactive Advisement & Registration) for Continuing Students and NSPAR (New Student Proactive Advisement & Registration) initiatives.



**Goal 3: Improve website and keep content relevant, current, easy to find, easy to understand and visually compelling to targeted prospective and current students.**

**Objective/outcome 3.1**

Increase in LaGuardia website unique page views, average time spent on pages and reduction in bounce rate

**Measures**

- Measure via unique pageviews, time spent on page and bounce rate

**Overview of findings, recommendations and next steps**

Results

- Website  
laguardia.edu changed significantly with a new homepage design. Current students now get content via email and My LaGuardia, and faculty and staff access key pages and services via the My LaGuardia Portal rather than the website, so a clean comparison is not possible.

See Appendix B: Website for details.

Recommendations and next steps

- Although a clean comparison was not possible due to significant changes between content that shifted from website to portals, the tremendous drop in Bounce Rate on the website indicates that these changes were beneficial.

**Objective/outcome 3.2**

Increase in number of visitors to key student-facing landing pages, e.g., Admissions, Academics and Paying for College

**Measures**

- Measure via unique pageviews, time spent on page and bounce rate

**Overview of findings, recommendations and next steps etc.**

Results

- There was an increase in the Admissions pageviews (13%) and a drop in Academic (-24%) and Paying for College (-23%) compared to 2018-19. Bounce rates were similar in both year and average time spent on page improved compared to 2018-19

See Appendix B: Website for details.

Recommendations and next steps

- Similar to other website data, there was a drop in total pageviews but not in other key metrics; indicating that prior years' total pageviews were inflated by current faculty/staff.
- These pages are seeing an increase in time spent on page and a drop-in bounce which is positive.

- As social media advertising expands; we will embed tracking pixels to monitor real prospect navigation and action on our website.

### **Overall summary**

- **Goal 1: Develop and implement marketing and communications strategies that increase the number of prospective and current students.**

Having more applications, which we're up slightly, usually would lead to more students, but instead enrollments were down. We assume COVID-19 may have impacted student's intention to attend college, either because of illness, uncertainty or financial hardship, which also reflects the trend for community colleges within CUNY and nationwide.

For 2020-21, in addition to enhanced social media, we will be adding targeted paid advertisements to increase prospective students going into the recruitment funnel. We will support continuing student retention through continued refinement and implementation of communications plan.

- **Goal 2: Support the Momentum goal of increasing the percentage of full-time freshmen students completing 30 credits in their first year.**

The evaluation of this program was not possible due to unforeseen technical issues with the vendor used to communicate with students.

For 2020-21, the communications campaign created for 30 Credit Momentum is not a priority as a standalone initiative (although student persistence messages are part of continuing students' communications).

- **Goal 3: Improve website and keep content relevant, current, easy to find, easy to understand and visually compelling to targeted prospective and current students.**

The College shifted much of the content from the external facing website to internal facing portal, which prevented a clean comparison to past performance. Given that, the tremendous drop in Bounce Rate (the percentage of visitors who enter the site and then leave rather than continuing to view other pages within the same site) on the website indicates that these changes were beneficial.

For 2020-21, we will have cleaner comparison numbers vs. the previous year and see the effect on rates [Unique pageviews (maintain); average time (increase); bounce rate (decrease)] of new designs and layout implemented during the year.

We will also be focusing on increasing student engagement through social media.

### **Appendices**

- MC AES Annual Assessment Plan\_2019-20 appendices:  
Appendix A - Apps & Social and Appendix B - Website

## Annual Assessment Report

### EXECUTIVE SUMMARY

As the final step of the AES assessment process, each AES unit is required to submit an Executive Summary. The Executive Summary is a short document which provides an overview of the Unit, and the overall assessment process, highlights key findings and provides recommendation and next steps.

**Typically, an executive summary is in the following format:**

**Unit name:** Workforce Development & Career and Professional Programs **Assessment year:** 2019-2020

#### **The unit's mission**

In partnership with the community and businesses, LaGuardia's Workforce Development programs prepare New Yorkers of all backgrounds for the changing world of work through industry-driven and student-centered training and connections to sustainable career pathways

#### **Assessment results by goal and objectives**

**Goal 1:** Train and Bridge Jobseekers to Employment

**Supporting Strategic plan goal:**

- 1 - Build Student Access and Success
- 5 - Advance Career and Workforce Development

**Objective/outcome 1.1:** Ensure that all programs have developed and implemented a student learning assessment rubric that includes diverse student learning assessment tools and is detailed in the course syllabus by 2026.

- **Measures**
  - 1) Percentage of programs with student learning assessment rubrics in CAPP
  - 2) Percentage of programs with student learning assessment rubrics in Workforce Development
- **Overview of findings, recommendations and next steps**

75% of CAPP and 64% of Workforce Development programs have learning assessment rubrics that define competency for the program as a whole rather than components of the program

Next Steps: Develop learning assessment rubrics for those courses/programs that don't have the assessment rubric.

**Objective/outcome 1.2:** Increase annual successful training completion, as measured by the learning assessment rubrics, by 10%, by 2026.

- **Measures**
  - 1) Percentage of enrolled students successfully completing each year from CAPP.
  - 2) Percentage of students successfully completing each year from Workforce Development.
- **Overview of findings, recommendations and next steps**
  - 1. CAPP Baseline completion rates is 85% and despite of Covid-19, CAPP students who were already registered completed the courses successfully at the same rate as previous years.
  - 2. Overall FY20 completion rate for Workforce Development is pending finalization and will be added shortly; the delay is due to COVID and ensuing complications.

Next Steps: identify specific programs and courses with low completion rates, analyze the reasons for low completion, develop a program/course specific plan to improve completion, identify resources to implement the plan for improved completion, and implement the plan for improved completion in those programs/courses.

**Goal 2** Train incumbent workers to advance their careers

**Supporting Strategic plan goal:**

5 - Advance Career and Workforce Development

**Objective/outcome 2.1: Increase enrollment in upskilling/re-skilling programs by 10%, by 2026.**

- **Measures**
  - 1) Number of students enrolled in upskilling/re-skilling programs in CAPP.
  - 2) Number of students enrolled in upskilling/re-skilling programs in Workforce Development
- **Overview of findings, recommendations and next steps**

FY20 baseline information is provided for both CAPP and Workforce development

Next steps:

  - 1) New certificate programs will be launched that align to the needs of labor market data and industry trends in the current economic situation.
  - 2) Improved marketing collateral, together with the addition of paid advertising and the strengthening of community partner referrals, will be used to fill classes in programs

**Objective/outcome 2.2: Increase contracted training revenue by 10%, by 2026.**

- **Measures**
  - 1) Dollar amount of contract training revenue generated by CAPP.
  - 2) Dollar amount of contract training revenue generated by Workforce Development
- **Overview of findings, recommendations and next steps etc.**
  - 1) The FY 20 CAPP revenue increased in revenue by 4% with a total of \$138, 189 showing the success of our initiatives;
  - 2) FY20 Workforce Development new contract training awards increased from 0 to \$140,000 . The increase indicates the employers' need to upskill their employees especially in this new economy.

Next Steps: Increase outreach to small businesses and organizations through targeted marketing.

**Goal 3: Create training to meet the identified needs of New York businesses**

**Supporting Strategic plan goal:**

5 - Advance Career and Workforce Development

**Objective/outcome 3.1: Double the number of tech training programs by 2026.**

- **Measures**
  - 1) Number of tech training programs being implemented in CAPP.
  - 2) Number of tech training programs being implemented in Workforce Development
- **Overview of findings, recommendations and next steps etc.**

In FY 2020, 11 tech courses were offered in CAPP 3 more than in FY 19. With increased demand for Cyber security professionals and job openings which increased with remote work due to Covid-19; in FY20, 2 new tech programs were offered in Workforce Development for a total of 4 tech programs.

Next Steps: Create new courses and programs based on industry demand and feedback.

**Objective/outcome 3.2: Increase the number of employers partnering on workforce programs by 50%, by 2026**

- **Measures**

In baseline year of FY 20 CAPP had 40 partners due to concerted industry outreach.

- **Overview of findings, recommendations and next steps etc.**

Workforce Development needs more time to define the continuum of employer partnership and establish the baseline for number of employers actively partnered due to COVID19 delays.

Next Steps: Targeted outreach to industry partners.

**Overall summary**

This is the first year of our AES plan implementation, so we do not have measures for prior years. For the next year, we are looking at how we can measure across CAPP and Workforce Development in order to provide each metric for the overall workforce cluster rather than each department within the workforce cluster.

**An Appendix**

- The Appendix provides supporting information and documentation, including Excel reports, findings, copies of rubrics, and other materials which illustrate the process. It is not necessary to include all the data collected, although such information should be available if questions arise.

# Annual Assessment Report

## EXECUTIVE SUMMARY

As the final step of the AES assessment process, each AES unit is required to submit an Executive Summary. The Executive Summary is a short document which provides an overview of the Unit, and the overall assessment process, highlights key findings and provides recommendation and next steps.

**Typically, an executive summary is in the following format:**

Unit name: External Affairs

Assessment year: 2019-20

### **The unit's mission**

The mission of the External Affairs Department is to advance LaGuardia's strategic priorities by building relationships with and engaging elected officials and community partners which are able to provide resources and support to improve our campus facilities/services and contribute to our students' success.

### **Assessment results by goal and objectives**

**Goal 1: Working cross-divisionally, develop and implement a community engagement platform that will enable us to inventory, track and share information about community partners and current activities enabling us to function in a more targeted, coordinated, and college-wide basis.**

#### **Supporting Strategic plan goal:**

4 -Build Inclusive Community to Achieve the College Mission

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

#### **Objective/outcome 1.1**

Develop database of community partners based on current and prospective partners.

#### **Measures**

- IT developed an online database for the input of partnership data.

#### **Overview of findings, recommendations and next steps**

##### Results

- The project was delayed. Our next steps pre COVID-19 were to identify and interview key internal stakeholders who collaborate with external partners.

##### Analysis recommendations and next steps

- Due to COVID-19, there is uncertainty surrounding how key internal stakeholder needs and external partnership activities will shift as a result of having to work and engage with partners on a remote basis.

##### Future initiatives include:

- Next steps will be clarifying with the President and College leadership how best to assess internal stakeholder needs and possibly rethinking membership and goals of the community working group to focus less on developing a database and more on improved coordination and information sharing. The group will also develop college-

wide protocols on best practices in engaging with external stakeholders which will allow for stronger collaboration and strategic, coordinated outreach.

### **Objective/outcome 1.2**

Convince other College divisions and departments to use database.

#### **Measures**

- Number of database users and incidents of use.

#### **Overview of findings, recommendations and next steps**

##### Results

- Due to COVID-19, the outreach to College-wide divisions to identify community partnerships has been paused, hence also pausing creation of an active database.

##### Analysis recommendations and next steps

- Completing Objective/outcome 1.1 is required prior to starting 1.2.

**Goal 2: Expand and deepen relationships with Queens elected officials, government agencies, local businesses and community-based organizations (CBOs). These relationships will support the College's strategic priorities including new recruitment strategies and enrollment, and expanding external experiential learning opportunities.**

#### **Supporting Strategic plan goal:**

5 - Advance Career and Workforce Development

d. Work with employers and community organizations to expand external experiential learning (internships, apprenticeships & service learning), engaging ACE and credit students

### **Objective/outcome 2.1**

Identify and cultivate relationships with CBOs who can provide students with experiential learning opportunities.

#### **Measures**

- The number of community-based host sites identified, and students successfully placed. The number of locations where LaGuardia recruitment literature and information was placed.

#### **Overview of findings, recommendations and next steps**

##### Results

- In the Fall there were 9 placements and 11 pending/potential placements for Spring semester. Due to COVID-19 we were unable to place students in internships during Spring semester.  
See Appendix A: Internships for details.
- LaGuardia recruitment literature and information was placed at 55 sites throughout Queens, NY and initial contacts for CBOs and elected officials were identified.  
See Appendix C - Literature Drop Off Locations

##### Analysis recommendations and next steps

- While the Fall 2019 results show the potential for success unfortunately due to COVID-19, the students' placement was suspended for Spring. The program will no longer be operating in the foreseeable future. The program was funded by the LaGuardia

Community College Foundation as a one year undertaking and funding will not be renewed, given the general uncertainty about when and whether student interns will be able to work safely at host sites. LaGuardia will continue reaching out to elected officials and CBOs (Community Based Organizations) through email.

### **Objective/outcome 2.2**

Establish relationships with prospective and existing partners who support students who may enroll at LaGuardia.

#### **Measures**

- Number of events attended.

#### **Overview of findings, recommendations and next steps**

##### Results

- 12 Community engagements events participated in where groups support students that might enroll at LaGuardia.  
See Appendix B: Outreach for details

##### Analysis recommendations and next steps

- The results show that that the College's outreach efforts in Fall 2019 were successful. However, because of the COVID- 19 pandemic, some of the planned events were canceled.

##### Future initiatives include:

- Next steps will be reaching out to CBOs to see if cancelled events will resume next year or be replaced by virtual events.

### **Objective/outcome 2.3**

Host and attend events for Queens elected officials, government agencies, local businesses and community based organizations.

#### **Measures**

- Number of engagements and events attended/hosted was used to assess success.

#### **Overview of findings, recommendations and next steps**

##### Results

- Total of 60 elected activities and events tracked; 59 community/CBO activities and events tracked; 12 government agencies activities and events tracked.  
See Appendix B: Outreach for details.

##### Analysis recommendations and next steps

- The results show that although we had to modify our approach due to COVID -19 our outreach efforts were successful. We plan to continue engaging with elected officials electronically.

##### Future initiatives include:

- Due to COVID-19, engagement with elected officials will heavily rely on email, zoom meetings and pre-recorded congratulatory remarks instead of the planned face-to-face events.



## Overall summary

- **Goal 1: Working cross-divisionally, develop and implement a community engagement platform that will enable us to inventory, track and share information about community partners and current activities enabling us to function in a more targeted, coordinated, and college-wide basis.**

President Paul Arcario charged VP Janet Corcoran with creating a college-wide community working group that will identify and track College-wide community partnerships. The members were identified and represented all divisions of the College. There were two planning meetings in which the College identified priorities and guidelines on tracking relationships, but then the project was delayed due to COVID-19.

For 2020-21, there has been a changes in leadership and the role of External Affairs in this goal is currently being re-assessed.

- **Goal 2: Expand and deepen relationships with Queens elected officials, government agencies, local businesses and community-based organizations (CBOs). These relationships will support the College's strategic priorities including new recruitment strategies and enrollment, and expanding external experiential learning opportunities.**

Community partnerships and sites were identified for Civic Honors Internship program. Students were placed in experiential learning opportunities in the public sector. An on-campus orientation session was hosted and 100% of student interns and host partners participated. Although there were 9 internship placements and 11 pending/potential placements for Spring semester, due to COVID-19 we were unable to place students in internships during Spring semester.

Due to COVID-19, the main community events that were planned on attending were cancelled but External Affairs did engage with the community in various other events including LIC Partnership Summer Networking Event, Voices of Queensbridge book launch, Make the Road Gala and Astoria/LIC Branch NAACP Event. LaGuardia recruitment literature and information was placed at 55 sites throughout Queens, NY.

The College attended government agency events such as Sunnyside Railyards Advisory Committee meetings and events; Hosted NYC Council Queens Delegation meeting on campus; Attended and presented to the NYS Assembly Delegation in Albany (February). Civic Fellows attended monthly Community Board 2, 3 and 4 meetings. Altogether, there were a total of 60 elected activities and events; 59 community/CBO activities and events; and 12 government agencies activities and events.

For 2020-21, there have been a changes in leadership and the role of External Affairs in this goal is to shift to be more focused on elected officials and government agencies.

## Appendices

- EA AES Annual Assessment Plan\_2019-20 appendices:  
Appendix A – Internships  
Appendix B – Outreach  
Appendix C – Literature Drops

## **Annual Assessment Report EXECUTIVE SUMMARY**

As the final step of the AES assessment process, each AES unit is required to submit an Executive Summary. The Executive Summary is a short document which provides an overview of the Unit, and the overall assessment process, highlights key findings and provides recommendation and next steps.

**Unit name:** Administration: Facilities      **Assessment year:** 2019 – 2020

**Mission:** The mission of the Office of Facilities Management and Planning is to provide a safe, healthy facility designed, constructed, and maintained to ensure student success.

**Goal 1:** Create flexible, state-of-the-art classrooms & facilities to improve teaching and learning

**Supporting Strategic plan goal:** 3 - Enrich the Student Experience

### **Objectives/Outcomes:**

- 1.1 Upgrade existing classrooms and facilities to adapt to current initiatives.
- 1.2 Support new building renovations/infrastructure projects across campus

### **Measures**

- 1.1 Upgrade a minimum of 6 classrooms each year. Renovation of Poolside Café in 2020
- 1.2 Renovate Library: Completion date End of 2023. E Building Natural Science Labs: Completion date End of 2023. C Building Infrastructure: Completion date End of 2023

### **Overview of findings, recommendations, and next steps**

#### Results:

- 1.1 The upgrade of the classrooms is Complete. 100% construction drawings in CUNY review.
- 1.2 On hold due to budget

#### Recommendations and next steps

- The 2019-20 objectives were achieved for objective 1.1. Objective 1.2 could not be accomplished because of cuts to the budget.
- Resulting actions:
  - Lighting upgraded to be more efficient and flexible
  - Awaiting completion of CUNY review. Collaboration with CUNY & College architect to resolve comments.

**Goal 2:** Provide user-friendly public spaces to accommodate the unique needs of our commuter students

**Supporting Strategic plan goal:** 3 - Enrich the Student Experience

**Objectives/Outcomes:** 2.1 Renovate a minimum of 5000 sq. ft. of public space each year

**Measures:** 2.1 Completion of specified space renovation by June 2020

### **Overview of findings, recommendations, and next steps**

#### Results

- C Bldg Façade lobby 95% complete. Façade construction resumed August 2020.

#### Recommendations and next steps

- Utilization of the space before and after followed by a user survey to assess project success. Demonstrate increased flexibility of layout, features & quality to accommodate a variety of student needs.

### **Overall summary:**

Despite the construction and fiscal challenges of Covid -19, progress sporadically continued this past year. The College met our goal to renovate 6 flexible, state-of-the-art classrooms to improve teaching and learning. A new lobby and café (12,000 sq. ft.) was enlarged to provide user-friendly public spaces to accommodate the unique needs of our commuter students exceeds our 5000 sq. ft. annual goal. Our new, outdoor half acre greenspace creates a natural sanctuary from our urban pace.

The Shenker Hall Boiler Replacement resumed after Covid-related funding delays and is 90% complete. Conversion of the existing Poolside Café space to serve as a multipurpose conference center/art and cultural venue is on schedule and funded for construction start, 2021.

