



## **2020-21 AES Executive Summaries**

### **Academic Affairs**

## Annual Assessment Report EXECUTIVE SUMMARY

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

**Assessment year:** AY 2020-21

### **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 2019 cohort  
Retention: +10.0 percentage points next semester. (+17.0 for Fall 2018 cohort)  
Credits: +1.5 credits in first year. (+0.7 Fall 2018)
- *Overview of recommendations and next steps*  
We will monitor the dip in retention rates from Fall 2019 to gauge the impact of the pandemic on initial enrollment vs. final enrollment in Spring 2020.

#### **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).  
Next-term persistence for advised students (new)  
#C2C interventions and Resolve Rate (new)
- *Overview of findings or outcomes*  
The Adv. 2.0 model was put on hold, including the expectation to complete Student Success Plans  
Despite remote learning & shift from Adv. 2.0 model, next-term persistence increased in Fall 2020 (78% vs. 76% Fall 2019).  
+210.8% in Fall 2020 C2C Interventions compared to the Spring 2020 baseline (1,532 vs. 493; recorded 1,512 interventions in Spring 2021, 1,322 in the first session & 190 in second session.)  
+4.0 point increase in Spring 2021 Interventions "Resolved" rate compared to Spring 2020 baseline (64% vs 68%)
- *Overview of recommendations and next steps*  
Leaders in Academic and Students Affairs have begun meeting to discuss changes to the advisement model as more classes begin to meet in person in Fall 2021. Working with input from members of the Advising Council, the IS team in IT continued to adjust the Interventions tools to improve this work.

**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." (SLO)
- *Overview of findings or outcomes*  
84.4% of FYS and Capstone students in Fall 2020 indicated they connect ideas in ePortfolio courses and workshops to prior experiences/ knowledge. This decreased from 86.8% the previous fall and 85.9% Fall 2018.
- *Overview of recommendations and next steps*  
The ePortfolio Leadership Team has been on pause during the pandemic, as team leaders in Academic Affairs have shifted their support to remote learning. We will restart the ePLT in 2021-22.

**Objective/outcome 2.2**

Increase course completion rates for students in target courses.

- *Measures*  
Completion rates in courses taught by CTL seminar participants compared to sections with no participants. % reporting applied learning from seminars.
- *Overview of findings or outcomes*  
14.0 point higher course completion in target courses for Showcase ePortfolio: 90.9% target courses vs. 76.9% for comparable sections. (-1.5% points in AY19-20 for Capstone and ePortfolio seminars )
- *Overview of recommendations and next steps*  
All 7 participants who responded to survey indicated implementing a project, but we must increase survey completion rates in these online seminars.

**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 2020: 12,053 Deposits in 244 courses. (Decreased from 16,426 deposits in 334 courses Fall 2019.) The average # of deposits per course was 49.4 per course this year versus 49.2 in the year prior.
- *Overview of recommendations and next steps*  
We are reconsidering a change in how we report this outcome, i.e., as a % of enrollments in targeted courses rather than an absolute #.

**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. (SLO)  
Benchmark Reading scores from previous years. (SLO)

- *Overview of findings or outcomes*  
2020-21 Benchmark Readings: Valid Score Sets: 2,690 [2,619 in 2019-20]  
*Learning Competencies:* IPS: 5.49; Global: 4.36; Integrative Learning: 4.48 [5.47; 4.36; 4.59 in 2019-20]  
*Communication Abilities:* Written: 6.30; Oral: 5.42; Digital: 5.08 [5.77; 5.91; 4.66 in 2019-20]
- *Overview of recommendations and next steps*  
45+ credit averages increased over last year in IPS (+0.4%), Written (+9.2%), and Digital (+9.0%), and achieved or surpassed the target. The averages remained the same as last year in Global and decreased in Integrative (-2.4%) and Oral (-8.3%).  
We expect to offer a Focus Seminar in Oral Communication in the spring, which will be the first time offering this support. In addition to an Oral Communication Focus Seminar, we will do more analysis of our Global Learning outcomes to determine effective professional development opportunities.

### **Objective/outcome 3.3**

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

- *Measures*  
Year-over-year comparisons.
- *Overview of findings or outcomes*  
10.9% of artifacts scored 88 compared with 10.0% previous year. However, we saw considerable improvement in Digital Communication: a 1.9 percent point improvement over last year. Oral Communication artifacts had highest rate of 88s.
- *Overview of recommendations and next steps*  
Create resources and communicate to faculty in ear-marked courses.

### **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*  
87.7% (57/65) of the survey respondents reported assignment implementations as a result of seminar participation. (96% (22/23) of respondents from COIL, LC, and WID reported assignment implementation.) (75.4% in 2019-20)  
78.5% (51/65) of all respondents rated seminar experience "extremely useful". (78.3% (18/23) of respondents from COIL, LC, and WID rated "extremely useful". (AY 19-20 was 75.4% implementation and 80.3% 'extremely useful'.)  
22 faculty in Focus Seminars designed General Education assignments.
- *Overview of recommendations and next steps*  
We saw +12.3 percent point increase in assignment implementation over the previous year (75.4%), and the seminar experience rate surpassed the target. While positive, we will implement a process to improve the seminar participant survey response rate. The final session for the Spring 2021 Focus Seminars is a showcase this fall—we will encourage participants to submit these to the Assignment Library.

**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.

% reporting applied learning from seminars.

- *Overview of findings or outcomes*

Courses taught by inclusive pedagogies seminar participants had 1.6 point higher completion than courses taught by non-CTL participants. (77.9% vs. 76.3%);

Students taught by Beyond the Pandemic seminar participants had 1.1% point above the courses taught by non-participants. (79.0% vs. 77.9%) (+7.0 higher completion in 2019-20 for students in target courses (Language Across the Curriculum, Access & Ableism)).

100% (33/33) of the survey respondent in LAC, WGS, DEI, and BP reported that they applied learning from seminars.

- *Overview of recommendations and next steps*

Increases in pass rates are below the target but remain positive. The year-long Language seminar had a 6.4 point higher course completion; DEI had +2.7 point completion; Gender & Sexuality showed -3.2 point completion. Completion with a C or higher in Beyond the Pandemic was 3.7 points higher for students in participants' courses. CTL's 2021-22 Strategic Plan includes a goal to implement a Council where these data can be shared and discussed in greater depth with partners. We expect to bring more transparency and opportunity toward addressing this area of the College's goals.

**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*

One-year retention and graduation rates for students starting CTL peer mentoring roles in Fall 2019/Spring 2020.