#### Optional for future project status:

Due to Covid-related funding constraints, the following projects are delayed for 2021:

**Business & Entrepreneurial Career Center** project will provide a state-of-the-art testing and workforce development training facility (19,000 sq. ft.) to prepare students for future employment in the growing NYC high tech businesses. Continuing Education services, training labs, computer & meeting rooms, offices, Entrepreneurial studio, Ideas Lab and work spaces offering business courses, career advising and employment services. Schematic design substantially complete.

**New Natural Science Lab Renovations** will be equipped with state-of-the-art HVAC, exhaust, fume hoods, natural gas, compressed air, vacuum air, water and plumbing infrastructure. Installation of new electrical and data infrastructure will also be included. Schematic design substantially complete.

**Library Renovation Phase 2** will upgrade the first floor (35,000 sq. ft.) to address current/future needs with a redesigned entrance and circulation areas, a new information commons, formal and informal open study areas, two state-of-the-art computer

classrooms, and a meeting room. IT and mechanical & electrical infrastructure upgrades to support the latest state-of-the-art computer and communications technology. Schematic design substantially complete.

**C Building Infrastructure Upgrade** will begin to address some of the more critical infrastructure needs of Center 3. Installation of MEP risers for future central cooling/heating system and future development of the vacated floors in the Building. Project also includes installation of 5 new elevators to accommodate the increased occupancy. Schematic design substantially complete. Construction start pending release of funds and completion of design drawings. Phase 1 Cost, \$35 million.

## **Appendix**

- No appendices were provided

## **Annual Assessment Report EXECUTIVE SUMMARY**

As the final step of the AES assessment process, each AES unit is required to submit an Executive Summary. The Executive Summary is a short document which provides an overview of the Unit, and the overall assessment process, highlights key findings and provides recommendation and next steps.

**Unit name:** Administration: Public Safety

**Assessment year:** 2019 – 2020

**Mission:** The LaGuardia Community College Public Safety Department provides a safe, secure, and comfortable environment that is conducive to learning and contributes to the core values of the college. Our staff embrace diversity, respects all constituents, and treats each individual with professionalism while maintaining the rules and guidelines.

**Goal 1:** Improve campus awareness and preparedness to maintain a safe campus.

**Supporting Strategic plan goal:**

- 1- Build Student Access and Success
- 2- 4 - Build Inclusive Community to Achieve the College Mission

**Objectives/Outcomes:**

- 1.1 Provide outreach and training to improve awareness on campus
- 1.2 Complete preparedness exercises

**Measures:**

- 1.1
  - a. Complete a brief survey on what new information they learned (SLO).
  - b. Number of training sessions.
  - c. Number of participants
- 1.2 The number of workplace violence incidents compared to last year

**Overview of findings, recommendations, and next steps**

Results:

- 1.1
  - a. No Surveys were conducted.
  - b. Emergency Preparedness Training with Institutional Advancement on February 13, 2020. Public Safety Tabling on February 27, 2020. On September 9th, 2019 Public Safety conducted a safety presentation at the New Hire Orientation. Tabling were also conducted on 12/6/2018, 12/12/18, 2/1/2019, 6/12/2019, 2/7/20, 2/27/20, and 2/28/20.
  - c. The number of participants was not systematically collected.

- 1.2** 2018-2019 Academic Year: 32 incidents out of a total of 1069 reports.  
2019-2020 Academic Year: 26 Incidents Out of 753 Reports. The number decreased by 6.

Recommendations and next steps

- No Surveys were conducted. In 2019-20, 4 training sessions and 3 tabling events were conducted. Compared to 4 tabling events in 2018-19. We will continue with our trainings and tabling events and disseminating safety publications once the campus is back to its full capacity.
- On September 9th, 2019 Public Safety conducted a safety presentation at the HR new Hire Orientation for 15 to 20 faculty.
- The number of workplace violations decreased compared to last year, but this is due to the transition to remote working

Resulting actions:

- Public Safety will work with EHS to disseminate information to the college community regarding safety and incident reporting.
- Public Safety will remain the first point of contact for incidents that take place on and off campus. The department will receive and process reports electronically during the pandemic.
- In collaboration with IT and EHS, Public Safety will continue to utilize technology/Apps to provide safe campus access to faculty/staff and students.
- New Hires are on hold due to budget restrictions. In the future, in coordination with HR, presentations may be conducted virtually.

**Goal 2:** Increase the use of the state-of-the-art technology and improve campus design features to ensure a safe campus environment

**Supporting Strategic plan goal:**

- 2 - Strengthen Learning for Students - and for Faculty, Staff, and the College;
- 4 - Build Inclusive Community to Achieve the College Mission

**Objectives/Outcomes:**

- 2.1** Increase use of cameras, video storage, assess remote areas of college by 4% each year (baseline 2019-20 450 cameras on campus)
- 2.2** Install additional Alert buttons, increasing them by 4% each year (baseline FY20 8)

**Measures:**

- 2.1** # of supervisors who receive supervisory training annually
- 2.2** The number of alert buttons installed by 4% each year

## **Overview of findings, recommendations, and next steps**

### Results

- Installed 3 cameras inside of E-Building Exit E supervisor training that central offered in 2019. There was Ten new supervisors in the Fall 2018-19 New Supervisors training
- Installed 1 alert button inside of E512

### Recommendations and next steps

- Senior chairs will mentor any new chairs that we have until the new HR Director is hired. The supervisory training that Central office offers is not online yet for 2020
- Number of cameras increased to 490. We put adding new cameras on hold until the college transitions to on-campus working and learning again. Will continue to assess our technology needs (subject to budget availability) to ensure a safe campus environment. Explore online professional development training for our staff.
- 1 Alert button was installed. We put adding new alert buttons on hold until the college transitions to on-campus working and learning again. Once campus returns to full capacity, we will reassess our needs for alert buttons.

### **Overall summary:**

The Department of Public Safety functions shifted due to the COVID pandemic. Safety officers play an integral role in building safety and screening protocols, including scanning IDs and checking the temperature of every person entering the campus. A new internal campus access system was developed in conjunction with the Everbridge software purchased by CUNY. All officers use these systems daily to track campus visitors.

The department has also increased their vigilance, handling reports of incidents both on campus and virtually with professionalism and care for faculty, students and staff. In the future, planning will include collaboration with other departments to facilitate training and the dissemination of safety protocols via online platforms such as Blackboard and the college website.

### Appendix:

- No appendices were provided

## Annual Assessment Report EXECUTIVE SUMMARY

As the final step of the AES assessment process, each AES unit is required to submit an Executive Summary. The Executive Summary is a short document which provides an overview of the Unit, and the overall assessment process, highlights key findings and provides recommendation and next steps.

**Unit name:** Administration: Human Resources

**Assessment year:** 2019 – 2020

**Mission:** In support of the College’s mission, we deliver customer focused, innovative services and solutions to attract, develop and retain a diverse and productive workforce. Our dedicated team holds itself accountable to provide our college community with a safe, inclusive, and productive work environment where all faculty and staff can be developed to their highest potential, while creating learning opportunities for our students to become responsible global citizens

**Goal 1:** Recruit and retain a diverse workforce to meet the needs of the College.

**Supporting Strategic plan goal:** 1- Build Student Access and Success

**Objectives1.1:** Increase minority recruitment by 5% over the next 5 years.

### Measures

- Percentage of new recruits every year who are minorities.

### Overview of findings, recommendations, and next steps

#### Results:

- Diversity Information based on Employees identifying as non-white in 2018: 1232
- Diversity Information based on Employees identifying as non-white in 2019: 1176
  - Percentage: -4.5% from 2018 to 2019.
- Diversity Information based on Employees identifying as female in 2018: 1145
- Diversity Information based on Employees identifying as female in 2019: 1103 Percentage: -3.66%

#### Recommendations and next steps

- The results show a decrease in the proportion of women and non-white employees in 2019 compared to 2018.
- Resulting actions:
  - Work closely with Affirmative Action to ensure Search Committees are educated on underrepresentation within the hiring department.



- Ensure advertisements target underrepresented minorities/groups to increase participation in the hiring process.

**Goal 2:** Provide training and development opportunities to managers and employees to develop their competencies and increase operational effectiveness.

**Supporting Strategic plan goal:** 2 - Strengthen Learning for Students - and for Faculty, Staff, and the College

**Objectives/Outcomes:** Increase the number of supervisors who receive basic supervisory skills training over the next 5 years.

**Measures**

- # of supervisors who receive supervisory training annually

**Overview of findings, recommendations, and next steps**

Results

- Four new department chairs were trained in Fall 2019; One new chair was trained in 2018 Four new supervisors were in the New supervisor training that central offered in 2019. There was Ten new supervisors in the Fall 2018-19 New Supervisors training
- The collaboration program with CTL has been off-line since 2018 due to budgetary restrictions.

Recommendations and next steps

- The supervisory training was successful, and we plan on continuation in 2020-21. However, we need to obtain necessary budget
- Senior chairs will mentor any new chairs that we have until the new HR Director is hired. The supervisory training that Central office offers is not online yet for 2020

**Overall summary:**

The Office of Human Resources thinks critically about and maintains best hiring practices. HR works closely with Affirmative Action and Compliance to hire and train a diverse workforce at LaGuardia. HR tracks demographic statistics of new hires and compares statistics quarterly and annually. The results show a decrease in the proportion of women and non-white employees in 2019 compared to 2018 and additional efforts to hire a more diverse workforce are recommended.

The number of supervisors who received training increased and was successful. To increase supervisory effectiveness during the coronavirus pandemic, senior chairpersons will mentor any new chairs. A new HR director in 20201 will also bring changes and an increase in activities.

**Appendix**

- Appendix A. Workplace Compensations

## **Annual Assessment Report EXECUTIVE SUMMARY**

**Unit name:** Administration: Finance and Business Office

**Assessment year:** 2019 – 2020

**Mission:** The mission of the Office of Finance and Business is to deliver financial and administrative services to LaGuardia Community College’s students, faculty and staff. Comprised of the Accounting, Accounts Payable, Budget, Bursar, and Purchasing offices, the Business Office complies with all rules and regulations, strives for maximum efficiency and transparency, and maintains the College’s fiscal health in support of the College’s mission to educate and graduate our diverse student body.

**Goal 1:** Reduce manual entries-integrating accounting and procurement into CUNYfirst.

**Supporting Strategic plan goal:** 1- Build Student Access and Success

**Objectives/Outcomes:** Fully integrate accounting and procurement process of all non-tax levy entities (excluding the LaGuardia Foundation) into CUNYfirst.

### **Measures**

- Accounting entries for non-tax levy entities occurring directly in CUNYfirst

### **Overview of findings, recommendations and next steps**

#### Results:

- Childcare Centers and Business Office Accounts will go-live July 1, 2019 (FY20) 100% of the required activities for Go-Live were completed. User acceptance training was conducted

#### Recommendations and next steps

- The results in appendix A indicate that 100% of the Procurement and Cash Management activities went live July 1, 2019. Comparative analysis of Purchase Orders processed will be available in Yr. 2 (2020-2021). Comparative analysis of payments processed within 30 days will be available in Yr. 2 (2020-2021). Expenditure Analysis and Key Performance Indicators reported quarterly.
- Ongoing training will be made available for new users.

**Goal 2:** Maintain participation of businesses owned by minority and women in procurement and service contracts.

**Supporting Strategic plan goal:** 4- Build Inclusive Community to Achieve the College Mission.

**Objectives/Outcomes:** Increase participation of businesses owned by minority and women (MWBE) by 3% and disabled veterans (SDVOB) by 1.2% procurement and service contracts.

### **Measures**

- a) Percentage of eligible expenses purchased from MWBE vendors as compared to CUNY reported percentage in FY19 of 21.2%
- b) Percentage of eligible expenses purchased from SDVOB vendors as compared to CUNY reported percentage in FY19 of 0.38%"

### **Overview of findings, recommendations and next steps**

#### Results

- Overview of findings or outcomes – Compared the campus FY19 Minority/Women-owned Business Enterprises (MWBE) totals with FY20 MWBE totals and determined that the college increased participation of MWBE procurement and service contracts by 5.69%, from 21.10% to 26.79% in last quarter. SDVOB reached 34%, whereas the goal was 6%.
- Approximately 50 end-users were trained and educated on the MWBE vendor mandate.

#### Recommendations and next steps

- We expanded the internal database on MWBE/SDVOB vendors and the results show that our efforts to increase MWBE/SDVOB business participation worked very well with a considerable improvement in participation especially for SDVOM business. We will continue with our activities from last year.
- Monitor trend in the utilization by review of MWBE and SDVOB reports are issued Quarterly by the University.
- 2x the # of end-users inquiring about MWBE vendors for their orders"

## **Overall summary:**

The Office of Finance and Business thinks critically about efficiency and best practices in order to improve performance every year. The Related Entities transferred their accounting and procurement procedures to the newly created Non-Tax Levy modules which officially rolled out July 1, 2020. Throughout 2019-2020, the accountants attended trainings and updated internal systems to facilitate a seamless transition. Currently, 100% of Non-Tax Levy transactions are now successfully processed in CUNYfirst, eliminating manual entries and significantly reducing the need for paperwork.

LaGCC experienced significant growth in its MWBE participation since Fiscal Year 2017. All Purchasing buyers prioritize MWBE and SDVOB vendors. Through their direct and concerted efforts, the MWBE state mandate was not only met but exceeded. The SDVOB participation rate was also significantly exceeded in Q4 due to their diligence in securing a large contract with an SDVOB vendor. This contract increased the rate to 34%.

## **Appendix**

- Appendix A. Strategic Plan Assessment Report- CUNYfirst Integration of Non-Tax Levy Entities

# Annual Assessment Report

## EXECUTIVE SUMMARY

Unit name: Division of Information Technology

Assessment year: 2019-20

### The unit's mission

The Information Technology (IT) Division provides innovative technology leadership and services to support LaGuardia's curriculum and student success initiatives with a high level of service through reliable and sustainable technology resources that support the instructional and operational goals of the College.

### Assessment results by goal and objectives

**Goal 1: Maintain a safe, efficient, reliable and secure information technology and associated physical environment that protects the confidentiality of the users and the security of their data from internal and external threats in administrative and academic facilities.**

#### **Supporting Strategic plan goal:**

1. Build Student Access and Success

#### **Objective/outcome 1.1**

Maintain and improve point of service and access tools for cyber security of the College campus, including regular, scheduled externally validated reviews for data and IT security.

- **Measures**
  1. Successfully pass CUNY's cyber security biannual attestation.
  2. Number of external attacks that were missed by network security.
  3. Average monthly number of spam messages that were blocked from emails.
  4. Number of times malware was detected and removed from work stations.
- **Overview of findings, recommendations and next steps**

#### **Results:**

1. 100% Compliance- Monthly security meetings and measures have allowed the College to meet 2 of 2 biannual security attestation assessment audits.
2. 0.0009% attacks missed - Based on 536,000 average attacks stopped vs. 5 successful attacks.
3. 563,000 average monthly spam messages blocked from emails
4. Average Endpoint Security malware detected is 500 monthly.

#### **Recommendations and Next Steps:**

1. Network and security policies will be adjusted on an ongoing basis to align with CUNY-set requirements.
2. Apply preventative approach to all attacks, e.g., identify root cause and impact of successful attack and take actions to help prevent future similar attacks.
3. Continue assessment of effectiveness of tools. Based on ongoing studies, current tools/systems in use most effective available at fighting spam/malware.

4. Continue to maximize effectiveness of end-point security solution by ensuring it is kept updated on patches as well as databases for known viruses. Perform ongoing analysis of end-point security effectiveness at both the Campus and University level. Current solution most effective considering performance and price.

**Goal 2: Partner with Student Affairs, Academic Affairs, Institutional Advancement, Administration, Adult & Continuing Education to provide development and support of systems to increase operational efficiency and enhance the student experience.**

**Supporting Strategic plan goals:**

1. Build Student Access and Success
2. Strengthen Learning for Students – and for Faculty, Staff and the College
3. Enrich the Student Experience

**Objective/outcome 2.1**

Advance and develop tools to promote, track, and enhance student engagement and success.

- **Measures**
  1. ACE new software registration completed by July 1 2020.
  - 2 Implement and connect to the ACE Student Information System (SIS).
- **Overview of findings, recommendations and next steps**

**Results:**

1. Due to COVID-19 related issues, the new ACE software registration was not completed by the July 1, 2020 target date. However, a great deal was accomplished in the development of the new registration program (see Activities Results Summary in Appendix).
2. Due to COVID-19 related issues, the implementation and connection to the ACE SIS was not completed. However two pilot programs, 22 student profiles, attendance and other work critical to the program's implementation was completed (see Activities Results Summary in Appendix).

**Recommendations and Next Steps:**

1. Based on success to date, complete development and implementation of new SIS including:
  - a. Develop and run pilot of the TELC program.
  - b. Test payment gateway working with Bursar.
2. Complete pilot programs including grant funded program.
3. Launch system for all remaining programs while meeting each program's individual requirements.
4. Develop and implement system's CRM functionality.

**Objective/outcome 2.2**

Ensure that students have access to suitable facilities for the completion of academic work.

- **Measures**
  1. Number of upgraded / new labs.

2. The College website downtime.

- **Overview of findings, recommendations and next steps**

**Results:**

1. Due to COVID-19, nine new split-classrooms were created.
2. The College website downtime was 0.02%, based on 2 hours downtime during 8,760 total hours in a year.

**Recommendations and Next Steps:**

1. Based on success of split classrooms, additional split classrooms may be created, if necessary, to allow for an increase in hybrid learning where courses requiring physical presence can be done on campus, while remote learning is used for other applications. Future developments will be based on closely monitoring and meeting student needs in this changing environment.
2. Improve on College website downtime using extremely low downtime result as the baseline to improve on going forward.

**Objective/outcome 2.3**

Ensure students have ready, responsive and up to date access to software, databases and information technology services.

- **Measures**

1. Percentage of students using the My LaGuardia Student Portal.
2. Student satisfaction with technology fee, usefulness of software and services.

- **Overview of findings, recommendations and next steps**

**Results:**

1. Due to COVID-19, resources not used to direct students to My LaGuardia (ML). On average 55% of students registered for Spring I '20 used ML weekly compared to average of 93% of students registered for Spring 2019 that used ML weekly.
2. Student survey created however it was not executed because student needs and tools changed due to distance learning.

**Recommendations and Next Steps:**

1. Decrease in visits to ML result of students not needing to access on-campus services as well as increase in access points for distance learning. The data collected here will serve as benchmark to compare against future results that change as the environment changes.
2. Research of captive portal tools to allow redirection with wifi logons will still be considered for the future. However, due to COVID-19, no students are using wifi or other on campus services reducing this need at this time.
3. Satisfaction survey will be considered for distance learning.