- *Overview of findings or outcomes*

For peers starting in Fall 2019: 100% retention/grad rate for SSMs, for PAs, and for STMs thru Spring 2021. (100%, 93.8%, 100% respectively in Fall 2018 cohort.)

For peers starting in Spring 2020: 100% retention/grad rate for SSMs and 94.7% for PAs; no new STMs hired in Spring 2020.

- *Overview of recommendations and next steps*

The results show the success of the program. For peers starting in Fall 2019, there's 15.4% increase in STM rates and 6.2% increase in PA rates compared to last year's data. We adjusted the measure to 1-year outcomes as recommended last year. We did not hire new peers in several programs last fall because of late budget decisions; this will reduce the cohort sizes for assessment next year.

**Overall summary**

Throughout 2020-21, staff in the Center continued to support remote learning through seminars, workshops, resource development, and peer supports. CTL staff and their collaborators helped faculty become more acclimated to the pedagogies of online synchronous instruction and created spaces for them to prepare for asynchronous instruction. As demonstrated, the Center sustained outcomes in most areas comparable to previous years; at the same time, Center leaders included new metrics and activities to support remote learning, such as a well-attended workshop before the Spring 2021 semester for faculty using of the Interventions tool co-designed by IT, Student Affairs staff and Academic Affairs. In addition to the above, the CTL team helped create activities for Instructional Staff, Spring Opening Sessions, and an end-of-the-year check-in with Faculty.

The most significant challenges concerned coordination and communication around student-facing support, as faculty and staff across divisions strived to address students' needs while processing evolving university directives. As staff balanced their work, some areas did not receive equal attention, e.g. survey response rates in CTL seminars. CTL directors will address this issue in 2020-21.

The Center is the unit often called upon to respond to and support new CUNY and LaGuardia initiatives, such as the HyFlex instructional modality. We have been fortunate during the pandemic to identify concerns and collaborate across the College to find solutions. A significant part of this nimble responsiveness is the continual input about the student experience from our various peer mentoring programs; the insights of these student-employees continue to support the expansive reach of CTL learning inside and outside of the classroom.

### **An Appendix**

- The completed 2019-20 and 2020-21 assessment plans are online in the AES SharePoint site.

# 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: LaGuardia Performing Arts Center (LPAC)** Assessment year: **2020-21**

### **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**

- We produced 15 performances approaching our target of 16 performances: In partnership with Identity Crisis Theatre we presented a virtual production of Mia! as well as maintained our regional audience base. We presented: 4 concerts, 4 plays, a virtual Emerging Choreographer Series, 5 films to an International audience for our Amazigh Film Festival.

##### **Analysis resulting actions and future initiatives**

- Despite the shuttering of our physical spaces, we pivoted quickly to online performance platforms and consequently had the ability to reach audiences beyond our local base. We cultivated a new international audience with a little over 3,000 attendees through digital streaming productions. Due to continued Shuttering of our venues we were unable to present anything in person
- Even after returning to our physical spaces we will continue to offer digital streaming programming to continue to grow our regional and international audience base

### **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

Developed relationships with around 100 new and emerging artists including choreographers, playwrights, dancers, musicians, and actors through the Emerging Choreographer Series, CDI, Rough Draft Festival, MENA Festival and the Music Matters Series.

##### Analysis resulting actions and future initiatives

- Through the shift to online programming we were able to work with a wider berth of artists beyond our regional community including across the nation and internationally.
- In keeping partial streaming programming we will be able to develop new relationships with national and international artists for their work to be shown virtually and in-person.

**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

- Despite the shuttering of our physical spaces, we continued our collaborative partnership with the Theatre Program and LAGCC Archives, working on both the virtual CUNY Pride Celebration as well as producing the Theatre Program's Virtual Production in the Fall of 2020. LPAC employed 5 LGCC alumni and current students, reaching our targets.

##### Analysis resulting actions and future initiatives

- We successfully maintained our relationships within LAGCC by navigating virtual platforms and digital spaces, reaching our target of 5 employed LACC students or alumni
- We will continue to use our virtual/digital spaces to support our collaborations and relationships within LAGCC

### **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

- Maintained a the schedule and Provided digital/virtual support for college programming events as requested by administration.

Analysis resulting actions and future initiatives

- As a result of the shutdown and physical closure of the school we pivoted from in-person support to virtual on an as-needed basis
- Upon LAGCC's reopening we will resume our in person support of the college's programming events

**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

- Through Zoom, YouTube, Facebook and Instagram LPAC tracked 34,532 audience members for our productions. We were unable to separate out new audience members from existing.

Analysis resulting actions and future initiatives

- We maintained and nurtured our community relationships within Queens and the surrounding boroughs. Community Outreach Coordinator attended virtual events and introduced LPAC to various community and outerborough organizations.
- Resume community outreach upon reopening through attending local and community events in Queens and the surrounding boroughs as well as maintain the virtual connections within the community

**Overall summary**

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 connecting emerging artists to established arts organizations. Dedicated to amplifying the voices of emerging storytellers from all over the world, LPAC produces vital, high-quality and culturally relevant theater, dance and educational programming for New York City Audience's and beyond.

In the 2020-2021 Assessment year, LPAC maintained the goal of amplifying new voices with diverse, socially responsible and inclusive theater, dance and educational programming for audiences in Queens and

surrounding communities. As such, in 2020-2021 LPAC successfully increased our regional, national and international visibility by presenting such events as the Amazigh Film Festival in November of 2021 as well as the MENA (Middle Eastern, North African Artists) Theater Festival. This programming served to cultivate a new international audience through digital streaming productions and maintained our regional audience base.

Additionally, LPAC continued to develop existing and new relationships with developing, mid-career and established artists, regionally, nationally and internationally with our 8th annual Emerging Choreographers Series, The CUNY Dance Initiative and selected works from the Rough Draft Festival. This programming served to develop new works with artists representing unheard voices. Through the shift to online programming we successfully cultivated relationships with a wider variety of artists beyond our regional community both nationally and internationally. This programming also maintained our relationship with the Humanities department in developing and presenting work with students and faculty.

Furthermore, in fiscal year 2020-2021 LPAC expanded our role as the only performing arts center closely integrated with a college system through increased collaboration and support for LaGuardia Community College. LPAC employed alumni as college assistants and devised new work with the Theater Program and LaGuardia Archives. Moreover, we virtually supported college programming events as requested by the administration, academic affairs, ACE and student affairs.

Finally, LPAC provided culturally relevant, inclusive and socially responsible performance programming to audiences in New York City, and beyond thus increasing our community relationships with Queens and the surrounding boroughs. LPAC staff attended Queens organizations events virtually, connected and engaged with the community to bring in new audiences and developed and nurtured partnerships with Queens organizations.

Through the launch and development of Beyond the Mask during our online season we advanced Queens Rising with the Borough President's Office and other Queens Cultural Organizations.

In the future we plan on continue and offer digital streaming programming to continue to grow our regional and international audience base and with national and international artists. Upon LAGCC's reopening we will resume our in-person support of the college's programming events and community outreach upon reopening through attending local and community events in Queens and the surrounding boroughs as well as maintain the virtual connections within the community.

#### **An Appendix**

- No appendices were included.

# 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:** 2020-21

### **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:**

- Maintain existing dashboards and retention by major
- Create a flow chart of changes by majors

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

- The existing enrollment and graduation charts were updated. Units participating in Periodic Program Reviews (PPR) are directed to use the dashboards for program specific measures. The dashboards will be updated annually when final enrollment and graduation data are available.
- A retention, graduation and transfer data which was added to OIRA's website last year. However, currently it is not a dashboard but a PDF file with bookmarks. The file is only updated in October because it requires the final CUNY Spring semester data. We will be working on programming it into a Tableau dashboard next year.
- New flow charts, one for initial and current major for recent graduates and the other for annual flow between majors were created and will be regularly updated.

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

#### **Measures:**

- Continue updating the document summarizing OIRA's analytic outputs and reports

- Create standardized remediation, special populations and salary reports in response to community requests and post them either on the website or Institutional Profile

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

- The document was updated (Appendix A)
- Standardized reports were created and used for the Middle States self-study.
  - We modified some of the Institutional Profile table, adding remediation information and subsequent enrollment from CUNY Start, math Start and CLIP. We will also review the existing remediation reports we produce and select what if additional reports can be included in future Institutional Profile publications.
  - However, we did not add the special populations table to the 2021 Institutional Profile. It will be added to the 2022 Institutional Profile.

**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. Expand and review the documentation of 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.
- 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.
- We still need to find a way of systematically reviewing our documentation.

**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. Create and Institutional Effectiveness website
2. Maintain and update the institutional Effectiveness KPIs
3. Update the Strategic Plan goals and objectives measures
4. Update the divisions and department strategies for supporting the Strategic Plan

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

1. An Institutional Effectiveness website was created
  2. The IE KPIs are regularly updated
  3. The Strategic Plan measures are regularly updated
  4. The divisions' and academic departments' workplans were updated
- The initiatives and measures were accomplished as planned. All the updated Strategic Plan documents are available at the IE website.

- We will continued to maintain the institution effectiveness website and update the tracking measure
- We are working with IT on developing a data entry and reporting tool for the divisions and departments work plans

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

**Measures:**

- All units submit Final 2020-21 annual assessment plans and executive summaries
- Provide Training/workshop on AES assessment to the units (at least one)

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

- Final assessment plans and executive summaries are only expected by August-September. All units submitted phases 1 & 2 of their assessment plans and are working on phase. The measure should change to include the final plans from last year and phases 1 & 2 for the present year.
- 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.
- No all executive summary report were finalized by the due date. Hopefully the will all be finalized, by October. The final 2020-21 executive summaries of the AES units will be available on the Institutional Effectiveness website.
- Three Workshops were conducted in April and May.

**Objective/outcome 2.3:** Support assessment activities across campus including periodic program reviews, advisement, First Year seminar, and evaluations of grants

**Measures:** Update the lists of reports and other deliverables for each project annually

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

- A list of all grants and other evaluation projects OIRA is supporting was updated with 2020-21 information (Appendix B). The list will be maintained and continuously updated by OIRA's staff.

**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:**

- Update the list of surveys created or supported by OIRA annually
- Add a survey resource tab to the OIRA website

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

- A table with all internal and external surveys OIRA is either responsible for or supporting was updated (Appendix c).
- The list of surveys will be continuously updated. We plan on posting it on OIRA's website.

- We invested time and resources into creating the institutional effectiveness website which was a new initiative and did not have the resources to also create the comprehensive survey tab. Creating the survey tab was postponed to 2021-22.

### **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. We also support all the phases of the Middle States self-study.

The 2020-21 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 continuous improvement. Success is measured mainly by generating the deliverables, projects, and reports mentioned in our assessment plans - accurately and on time. We also created an Institutional Effectiveness website which provides in one place the most relevant documents: the Institutional Effectiveness Plan, LaGuardia's strategic plan and monitoring documents, assessment related information including assessment of general education, academic programs and AES units, the CUNY PMP, accreditation information, evaluation studies and additional CUNY and national resources.

For 2021-22, we plan on refining existing reports and creating new standardized reports and dashboards where gaps were noted. We also plan on continuing to document the current databases and how they can be maintained and updated. We will also continue supporting the Middle States self-study until its conclusion in June 2022. 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 2022-23.

### **Appendices**

- Appendix A: OIRA's Reports
- Appendix C: Evaluation projects
- Appendix C: Surveys table

## 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: 2020-2021

#### **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.

- **Measures**

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

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

- As a program, we 5323 registered students in pathways courses and 93.7% successfully completed of 3-4 credits with a C grade or better for the 2020-2021 academic year. A 3.7% increase from 2019-2020.
- There was also a 2.7% decrease in the number of students enrolled in pathways courses probably due to the challenge presented to many students by the remote learning only option.
- 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 2021-2022. The on-going pandemic continues to impose uncertain budgets and limited 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.

- **Measures**
  - 1. Successful course completion (Grade C or better)
  - 2. Number of students attending First Year Seminar (FYS) sections
  
- **Overview of findings, recommendations and next steps:**
  - Although the number of students attending the FYS sections is 27% lower than the FYS 2019-2020 enrollment total, the total enrollment exceeded the target number by 6%.
  - A 61% course completion rate was achieved as opposed to the original 85% target. We will continue with fully remote FYS sections as we did in 2020-2021 unless the Pre-College/High School student population falls under New York City's COVID-19 vaccination mandate. We believe in-person classes will bring up the completion rate, but in the meantime, will revise the new target to 75% and improve our Early-Intervention efforts to support student success in the first two weeks of classes to improve attendance and overall engagement.
  - 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 2020-2021, Early College Initiative (ECI) registered 160 students across 36 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).

### **Objective/outcome 1.3**

Objective 3 (CN): Administer Research Assistantships through the STEM Research Academy Program for sophomore high school students.