## Overall summary

- **Goal 1:**

**Maintain a safe, efficient, reliable and secure information technology and associated physical environment that protects the confidentiality of the users and the security of their data from internal and external threats in administrative and academic facilities.**

Since 2019-20 was the first year that the entire College engaged in an AES Plan, IT does not have assessment results for 2018-19. That said, it should be noted that IT has always been committed to the goal of maintaining a safe, efficient, reliable and secure information technology and associated physical environment to protect the College community. That goal has now been extended to distance learning and working remotely.

Going forward, IT will use the successful results of the 2019-20 Plan as the benchmark for comparing the results that will be achieved in 2020-21. Similarly, new initiatives introduced in 2020-21 will tracked as a benchmark for 2021-22.

For 2020-21, we will:

1. Adjust network and security policies on an ongoing basis as needed.
2. Take actions to help minimize and prevent effect of external attacks.
3. Assess effectiveness of tools.
4. Maximize effectiveness of end-point security solution by ensuring it is up-to-date.

- **Goal 2:**

**Partner with Student Affairs, Academic Affairs, Institutional Advancement, Administration, Adult & Continuing Education to provide development and support of systems to increase operational efficiency and enhance the student experience.**

- **Objective/outcome 2.1**

**Advance and develop tools to promote, track, and enhance student engagement and success.**

Focused on developing the greatly needed new ACE SIS software and registration program, it has not been completed to date this year due to COVID-19 related issues. However, a great deal was accomplished in the development of the new registration program (see Activities Results Summary in Appendix).

For 2020-21, we will:

1. Complete the development and implementation of the new SIS and registration program.
2. Launch system for all remaining programs while meeting each program's individual requirements.
3. Develop and implement system's CRM functionality.
4. Monitor results that will serve as a benchmark for 2021-22.

- **Objective/outcome 2.2**

**Ensure that students have access to suitable facilities for the completion of academic work.**

Suitable facilities took on a new meaning and split classrooms were developed for hybrid learning where courses requiring physical presence can be done on campus, while remote learning is used



for other applications. Split classrooms were successfully developed and additional split classrooms may be created, if necessary. Future classroom developments will be based on closely monitoring and meeting student needs in this changing environment.

In addition, website downtime became more important given the increased reliance on accessing our website for information related to distance learning and working remotely. The downtime was extremely low but will serve as the benchmark for 2020-21.

For 2020-21, we will:

1. Closely monitor and meet student needs in the distance learning environment.
2. Improve on College website downtime.

- **Objective/outcome 2.3**

**Ensure students have ready, responsive and up to date access to software, databases and information technology services.**

Since the My LaGuardia (ML) portal provides students with one place where they can easily access software, databases and services, the intention, as in past years, was to direct students to ML. However, due to COVID-19, resources were not used to direct students to My LaGuardia (ML). Combined with an increase in access points for distance learning, there was a drop in ML usage. On average 55% of students registered for Spring I '20 used ML weekly compared to average of 93% of students registered for Spring 2019 that used ML weekly.

The student satisfaction survey to measure student satisfaction with the technology fee, usefulness of software and services was created. However it was not executed because student needs and tools changed due to distance learning.

For 2020-21, we will:

1. The ML data collected will serve as benchmark to compare against future results that change as the environment changes.
2. We will still consider research of captive portal tools to allow redirection with wifi logons. However, the very limited number of students using wifi or other on campus services at this time reduces the need and priority.
3. Consider repurposing the satisfaction survey for distance learning.

## **APPENDIX**

- **Goal 2.1: Activities Results Summary**

# Annual Assessment Report

## EXECUTIVE SUMMARY

As the final step of the AES assessment process, each AES unit is required to submit an Executive Summary. The Executive Summary is a short document which provides an overview of the Unit, and the overall assessment process, highlights key findings and provides recommendation and next steps.

**Unit name:** Registrar Office

**Assessment year:** 2019-20

### **The unit's mission**

The mission of the Office of the Registrar is to house, maintain, and protect the confidentiality of student academic record, to provide the college with accurate academic information and support services, to monitor the implementation of and adhere to College's, and CUNY's policies, and to comply with all Federal and State regulations pertaining to the Family Educational Rights and Privacy Act of 1974 and the rights of students.

### **Assessment results by goal and objectives**

**Goal 1:** Maintain and manage registration and student official academic records with appropriate sensitivity to privacy and confidentiality in accordance to the laws and regulations governing these records.

**Supporting Strategic plan goal:** Build student access and success

**Objective/outcome 1.1** Accurately maintain official academic history in CUNYfirst, including registration, plans, sub-plans, grades and transcripts.

#### **Measures:**

- Collect students, faculty, and advisors' feedback on satisfaction through surveys.

#### **Overview of findings, recommendations and next steps:**

- Due to COVID19 devoting and administering the survey was not possible
- The survey will be developed in Fall 2020 and be administered in Spring 20201

**Objective/outcome 1.2** Collaborate with legal affairs and advisement to streamline FERPA release authorizations.

#### **Measures:**

- Perform period audit to ensure FERPA authorizations are properly inputted in CUNYfirst

#### **Overview of findings, recommendations and next steps:**

- Around 15 FERPA release authorizations were collected and entered in CUNYfirst.
- The audit has not been performed yet because of the virtual nature of work.
- In 2020-21 we plan on providing expertise to the faculty, staff, and advisors concerning access to student records in CUNYfirst under FERPA policy.
- The training of the advisors about FERPA will help improve the assistance to the students in filling out the form.
- Audit will be performed in 2020-21

**Goal 2:** Build, improve and maintain well-organized and cost-effective course scheduling to enhance student access.

**Supporting Strategic plan goal:** Enrich student experience

**Objective/outcome 2.1** Maximize the classroom space utilization by expanding more course offerings to evening and weekend students and ensure course offerings adhere to the college time grid.

**Measures:**

- Number of misaligned courses, based on data extracts from CUNYfirst at the end of each semester to compare day, evening and weekend class-offerings.

**Overview of findings, recommendations and next steps:**

- Due to COVID, the course offering went online. A comparison of data for the misaligned courses was not possible for the year 2020 with prior year.
- We plan to have a comparative analysis done in the year 2021.

**Objective/outcome 2.2** Implementation of scheduling program to provide reports on space utilization in identifying underutilized or not utilized classroom space

**Measures:**

The number of underutilized or not utilized classroom space based on reports from scheduling software on space utilization

**Overview of findings, recommendations, and next steps:**

- As indicated above, a comparative analysis was not possible due to course offering being delivered online.
- Continue to participate in the CUNY-wide implementation of new scheduling software.
- Perform a comparative analysis in the year 2021.

**Goal 3.** Provide administrative support to students as they work towards degree completion as well as credit them for graduation in a timely manner

**Supporting Strategic plan goal:** Enrich student experience

**Objective/outcome 3.1** Work with academic departments, faculty members, and College Wide Curriculum Committee (CWCC) to reflect accurate degree requirements in DegreeWorks and College Catalogue.

**Measures:**

- The number of, or the Percent of CUNYfirst transcripts not aligned with DegreeWorks audit-sheets about students' academic standing for each semester

**Overview of findings, recommendations and next steps:**

- Number of transcripts aligned with DegreeWorks stand at 93 percent for year 2019-20 compared to 84 percent for the year 2018-19.
- Continue to work with the CWCC and the Dean of Academic Affairs to have timely updates to the College Catalogue and DegreeWorks.

**Objective/outcome 3.2** Support role of faculty and advisors by providing accurate degree progression audits, including declaration of plans and sub-plans, and communicate with potential graduating students about their outstanding or missing requirements.

**Measures:**

- The proportion of actual graduates out of the number of transcripts produced for evaluation

**Overview of findings, recommendations and next steps:**

- An improvement of 9% (84 vs 93 percent) in the year 2019-20 for the transcript production in comparison to preliminary graduation evaluation.
- Continue to work on improving communication with students, faculty and advisement.

**Overall summary**

Due to COVID-19 pandemic, the Office's function, and the necessity to transition to remote learning and working, the Registrar Office could not conduct many of its planned activities. However, we used Spring 2020 to successfully transition to remote work and adjust our activities accordingly. The satisfaction survey that could not be administered in 2019-20 will be developed and distributed in 2021. We also plan to continue the pursuit to improve course scheduling and alignment and support for students' timely graduation.

Educating students about their rights is a paramount priority to the Office and the College. Advisement is playing an essential role in educating and disseminating information about students' rights under FERPA and the Office will continue training staff and advisors in the appropriate application of FERPA and how to safeguard students' confidential information. CUNY is in the process of securing a web-based scheduling program that will enhance the performance of space utilization and extracting reports. Improvement have been noticed in collecting and recording FERPA release authorizations in CUNYfirst. A drop has been noticed in transcript production and graduation (probably) due to COVID19. Continue the efforts to collaborate and streamline processes that overarch other departments such as, advisement, admission, and faculty.

**Appendix**

- No appendices has been provided. The summary data could be provided in the assessment plan itself, and of course individual level data should not be provided.

## Annual Assessment Report

### EXECUTIVE SUMMARY

As the final step of the AES assessment process, each AES unit is required to submit an Executive Summary. The Executive Summary is a short document which provides an overview of the unit, and the overall assessment process highlights key findings and provides recommendation and next steps.

Unit name: Pre-College Programs

Assessment year: 2019-2020

#### **The unit's mission**

In Collaboration with LaGuardia Community college, Pre-College Programs enables the NYC Department of Education high school students to develop academic momentum towards a college degree. Through advisement, college course taking, and campus exposure, students are able to make informed decisions about college and career options.

#### **Assessment results by goal and objectives**

**Goal 1:** Enable students to be college-ready by earning credits before high school graduation.

**Supporting Strategic plan goal:** 1. Build Student Access and Success, and 5. Advance Career and Workforce Development

##### **Objective/outcome 1.1**

Objective 1 (CN): To ensure juniors and seniors at partner high schools are able to complete Pathways approved 3-4 credit course per semester.

1. Successful course completion (Grade C or better)
2. Number of students attending pathway courses per year

##### **• Measures**

- Enroll public high school students into Pathways approved courses for the academic year.
- Analyze course performance data to measure course completion.

##### **• Overview of findings, recommendations and next steps:**

- As a program, we 5677 registered students, and 90% successfully completed Pathway course of 3-4 credits with a C grade or better for the 2019-2020 academic year; and of the 5677 registered, 5476 (96%) students enrolled in Pathways courses.
- Our program model has always offered a no tuition charge for college courses, including course materials, for all high school students. This model eliminates financial barriers and promotes successful program outcomes.
- To continue to support the new normal of offering remote learning college courses to high school students, we conduct all professional development sessions via Zoom to Instructors and share digital course materials at no cost to support teaching and remote learning directives.

- The next steps to maintain a minimum of 5000 enrollment for 2020-2021. The current pandemic imposes limited budgets and resources; therefore, increasing in enrollment will not be pursued.

**Objective/outcome 1.2**

To host themed workshops by area-specific departments (e.g., Humanities and Social Science) to discuss LaGCC major options.

1. Satisfaction and Students Learning Outcomes Survey (each semester)
2. Number of students in CTE dual internships per year

- **Measures**

- Coordinate and Enroll students in 4 to 6 First Year Seminar sections for the academic year.
- Analyze course performance data to measure course completion.

- **Overview of findings, recommendations and next steps:**

- First Year Seminars (FYS) are a powerful tool for undergraduate students to learn to navigate higher education environments. Registering Early College (ECI) Initiative students allows our non-degree students another chance at learning to navigate the academic and social aspects of college life. In 2019-2020, Early College Initiative registered 201 students across 56 First Year Seminars sections. The ECI model offers the opportunity of dual enrollment. Students have the chance to take one, or two, or more college courses while still attending high school as long as it fits their high school schedule. The college calendar determines overall registration. Students inevitably end up all across the schedule and not just for the first year seminar enrollment. The cohort model is adopted as much as possible when the budget and schedule collide successfully (Appendix B).
- The number of students attending the student themed workshop is 34% higher than our targets, demonstrating our initiatives’ success. We will continue with our 2019-20 activities via live Zoom sessions in 2020-2021.

**Objective/outcome 1.3**

Objective 3 (CN & ECI): Administer Job Shadowing mentoring program. Articulated courses at Career Technical Education (CTE) schools

1. Satisfaction and Students Learning Outcomes Survey (each semester)
2. Number of students in CTE dual internships per year

- **Measures**

- Enroll students into CTE/dual internships with CTE partner high schools that enable students to earn dual credits per academic year.
- Develop, administer survey and analyze survey results.

- **Overview of findings, recommendations and next steps**

- This objective and goal was to be executed in Spring 2020. Due to the remote working and learning environment imposed by the COVID19 pandemic, all internships were canceled. The ECI-Energy Tech High School students slated to participate in these Job Shadowing mentoring programs

through our Career Technical Education (CTE) school partnerships were not viable within a remote learning platform in Spring 2020.

The ECI-Energy Tech High School students enroll to pursue electrical engineering degrees, and in-person shadowing and training are crucial to learning the trade. Therefore, until budgets are aligned, and social distancing mandates are in place, we will not be pursuing this objective.

## **Goal 2: Promote major and career exploration/ awareness**

### **Supporting Strategic plan goal: 3 - Enrich the Student Experience**

#### **Objective/outcome 2.1**

(CN & ECI): To provide high school students exposure to special programs (e.g., Accelerated Study in Associates Program (ASAP) and College Discovery (CD) related to career options.

##### **1. Attendance at “A Day at LaGuardia” event**

- **Measures**

- Invite students to the “Day at LaGuardia” event for the academic year.
- Prepare and distribute attendance rosters per event.

- **Overview of findings, recommendations and next steps:**

- Fall 2019 provided us with the only opportunity to host “A Day at LaGuardia” Events (Appendix C). All Spring 2020 events were canceled due to the abrupt directives to move our team and courses to a remote working and learning environment imposed by the COVID19 pandemic.
- In Appendix A, we can view 280 students attended our fall events, a 60% increase from 174 in 2018-2019.
- For 2020-2021, we will host all events via Zoom video conferences and aim to host 400 students for the entire year.

#### **Objective/outcome 2.2**

(CN & ECI): To foster credit accumulation through LaGuardia college course offerings & College Now summer programs.

##### **1. Successful course completion (Grade C or better)**

##### **2. Number of students in the summer academic programs**

- **Measures**

- CN: Coordinate and enroll Summer Programs with a three-credit course and a hands-on workshop per academic year.
- ECI: Enroll students Pathways approved courses each semester to our partner high schools.
- Analyze course performance data to measure course completion.

- **Overview of findings, recommendations and next steps**

- Due to the recommendations on social distancing a shrinking budget as a result of the pandemic, we did not offer all-day programs as initially planned and instead offered two stand-alone courses: one section of Critical Thinking (HUP102) and two sections of English I Composition (ENG101). We ended with 81 students enrolled in a condensed version of our summer programs and achieving a 99% completion rate.

- While we surpassed our completion targets, the number of enrolled students was lower, therefore, the steps regarding this goal is to plan to offer two stand-alone courses for College Now's Summer 2021. The on-going threat of reduced budgets continues to dictate program planning. If the college were to re-open fully, we would consider a hybrid model of instruction for next summer
- As for ECI, the Spring II 2020 session garnered a total enrollment of 229 students with a completion rate of 82%. While our target enrollment was over by 15%, our completion target was 15% lower, therefore, for the next Spring II 2020, we plan to enroll 150 students for Spring II 2021 and aim for a realistic goal of 80% completion rate. The threat of reduced budget will also affect the enrollment number and a lower enrollment target is the best cause of action at this juncture.

### **Objective/outcome 2.3**

(CN): Implement articulated courses at Career Technical Education (CTE) schools.

1. Satisfaction and Learning Goals Survey (each semester)
2. Number of students in CTE / dual courses

- **Measures**

- Enroll students into CTE/dual courses with CTE partner high schools per academic year
- Develop, administer survey, and analyze survey results.

- **Overview of findings, recommendations and next steps**

- This objective and goal was to be executed in Spring 2020. Due to the remote working and learning environment imposed by the COVID19 pandemic, all dual credits were opportunities through our Career Technical Education (CTE) school partnerships were not viable within a remote learning platform in Spring 2020. Until budgets are aligned, and social distancing mandates are in place, we will not be pursuing this objective.

### **Overall summary**

In Collaboration with LaGuardia Community college, Pre-College Programs enables the NYC Department of Education high school students to develop academic momentum towards a college degree. Through advisement, college course taking, and campus exposure, students are able to make informed decisions about college and career options. As a mission, our mission drives our programming to reach the pre-college population and offer credit-bearing options while providing as many workshop opportunities to learn about managing college expectations, study tips, and time management while still in high school.

The Pre-College Programs team at LaGuardia Community College endured a challenging second half of the 2019-2020 academic year. We relocated all of our courses to remote learning modes of instructions for over 114 sections two weeks after the Spring 2020 semester began. Simultaneously, our staff began working remotely by the university directive. Staff and Instructors were flexible and utilized all the technology available to host and teach live courses to all registered students. We retained met our enrollment and completion rates, but did not host social events due to the pandemic limitations.



### Overall future directions

Despite all the challenges we met our registration goal and completion rates were high and hope to maintain our enrollment at a realistic number and as supported by budget allocations.

We will continue to move forward with our plans within the limitations posed by our budget, and hope to continue offering remote academic and social opportunities to our partner high schools.

### **Appendices**

- Appendix A - Fall 2019 Campus Events
- Appendix B - ECI FYS Pass Rate 2019\_2020
- Appendix C- Fall 2020 Events Calendar
- Appendix D - Spring II 2020 Pass Rate 2019\_2020

## Annual Assessment Report EXECUTIVE SUMMARY

**Unit name:** Center for Teaching & Learning

**Assessment year:** AY 2019-20

### **Mission**

In collaboration with faculty, staff, and students, the CTL commits to strengthen and promote a culture of continuous learning and innovation for all LaGuardians while contributing to the intellectual and civic welfare of our students.

### **Assessment results by goal and objectives**

**Goal 1:** Support the implementation of team-based advisement and a revised First Year Seminar that includes updated advisement practices and tools.

**Supporting Strategic plan goal:** 2 – Build Student Access and Success

#### **Objective/outcome 1.1**

Increase one-semester retention and completed credits in the first year for students enrolled in First Year Seminar compared to students in the same major not enrolled.