- **Measures**
  - 1. Satisfaction and Students Learning Outcomes Survey (Spring II 2021)
  - 2. Number of students in internships per year
  
- **Overview of findings, recommendations and next steps**
  - We achieved 71% response rate to the student satisfaction survey and 4 students successfully completed their summer research project which culminated in a virtual poster symposium for all CUNY-STEM Research Academies at the end of August 2021.
  - 100% of the survey participants felt supported by the Instructor/Researcher and her ability to provide academic and emotionally outside classroom time.
  - More than 50% students found the recordings of live lectures served as a crucial learning tool for this biology course.



- The results demonstrate the success of the program with participation rates on target with our goal. The Pinkerton Foundation funds the participants' stipends as well as lab supplies for the Head Research Professor to conduct their research.
- In 2021-2022, the number of summer research assistants will increase to 8.

**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**

- 1. Invite students to the "Day at LaGuardia" event for the academic year and prepare and distribute attendance rosters per event.

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

- In 2020-2021, we continued to host all "Day at LaGuardia" events via Zoom video conferences to abide by social distancing rules imposed by the on-going COVID19 pandemic and 350 students attended themed workshops, a 25% increase from 280 in 2019-2020. (Appendix C).
- The number of students attending the Virtual Workshops is 350, exceeding the original target by 75%. (Appendix A).
- Virtual events have enabled us to grow the attendance steadily and next year's goal will be revised.

**Objective/outcome 2.2**

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

- **Measures**

- 1. Successful course completion (Grade C or better)
- 2. Number of students in the summer academic programs

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

- CN: We met our target and ended up offering two sections of English I Composition again, a section of Critical Thinking, and two extra courses: Reading the Biography and Beginning Drawing with a 100% completion rate. All courses were held online as stand-alone courses. ECI: Overall enrollment increased by 100 students and although the completion rate decreased, 80% of that cohort that remained enrolled earned a C or better.
- For CN, we plan to offer four sections of stand-alone courses for College Now's Summer 2022 with virtual or hybrid instruction if the pandemic were to persist and reduced budgets as well. As for ECI, we plan to keep the enrollment target the same and lower the completion rate to 80% as a more realistic target.
- While the increased enrollment met the target goal in this specific objective, the grades were skewed on the higher end of the grade scale but the withdrawals were higher than expected. This finding indicates there is a more realistic grading metric of 80% while holding the enrollment constant.

### **Objective/outcome 2.3**

Objective 3 (CN): Community Based Organization (CBO) collaborations to promote career explorations workshops to consider LaGuardia for future enrollment.

- **Measures**
  - 1. Satisfaction and Learning Goals Survey (Spring I 2021)
  - 2. Number of students in the spring semester in exploration workshops
  
- **Overview of findings, recommendations and next steps**
  - This objective and goal were to be executed in Spring 2020 and Spring 2021; however, the persistent pandemic and delayed vaccination guidance from the CUNY Leadership did not support our pursuit of this goal. Additionally, most of our student population is not under a vaccination mandate, making all dual credits were opportunities through our Career Technical Education (CTE) school partnerships not feasible through remote learning platforms. Therefore, we will not pursue this objective once again until budgets are aligned, reopening occurs, and mandates are solidified.

### **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 continued to endure programmatic challenges during the 2020-2021 academic year. All course offerings remained on a remote learning modality of instructions for 209 sections the entire year and so did the Pre-College Program Staff per the LaGuardia's leadership directive. Staff and Instructors were flexible and utilized all the technology available to host and teach live courses to all registered students. We met our enrollment and completion rates, and hosted virtual social events to engage with our students outside of our academic range and to abide by the pandemic social 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 2020 and Spring 2021 Campus Events
- Appendix B - ECI FYS Pass Rate 2020\_2021
- Appendix C- Fall 2021 Events Calendar
- Appendix D - Spring II 2021 Pass Rate 2020\_2021

# 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:** 2020-21

### **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 with 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 2021 and be administered in Fall II, 2021

**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 9 FERPA release authorizations were collected and entered in CUNYfirst.
- The audit was performed. Zero mistakes were found. The target of 0 mistakes was achieved.
- In 2020-21 we provided two training sessions to the faculty, staff, and advisors concerning access to student records in CUNYfirst under FERPA policy.
- The training of the advisors about FERPA has helped improve the assistance to the students in filling out the form.
- Next audit will be performed at the end of the academic year 2021-22.

**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:**

- The number of Number of misaligned courses could not be ascertained because due to COVID, the course offering went online. A comparison of data for the misaligned courses was not possible for the year 2021 with prior year.
- We plan to have a comparative analysis done in the year 2022.

**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 and the number of number of underutilized or not utilized classroom space were not examined.
- Continue to participate in the CUNY-wide implementation of new scheduling software.
- Perform a comparative analysis in the year 2022.

**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 improved to 97 percent for year 2020-21 compared to 93 percent for the year 2019-20. Although not reaching the target of 0% misaligned courses, the number of misaligned transcripts was reduced compared to the previous year.
- 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:**

- We continue improving the rates of transcript accuracy with an improvement of 4% (93 vs 97 percent) in the year 2020-21 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 2019-21 will be developed and distributed in Fall II, 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.

# Writing Center Middle States Executive Summary Plan 2020-21

## Annual Assessment Report

### EXECUTIVE SUMMARY

**Unit name: The Writing Center      Assessment year: 2020-21**

#### **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.  
Digital surveys will be administered.
- **Overview of findings or outcomes**  
Responses regarding tutor encouragement:
  1. Single session evaluations administered from 9/20 – 6/21:  
90.8% perceived tutor encouragement; 6.3% did not.  
General Writing Center evaluations administered 9/20 – 6/12:  
93.5% reported encouraging behavior by tutors; 6.5% did not.
  2. General Writing Center evaluations administered from 9/20 – 6/21:  
91.3%% felt better prepared after tutoring; 1.7% did not

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

The target of 90%was reached. The high % of positive responses was supported by emphasis on this component at staff meetings and communications, which will be maintained in Fall 1, 2020.The current

system of 1:1 instead of 2:1 tutoring will also 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.** – Revision Grades were reported by faculty who referred their students to the Writing Center.
- **Overview of findings**  
One hundred and thirty-eight post-tutoring grades were reported by faculty. Only fifty of these were revision grades; the rest were grades of first drafts.  
Eight percent of the revisions improved by three letter grades; sixteen percent improved by two to two and a half letter grades; thirty-four percent improved by one to one and a half letter grades; forty percent improved by a half to one letter grade; two percent did not improve. The average grade before tutoring was a C; after tutoring, it was a B+. See Appendix p.2

#### **Next steps**

The survey will again be administered in 2021-22. Tutors will again record original grades (or no-grade) on session reports, and instructors will be asked to provide follow-up grades. Faculty will receive repeated reminders towards the end of the semester to send grade data to the Writing Center.

### **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 % reporting no improvement:

General Writing Center evaluations administered from 9/20 – 6/21:  
87.4% reported improvement; 5% reported little or no improvement  
89% reported a better understanding of what their project needed; 7.7  
% did not.

### **Recommendations and next steps**

The current system of 1:1 instead of 2:1 tutoring will be maintained; the survey will again be administered. Staff meetings will continue to emphasize the critical importance of session summary and review in the closing segment of each session.

### **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 they bring but also become better equipped for their future work. The 2020-21 assessment produced measurements of the stated objectives.

The data shows increased success in creating a sense of support according to student reports, 90.8 and 93.5%, and increased confidence in their preparation for future assignments, 89%. There was a modest increase in the percentage of students who stated that their written drafts had improved as a result of tutoring, 87.4% compared to 84% the year before, but a modest increase in the percentage of students who felt that their drafts had not improved, 2.2% (plus 2.8% who saw minor improvement) compared to 0 %. Online surveys will continue to measure these outcomes. Some data from faculty about actual grade changes, needed for Goal 2, was obtained by using the session reports from tutors to teachers, and replies to those reports from teachers back to the Writing Center specifying grade outcomes. This data seems quite positive, though it has no context. A much larger sample is needed. Faculty will receive repeated reminders to send this data in the coming year. However, because of significant staff turnover, it may prove to be difficult to match last year's draft-grade improvement outcomes with this year's more inexperienced staff.

### **Appendices**

Appendices Writing Center Middle States Report 2020 - 21 submitted Sept 21 2021

- Appendix 1. Encouragement and future preparation
- Appendix 2. Draft grade improvement (faculty reported)
- Appendix 3. Improvement and preparation (student reported)



## **2020-21 AES Executive Summaries**

### **Adult and Continuing Education (ACE)**

## **Annual Assessment Report EXECUTIVE SUMMARY**

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

Assessment year: **2020-21**

### **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:**

**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 and beyond.

**Measures:** Completion of all departmental action plans that led to more efficient financial decisions in FY 21

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

ACE Finance completed Financial Action Plans for each department in the division from FY 19-20 and continues to create regular financial reporting for the use of ACE Leadership and programs to monitor financial operations. ACE's finances were hard hit by lower enrollments during the pandemic and this meant developing new financial tools and activities to pivot quickly and ensure continued program delivery, and where possible, retainment of staff in lieu of the more formal action plans. These activities included weekly briefings with Executive Leadership which presented the financial status of the division from a cash flow and Profit and Loss basis and monitoring of revenues quarterly. Under the new leadership of VP Gupta and Senior Director, Karen Saca, there is now a new monthly budget meeting with leadership to discuss necessary actions to preserve the division's fiscal health so that leadership can make informed decisions in real time. An example of this is using budget and enrollment reports to do last minute advertising pushes and suggest new activities like early enrollment to increase funds in the bank.

ACE Finance is also sharing reporting with deep dive analysis into the division's financial status at quarterly meetings with extended leadership and programs. This was done not only for transparency but

to allow everyone to understand what necessary actions will need to be taken in order to secure the division's financial health.

The results of these actions allowed Leadership to make critical expense reduction decisions in a timely manner. Review of the Quarterly Profit & Loss reports made it possible for ACE Leadership to make sound decisions and cover all costs for fiscal year end. Employing regular financial meetings has also uncovered other areas that need fiscal attention. An example of this is that by having regular meetings, ACE Finance noticed accounts receivables are 100% higher than fiscal year 2020.

### **Recommendations and Next Steps**

Continue to regularly meet with Executive Leadership, prepare monthly & quarterly statements such as cash dashboards & Profit & Loss. Restart Monthly Department Financial meetings. Create fiscal year 2022 budget and focus on 70% / 30% split - spend no more than 70% of revenue generated, in order to leave 30% for Admin support, collective bargaining, marketing initiatives, etc. Due to increase of account receivables review and modify installment payment plan & discount policy. Revise Profit & Loss statements to include accounts receivable for each respective department.

**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**

Individualized dashboards were not able to be completed due to staffing limitations, the pandemic and a shift towards getting all programs onboarded first into the new system before shifting to personalization. However, significant work was done by ACE IT, ACE Enrollment and ACE Finance to work on standardized reporting to meet programs day to pay administrative needs. ACE IT created customized reports with the SIS's report writing tools to provide more specific reports to meet program needs. While staff do not have their own report writing tool, ACE IT is able to add filters, customize appearance, and schedule reports to be sent through email.

## Recommendations 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.

Implementation of the new SIS system has needed to be both nimble and flexible to respond to changing priorities, especially concerning the pandemic. ACE IT and ACE Enrollment, along with input from ACE Finance have been able to pivot and adapt. While this may not mean dashboards for now, significant progress has been made in onboarding programs, ensuring financial operations run and the system meets both the needs of programs and leadership.

Next steps include continued activities around implementation of ACE grant programs to the SIS.

**Goal 3: Develop tracking tools for current and future marketing outreach to help leadership in decision making and where to allocate resources.**

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

Goal 1: Build Student Access and Success

Goal 4: Build Inclusive Community to Achieve the College Mission

**Objective 3.1:** Provide ACE program staff and decision makers with regular information and reports to make informed marketing decisions and improve marketing targets

Note: 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 is being re-instated in Fiscal Year 21.

**Measures:** Develop KPIs for ACE website, Google Ads and Social Media Ads

## Overview of Findings

Beginning in Summer 2020, ACE began working with the Division of Institutional Advancement's Marketing & Communications Department to look at ways in which we could advertise our courses and programs more broadly and effectively. This included placing a couple of social media ads for specific IT courses. Since Fall 2020, ACE representatives from the Vice President's Office, Communications and Enrollment have been working within the college-wide Enrollment Marketing Working Group, headed by Marketing & Communications under Robert Jaffe, which seeks to coordinate marketing efforts across the college in a strategic way to get potential students through our doors and help them find the best path once here.