- *Measures*  
Retention data (FYS next semester attendance compared to non-FYS)  
Credit accumulation (FYS credits in one year compared to non-FYS)
- *Overview of findings or outcomes*  
Fall 2018 cohort  
Retention: +17.0 percentage points next semester, surpassing 13% target (+17.0 for Fall 2017 cohort).  
Credits: +0.7 credits in first year. (+2.6 Fall 2017; target is +2.0 credits)
- *Overview of recommendations and next steps*  
Final year of QED study of *Project Completa*; we will move to descriptive stats. Ensure more FY students enroll in 1<sup>st</sup> semester, including session 2. Offer hybrid PD seminar to support faculty teaching latest FYS disciplines.

#### **Objective/outcome 1.2**

Increase completion of Smart Goals or other plans for students in Advisement 2.0 departments.

- *Measures*  
Completion of Smart Goals/ Student Success Plan for students assigned to Peer Advisors).
- *Overview of findings or outcomes*  
Fall 2019: 44% of students assigned to Peers completed SSP. (59% in Fall 2018)
- *Overview of recommendations and next steps*  
Case-loading of Tier 2b was suspended in Spring 2020. 63% of all students in Tier 2b who were advised had a completed SSP. We will work with Student Affairs to support the advisement model for remote learning, including outreach to 11,000 students in March when we transitioned to remote learning in order to connect student to faculty and refer then to services and resources. They also contacted 2,500 students to support retention and ensure Spring II and Fall I registration.

**Goal 2:** Support the development and implementation of coherent, program-based and interactive student ePortfolios that connect learning across courses and co-curricular activities.

**Supporting Strategic plan goal:** 2 - Strengthen Learning for Students - and for Faculty, Staff and the College

#### **Objective/outcome 2.1**

Support integration of ideas through ePortfolio use, from First Year Seminars through Capstone Courses.

- *Measures*  
Students surveyed in FYS, Capstone, & workshops "connect ideas from courses to prior experiences and knowledge."
- *Overview of findings or outcomes*  
86.8% of FYS and Capstone students in Fall 2019 indicated they connect ideas in eP courses and workshops to prior experiences/ knowledge. This increased from 85.9% the previous fall, surpassing the target of 82%.
- *Overview of recommendations and next steps*  
We did not assess eP workshops separately, but this demonstrates continued practice in Integrative Learning. Next year, we will focus on supporting the transition of students' 'learning portfolio' to a Showcase ePortfolio through a CTL seminar. We have suspended eP mini-grants during the remote learning period.

### **Objective/outcome 2.2**

Increase course completion rates for students in target courses.

- *Measures*  
Completion rates in courses taught by CTL seminar participants compared with courses taught by non-CTL participants.
- *Overview of findings or outcomes*  
Students in target courses (taught by participants in ePortfolio and Capstone seminars) had a 1.5 percentage point lower completion than the same courses taught by faculty who did not participate. (The same comparison in AY18-19 resulted in completion rates that were 5.2 points higher).
- *Overview of recommendations and next steps*  
Target courses with comparison sections were identified by only 3 of 10 Capstone participants and 6/12 ePortfolio seminar participants. Additionally, only 5 of the 15 participants who responded to the survey indicated implementing their project during the transition to remote learning. CTL will offer the eP Showcase seminar in 2020-21; the next Capstone seminar will be AY 21-22. We are also revising the eP Leadership Team structure.

**Goal 3:** Support & strengthen the implementation & assessment of new Core Competencies and Communication Abilities college-wide.

**Supporting Strategic plan goal:** 5 - Advance Career and Workforce Development

### **Objective/outcome 3.1**

Increase Gen Ed assessment deposits.

- *Measures*  
Year-over-year comparison of Fall deposits.
- *Overview of findings or outcomes*  
Fall 2019: 16,426 Deposit (+2,469 over Fall 2016 baseline)
- *Overview of recommendations and next steps*  
We did not require deposits in Spring 2020 unless requested by Program Directors. We will resume depositing activities in Fall 2020.

### **Objective/outcome 3.2**

Increase mean college-wide Benchmark Reading (BR) scores.

- *Measures*  
Average scores for Competencies/Abilities for students in 45+ credit to <13 credit bucket.  
Benchmark Reading scores from previous years.
- *Overview of findings or outcomes*  
2018-19 Benchmark Readings: Valid Scores: 2,335

*Learning Competencies:* IPS: 5.47; Global: 4.36; Integrative Learning: 4.59

*Communication Abilities:* Written: 5.77; Oral: 5.91; Digital: 4.66

- *Overview of recommendations and next steps*

The 45+ average scores increased for each Competency/Ability over last year.

All 45+ credit averages increased over last year: IPS: +7.3%; G: +4.5%; I: +6.3%

W: +2.7%; O: +13.4%; D: +0.8%. With the exception of Written and Digital Abilities, they also achieved or surpassed their targets.

Next year report on Global & Integrative Focus Seminar outcomes and offer IPS & Digital seminars in Spring 21. We will continue to provide Focus Seminars to meet our targets for ALL Competencies & Abilities.

**Objective/outcome 3.3**

Reduce # of artifacts scored "not applicable" to the indicated rubrics.

- *Measures*

Year-over-year comparisons.

- *Overview of findings or outcomes*

10.0% of artifacts scored 88.

- *Overview of recommendations and next steps*

This is an improvement of 5.0 percentage points over last year. While considerable improvement has been made in Oral Communications, we must continue to address technical issues with depositing and/or scoring these Oral Comm. artifacts.

**Objective/outcome 3.4**

Increase design & implementation of new assignments.

- *Measures*

CTL seminar/mini-grant participants implement new or revised assignment.

- *Overview of findings or outcomes*

75.4% of participants completing the survey (46/61) implemented assignment; 80.3% (49/61) rated the experience "extremely useful." (AY 18-19 was 56% implementation and 23% 'plan to implement')

- *Overview of recommendations and next steps*

Survey completion rates were low compared to previous years, with the challenges of remote learning a likely factor. We must continue to support more thorough collection of participant surveys.

**Goal 4:** Coordinate & support faculty/staff PD that addresses the diverse needs of our new majority students and faculty.

**Supporting Strategic plan goal:** Build Inclusive Community to Achieve the College Mission

**Objective/outcome 4.1**

- *Measures*

Completion rates in courses taught by CTL seminar participants compared with courses taught by non-CTL participants.

- *Overview of findings or outcomes*

+7.0 higher completion for students in target courses (Language Across the Curriculum, Access & Ableism).

- *Overview of recommendations and next steps*

We suspended Women, Gender & Sexuality mini-seminar, which had met only once before the shift to remote learning. Most of the 21 who started the seminar will return for the fall re-launch.

**Goal 5:** Support Peer Mentoring and Advising Programs by employing LaGuardia students in student success support roles.

**Supporting Strategic plan goal:** Advance Career & Workforce Development

### **Objective/outcome 5.1**

Increase retention and graduation rates for students who complete at least one semester of employment in a CTL peer mentor position.

- *Measures*  
Two-year retention and graduation rates for students in CTL peer mentoring programs.
- *Overview of findings or outcomes*  
For peers starting in Fall 2018: 100% retention/grad rate for SSMs, 93.8% for PAs, and 100.0% for STMs thru Spring 2020.
- *Overview of recommendations and next steps*  
We did not adjust the measure to 1-year outcomes but will do so with the fall 2019 starting cohort of peers.

### **Overall summary**

The Center has met most of its objectives to support broad college initiatives with financial support from CUNY, the College, and federal and foundation grants. The impact of COVID-19 and subsequent shift to remote learning resulted in the suspension of one CTL seminar and implementing a pause on the Advisement 2.0 model.

The biggest impact of the remote learning environment was on the CTL staff's support for remote learning, initially with the move online and support for synchronous learning tools (Zoom, WebEx) and the implementation of 2 CTL Teaching for Distance Learning workshops (May, June) that reached ~160 faculty by the end of June. (A third workshop was implemented in July.) CTL staff also coordinated participation in the SPS training offered through CUNY.

We will continue to support faculty in the design of asynchronous course activities and the use of the suite of distance learning tools, such as the new Zoom license. Additionally, our Student Technology Mentors, Peer Advisors, and other peer mentors will support students and faculty struggling with online teaching and learning. We will also launch a new mini-grant initiative to support the objectives of the College's most recent Title V grant.

### **An Appendix**

- The completed 2018-19 assessment plan is online in the AES SharePoint site. The CTL 2019 Needs Assessment results are included as an Appendix.

# Annual Assessment Report

## EXECUTIVE SUMMARY

As the final step of the AES assessment process, each AES unit is required to submit an Executive Summary. The Executive Summary is a short document which provides an overview of the Unit and the overall assessment process, highlights key findings and provides recommendations and next steps.

**Typically, an executive summary is in the following format:**

**Unit name** - Office of Institutional Research and Assessment (OIRA)

**Assessment Year:** 2019-20

### **The unit's mission**

The mission of the Office of Institutional Research and Assessment (OIRA) is to provide accurate, reliable and timely information and analysis to enable data-driven decision making and student success. We support continuous improvement efforts across the College by facilitating and coordinating strategic planning, and assessment activities at the institution, division program and unit levels.

### **Assessment results by goals and objectives**

**Goal 1:** Provide accurate, reliable and timely information to support data-driven decision making and planning

**Supporting Strategic plan goal:** Provide the goal for LaGuardia's Strategic Plan

Goal 1: Build Student Access and Success

Goal 2: Strengthen Learning for Students - and for Faculty, Staff and the College

Goal 3: Enrich the Student Experience

**Objective/outcome 1.1** Develop appropriate dashboards to facilitate the usage of available data

**Measures:** Develop Enrollment, graduates and advisement/re-enrollment dashboards

#### **Overview of findings, recommendations and next steps**

- The two dashboards were created and included in the newly revised OIRA website. Units participating in Periodic Program Reviews (PPR) were directed to use the dashboards for program specific measures. The dashboards will be updated annually when final enrollment and graduation data are available.
- A dashboard with retention, graduation and transfer data will be added to OIRA's website although it appears that it will be more user friendly as a PDF with bookmarks.
- Additionally we plan on creating a dashboard showing the students changes of majors.

**Objective/outcome 1.2:** Provide analytical reports that guide evaluation of initiatives and planning

**Measures:** A document summarizing OIRA's analytic outputs and reports (see Appendix A)

#### **Overview of findings, recommendations and next steps**

- A document was created for the existing OIRA ongoing projects and reports and standardized ongoing analysis
- Analysis of the list of OIRA's reports and analysis shows the existence of a few gaps in standardized reporting:

- The 2020-21 initiative is to create standardized reports for special populations (ASAP, CD, veterans and honors) that will be included in the Institutional Profile and in the *retention and graduation by program* tables.
- Another initiative is creating standardized remediation reports, some of which will be included in the institutional Profile and others posted on OIRA's website.
- OIRA will also create a list of *ad hoc* reporting and analytical studies the office is providing that are not standardized and ongoing.

**Objective/outcome 1.3:** Develop and maintain an accurate and comprehensive data structure to meet the College's data needs

- Measures:**
1. OIRA standard databases are updated on schedule
  2. Document OIRA's databases

**Overview of findings, recommendations and next steps**

- The standard databases were created on schedule and used for the Institutional profile, and for ongoing analytical studies and reports. This was especially challenging because of staff turnover, and will be more streamlined and less time consuming in 2020-21.
- Documentation for the Institutional profile creation has commenced and is in draft form. We still need to document the other databases which OIRA uses routinely (sbase 14, Scurmast, termsumm, all graduates)
- Documentation for creating the databases that underlines the enrollment report and working with IT on maintaining is a 2021-22 objective.

**Goal 2:** Help improve Institutional effectiveness through assessment at the institutional, departmental and unit levels

**Supporting Strategic plan goal:** Provide LaGuardia's Strategic Plan

Goal 1: Build Student Access and Success

Goal 2: Strengthen Learning for Students - and for Faculty, Staff and the College

Goal 3: Enrich the Student Experience

**Objective/outcome 2.1:** Coordinate and assist with the strategic planning process through the collection and development of measurable outcomes and progress reports

**Measures:**

1. Maintain and update the institutional Effectiveness KPIs (Appendix B)
2. Update the Strategic Plan goals and objectives measures (Appendix C)

**Overview of findings, recommendations and next steps**

- Both strategic plan documents were updated by September, although there are a few measures that needed some adjustments and one objective that still need to be assigned a measure. The VPs received the detailed plan with the strategic initiatives and their feedback was solicited. Following the VPs input the 2020-21 updates will be finalized.
- The data collection for updates needs to be more systematic. A table with the objective, measures, and lead persons will be developed for 2020-21. Note that the divisions and departments work plans were used to update the strategies/activities and the VPs were then asked to review them.

**Objective/outcome 2.2:** Lead and support the assessment of Administrative and Educational Support (AES) units

**Measures:** All units submit outstanding or acceptable 2019-20 annual assessment plan (Appendix D)

### **Overview of findings, recommendations and next steps**

- Phases 1 and 2 are complete for all units. As of September 2020, 28 of the units submitted their phase 3 plans, with 8 accepted as final. The units are now working on their 2019-20 executive summary (Appendix D for September 2020 summary).
- Despite COVID-19 most units managed to work on their assessment plans, although some of the activities and measures could not be conducted and others were modified.
- The AES Assessment Council is very productive, meeting once a month to discuss progress and issues encountered and working with their units on their assessment plans.
- Summary reports are still in draft forms and need to be finalized.
- In 2021-22, the AES Assessment Council will work on finalizing the Periodic Unit Reviews (PURs) including long-term targets.

**Objective/outcome 2.3:** Support assessment activities across campus including Periodic Program Review, advisement, First Year seminar, and evaluations of grants

**Measures:** Provide lists of reports and other deliverables for each project (Appendix E)

### **Overview of findings, recommendations and next steps**

- A list of all grants and other evaluation projects OIRA is supporting was created. The list will be maintained and continuously updated by OIRA's staff.
- For 2020-21, another list providing the lead OIRA person and the type of data provided will be created as well.

**Goal 3:** Provide survey support for construction, design and administration

**Supporting Strategic plan goal:** Provide LaGuardia's Strategic Plan

Goal 1: Build Student Access and Success

Goal 3: Enrich the Student Experience

**Objective/outcome 3.1:** Support survey administration, design and analysis

**Measures:** List of surveys created or supported by OIRA (Appendix F)

### **Overview of findings, recommendations and next steps:**

- A table with all internal and external surveys OIRA is either responsible for or supporting was created (Appendix F).
- The list of surveys will be continuously updated. It will be posted on OIRA's website.
- For 2020-21, we plan on creating a guideline for survey creation including Qualtrics information and resources.

### **Overall summary**

OIRA is supporting a large number of projects, reporting and analysis, survey development and administration, and evaluation and assessment initiatives at the College. We pride ourselves on being extremely responsive to the needs of the College and users, providing accurate and timely information and supporting the College's information and analytical needs. We also enhance institutional effectiveness by supporting a large number of assessment and evaluation projects and initiatives, including the LaGuardia strategic plan, the divisions and departments work plans, the Periodic Programs, AES assessment, grants evaluations, and FYS and advisement ongoing data needs and evaluation.



The 2019-20 assessment plan focused mainly on summaries of OIRA's ongoing support of the College's Institutional Effectiveness. By providing accurate information, analytical reporting, and supporting ongoing evaluation and assessment at all levels, we support and promote data-driven decision making, and continues improvement. Success is measured mainly by generating the deliverables, projects, and reports mentioned in our assessment plans - accurately and on time.

For 2020-21, we plan on refining existing reports and creating new standardized reports and dashboards were gaps were noted, and on adding more details. We also plan on continuing to document the current databases and how they can be maintained and updated. We also plan on expanding OIRA's survey support by providing the users with guidelines for survey design and construction including Qualtrics information resources. OIRA is also responsible for the ongoing enrollment management reporting and plans on working with IT on developing standardized automatic updates of the enrollment databases, although this will probably have to be postponed to 2021-22.

### **Appendices**

- Appendix A: OIRA's Reports
- Appendix B: LAG 2019-2024 Report Card 2020-21-Sep 2020
- Appendix C: LAG 2019-2024 Strategies and Measures 2020-21\_ Sep 2020
- Appendix D: AES assessment plans submissions phase 3 - Sep 2020
- Appendix E: Evaluation projects
- Appendix F: Surveys table

## Annual Assessment Report

### EXECUTIVE SUMMARY

**Unit name: The Writing Center    Assessment year: 2019-20**

#### **The unit's mission**

The Writing Center is the tutoring center in writing for all matriculating students at LaGuardia Community College. The Center offers individualized (1:1 and 2:1) tutoring on any aspect of any phase of any kind of writing. The Writing Center seeks to provide a warm, supportive setting in which students gain clarity about both their difficulties and strengths as writers, and acquire insight, techniques and skills with which to approach their writing more effectively in subsequent work.

#### **Assessment results by goal and objectives**

##### **Goal 1:**

Provide an environment in which students feel supported and encouraged

**Supporting Strategic plan goal:** 1. Build Student Access and Success; 3. Enrich the Student Experience

##### **Objective/outcome 1.1**

1.1 Students will report on encouragement behavior by tutors.

- **Measures** --Survey    % of students who report encouragement behavior by tutors.  
Hard copy post-session surveys and digital in-class surveys will be administered.
- **Overview of findings or outcomes**  
Responses regarding tutor encouragement (Appendix 1):
  1. Fall 2019: 85.3% perceived tutor encouragement; 14.7% did not  
Spring 2020: 90.2 % perceived tutor encouragement; 9.8% did not
  2. Fall 2019: 74.4% felt better prepared after tutoring; 8.4% did not  
Spring 2020: 86.9% felt better prepared after tutoring; 0% did not
- **Overview of recommendations and next steps**  
The current system of 1:1 instead of 2:1 tutoring will be maintained; the survey will again be administered.

## Goal 2

Contribute to students achieving improved outcomes in previously assessed drafts

**Supporting Strategic plan goal:** 2. Strengthen Learning for Students - and for Faculty, Staff and the College

**Objective/outcome** Students will achieve higher grades on revisions compared with previous drafts.

- **Measures.** - Grades reported by faculty who referred their students to the Writing Center
- **Overview of findings**

Not possible to implement due to transition to online tutoring.

- **Next steps**

We will conduct the survey in 2020-21. Tutors will record original grade (or no-grade) on session reports, and instructors will be asked to provide follow-up grades.

## Goal 3

Contribute to students' improvement of drafts prior to first submission

**Supporting Strategic plan goal:** 2. Strengthen Learning for Students - and for Faculty, Staff and the College

**Objective/outcome 3.1** Students will evaluate and report on improvement from pre- to post-session submitted drafts (SLO).

- **Measures**  
Survey % of students reporting improvement (SLO)
- **Overview of findings**  
The results compare the % reported improvement to %:  
Fall 2019: 71.9% reported improvement; 11.7% reported no improvement  
Spring 2020: 84.6% 71.9% reported improvement; 3.3% reported no improvement (see Appendix 2).
- **Recommendations and next steps**  
The current system of 1:1 instead of 2:1 tutoring will be maintained; the survey will again be administered.

## Goal 4

Support instructor requests for skill development by referred students in specified individual areas of writing

**Supporting Strategic plan goal:** 2. Strengthen Learning for Students - and for Faculty, Staff and the College

**Objective/outcome 2.1** Faculty will express satisfaction with degree of improvement in specified writing problems and skills (SLO).

- **Measures**

% of faculty expressing satisfaction with students' improvement (SLO)

- **Overview of findings**

This was not possible to implement due to the transition to online classes and tutoring.

- **Recommendations and next steps**

This is also not possible to implement in Fall 1, 2020 with current budget- reduced staff; we will revisit its feasibility in Spring 2021

### **Overall summary and future directions**

The Writing Center aims to provide a supportive learning setting in which knowledgeable tutors apply techniques to help students not only improve the writing bring but also become better equipped for their future work. The 2019-20 assessment produced some measurements of those objectives, although not others. The data show increased success in creating a sense of support according to student reports, and increased confidence in their preparation for future assignments. There was also an increase in the percentage of students who believed their written drafts had improved as a result of tutoring, and a marked decrease in the percentage of students who felt that their drafts had not improved – down to 0%. Online surveys will continue to measure these outcomes. On the other hand, the variety of irregularities caused by the transition to online classes and online tutoring made it impossible to pursue data from faculty about actual grade changes, needed for Goal 2. However, a system is now in place to obtain this data for 2020-21 using the session reports from tutors to teachers, and replies to those reports from teachers back to the Writing Center specifying grade outcomes.

Goal 4, on the other hand, may prove to be unmeasurable. There is now great inconsistency in student attendance, not only because of differences in how faculty give assignments and send students to the Writing Center, but also because of reduced staffing due to reduced budget. Although tutors do work on specific skills with some students, it is not clear that there is any significant number of faculty assigning students to do so, nor that there is enough tutor availability to guarantee that such an assignment will be fulfilled. We will revisit this issue in the Spring 1 term, and also consider whether there are enough students attending regularly to allow tutors themselves to measure changes in specific skills.

### **Appendix**

- Writing Center Middle States Assessment 2019-20 Appendix 1 and 2

## Annual Assessment Report EXECUTIVE SUMMARY

Unit Name: **Admission Services**

Assessment year: **2019 – 2020**

### **Unit's Mission Statement:**

It is the mission of the Office of Admissions to recruit and admit an academically eligible diverse student body who will become critical thinkers and socially responsible citizens to contribute to the college community and the society. Admissions staff are committed to ensuring that our students receive the equity and access required to achieve their academic goals.

### **Assessment results by goal and objectives**

**Goal 1:** Educate and inform prospects about LaGuardia and its offerings

Supporting Strategic plan goal: Strengthen Advisement, First Year Experience and the 30-Credit initiative  
The 2018-19 strategic plan states that LaGuardia Community College seeks to advance student learning and success, building student momentum and improved graduation rates.

**Objective 1.1** Student will learn about our offerings and support programs

Measures: The number of sessions offered and number of students attending:

Findings and outcomes:

90 - Information Session Offered/186 Students attended

215 – One on One Counseling Sessions Scheduled/128 students attended

50 – Campus Tours offered

Recommendations and next steps:

More Information sessions were offered in 2019 /2020 as compared to the previous year. We offered 90, an increase of 58%. 353 students registered and 186 attended resulting in a decrease of 75.6%. Although the results show an increase in the number of sessions offered there was a decrease in attendance due to COVID-19 and the possibly the change in format.

**Objective 1.2** Students will submit the CUNY Application for Admission to LaGuardia CC

Measures:

- Number of days that lab was opened and in use
- Number of students in Lab submitting a spring 20 application
- % of enrolled students/data available at end of 19/20 academic year

Findings and outcomes:

- 621 students were assisted in the lab and submitted applications for the fall 2019 semester with the help of Lab staff 38% or 236 students registered for classes. 437 students were assisted with submitting the Spring 2020 application and 48% or 213 students registered for classes.
- In 2018/19 1,017 students were assisted and 40% enrolled. In 2019/20 1,058 students were assisted and 449 or 42% enrolled.
- In the fall of 2019, **25,705** student submitted applications and selected LaGuardia as their college of choice. Of the applicant number, **4,894** students or 19% enrolled in the college. In the spring of 2020, 6,735 students submitted applications and 2,322 or 34% enrolled in the college.

- We were able to offer 50 in person campus tours before the college closed due to COVID-19 in March of 2020 and surpassed the 42 Group Tours that were offered in 2018/19. This was a 19% increase in the number of tours offered.

**Recommendations and next steps:**

We find that students who attend Information Sessions or are assisted on a one to one basis enrolled at a higher rate than students who did not. The numbers are as follows for the 2019-2020 year:

1, 058 students submitted applications in the Admissions Lab with 42% of these students registering for classes.

We continue to look to increase Recruitment staff by 2 full time members and maintain or increase the number of trained Lab Staff. Due to COVID -19 we were not able to meet our target of 1200 students assisted in the Lab. We will look to increase of the number of students who are assisted in a remote format while not being able to meet students in person.

**Goal 2:** Create a logistical plan that maximizes our college visits and increases our exposure to new prospective student populations.

**Objective 2.1** Increase high school visits and college fair attendance

Measures: Number of high school visits and college fair attendance. Increase HSE visits

**Findings and outcome:**

- 69- College/High School Fairs were attended during the 2019/20 academic year compared to 172-College/High School Fairs were attended during the 2018/19 academic year
- 35-Individual High School Site visits were made by Admissions Recruitment staff during the fall of 2019 as compared to 48 visits made in 2018/19 academic year.
- 8- Email High School Outreach Campaigns

**Recommendation and next steps:**

Due to COVID-19 all In Person college fairs and High School visits were cancelled as of March 2020. We were also not able to complete the process of hiring additional full-time staff due to a CUNY-wide hiring freeze, again due to COVID and funding issues.

In order to maintain contact during COVID-19 email outreaches were made to a total of 16,191 contacts which included high school counselors and students in the applicant pool.

We will also investigate attendance at On-Line College fairs offered by NACAC and other organizations as we were able to secure funds for membership fees.

**Overall Summary**

In providing students with services such as Information Sessions, One on One Counseling Sessions Application Assistance and reaching out to students via High School and College Fair visits, HSE visits, students are better able to make more thoughtful choices about programs of study, academic requirements, and deadlines for completing applications for admissions and financial aid. They also receive information about resources and services that are available and offered at the college to assist students with the successful completion of their academic programs of choice. Students can learn about

open access and the open-admissions process for a diverse student population. In offering these services, the office serves a vital role in establishing a good match between the student and the college.

The results support the Office's efforts to offer assorted and increased number of sessions for applicants demonstrating that students enroll at higher rates if they attend information sessions or use the Application Lab. The office will continue to look for ways to increase the number of students who participate in Recruitment activities and events and review how these numbers affect application submission, admit rates, yields and admissions processes and strategies. The feedback and efficacy of these activities will be used to shape future programs and recruitment strategies.

### **Appendix**

- No appendix was submitted

## Annual Assessment Report

### EXECUTIVE SUMMARY

As the final step of the AES assessment process, each AES unit is required to submit an Executive Summary. The Executive Summary is a short document which provides an overview of the Unit, and the overall assessment process, highlights key findings and provides recommendation and next steps.

**Typically, an executive summary is in the following format:**

Unit name: **Testing Services**

Assessment year: **2019 - 2020**

#### **The unit's mission**

The mission of Testing Services is to administer the CUNY assessment tests ensuring the appropriate placement of students during their pursuit of a college degree while providing a secure testing environment responsive to documented accommodation needs and safeguarding the confidentiality of test results. Additionally, our office works with academic departments to ensure that students are placed in the appropriate developmental courses.

#### **Assessment results by goal and objectives**

**Goal 1:** Provide placement testing to new incoming freshman, transfer and re-admit students in a secure testing environment

**Supporting Strategic plan goal:** 1- Build Student Access and Success

##### **Objective/outcome 1.1:**

Ensure students take their required placement test so that they can get advised and register for the appropriate level courses

##### **Measures:**

- Track show rates for Fall 2019 and Spring 2020 for students who need to take placement tests.

##### **Overview of findings, recommendations and next steps:**

- We had a 10% increase in show rates on Fall 2019 compared to Fall 2018. In Spring 2020 we had a 91% show rate for students who needed to take a placement test.
- For Fall 2020 we will track new students who need to take a Math Self-Assessment test. Additionally, we will track ESL students who need to take the ESL Diagnostic Assessment. Both are new assessments that will be tracked for Fall 2020 due to changes in CUNY Admissions process and Proficiency Index scores.



**Goal 2:** Collaborate with Academic departments within Academic Affairs to re-test continuing students in developmental courses

**Supporting Strategic plan goal:** 2- Strengthen Learning for Students - and for Faculty, Staff and the College

**Objective/outcome 2.1**

Provide finals testing in Fall I & II to students in MAT 096, 099 classes and in ENA 099, ENG 099, ESA 099, ESC 099 and CUNY Start and Math Start.

**Measures:**

- Show rates for remediation students who take the final test for their required course.

**Overview of findings, recommendations and next steps:**

- For math finals we had a 88% show rate in Fall I and a 89% show rate in Fall II – this represented a 4% increase and 9% increase compared to Fall I & II 2018.
- For English finals we had a 95% show rate in Fall I and a 99% show rate in Fall II – this represented a 3% increase and 1% increase compared to Fall I & II 2018.
- For CUNY Start/Math Start we had a 95% show rate in Fall I and a 95% show rate in Fall II. This represented a 19% increase in Fall II in comparison to Fall II 2018.
- Due to COVID 19 and the move to distance learning CUNY will not be administering any finals exams for Spring I & II 2020. Policies have been modified and the entire course grade will be determined by regular class assignments or tests administered during the course.

**Goal 3:** Offer Ability-to-Benefit (ATB) workshops and exams to new and continuing students as needed to satisfy their TAP eligibility. Workshops are a minimum of 20-hours per CUNY's policy.

**Supporting Strategic plan goal:** 1- Build Student Access and Success

**Objective/outcome 3.1**

Provide ATB workshops – 16 total workshops from July – September 2019 for Fall 2019 and 13 total workshops from January – March for Spring 2020

**Measures:**

1. % of students attending (show rates)
2. Pass rates

**Overview of findings, recommendations and next steps:**

- 16 total workshops offered for Fall 2019 (6 Arithmetic, 5 Reading, 5 Sentence Skills)
- 243 total students enrolled in all workshops for Fall 2019 with 78% show rate and 70% pass rate
- 13 total workshops offered for Spring 2020 (5 Arithmetic, 5 Reading, 3 Sentence Skills)
- For CUNY Start/Math Start we had a 95% show rate in Fall I and a 95% show rate in Fall II. This represented a 19% increase in Fall II in comparison to Fall II 2018.
- 119 total students enrolled in all workshops for Spring 2020 with 82% show rate and 74% pass rate

- Due to COVID 19 and distance learning there will not be any ATB workshops for Fall 2020 semester. Academic departments (ELA and Math) requested that workshops be halted until we return to in-person. Additionally, we have had a 50% cut in CUE funding which paid for ATB workshops and CUNY has changed its policy in allowing students to retest for ATB without an intervention. Students are now allowed to retest one time without an intervention after 10 days of initial test.

### **Overall summary**

For the upcoming academic year 2020-2021 we will be tracking students who need to take the Math Self-Assessment test. This is a new test for students who have no math information and for whom a Math Proficiency Index score cannot be generated. Students are identified by Admissions, Conversion, SIC and Student Advising Services and referred to Testing to take the Math Self-Assessment for placement purposes.

Additionally, for Fall 2020 we will track students who are designated as ESL by CUNY and are required to take the ESL Diagnostic Assessment for writing placement. Students will be notified by CUNY initially about taking their ESL Diagnostic Assessment and will be sent reminder emails by Testing Office to complete their ESL Diagnostic Assessment. This is a new process created by CUNY due to COVID 19 and distance learning protocols.

### **An Appendix**

- An appendix provides the Math finals, English finals CUNY Start & Math Start show rates and the percent tested

## EXECUTIVE SUMMARY

Unit name: Campus Life

Assessment year: 2019-20

### **Mission:**

The mission of Campus Life is to enhance the student experience by building a vibrant community. We are committed to training, developing and empowering students through programming and services which strengthen self-advocacy, analytical thinking, teamwork, physical health and a commitment to social responsibility.

### **Assessment Results:**

**Goal 1:** Organize campus-wide social and civic engagement initiatives to encourage student interaction and connection to the college environment.

**Supporting Strategic plan goal:** Enrich the Student Experience and Build Inclusive Community to Achieve the College Mission.

**Objective/outcome 1.1:** Students will network with like-minded individuals in the college from all backgrounds in the pursuit of improved physical and mental well-being.

#### **Measures:**

- Student interest surveys
- Program attendance

#### **Overview of findings, recommendations and next steps**

- Increased participation is an indication that initiatives were successful (Appendix A).
- The department will continue to offer recreational programs but there will need to be consideration as to whether or not the specific activities can continue through a virtual platform until in-person availability is possible. Cross collaborations pertaining to counseling in nutrition, peer-to-peer learning, fitness training and marketing will continue. The assessment methods in place can continue to be utilized.

**Objective/outcome 1.2:** Students will interact with peers to engage in supporting civic-minded activities

#### **Measures:**

- Program attendance
- The number of submitted and/or donated items as a result of civic engagement initiatives
- The number of club-sponsored events were used as an assessment method

#### **Overview of findings, recommendations and next steps**

- Comprehensive data was not available due to COVID prevention. Attendance in signature programs and activities increased from fall 2018 to fall 2019, and the number of tangible items collected during civic engagement opportunities was positive. Students interacted with peers through civic engagement activities which resulted in the collection of approximately 400 voter registration forms and over \$750 raised and donated to the CUNY Disaster Relief Fund. Additional engagement activities produced over 100 items which were donated to the food pantry at LaGuardia CARES, and over 50 filled holiday stockings were donated to the Women in Need Organization as a part of the annual Mom's Christmas Stocking Campaign. Students also had the opportunity to sponsor civic engagement events for the college community through student club membership (comprehensive data on club-sponsored events for fall 2019 is currently inaccessible). (See Appendix B). Large scale events were canceled for spring 2020.

- The department will continue to work with student clubs to assist in implementing their initiatives, as well as continue to sponsor virtual peer-to-peer programming and civic engagement opportunities. Partnerships with other areas of the college community will be cultivated in order to promote student engagement. Assessment methods currently in place will continue to be used.

**Goal 2** Enhance the skills of emerging student leadership through opportunity, programs and trainings.

**Supporting Strategic plan goal:** Build Inclusive Community to Achieve the College Mission

**Objective/outcome 2.1:** Students will engage in activities on campus pertaining to enhancing leadership skills.

**Measures:**

- Program attendance
- Student satisfaction surveys
- Reflection essays

**Overview of findings, recommendations and next steps**

- Program participation dropped in Spring 2020 compared to Fall 2019 due to COVID-19.
- The survey results show that students were overall satisfied with the leadership programming. Student satisfaction surveys were replaced with session prompts in spring 2020 due to the impact of transitioning to virtual learning. Session prompts and surveys will be used for the 2020-21 academic year (see Appendices C & D).
- Reflection essays indicated that the majority of program learning outcomes were achieved. Leadership programming will continue through a virtual platform, and the assessment methods used in the 2019-2020 academic year will continue to be utilized.

**Objective/outcome 2.2:** Club executive leaders and Crear Futuros and BMEC mentors will demonstrate increased knowledge on leadership topics.

**Measures**

Assessment methods included the following:

- Program attendance,
- Mentor surveys
- Cohort tracking logs
- Approval of club budgets and event implementation

**Overview of findings, recommendations and next steps**

- Mentor survey data, information related to the club training attendance and the number of fall 2019 club-sponsored events is inaccessible due to COVID. Trainings conducted for student club executive leaders and peer mentors did occur. Clubs sponsored events in fall 2019, and peer mentors maintained a tracking log on their student cohort for the entire academic year. Due to COVID and the deadline for spending, most clubs were inactive during spring 2020.
- Trainings will continue to occur through virtual platforms. Program attendance, mentor surveys, mentor cohort tracking logs and student club event implementation will continue to be used as methods of assessment. Club mentorship and the Black Male Empowerment Cooperative (BMEC) advisory committee will continue to comprise of both faculty and staff.

## **Overall summary**

Although program objectives remained the same for spring 2020, COVID prevention and the need to transition to a distance learning environment created challenges to the usual procedures for planning and implementation. A consistent objective for all Campus Life activities is to increase student engagement.

Signature events and programs that had a substantial peer-to-peer component were successful as indicated by the growth in student participation from 2018 to 2019. For example, there was an 11% increase in Fall Fest 2019 compared to the previous year, as well as a 45% increase in participation at the 2019 Autumn Harvest Fair. Recreational programs on campus experienced a 15.4% growth in the number of visits to the gym area during the fall term. Student interest in intramural sports resulted in a 13.5% increase in engagement, in which two additional intramural teams were created. Civic engagement opportunities sponsored by student clubs and/or the Office of Campus Life resulted in the collection and/or donation of tangible items to be given to organizations that would benefit from student efforts. The actual amounts collected served as the assessment method and suggest that students are interested in civic engagement. The majority of those who completed leadership development student satisfaction surveys found the leadership sessions beneficial. Students who completed reflection essays achieved the desired learning objectives.

Most of the data from the assessment methods related to Goal 2.2 was not accessible due to COVID. However, this is an opportunity to use those same assessment methods again for the 2020-21 academic year and incorporate components that would be beneficial in evaluating virtual engagement. Not all signature programs will transfer to a virtual platform. New activities will be needed to meet the goal; however, most of the assessment methods may not need to change.

## **Appendices:**

- Appendix A Campus Recreation Survey Results 2018
- Appendix B Civic Engagement Program Activity Descriptions 2019.20
- Appendix C GRACE Student Satisfaction Results Fall 2019
- Appendix D GRACE Program Description Spring 2020

# Annual Assessment Report

## EXECUTIVE SUMMARY

As the final step of the AES assessment process, each AES unit is required to submit an Executive Summary. The Executive Summary is a short document which provides an overview of the Unit, and the overall assessment process, highlights key findings and provides recommendation and next steps.

Unit name: **Center for Career & Professional Development**      Assessment year: **2019-2020**

Unit Mission: The Center for Career & Professional Development (CCPD) provides students and alumni the knowledge, skills, values and opportunities that are essential to fulfilling their career goals. Through partnerships with employers, faculty and staff, CCPD prepares students to take their job search into the 21st century and succeed in today's competitive job market.