Within the work of this group, and with close collaboration between ACE and Marketing & Communications, we have been creating and placing targeted social media ads; coordinating late pushes via Google Ads and email marketing; and leveraging the college's social media platforms for more a "soft sell" approach to promoting ACE courses and programs. This work has been based on a quarterly cycle with direction from ACE leadership regarding focus areas for paid advertising. Focus areas have been

determined based on low class breakeven points in conjunction with high yield program and course tuition; current labor market information; education and training in high demand areas and sectors; and the non-credit to credit pipeline. ACE tuition programs have also been surveyed twice this year to determine their marketing needs. During this time, ACE has focused on non-clinical healthcare and Information Technology programs as well as ESL, high school equivalency and more recently electrical and plumbing programs.

Starting in Winter 2021, we began doing late push advertising for targeted courses that needed enrollment in order to run. These late pushes have included working with Marketing & Communications to place Google Ads, drafting and disseminating via Constant Contact eblasts that have focused on these courses, and social media posts that have asked LaGuardia social media followers (most of which are current LaGuardia students) if they know someone who might be interested in these courses.

ACE also organized a marketing workshop for ACE programs, presented by Marketing & Communications. The workshop covered marketing basics and best practices; how to leverage LaGuardia's existing social media channels; using the Social Media Champions portal; and how to make email marketing requests—all ways in which programs can advertise their courses and areas without spending money. We hope to have future marketing workshops that focus on specific areas or best practices.

Analysis - In Spring 2021 we began creating bi-weekly reports on our social media advertising. Ad activity (clicks, cost per click, reach, etc.), combined with the number of leads from ads and enrollment data of the targeted courses, helped us decipher if our paid social media advertising was performing well, how to adjust targets, and how that all translated into enrollment, i.e., what was the enrollment in the courses we were targeting. The enrollment data also showed us where we needed to do late push advertising for courses that still needed more enrollment to run. These valuable reports are a product of the teamwork between Marketing & Communications, ACE Communications, ACE Finance, ACE Enrollment and ACE IT. While this reporting is certainly not an exact science, as there are mitigating factors that make it difficult to directly track enrollment from social media advertising at this point, it is a step in the right direction, especially as we build more campaigns and establish baselines to compare with in the future. Final quarter reports are being shared with ACE programs.

### **Recommendations and next steps**

As we look ahead to Fall 2021 and a new fiscal year, we plan to work with Marketing & Communications on a print advertising campaign that promotes brand awareness for all of LaGuardia as a place where NYC residents and the community can learn English, acquire or upgrade career skills, or obtain their high school equivalency diploma in order to enroll in college and earn a degree. This will be part of our efforts to help rebuild NYC.

All of this work has been captured and plotted on a ACE marketing plan and calendar for FY 2022. While there will surely be adjustments to the calendar as we move forward, it provides a framework—along with the budget—that will guide our efforts for the next year.

Lastly, ACE has just begun thinking about a formal outreach plan to our community and employer partners and CBOs, which will fit into the larger college-wide plan to engage partners in promoting the countless benefits of LaGuardia. An ACE brochure was created in Spring 2020 that we can share and use as a starting point to develop relationships with these valuable entities.

ACE will continue to build upon and develop all of these marketing areas. We truly hope to come away from this challenging time with more innovative and effective methods of attracting students and the community to our top-notch services in ACE and across the college.

### **Overall summary**

ACE's Finance and Administration arm has been the backbone of ensuring continued operations within the division during the pandemic. By ensuring fiscal health and leveraging IT and Marketing assets, the area is assisting Executive Leadership by providing them the data needed to make difficult decisions so that the division can begin recovering the lost enrollments and revenues caused by the pandemic. The coming year provides more opportunities to strengthen these administrative actions as the division hopefully transitions from recovery to growth.

### **Appendix**

- No Appendices were submitted

**Annual Assessment Report  
EXECUTIVE SUMMARY**

**Unit name:** ACE - Business & Entrepreneur Services  
**Division:** Adult and Continuing Education

**Assessment year:** 2020-2021

**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 2,527 businesses during 2020-2021. In the previous fiscal year, we serviced 3,263; a decrease of 22% as of the date of this report.

**Overview of findings:**

Analysis - We continued to service businesses that needed support. Due to the pandemic and its complexities such as shutdowns, social distancing, guidelines, and working remotely, we lost residents in NYDesigns; we are less than 50% capacity. For 10KSB, even though the number of businesses per cohort increased, the summer cohort was postponed, reducing the number of businesses enrolled. Note, that the reporting period does not capture the full picture, as the quarter is not complete.

**Recommendations and next steps:**

Due to COVID, many of the industry events were and still be conducted virtually. We will continue to participate in virtually events and anticipate attending in-person events as the City reopens.

**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:**

99% of business owners reported they were more confident in growing their business as result of the program. This is 1.74% increase from the previous year.

**Overview of findings:**

Analysis- 100% of the 105 businesses that participated in the program responded to the graduation diagnostics to include self efficacy. Graduation diagnostics demonstrated (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).

Results- 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.

Resulting Actions: 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.

**Recommendations and next steps:**

Business advisors and the M & E Coordinator will monitor and track job creation, revenue growth, and contracts awarded via Salesforce. The program switched to using this platform and the program is learning how to utilize the platform.

Baseline diagnostics (Survey) and self-efficacy (Confidence Checklist) are administered prior to start of program. Business owners (Students) complete the graduation diagnostics/survey and self-efficacy. They also fill out a Confidence Checklist on the last day of class.

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**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) Staff maintained and updated 100% of the attendance records for each module
- 2) 60% of businesses grew their revenues
- 3) 10KSB job creation increased by 614% from the previous year. The cluster percentage of job creation increased by 1555% (10,656).



- 4) 10KSB businesses were awarded \$4,904,500 in contracts, a decrease of 54%. The business services cluster however, has seen an increase in the number of awards--\$531,785,242, an increase of 4,126% from the previous year.

**Overview of findings:**

Analysis: 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. The business services cluster however, has seen an increase in the number of awards--\$531,785,242, an increase of 4,126% from the previous year. 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.

Resulting Actions: In order to continue to improve on these outcomes we will continue to provide support to small businesses by assisting with securing contracts, providing education and mentorship, affordable private studios and space to innovative businesses, utilize the funders' measurement system. SBDC SBTRC, NYDesigns, PTAC will continue to be great referral partners for these businesses by providing resources they specialize in.