### **Assessment results by goal and objectives**

**Goal 1:** Provide students professional development activities and engage them in pursuing career goals through career coaching and planning.

**Supporting Strategic plan goal:** Strengthen Learning for Students – and for Faculty, Staff and the College; Enrich the Student Experience, Advance Career and Workforce Development

**Objective/outcome 1.1** Students will demonstrate an understanding of their interests, abilities, values in relation to the world of work.

#### **Measures:**

1. The number of students who complete the Career Coach Career Assessment (First Year Students)
2. Students will complete surveys after each career lab and events to measure student learning outcomes based on the NACE Career Competencies (post-test, SLO);
3. The number of individual coaching sessions;

#### **Overview of findings, recommendations and next steps:**

- 1,184 first year students completed the Career Coach Assessment (baseline number, was not documented accurately prior to Spring 2020);
- Survey was not completed due to transition to distance learning.
- 348 1:1 Coaching sessions with Career Advisors (1% decrease from 2018-2019 n=402);
- 43 FYS Presentations (1% decrease from 2018-2019 due to COVID-19)
- Baseline number for the number of Career Coach Career Assessments was established. Due to COVID-19, SLO survey was not completed. In addition, there was a decrease (1%) of one on one coaching sessions and FYS presentations due to the COVID19 health crisis. The students who completed the assessment demonstrated their understanding of their interests, abilities, values in relation to the world of work through activities such as the live virtual and recorded workshops (resume writing, career exploration, how to create a LinkedIn profile, interview preparation and career planning) as well as the individual coaching sessions with the Advisors. Following the workshops, students scheduled appointments with Advisors to review and work on their resumes, a mock interview or their LinkedIn profile. Continue to engage first semester

students through individual coaching sessions and to complete the Career Coach Career Assessment.

**Objective/outcome 1.2** Students will demonstrate their verbal and written communication skills through interactions with potential employers and their completion of a resume and development of a professional pitch.

**Measures:**

1. Survey employer partners on the preparedness of students based on the NACE Career Readiness Competencies rubrics after each on-campus recruitment event, fair and/or all other events (SLO).
2. Count how many students attend the on-campus recruitment events,
3. Number of students interviewed and hired by the employers each Fall and Spring semester.

**Overview of findings, recommendations and next steps:**

- The survey to employers was not completed due to the pandemic but the number of students (self-reported) hired during Fall 2019-Spring 2020: 292.
- The number of students interviewed (self-reported): 500.
- Collecting the number of students interviewed and hired by Employers in Fall and Spring, was challenging due to the pandemic. Employers were unresponsive to our inquiries, some on furloughs while others had hiring freezes.
- Spring fairs were cancelled due to COVID-19. Over 500 student's self-reported (mostly from the Fall 2019 employer information sessions) putting in practice their communication skills and interview skills developed through the coaching students received from career counselors. During Fall 2019, students who attended CCPD will offer Virtual employer information sessions and fairs for Fall 2020 and Spring 2021.

**Goal 2:** Provide students with opportunities to explore career options through networking opportunities and professional branding.

**Supporting Strategic plan goal:** Strengthen Learning for Students – and for Faculty, Staff and the College; Enrich the Student Experience; Advance Career and Workforce Development

**Objective/outcome 2.1** Maintain an 80% attendance rate at monthly workshops and 1:1 semester touchpoint for the inaugural CUNY Service Corps cohort.

**Measures:**

1. The number of students attending workshops and touchpoint sessions for the period of September 2019-June 2020.
2. Attendance rates

**Overview of findings, recommendations and next steps:**

- 85 Service Corps students out of the 100 that started it successfully completed the program in June 2020 (85%). (baseline number, first year of the program)
- 85% of the students completed the program in June 2020, a higher rate than the 80% target. The reasons students provided for not completing the program were related to the pandemic such as furloughed from their job and opting in to collected unemployment, some were not comfortable with the remote modality, and other were unresponsive and dropped from the program.
- Overall, the 85 students who completed the program worked on remote projects such as the Water for Sudan Initiative, created a blog with content on how to protect yourself from COVID-19, mental wellness and how to compost.

**Objective/outcome 2.2** Establish a baseline of access to and engagement through experiential learning opportunities, job shadowing, company site visits and professional development activities.

**Measures:**

1. The number of students who attended the events
2. Conduct survey based on the student learning outcomes (NACE Career Readiness Competencies) by the end of the Spring 2020 semester (SLO).

**Overview of findings, recommendations and next steps etc.**

- During 2019-2020 there was n=2,412 participated in CCPD Activities and 1:1 service with an Advisor compared to 2018-2019, n=2304, an increase of 108 students (5%). The details of participation in the various programs and in the workshops appear in Appendix A.
- The surveys were not administered due to COVID-19.
- Despite the pandemic and the transition from in-person to distance learning services, we increased the number of individuals who participated in the various Perkins events and workshops (see attached appendix A).
- Due to the COVID-19 disruption, we plan on continuing with the Perkins grants activities and workshops virtually until it will be possible to shift some of them to in-person.

**Overall summary**

As a result of the pandemic, CCPD will continue providing career and professional development services to students and recent alumni virtually. In order to continue engaging students, we implemented a virtual office on Microsoft Teams, weekly employer information sessions and continuing with individual and group advisement sessions.

**An Appendix**

- Appendix A: Perkins Grant Report



**Annual Assessment Report**  
**ECLC**  
**EXECUTIVE SUMMARY**

Unit name: Early Childhood Learning Center Programs Inc.

Assessment year: 2019-2020

**ECLC Mission**

The Nationally Accredited Early Childhood Learning Center Programs Inc. provides high quality early childhood education to a diverse population of student parents and their children. The program provides families with the skills to become educationally proficient, socially responsible and economically valuable by providing developmental practices in a multi-cultural environment.

**Assessment results by goal and objectives**

**Goal 1:** Student parents will enhance their parenting skills.

**Supporting Strategic plan goal:** Strengthen Learning for Students - and For Faculty, Staff and the College

**Objective/outcome 1.1**

- Measures – Effectiveness will be measured by the attendance in the workshops.
- Overview of findings, recommendations and next steps - A total of 101 student/parents out of 120 (85% attendance rate) were served through this initiative. Target of 85% attendance rate was met. Future plans include providing student parents with virtual workshops.

**Objective/outcome 1.2**

- Measures - Surveys measuring student learning outcomes, using existing rubrics (SLO)
- Overview of findings, recommendations and next steps - Due to COVID-19 we were not able to proceed with SLO assessment and with parenting workshops. Plans are to transition to online learning and for virtual programming, and assessment of its accomplishment, including surveys for student parents on their needs.

**Goal 2** Student interns will gain hands on classroom knowledge and become familiar with the curriculum.

**Supporting Strategic plan goal:** Advance Career and Workforce Development

**Objective/outcome 2.1**

- Measures – Effectiveness will be measured by the number and percentage of student who completed the program with required hours, and receive a satisfactory evaluation
- Overview of findings, recommendations and next steps - 100% of student interns have successfully completed required amount of hours and 100% of student interns and received a satisfactory evaluation. Next steps - Refer qualified students to the Career Development Department to help students attain employment and to provide on line trainings as needed.

**Objective/outcome 2.2**

- Measures - The program will hire 10% of the number of participants.
- Overview of findings, recommendations and next steps – The goals were met. The program hired 3 interns from the cohort to work in the classroom.

### **Overall summary**

The Early Childhood Learning Center Programs, Inc. was successful in achieving goal # 1 - Supporting Strategic Plan Goal of Strengthening Learning for Students as student parents enhanced their parenting skills. However due to COVID-19 the program was not able to offer all intended parenting workshops

The program was also successful in achieving goal # 2 – Advance Career and Workforce Development as the student interns gained hands on early childhood classroom knowledge and became familiar with the curriculum. The program was able to hire the desired goal of three students from the cohort.

When the program returns to campus in class teaching we will assess the need to hire student interns and continue to support advancing career and workforce development.

# Annual Assessment Report

## EXECUTIVE SUMMARY

As the final step of the AES assessment process, each AES unit is required to submit an Executive Summary. The Executive Summary is a short document which provides an overview of the Unit, and the overall assessment process, highlights key findings and provides recommendation and next steps.

**Unit name:** Health Services, Wellness Center and Office for Students with Disabilities  
**Assessment year:** 2019-2020

**The unit's mission:** The mission of the Health and Wellness Team is to support optimal physical and emotional health through literacy and accessibility utilizing a holistic approach for the purpose of retaining and graduating students.

### **Assessment results by goal and objectives**

**Goal 1:** Equip students to complete their education by providing holistic support services

**Supporting Strategic plan goal:** Build Student Access and Success; Enrich the Student Experience

**Objective/outcome 1.1:** Students will be able to access and utilize health and wellness services

#### **Measures:**

- Wellness Center Student Satisfaction Survey (Appendix C)
- Wellness Center Referral data generated from Titanium System

#### **Overview of findings:**

##### *Wellness Center Student Satisfaction Survey*

The Wellness Center Student Satisfaction Survey was distributed to 449 students in the Spring semester. Of the 449, 30 clients responded (7% response rate) (Appendix A).

Of the total amount of students that participated in the survey (n=30), students who utilized the Wellness Center Services felt the front desk was helpful 86.7% (n=26) and made them feel comfortable 93.3% of the time (n=28). These same students indicated that they had a positive first meeting with their counselor (93.4%, n=28), felt respected and truly listened to (96.6%, N=29) and felt that their concerns were understood (86.7%, N=26). In addition, students indicated they felt better and the counselor helped with their problem (90%, n=27) and felt more confident completing academic tasks after coming to the Wellness Center (90%, n=27). 90% (n=27) Indicated they were satisfied overall with the assistance they received and that they would refer one of their classmates to the Wellness Center. A strong retention rate for services was indicated, with 73.3% of the students (n=23) attending 3 or more visits with their counselor.

There was a positive correlation with the front desk staff and the level of comfortability the student had (t=23.931, p=.000), as well as the first meeting with the counselor (t=29.846, SD=4.633 P<.000) and comfortability (t=25.77, SD=4.347 p<.000).

#### **Recommendations:**

##### *Wellness Center Student Satisfaction Survey*

Based upon the results of the survey and feedback received from students about their experience with front desk and counseling staff, the Wellness Center will continue to focus on creating a positive experience for students. There will be further investigation of the practices and policies that create an environment where students feel comfortable, understood and more confident in completing academic tasks. Specifically, the Wellness Center Staff

will meet to assess current practices and policies and discuss possible reason(s) students are having a positive experience.

**Next steps:**

*Wellness Center Student Satisfaction Survey*

The Wellness Center Student Satisfaction Survey may need to be updated in order to address the changes that have occurred since the COVID-19 Pandemic. Services are being offered via phone and video-conferencing, which may impact the student experience and satisfaction with services. A Committee will be formed to further discuss these concerns and whether updates will be made to the survey.

**Overview of findings:**

*Referral Data (Appendix B)*

The Wellness Center's Termination Form includes information about referrals made to mental health clinics for students. Of the 449 students that utilized counseling services in the fall semester, counselors completed termination forms for 118. Of the 118, 12% were given referrals to non-profit organizations, 11% private practices, 5% outpatient hospitals, 3% Hospital ER and 30% Other. The remaining 47% did not receive nor request a referral.

**Recommendations:**

*Referral Data*

The data shows that approximately 53% of the total number of students that terminated with a counselor received a referral and had additional mental health support available following the completion of counseling. The Wellness Center will continue to provide referrals to students and support their transition to a mental health professional.

**Next Steps:**

*Referral Data*

The referral data does not provide information about whether or not the student pursued the referral but only that it was given to them. Thus, a consideration is to conduct a follow-up survey once the referral(s) are given. This will enable the Wellness Center to know if there were barriers that prevented the student from successfully finding external mental health support.

**Objective 1.2** Achieve accreditation through the International Accreditation of Counseling Services (IACS)

**Measures:**

- Achieving accreditation

**Overview of findings, recommendations and next steps:**

- In May 2020, the Wellness Center received accreditation from the International Accreditation of Counseling Services (IACS)
- We will continue to work on maintaining our accreditation and improving our services.

**Goal 2:** Train faculty/staff to effectively identify, respond to, and support diverse student needs

**Supporting Strategic plan goal:** Build Student Access and Success; Enrich the Student Experience; Build Inclusive Community to Achieve the College Mission

**Objective/outcome 2.1:** Faculty and staff will be able to demonstrate an ability to address student concerns and refer students in order to receive appropriate care

**Measures:**

- Faculty Guide will be available on the Health Services Website with a satisfaction feedback survey. Hard copies will be distributed through Outlook and inter-office mailboxes.
- Wellness Center-Adult Mental Health First Aid Course Evaluation

**Overview of findings:**

*Mental Health First Aid Training*

Training is on hold due to a change in funding as per the announcement from NYC Thrive Program

**Recommendations:**

*Mental Health First Aid Training*

Training offerings are on hold until funding becomes available

**Next steps:**

*Mental Health First Aid Training*

Training offerings are on hold until funding becomes available

**Goal 3** Provide opportunities for students to explore and discover basic knowledge, skills, and tools to help make healthy life choices

**Supporting Strategic plan goal:** Build Student Access and Success; Enrich the Student Experience; Strengthen Learning for Students - and for Faculty, Staff and the College

**Objective/outcome 3.1** Students will be able to demonstrate an ability to identify and address their health concerns

**Measures:**

- Co-Curricular Feedback Survey demonstrating if Learning Objective were met (SLO).
- Wellness Center Event Evaluation-assesses student knowledge and skills gained following workshops, programs and events.

**Overview of findings:**

*Wellness Center Event Evaluation*

Survey was not administered due to a cancellation of events including the Wellness Center Open House and FYS workshops.

**Recommendations:**

*Wellness Center Event Evaluation*

The survey will be utilized when the Wellness Center resumes their Open House event and FYS workshops.

**Next steps:**

*Wellness Center Event Evaluation*

Awaiting the rescheduling of the Open House event and FYS workshops.

**Overall summary**

*Student Satisfaction Survey*

The Student Satisfaction Survey assesses students’ satisfaction with the level of service received at the Wellness Center. Although a small sample size, the 2019-2020 data indicates an overall positive experience with services including working with a counselor, interaction with front desk support staff and counseling services. The data also indicated a positive correlation between counseling services received and confidence in academic performance and feeling supported with a personal problem.

Since the start of the COVID-19 Pandemic (March 2019) and LaGuardia Community College adjusting to remote learning, the Wellness Center has altered its delivery of services. Thus, the survey will need to be updated to address these changes. For instance, services are now being offered via phone and video-conferencing, which is a new service offering that may impact the student experience. Students also no longer have face-to-face

interactions with front desk support staff, which is also a change to services. A Committee will be formed to discuss these changes to services and how the survey will be updated.

#### *Referral Data*

The referral data provides information about where a clinician referred a client for mental health services following the completion of counseling services at the Wellness Center. However, there is no data currently collected from students that indicates whether or not they pursued the referral(s). Thus, a future consideration is to conduct a follow-up survey once the referral(s) are provided. This will enable the Wellness Center to know if the student pursued the referrals and whether or not there were barriers that prevented the student from successfully connecting with mental health support.

#### *Mental Health First Aid Training*

Mental Health First Aid (MHFA) training is a program sponsored by NYC Thrive and one that has been offered by the Wellness Center since 2016. Due to a recent funding freeze by NYC Thrive, MHFA training is suspended on the LaGuardia Community College campus until further notice. Our intention is to resume training once it becomes available or perhaps develop a training that mimics MHFA training.

#### *Wellness Center Event Evaluation*

The Wellness Center Event Evaluation was to be conducted as a pre and post evaluation for student events. It was developed to assess the knowledge and skills gained following events, workshops and programs. Due to the COVID-19 Pandemic, the evaluation was not administered as all events were cancelled in the 2019-2020 academic year. Once events are reintroduced to campus, the evaluation will be utilized.

#### **Appendices**

- Appendix A. Data Charts and Summary-Student Satisfaction Survey
- Appendix B. Referral Data-2019-2020
- Appendix C. Student Satisfaction Survey 2020

## Annual Assessment Report EXECUTIVE SUMMARY

Unit name: Student Advising Services

Assessment year: 2019-20

### Mission

The mission of Student Advising Services is to provide academic advisement to every student at each point on their path from admission to graduation, to enhance their college experience, support their educational development, and contribute to their professional growth.

### Assessment results by goal and objectives

**Goal 1:** Provide academic guidance, navigate administrative processes, policies and protocols

#### **Supporting Strategic Plan goal:**

- 1- Build Student Access and Success
- 3- Enrich the students' experience.
- 4- Build Inclusive Community to Achieve the College Mission

**Objective/outcome 1.1:** When meeting with advisors students will: 1) be better equipped to produce proper appeal documentation

#### **Measures:**

- Student satisfaction survey.

#### **Overview of findings or outcomes:**

- Due to low participation of students in the workshop the survey was not administered.

#### **Overview of recommendations and next steps:**

- More attention to advertisement and recruitment of students is required.

**Objective/outcome 1.2:** Advance students learning on skill sets to improve personal and professional development

#### **Measures:**

- Results of skills survey

#### **Overview of findings or outcomes:**

- Due to the Director on maternity leave, the oversight of the series was the responsibility of the committee. The survey measured satisfaction as opposed to skills. In addition, due to COVID, we are unable to retrieve the data of two workshops. Nonetheless, all the available data were combined, with the understanding that the report includes only partial data. Of the information received - 67% of the students were satisfied with the workshop and materials (see Appendix B for details).

#### **Overview of recommendations and next steps:**

- Due to COVID-19, the workshops are on hold until we resume stable practices. However, we plan on assessing student comprehension of the workshops material (SLO) in the future.

**Goal 2:** Inform students about their options regarding curriculum, degree planning, graduation requirements and campus resources

#### **Supporting Strategic Plan goal:**

- 1- Build Student Access and Success
- 2- Strengthen Learning for Students - and for Faculty, Staff and the College

**Objective/outcome 2.1** Students will be introduced to the pre-clinical based program requirements and deadlines for admission to the clinical phase.

**Measures:**

- Survey results assessing the level of understanding of candidacy requirements/deadlines and path to graduation.

**Overview of findings or outcomes**

- This is the first time the events were held. The event targeted first time freshman and transfer students. 4 Health Science Orientation Events were held to disseminate information about degree planning to pre-clinical and non-clinical Allied Health Students. 174 students confirmed their attendance; of those 147 students attended the events. They met with faculty, staff and professional advisors. The curriculum was presented, and all non-clinical students were introduced to their Degree maps. All students had an opportunity to participate in small group discussions with faculty, advisors and staff as well as register or adjust their registration for Spring 2020. (appendix B)

**Overview of recommendations and next steps:**

- The students who attended the Orientation in Fall 2019 were NEW (incoming) students for Spring 2020. Comparison to the prior year are not possible since this is the first time, we were hosting this type of an event. We also learned that most students were satisfied with their experience and left feeling confident about the major they have chosen. Due to Covid-19 we will need to re-design the events.