**Recommendations and next steps:**

- To enhance our work, job creation, revenue generated, and contracts awarded will be monitored quarterly to measure business growth and local economic impact.
- Business advisors solicit information from students to provide updated information.
- M & E Coordinator, newly created position, will validate the information by reviewing the following documentation: (corporate tax returns, P & L statements, etc.
- Business owners meet with Business advisors and M & E Coordinator throughout program until alumni have reached the 30 months of completion milestone.
- Referrals are made to SBDC, PTAC, and SBTRC for assistance with government contracting, loan packaging, and business certifications
- 10KSB personnel follow up with business owners/ 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:**

- 1) CTEA Center and CCPD met 12 times throughout the year to discuss how we can leverage technology and share systems for reporting purposes. Symplicity (Career Connect) was identified as the preferred system to track work-based learning participation for Career Services facilitated CTEA I and CTEA II programs.
- 2) CTEA Center has expanded its services, to include developing work based and experiential learning activities to 15 CTEA I programs in addition to 17 CTEA II programs it traditionally supports.
- 3) The CTEA Center worked primarily with 32 CTEA 1 and CTEA II programs unrelated to experiential and work-based learning activities.
- 4) 209 students participated in work-based and/or experiential learning opportunities developed/coordinated by the CTEA Center.

**Overview of findings:**

Analysis: In FY 20-21, the CTEA Center was charged with collaborating more closely with Student Affairs with the goal of expanding work-based and experiential learning to all students at the college and expanding partnership development work to academic programs. After three presentations to Academic Program directors in FY 20, the CTEA Center met with individual interested programs resulting in an expansion of its partnership development activity, and working closely with 17 academic disciplines, most notable was with Business and Technology, MEC, and English departments. The CTEA Center has traditionally served CTEA II programs and this continued throughout FY20-21. In total, the CTEA Center worked closely with students, faculty, and staff across 32 programs. As a result of CTEA Center activities to develop work-based and experiential learning opportunities through career services, 209 students were able to participate in industry facilitated activities. These activities included internships, career panels, hackathons, mock technical interviews, employer demonstrations, and more.

Resulting Action: The CTEA Center will build upon this pilot year collaboration with student affairs and academic programs. Symplicity/Career Connect will be used to document work-based and experiential learning activities developed/coordinated by career services units. It's been confirmed Xenograde has the ability to import/export data between its platform and Symplicity, but future activities will include related tasks. Our use of Symplicity will require a merger of two instances to resolve a separation of work/data that is currently occurring.

**Recommendations and next steps:**

Merge two Symplicity instances into one instance to be used by career service units to document industry engagement, work-based and experiential learning, and employment related activities. Use Symplicity as both an applicant tracking system and client relationship management tool. - Continue working to expand CTEA services to additional academic programs and deepen collaboration with academic units who we worked closely with this period. - Continue to provide occupation and sector specific career services to students enrolled in CTEA II programs and provide programmatic supports as requested. - Increase the number of students participating in career services led work-based and experiential learning activities facilitated by industry partners.

Establish reporting mechanism by end of FY21-22. / Establish baseline data in all aspects for FY21-22.

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**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:**

Number of industry/employer partner handoffs facilitated by CTEA Center staff (Baseline 2020-21)

**Results:**

55 partners were leveraged and/or handed off to provide experiential and/or work-based learning opportunities in support of CTEA I and CTEA II students/programming.

**Overview of findings:**

Analysis: Although the total number of partners the CTEA Center works with is far greater, our collaboration and activities this year resulted in 55 industry partners and community-based organizations being handed off, or directly facilitating work-based and/or experiential learning activities directly with the CTEA Center.

Resulting Action: Industry and outreach will continue with the goal of expanding work-based and experiential learning activities being offered by CTEA I and II programs, or directly facilitated by career service units themselves.

**Recommendations and next steps:**

Continue sector and occupation driven industry outreach with the goal of increasing the number of new partners being handed off to academic and/or noncredit programs and/or working directly with career services to expand work-based and experiential learning, and employment opportunities.

**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. 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 continue to evolve as it's work broadens, such as establishing a baseline number of industry partners including nature of relationships, academic or ACE program on behalf of, and number of partner introduction/hand-off meetings facilitated and working closely with ACE's Career Development Center.

**Appendix**

- No appendix was submitted.

## Annual Assessment Report EXECUTIVE SUMMARY

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

Assessment year: **2020 – 2021**

### **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 (6/30/21)

### **Measures**

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

### **Findings and Outcomes**

During Fall 2020 there was a 96% retention in Bridge and an average 89% retention in grant funded program. The program retention for Bridge and ABS grant funded was strong for Spring 21 with retention at 95%.

Student retention in HSE programs was higher than in previous semesters and exceeded our targets. Many of students' previous barriers to success such as transportation costs and childcare were no longer major barriers to their attendance 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. Due to COVID and reduced staffing issues, we did not conduct an end of year survey this year but will reintroduce it next year.

### **Recommendations and Next Steps**

While we will continue to offer remote learning in the Fall due to COVID-19, we may offer hybrid classes in the future to better serve our population's needs. Looking for a future retainment level of 70%.

**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 (SLO)

### **Findings and Outcomes**

The pass rates had exceeded our targets. We began offering the TASC exam in February 2021, so we cannot compare this to previous years. In addition to taking the exam, students who had previously taken either the GED or TASC and passed 3 or more subjects, and were enrolled in an HSE Preparation course, were able to earn their diploma through a TASC waiver exemption as per NYSED.

### **Recommendations and Next Steps**

The TASC waiver initiative ended 6/30/21. LaGuardia's TASC Center is open and testing on a limited basis. When and if capacity increases, we will be able to test all the students that are eligible to take the exam.

**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 % of diploma earners enrolled in postsecondary programs

### **Findings and Outcomes**

147 diploma-earners enrolled in college and/or training program in Fall20/Spring21; 70 applications for Fall 21.

### **Recommendation and Next Steps**

39% of the students who earned a HSE diploma have applied for college or training programs approaching the 40% targets. Advisors are continuing to work with diploma earners to support them through the Fall 2021 post-secondary enrollment process.

While we will continue to offer remote learning in the Fall 21 due to COVID-19, we may offer hybrid classes in the future to better serve our population's needs.

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**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 for the % 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

### **Findings and Outcomes**

50% 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.

### Recommendations and next steps:

The program achieved its target. 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.

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:**

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

**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**

80% of the students received services in Health Literacy and Financial Literacy.

#### **Recommendations And Next Steps**

The objective was achieved exceeding its 75% target. This past fiscal year all our workshops were conducted virtually.

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**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**

55% of our students enrolled in our programs, received community services through Functional Literacy, Social Services, Workforce Readiness, Family Literacy, Community Involvement, School Relations, Legal Services and Citizenship.

#### **Recommendations And Next Steps**

The objective was achieved exceeding its 50% target. All our services were virtual via workshops and one-on-one advisement via phone.