**Goal 3:** Increase student enrollment by improving students' registration processes

**Supporting Strategic Plan goal:**

- 1 - Build Student Access and Success.
- 3- Enrich the students' experience.

**Objective/outcome 3.1:** Institute the Pro-active Registration (PAR) for new(incoming) students

**Measures:**

- Conversion rates from PAR1 (proactively registered) to PAR2 (student accepted the registration).

**Overview of findings or outcomes:**

- Spring 2020 PAR process was delayed due to changes in testing. We piloted the process with 378 PAR eligible students, of those we were able to register 190 students (50.8%) and 167 accepted the registration (87.9%)

**Overview of recommendations and next steps**

- This was a pilot process for New Student cohort. We learned that the proactive registration process is successful, however some students could not be proactively registered due to various holds and required additional outreach. The PAR process has a start and an end date (deadlines)- giving students time to accept their registration and engage with an advisor. Next steps will include a more transparent communication process – on the student's VIP page and a more robust campaign to accept the registration and to engage with the advisor or registration lab. (Appendix C)

**Objective/outcome 3.2:** Institute the Pro-active Registration (PAR) for continuing students

**Measures:**

- Conversion rates from PAR1 (proactively registered) to PAR2 (student accepted the registration).



**Overview of findings or outcomes:**

- This was the second semester in which PAR was implemented. Slight modification of the selected group criteria was made which led to higher conversion rates from 61% to 73%.

**Overview of recommendations and next steps**

- The plan was to continue the process as outlined from previous semesters, however due to COVID-19 the process changed thus extended it to the entire college population. Goal is to maintain same target of 75% moving forward despite the increase in student population.

**Overall summary**

Our main goals are to advance students learning on skill sets to improve personal and professional development, inform students of their options regarding curriculum, degree planning, degree maps and to increase the student enrollment yielded successful results. Therefore, the office will continue to utilize strategies and initiatives to maintain these services for students. Additionally, despite our efforts in offering workshops for appeals and student skills, much improvement is required in the marketing and assessment of these workshops. Due to Covid-19, we will have to re-design some of our outreach and communication strategies as well as re-design the workshops, information sessions to accommodate all students in the new virtual mode of instruction. With regards to our workshops we needed to pause on offering those sessions until we resume normal practices due to changes in our operations. Lastly PAR has shown considerable reward to our enrollment efforts. Both NSPAR and PAR will continue with the goal to improve retention and recruitment of students.

**Appendices**

- **Appendix A** – Combined post-workshops survey results
- **Appendix B** – Spring 2020 HSO Cohort report
- **Appendix C** – Spring 2020 NSPAR Dashboard
- **Appendix D** – PAR Report Continuing Spring 2019 to Fall 2019 Final

## Annual Assessment Report EXECUTIVE SUMMARY

**Unit name:** Student Financial Services

**Assessment year:** 2019-20

### **Mission**

The mission of Student Financial Services is to provide financial aid information, and to advise students of the requirements and resources available to finance their education at LaGuardia. Student Financial Services is committed to ensuring that all eligible students receive aid in a timely manner, in accordance with federal, state and CUNY policies and regulations.

### **Assessment results by goal and objectives**

**Goal 1:** Provide students with information of the resources available to finance their education.

**Supporting Strategic Plan goal: 3** – Enrich the students’ experience.

**Objective/outcome 1.1:** Maintain current marketing strategies to inform students of the resources to finance their education.

**Measures** – Quantitative – Number of FAFSA applications were compared to the prior year to determine if the marketing activities resulted in an increase or decrease of applications.

**Overview of findings or outcomes** - The number of FAFSA applications increased by 1%.

**Overview of recommendations and next steps** - 22 types of communication (emails and, text messages) were sent to all enrolled students during the time period. We will continue to utilize the current communication strategy to provide financial aid information to students.

**Objective/outcome 1.2:** Host a Financial Aid Awareness Day event to inform students of resources to finance their education.

**Measures** – Quantitative and Qualitative. – The number of attendees were counted and compared to the prior year. Student surveys were also administered to collect information on student satisfaction and what they learned as a result of attending the event.

**Overview of findings or outcomes** - Attendance at the Financial Aid Awareness Day increased by 3.3% (244 v. 266) compared to 2018-19 (Appendix A). Students also reported a higher (2%) satisfaction rate with the service compared to the previous year. Students self-reported they learned how to apply for aid and the many resources available to finance their education.

**Overview of recommendations and next steps** - We will explore the feasibility of offering a Virtual Financial Aid Awareness event in 2021 due to COVID-19.

**Objective/outcome 1.3: Federal Work-Study (FWS) Direct Deposits** will increase from the prior year.

**Measures** – Quantitative – The number of students signing up for Direct Deposit was compared to the previous year (Appendix B).

**Overview of findings or outcomes** – The number of students signing up for Direct Deposit increased 7% from the previous year (99% v. 92%).

**Overview of recommendations and next steps** – Almost 100% of students signed up for Direct Deposit. We will maintain our marketing strategy for this service going forward and expand it to all aid programs.

**Goal 2:** Educate students about the financial aid requirements to maintain eligibility and make progress towards their degree.

**Supporting Strategic Plan goal: 3** – Enrich the students’ experience.

**Objective/outcome 2.1:** Provide financial literacy workshops to inform students of the requirements to maintain eligibility for aid and strategies to improve their budgeting skills.

**Measures** – Quantitative- count the number of workshops offered and the number of students attending this year and compare to last year.

Qualitative Indirect measure: Surveys will be administered to students to determine satisfaction and usefulness of information presented.

**Overview of findings or outcomes** - 7 Financial aid literacy workshops were presented in fall 2019 to 192 students (Appendix C). No workshops were offered in spring 2020 due to COVID19. 127 Students completed surveys and self-reported that they found the information helpful, easy to understand and they learned information they did not know (Appendix C).

**Overview of recommendations and next steps** - While students attended the workshops in fall 2019, comparison to the prior year are not possible because the in-person workshops for spring 2020 were canceled due to COVID-19. We also learned that most students were satisfied with their experience in the fall 2019 workshops. We will convert additional financial literacy presentations to videos and create an online survey/quiz to determine SLOs in fall 2020.

**Objective/outcome 2.2:** Track the number of students to receive Ability-to-Benefit (ATB) communication for testing. Use the data for comparison in 2020-21.

**Measures** – Quantitative – Identify and count the number of students with foreign credentials eligible to take the ATB tests.

**Overview of findings or outcomes** - Emails were sent to the population identified for fall 2019 and spring 2020 to take the ATB tests.

**Overview of recommendations and next steps** – We were successful in identifying and notifying students with foreign credentials about the NYS ATB requirement, and will continue to send communication to them so that they are aware of the criteria to receive state aid.

Email communications were sent to 4,308 students with foreign credentials for fall 2019, and 7,000 email notifications were sent in spring 2020 (Appendix D).

**Goal 3:** Provide accurate financial aid payments for all programs to eligible students in a timely manner.

**Supporting Strategic Plan goal: 1** - Build Student Access and Success.

**Objective/outcome 3.1:** Provide weekly queries to appropriate staff to identify to identify possible payment issues.

**Measures** – Quantitative- Count the number of student records with payroll issues that are resolved prior to running the payrolls during the academic year.

**Overview of findings or outcomes** - Weekly Queries were completed during the 2019-20 academic year for the Pell program. Staff were able to correct errors that resulted in 100% accurate payments to 914 students (Appendix E).

**Overview of recommendations and next steps** - Weekly queries were successful in resolving errors related to payment issues for the Pell program, and have now been incorporated into the functions of the office for all federal aid programs.

**Overall summary**

The communication strategies to increase the number of financial aid applications, informing students of aid resources, requirements, direct deposit service, and financial literacy yielded successful results. Therefore, the office will continue to utilize these strategies to maintain these services for students. Additionally, students who do not sign-up for Direct Deposit will be contacted so that paper checks can be reduced or eliminated for all aid

programs. Due to COVID-19 Financial Literacy videos have replaced the in-person workshops and will remain available to students on the department's webpage. Running weekly queries to identify possible payment issues have been a tremendous success, and this process has been added to staff daily functions.

### **Appendices**

- **Appendix A** - SFS Financial Aid Awareness Summary 2020
- **Appendix B** – 2019-20 FWS Direct Deposit Summary.
- **Appendix C** – 2019-20 Smart Money Financial Literacy Workshop with Survey Responses.
- **Appendix D** – 2019-20 ATB Email Communication.
- **Appendix E** - 2019-20 Pell Query Error Log.

# Annual Assessment Report

## EXECUTIVE SUMMARY

As the final step of the AES assessment process, each AES unit is required to submit an Executive Summary. The Executive Summary is a short document which provides an overview of the Unit, and the overall assessment process, highlights key findings and provides recommendation and next steps.

**Typically, an executive summary is in the following format:**

**Unit name:** Transfer Services

**Assessment year:** 2019-2020

### The unit's mission

Transfer Services' mission is to engage, educate and empower students to make informed and holistic decisions about transfer, the transfer process and its opportunities while building collaborative partnerships.

### Assessment results by goal and objectives

**Goal 1:** Expand the Transfer Services' Service Delivery Model

**Supporting Strategic plan goal: 1-** Build Student Access and Success

**Objective/outcome 1.1** Increase participation in Transfer Services' events

#### **Measures:**

- The number of participants attending all activities outlined in the 2019-2020's annual calendar
- Web/social media analytic reports measuring the success of outreach efforts

#### **Overview of findings, recommendations, and next steps:**

##### Results:

- The 2019 baseline totaled 1,591 student participates in TS events compared to 460 students for 2020. The addition of online chat session increased student engagement by 700 students - for a total of 1160 student. No online chats were offered in 2018-19. The decrease in the 2020 numbers represent the COVID impact. No data was available on the social media analytics. The web analytics are as follows: December 31st, 2019 – June 17, 2020. (see Appendix A for event calendar and Appendix D for detailed application data)
- Pageviews: 12,442 (accounts for every visit); Unique Pageviews: 5,203 (accounts for the individual, even if they visited the page multiple times)

##### Analysis, Recommendations & Next Steps:

With the onset of COVID we were not able to accomplish the objective- to increase participation in Transfer Services' events. Additionally, no funding support for PD or student engagement was available

##### Resulting actions:

- Explore with Information Systems possible program development to improve the level of data details and analytics available from the web and social media platforms
- Improve college events' calendar efficacy
- Work with Marketing and Communication to increase student engagement and participation by:
  - Determine a possible roll out date for the second component of COMEVO
  - Improving student communication strategies

- Providing regular web analytics and social media data for the department
- Reporting webpage traffic and calendar views regularly
- Incorporate Transfer Services calendar and or events/activities links to the TS web page
- Secure the Peer Mentor Program and the Articulation Coordinator positions
- Work with key stakeholders to determine the best platform to engage students and that incorporates access to the student database.

**Objective/outcome 1.2:** Increase the college community's knowledge on the transfer process

**Measures:**

- Using a pre-post survey or only post survey for co-curricular and train the trainer sessions to measure the participants' learning outcomes

This measure was modified using existing surveys to gauge student learning from their own perspective -this is a self-assessment of their learning – it is a self-reporting measure See appendix B for Train the Trainer curriculum and objectives).

**Overview of findings, recommendations, and next steps**

Results

The COVID impact did not allow for the larger engagement of the college community outside of the student population.

- Results of the advising survey show that the vast majority of respondents (95%-99% had positive reactions to the sessions (See Appendix E). In particular 99% indicated that they agree to strongly agree to the following questions
  1. My transfer advising session helped me better understand the transfer process:
  2. I learned new information from the transfer advising session that I did not know before
- Survey outcomes to the Transfer Services webinar survey also show positive respondents feedback (Appendix F) with 100% of the students responding (n=9 out of 36) agree to strongly agree to the following questions:
  1. I learned information that was useful and can apply when making my transfer decisions
  2. I learned new information from the webinar that I did not know before

Recommendations & next steps

- Incorporate the Train the Trainer and Transfer Policy briefings as part of the Center for Teaching and Learning Center
- Work with IR to design a feedback survey for faculty and staff to address the objective and Roll out the Faculty and Staff feedback Survey
- Develop a series of webinars on demand targeting faculty and staff
- Inter and Intra institutional collaboration in the delivery of key transfer policies, processes, and information
- Expand Transfer Services' work with the Senate Committee on Transfer and with the CUNY Transfer Council

## **Goal 2** Expand Transfer Services' Staffing model

### **Supporting Strategic plan goal: 1- Build Student Access and Success**

**Objective/outcome 2.1** Strengthen the Transfer Peer model and minimize the service gaps in staffing support (see Appendix C for the Peer Mentor Curriculum)

#### **Measures:**

- Use comparative peer baseline data to determine changes in staffing support
- Staff to student ratio
- The number of new transfers and continuing students connected with a point of contact

#### **Overview of findings, recommendations, and next steps:**

##### Results

- We were able to recruit and hire 3 new peer mentors and add 2 additional peer advisors. Working with CTL we are working on having the 2 peer advisors assigned for a year to ensure continuity after training and a better holistic experience for the peer advisor
- The student engagement recruitment effort yielded outreach to 7,133 students. Further, we have been successfully able to reach out to 236 new transfer in students and connect them with a point of contact (incorporating the mentorship experience) in support of their entry into LaGuardia
- The student staff ratio without the peers was 4,577:1 with the peers it is 1,716:1 - representing a 37.5 % difference in the student staff ratio

##### Resulting Actions

- The Peer training curriculum was refined and expanded to incorporate transfer students, credit evaluation, shadowing of Advisors, reverse shadowing of peers and a virtual framework

##### Recommendations & next steps

- Continued Institutional Support of the Transfer Peer Mentor Program to sustain student engagement and grow student empowerment
- Work with IR & IS to effectively collect and manage data on the measuring the free-standing sessions impact
- Standard Peer Mentor data report model template
- Excel Training for the team to facilitate data analysis
- Design and implement Mentor training feedback survey

## **Overall summary**

The one-year assessment of the Transfer Services' department in the division of Student Affairs highlights the department's responsiveness to the needs of the students and the college community. During this period of unprecedented circumstances, COVID-19, remote work, personnel reductions and falling enrollment the department has demonstrated its commitment to its mission, the students and the college's strategic initiatives through data-informed planning and outcomes assessment.

The findings of this assessment reveal the COVID impact on goal 1 objective 1.1 for increasing student participation in Transfer Services' events. The data reveals a 71% decrease in student participation over last year. It also highlights the department's strategic approach to incorporate more innovative solutions to engage students and the need for institutional policy support to address the fundamentals of engaging students in a virtual environment while balancing student information overload. The data further demonstrates that with the addition of the new engagement measures the participation numbers rose to 73% of last year's level a 44% increase over the 29% participation level without the measures.

The findings further highlight the COVID impact on objective 1.2 to increase the college community's knowledge on the transfer process. The data collected from these activities was to provide a baseline metric for future assessments. However, the COVID impact did not allow for the larger engagement of the college community outside of the student population. The Advising survey outcomes showed 99% of students responding (n=146) indicated that they agree to strongly agree to the following questions:

1. My transfer advising session helped me better understand the transfer process
2. I learned new information from the transfer advising session that I did not know before

The assessment findings for goal 2 objective 2.1 to strengthen the Transfer Peer model and minimize the service gaps in staffing support revealed that the goal was met. The data revealed student engagement recruitment efforts yielded outreach to 7,129 students with the addition of 3 peer mentors and 2 peer advisors to the TS team. The Peer Mentors connected with 95 mentees & 80 new mentee forms were submitted.

The student staff ratio without the peers was 4,577:1 with the peers it is 1,716:1 -representing a 37.5 % difference in the student staff ratio. The Peer training curriculum was refined and expanded to incorporate transfer-in students, credit evaluation, shadowing of Advisors, reverse shadowing of peers and a virtual framework. SLO surveys showed a 99% of students responding to the advising survey indicated that they agree to strongly agree to learning new information during their engagement.

The implementation of free-standing sessions lead by peers on most frequently inquired about topics by students made available time for the professional advisors to design, prepare and offer webinars/workshops as well as additional advisement sessions. The data from the start of the free-standing sessions will be used as the baseline for future assessments.

## **Appendices**

**Appendix A – 2019 -2020 TS Events Calendar**

**Appendix B – Train the Trainer Curriculum**

**Appendix C - Peer Mentor Curriculum**

**Appendix D - SEMs data Fall 2019 – Spring 2020**

**Appendix E – Transfer Advising Survey Results**

**Appendix F – Webinar sessions Survey Results**



# Annual Assessment Report

## EXECUTIVE SUMMARY

As the final step of the AES assessment process, each AES unit is required to submit an Executive Summary. The Executive Summary is a short document which provides an overview of the Unit, and the overall assessment process, highlights key findings and provides recommendation and next steps.

**Typically, an executive summary is in the following format:**

Unit name: Students Right and Responsibilities

Assessment year: 2019-2020

### **The unit's mission**

To educate, promote and ensure the management and maintenance of the College's Policy and Procedures on Student Conduct and Academic Integrity. To contribute to a College -Wide environment that supports and promotes Due Process as an essential tool for students to effectively exercise their rights.

### **Assessment results by goal and objectives**

**Goal 1:** Provide outreach, educational materials and advisement to students regarding the Student Code of Conduct, Due Process, Academic integrity and system wide processes.

#### **Supporting Strategic plan goal:**

3. Enrich the Student Experience
4. Build Inclusive Community to Achieve the College Mission

#### **Objective/outcome 1.1**

Ensure that Students know about their Rights and Responsibilities

#### **Measures:**

- The creation of a new Student Conduct Policy abstract to be distributed in 2020-21

#### **Overview of findings, recommendations and next steps**

- There was a delay in finalizing the printing abstracts because of COVID-19, but they will be produced via virtual platform for 2020-21. Since the abstracts will not be printed, they will be disseminated via virtual orientations and workshops.

#### **Objective/outcome 1.2**

Ensure that Students receive and have a general understanding of the Policy

#### **Measures:**

- The creation of a new Student Conduct Policy abstract to be distributed in 2020-21

#### **Overview of findings, recommendations and next steps**

- There was a deterrence from producing the printed version of the abstracts due to Covid-19. In replacement, a short video will be produced by Spring 2020/2021 highlighting key aspects of the "Do's & Don'ts" of the Student Conduct Policy. The video presentation will be incorporated into student virtual orientations and seminars.

**Objective/outcome 1.3** Ensure that students directly receive comprehensive material about the College's Policy on Academic Integrity

#### **Measures:**

- The creation of a new key aspects of Academic Integrity abstract to be distributed in 2020-21

#### **Overview of findings, recommendations and next steps**

- Initial projections based on direct distributions was incapable of being assessed due to the Colleges interim conversion from in person contact to remote environment.

**Goal 2:** Decrease risk behaviors through intervention and appropriate sanctioning.

**Supporting Strategic plan goal:** 3. Enrich the Student Experience

**Objective/outcome 2.1** Reduce the number of students found responsible (guilty) of allegations of student conduct violations.

**Measures**

- The number of student violations

**Overview of findings, recommendations and next steps**

- While the number of violations decreased more in 2019-20, this is likely to be, at least partially since students were not on campus in spring and summer 2020 due to COVID-19. We will continue with the 2019-20 actions (Work with students and faculty. Provide existing guidelines and publications.) in 2020-21. Note that while drop in violations is evident, the 2019-20 results are not final.

**Overall summary**

The development of the abstracts is still a Work in progress, mainly as a result of the disruption to our ongoing activities and the transition to virtual working and learning due to COVID-19. We are adopting our publications to the online environment and most of the information will be virtual. We are also adopting our publication to include information that is COVID-19 related. We will continue to work with Faculty/Staff to educate and enhance students' developments and provide appropriate guidelines and publications to our students and faculty.

**Appendix**

- Appendix A – 2018-19 and 2019-20 violations

# Annual Assessment Report

## EXECUTIVE SUMMARY

As the final step of the AES assessment process, each AES unit is required to submit an Executive Summary. The Executive Summary is a short document which provides an overview of the Unit, and the overall assessment process, highlights key findings and provides recommendation and next steps.

**Unit name:** Conversion Team and Student Information Center

**Assessment year:** 2019-20

### **The unit's mission**

The mission of the Student Information Center and the Conversion Team is to support access and degree completion by connecting with our diverse prospective and enrolled student population, and providing relevant information and services paramount to their enrollment and success.

### **Assessment results by goal and objectives**

**Goal 1:** Strengthen the communication between LaGuardia and newly admitted students by reinforcing the messaging from other departments regarding student services and other matters that are critical to student academic progress and degree completion.

**Supporting Strategic plan goal:** 1-Build Student Access and Success

#### **Objective/outcome 1.1**

Increase the minimum number of contacts with students who accept LaGuardia's offer to at least 3 within the enrollment period.

##### **Measures:**

- Number of contacts & communications made with students throughout the critical enrollment junctions

##### **Overview of findings, recommendations and next steps**

###### Results (see Appendix 2)

- Fall 2019: 14,182 admitted, 5,593 received the information - 5 contacts per student
- Fall 2018: 14,503 admitted, 6,300 received the information - 4 contacts per student

###### Analysis resulting actions and future initiatives

- Arranging communications to provide timely information and foster incoming student enrollment depends upon collaboration with all enrollment departments. See Appendix 1 for communications overview.

#### **Objective/outcome 1.2**

Maintain use of various communications media to connect with students and facilitate their enrollment in classes.

##### **Measures:**

- Utilize Connect/CRM system to determine student engagement level by each form of media (feedback to calls, workshop evaluations and access to links within portal, emails, and texts outreach, etc.)

## Overview of findings, recommendations and next steps

### Results

- SIC worked with ISS on SCORE/Student Communications Outcomes for Retention and Enrollment system. Development began but halted due to staff resources and COVID.
- This system will enable measure of student engagement with each message and media.

### Analysis resulting actions and future initiatives

- Effective communication with students – in-person, by phone, through email, text, chat, online posts, social media, etc., is dependent upon many factors. SIC utilizes multiple formats to maximize reach and student engagement. Prior to implementation of the SCORE system we will continue to use multiple media to reach students and review student view rates and link clicks in emails and VIP portal, as well as responses to texts and emails. Focus to be on “accepting the admissions offer” and then maintaining contact on a short 2 to 3 week schedule.

**Goal 2.** Work collaboratively with other departments to provide students with accurate information and resources that facilitate their enrollment process.

**Supporting Strategic plan goal:** 1-Build Student Access and Success

### **Objective/outcome 2.1**

Work closely with NSAR, Testing, CLIP, CUNYStart, Financial Aid, Registrar and USIP at each critical enrollment junction from students' acceptance of LAGCC offer to registration.

#### **Measures:**

- Frequency of contacts and referrals to other departments/ by type of inquiry.

## Overview of findings, recommendations and next steps

### Results

- Overall frequency of contacts is dependent upon outside-departments and varies 3 to 4 weeks. Enrollment for Fall semester averages 3.5 weeks and Spring semester averages 2.5 weeks.

### Analysis resulting actions and future initiatives

- Each department has posting on the students' VIP portal and mention in at least one general email and at least 2 contacts for follow-up (email and/or text). The message and timely posting is set each semester with the department's approval. SIC staff are cross-trained in providing information and making referrals for department/program follow-up.
- Data collection and tracking needs development to improve accuracy and reporting. Linking SEMS data to student actions recorded in Connect has not been possible. The SCORE system, when available, will be able to provide needed report. This support is needed to identify effectiveness of specific outreach efforts.

### **Objective/outcome 2.2**

Develop and maintain schedule of communications to facilitate student progress through enrollment steps in partnership with New Student Enrollment departments\* and Marketing & Communications

#### **Measures:**

- Implement the newly designed Master Schedule (coordinated calendar) of linked messages that coincide with student admission and enrollment status and prompts for "next steps" in enrollment completion.

### **Overview of findings, recommendations and next steps**

#### Results

- Implemented for Fall 2019. Materials updated throughout semesters based on process changes.
- In Spring 2020 temporarily moved from Connect CRM to Constant Contact and messages were revised to ensure completeness and continuity due to the new functionality. Spring 2020 students received 4 planned communications with follow-up as student requested. This was a reduction by 2 outreach efforts.

#### Analysis resulting actions and future initiatives

- Materials updated throughout semesters based on process changes.
- President's and Admissions emails revised to clarify how to accept admissions offer and log into VIP; testing emails removed from cycle due to changes in CUNY testing, Enrollment Coach became an enrollment overview email and included financial aid and scholarships, advising and registration became a series of emails. All changes made in relation to department changes.

### **Overall summary – still needed**

- Providing easy access to LaGuardia enrollment services continues to be the main purpose of the Student Information Center. The department's services expanded beyond the Welcome Center, workshops, email, text messages, incoming call service and outbound call projects with the implementation of Live Chat in October 2019. This new contact point and enabled 300 (average) Chat contacts per month.
- Moving into the post-COVID work environment the SIC will revise content of LaGuardia VIP and process emails to provide assistance with enrollment through online and on-campus information. SIC will continue to deploy in-person, email, text, Live Chat and VIP tools for proactive and responsive interactions with new admits.

### **Appendices**

- Appendix 1 - Communications Overview
- Appendix 2 - Contacts and Engagement

## 2019-20 Annual Assessment Report

### LAGUARDIA COMMUNITY COLLEGE OFFICE OF COMPLIANCE AND DIVERSITY/OFFICE OF THE TITLE IX COORDINATOR EXECUTIVE SUMMARY

Unit name: OFFICE OF COMPLIANCE AND DIVERSITY/OFFICE OF THE TITLE IX COORDINATOR  
Assessment year: 2019-20

The mission of the Office of Compliance and Diversity is the commitment through policy and practice to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without discriminating on the basis of actual or perceived race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, pregnancy, status as a victim of domestic violence/stalking/sex offenses, unemployment status, credit history, caregiver or familial status, prior record of arrest or conviction, or any other legally prohibited basis in accordance with federal, state and city laws.

The mission of the Office of the Title IX Coordinator is preventing and addressing sexual harassment and sexual violence throughout the College community through training and investigation.

#### **Assessment results by goal and objectives**

**Goal 1:** Recruit, employ, retain and promote a diverse faculty and staff

**Supporting Strategic plan goal:** 4- Build Inclusive Community to Achieve the College Mission

**Objective/outcome 1.1:** Recruit a diverse applicant pool by measure of # of female/minority applicants that actually apply to the College's job postings compared to Dept. of Labor data indicating the statistical availability of female/minority applicants.

#### **Strategy**

- Ensure that the search committee evaluating candidates during the resume review and first round interviews is diverse in ethnicity and gender, with specific emphasis placed on ensuring that underutilized ethnicity/gender for a specific job group/LaGuardia CC division/department are represented in the committee.
- Review applicant pool self-identification data to ensure that, statistically speaking, there is adequate representation of female and minority candidates.
- Advertise in culturally diverse publications, with attempts to target specific female/minority groups where there is underutilization in a specific job group/LaGuardia CC division/department.

#### **Data reviewed:**

- Year over year applicant pool review from time period from 7/1/18-6/30/19 and 7/1/19-6/30/20.

#### **Limitations:**

- Data:

- Applicant data received from CUNY Central CIS, so the College cannot independently authenticate data utilized.
- Applicants are not required to divulge their ethnicity/gender.
- Job opening-specific data can appear to be missing certain information for particular applicants (i.e. some jobs will list a small percentage of individuals who chose not to identify gender/ethnicity and others will have a much larger percentage)
- Policy
  - LaGuardia is by and large bound to follow specific search procedures provided by CUNY Central Office.

**Findings:**

- Women applied to many postings at a lower rate than would be expected given Dept. of Labor data.
- Minorities applied more in the 2018/19 measuring period than the 2019/2020 period with no clear explanation.

**Suggestions for Improvement**

- Having a diversity advocate in tax-levy searches.
- Increased advertising budgets for departments.
- Increase budgets for memberships to various organizations, listserves, etc.
- Crowdsourcing job opportunities through our constituency.
- Direct communication between LaGuardia CC and the higher education institutions that are receiving job openings.

**Outcome/Objective 1.2:** Increase the proportion of diverse faculty and staff that are retained.

**Strategy:**

- Issue clear guidelines on tenure and promotion, develop female/minority tenure and promotion workshops, and propose diversity advocates in tenure in College-wide P&B deliberations.

**Data reviewed:**

- Review the number of faculty/staff who separated from the College between the periods of 7/1/18-6/30/19 and 7/1/19-6/30/20.

**Limitations:**

- Data:
  - The College does not discern reasons for separation- practically speaking, there is no data evidence available to the Chief Diversity Officer to determine the reason why an individual faculty or staff member separates from the College (i.e. termination, retirement, voluntary separation).
- Policy
  - The Office of Compliance and Diversity does not conduct exit interviews and is not generally notified when an individual faculty member or employee separates from the College.

**Data Findings:**

- Separation data is not specific to determine when and why an individual separates from the College, so it is difficult to evaluate the strategy.

### **Suggestions for Improvement**

- Office of Compliance and Diversity receive notice of separation as well as feedback from exit interview from the Office of Human Resources
- Debriefing managers of separated employees to gain insight as to why the employee separated and whether or not steps were taken prior to the departure.
- Collaborate with Human Resources to review current onboarding and separation procedures.
- Collaborate with Academic Affairs to review current faculty onboarding and separation procedures.
- Collaborate with affinity groups to develop workshops for faculty who self-identify as BIPOC, LGBTQIA, and female.
- Disseminate College's Affirmative Action Plan to the LaGCC community (meeting scheduled with President Adams to discuss methodology for dissemination).

### **Goal 2- Educate and train the College community regarding sexual misconduct and foster an environment that encourages the reporting of these incidents.**

**Support Strategic Plan/Goal:** - 4 -Build Inclusive Community to Achieve the College Mission

#### **Strategy**

- Provide opportunities for in-person sexual misconduct training.
- Advertise ESPARC as an online training alternative to in-person sexual misconduct training.

#### **Data reviewed:**

- Year over year applicant pool review from time period from 10/1/18-10/1/19 and 10/1/19-10/1/20.

#### **Limitations:**

- Policy
  - The CUNY Policy on Sexual Misconduct was revised in August 2020 to reflect newly issued Federal Department of Education rule issued in June 2020. LaGuardia CC has not received a revised training presentation.
- Coronavirus
  - The Coronavirus has eliminated the possibility of in-person trainings for employees who are not normally required to utilize their email systems (i.e. Custodial Staff and Public Safety Staff).

#### **Findings:**

- 4% increase in ESPARC completion rates (2018/19-2019/20).
- Over the timeframe in question- From 10/1/18-10/1/2020 Total Non-Pedagogical Employees Trained- 493, Responsible Employees Trained- 133

### **Suggestions for Improvement**

- Data should be parsed out to reflect pedagogical employees who were trained in-person.
- Possible development of Sexual Misconduct Training that reflects the changes to the Policy.
- Collaborate with President and Executive Council

### **Goal 3: Investigate complaints and reports of discrimination and harassment thoughtfully and impartially and provide timely and effective resolutions**

**Objective 3.1:** Provide timely investigative reports to the Office of the President

**Objective 3.2:** Ensure timely communication with complainants/respondents



The assessment of this Goal was dropped so goals 1 and 2 could receive sufficient attention

**Overall summary**

As was indicated in the summary, some of the measures that were originally selected were problematic. In some instances the office received the data from CUNY in a way that was not very useful. In other instances, the office does not have a direct control on the activities that impact the results and therefore cannot be accountable for impacting or improving them. The 2020-21 assessment will focus on objectives and measures that the office has control over, and initiatives that will be able to be impacted more directly.

Furthermore, the College is currently in the processes of hiring a Higher Education Officer who will focus on developing and evaluating Diversity and Compliance programmatic content. Consequently, the future direction and initiatives of the Office of Compliance and Diversity will likely be reviewed and revised to reflect the vision of the new leadership.

**Appendices**

No appendices were provided.

# Annual Assessment Report

## EXECUTIVE SUMMARY

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**Unit name: LaGuardia Performing Arts Center (LPAC)** Assessment year: **2019-20**

### **The unit's mission**

LaGuardia Performing Arts Center (LPAC), the most diverse and inclusive performing arts center on a college campus in the country, has played a key role as a cultural bridge between artists and audiences for nearly 40 years. Dedicated to amplifying the voices of emerging storytellers from all over the world, LPAC produces vital, high-quality and culturally relevant theatre, dance and educational programming for New York City Audience's and beyond.

### **Assessment results by goal and objectives**

**Goal 1:** Amplify new voices with diverse, socially responsible and inclusive theatre, dance and educational programming for audiences in Queens and the surrounding communities.

#### **Supporting Strategic plan goal:**

- 2- Strengthen Learning for Students - and for Faculty, Staff and the College
- 3- Enrich the Student Experience
- 4- Build Inclusive Community to Achieve the College Mission

#### **Objective/outcome 1.1**

Increase LaGuardia Performing Arts Center's national and international visibility and reach.

##### **Measures:**

- Annual production metrics through programming calendar demonstrating at least 2 relationships. Copies of articles written.

#### **Overview of findings, recommendations and next steps**

##### Results

- Despite the COVID-19 pandemic we successfully increased our visibility by developing relationships with college presenters in Morocco.

##### Analysis resulting actions and future initiatives

- Despite the COVID-19 pandemic we successfully increased our visibility by developing relationships with college presenters in Morocco.
- We plan on Present the Amazigh Film Festival in November with Habiba Boumlik and Lucy McNair

#### **Objective/outcome 1.2**

Continue to develop existing and new relationships with developing, mid-career and established artists locally, nationally and internationally.

**Measures:**

- Number of new artists working at LPAC on an annual basis as recorded in the programming calendar.

**Overview of findings, recommendations and next steps**

Results

- Worked with and presented the work of emerging artists in dance and theatre. We presented the work of 10 emerging choreographers with 35 emerging professional dancers. Presented the work of 7 emerging playwrights with 27 emerging professional actors. Cancelled NUVU Festival due to pandemic. Moved work to an online platform.

Analysis resulting actions and future initiatives

- The state of the performing arts in New York City during the pandemic is very precarious and LPAC is no different. We were effective in moving to online platforms to present altered versions of the works initially planned for our theaters. We have continued through the Fall and Winter to do the same, with plans to do the same in the Spring of 2021.

**Goal 2.** Establish and expand LPAC's model as the only performing arts center closely integrated with a college system, for increased collaborative and supportive relationships between performing arts centers and City University of New York institutions.

**Supporting Strategic plan goal:**

- 2- Strengthen Learning for Students - and for Faculty, Staff and the College
- 3- Enrich the Student Experience

**Objective/outcome 2.1** Maintain our collaborative partnership with the Theatre Program.

**Measures:**

- Number of students hired as ushers and produce the Theatre Program's shows. Tracked through our budgeting process.

**Overview of findings, recommendations and next steps**

Results

- Due to COVID-19 we cancelled Humanities Production of the Wiz, however maintaining our relationship. Limited budget and work for hiring students.

Analysis resulting actions and future initiatives

- We moved the Humanities productions for Spring and Fall 2020 to on-line platforms. We have no budget for a Spring 2021 on-line production. We hope to have funding and the ability to perform live over the Summer of 2021.

**Objective/outcome 2.2**

Maintain current high-level support for over 650 college programming events annually.

**Measures:**

- Number of events scheduled for the theatre from internal resources.

## **Overview of findings, recommendations and next steps**

### Results

- Due to COVID-19 we switched to online support. Limited outreach to other divisions.

### Analysis resulting actions and future initiatives

- We have supported events for the Archives and College initiatives around Diversity Equity and Inclusion. Support in other areas has not been sought and we cannot utilize the physical spaces.

**Goal 3.** Provide culturally relevant, inclusive and socially responsible performance programming to audiences in New York City.

### **Supporting Strategic plan goal:**

3- Enrich the Student Experience

4- Build Inclusive Community to Achieve the College Mission

**Objective/outcome 3.1** Increase community relationships within Queens and the surrounding boroughs.

### **Measures:**

- Through LPAC's Vendini software ticketing program we will track the number of new audience members from Queens and the number of new partnerships developed.

## **Overview of findings, recommendations and next steps**

### Results

- After changing our platform in March because of the pandemic we adjusted programming. Presented 6 plays, two dance events, and 5 concerts addressing the diversity of Western Queens. We have also moved to a new ticketing system.

### Analysis resulting actions and future initiatives

- I believe the events for the community were successful. Numbers are difficult as we made them free to the Public and did not use our ticketing system for sales. We are in the process of looking over Social Media analytics and gathering attendance numbers.

## **Overall summary**

The future of LPAC is difficult to predict at the moment. The ability to perform in our spaces LPAC is in the same situation as all nonprofit theaters across the City are closed. The City Council has approved outdoor closed street performances beginning in the Summer and we are looking at that possibility. The process and rules will be released in early February.

## **An Appendix**

- No appendices were included.