#### **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 programing.

The conclusion of the TASC waivers for students during the pandemic will make it difficult for students but ACE's Pre-College programs will continue to assist students.

## Annual Assessment Report

### EXECUTIVE SUMMARY

**Unit name:** Workforce Development & Career and Professional Programs  
**Division:** Adult and Continuing Education

**Assessment year:** 2020-2021

#### **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.

#### **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 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

#### **Results:**

All workforce and CAPP programs have detailed the grading rubric and what is required to demonstrate competency and to pass the class on their syllabi.

#### **Analysis and Resulting Actions:**

The target of 100% of all classes with grading and assessment rubric was completed. 1) Ensure that syllabi continue to include a clear grading rubric detailing the requirements to demonstrate competency and pass the class. 2) ensure that student grades are documented in XenDirect, leaving a record to whether or not the student has demonstrated competency/passed the class, 3) ensure that new programs and courses include the grading rubric to evaluate competency on their syllabi.

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

Assess the quality of the various learning assessments used to determine competency in workforce programs.

#### **Objective 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.

**Results**

Across workforce and CAPP, 2,355 students completed out of 2,762 enrolled in programs that have completed to date - an 85% completion rate. Programs identified for completion improvement plans are EMT and Paramedic. Reasons identified for low completion include academic preparedness and various life challenges. Plan developed includes providing tutoring and educational case management to students who struggle academically; grant funding was raised to implement this plan in FY22.

**Analysis and Resulting Actions**

The FY20 baseline year had a completion rate of 86% and FY21 is 85%. Completion rate was maintained despite the many challenges of the pandemic. Resulting action is to implement plan to improve completion rates in EMT and Paramedic.

**Recommendations And Next Steps**

Raise funding to provide tutoring and educational case management to additional tuition-based programs.

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**Goal 2:**

Train incumbent workers to advance their careers

**Supporting Strategic plan goal:**

5 - Advance Career and Workforce Development

**Objective 2.1:**

Increase enrollment in upskilling/re-skilling programs by 10%, by 2026.

**Measures**

- Number of students enrolled in upskilling/re-skilling programs across CAPP and Workforce Development.

**Results**

Enrollment across Workforce and CAPP is 2,848.

**Analysis and Resulting Actions**

The overall enrollment decreased by 9% from FY20 due to the Covid-19 pandemic. Offer training programs aligned to the post-pandemic market.

**Recommendations and Next Steps**

Strategically planning to improve upon the current courses being offered given upcoming post pandemic trends.

**Objective 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

**Results**

Contract training revenue across CAPP and Workforce is \$349,810, a 21% increase from FY20.

**Analysis and Resulting Actions**

The amount of contract training exceeded the targets. Continue targeted outreach to business organizations and CBOs.

**Recommendations and Next Steps**

Create targeted marketing collateral in collaboration with Marketing and Communications.

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**Goal 3:**

Create training to meet the identified needs of New York businesses

Supporting Strategic plan goal:

- 5 - Advance Career and Workforce Development

**Objective 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

**Results**

18 tech training courses were offered across CAPP and Workforce in FY21. This is an increase of 4 courses from the 14 offered in FY20.

**Analysis and Resulting Actions**

We offered an additional four tech courses, increasing from 14 in FY20 to 18 in FY21. Continue to identify high-growth and high-demand jobs. Gather localized Labor Market Information for these sectors.

**Recommendations and Next Steps**

Create stackable credentials and pathways to credit programming through prior learning credits.

**Objective 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.

**Results**

We have not yet defined the continuum of employer partnership to come up with a clear definition of what counts as an employer partnership and established a baseline for the division. This work is now being led by the college-wide Industry Engagement Council.

**Analysis and Resulting Actions**

Ongoing discussions led by the college-wide Industry Engagement Council about developing a college-wide industry engagement spectrum, definitions, and tracking system (potentially Simplicity). Launched a college-wide Technology Advisory Council to strengthen relationships with tech employers and coordinate better across the college.

**Recommendations and Next Steps**

Potential development of college-wide industry advisory councils for each sector.

**Overall summary**

The workforce cluster has worked hard to achieve this year's metrics and learn from the results. The pandemic has caused disruptions, but the unit was still able to meet its targets. The unit will be utilizing labor market data in order to determine potential course areas and employer needs and meet our target to double the number of tech courses in both Career and Professional Programs and Workforce Development. The division is especially positioned to provide quality programs to people seeking to learn new skills and to break into different job markets.

**Appendix**

n/a

# **2020-21 AES Executive Summaries**

## **Administration**

# 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: **Human Resources**

Assessment year: **2020-2021**

**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**

### Assessment results by goal and objectives

**Goal 1: Recruit and retain Diverse Workforce to meet needs of the College.**

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

**Objective/outcome 1.1: Increase underrepresented minority (URM) recruitment by 5% over the next 5 years.**

#### Measures

- % of new recruits every year who are Underrepresented Minorities (URM).

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

- The overall recruitment and hiring processes experienced delays due to hiring freeze, new CUNY processes and budgetary shortfalls. Hiring a Director of Compliance, Diversity, Equity and Inclusion to closely monitor processes and outreach efforts in the future will help HR meet this goal. HR will work with CUNY and Budget Office to allow for hiring of new positions as funds become available.

**Objective/outcome 1.2: Increase the retention and promotion of Faculty and Staff of Color (FSOC) by 5% over the next 5 years.**

#### Measures

- % of faculty and staff of color retained and/or promoted annually

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

- Retention of Minority employees increased by close to 10%) from 83.8% in 2019 to 93.2% in 2020 (appendix A). The results show that the retention initiatives were successful surpassing the target of 5% increase in 5 years.
- Next steps are to share exit interview highlights with supervisor, divisional leadership. Set goals with divisional leadership and provide training to improve faculty and staff experience

**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**

**Objective/outcome 2.1: 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

- Training programs were not conducted due to COVID and remote setting. HR will work with the college leadership to assess training and professional development needs and set goals for the number of PD and training opportunities provided. The College has entered a partnership with LinkedIn Learning. HR will utilize this tool to supplement training for managers.

**Objective/outcome 2.2: Reduce the number of employees with performance ratings of Needs Improvement (NI) and below to less than 5% of our full-time workforce.**

Measures

- Annual % of full-time employees with performance ratings of NI and below.

Overview of findings, recommendations and next steps

- Training programs were not conducted due to COVID and remote setting. HR will work with supervisors to set realistic goals and perform periodic assessment of employee performance. In the future, HR will develop training and professional development programs to improve employee job performance.

**Goal 3: To support and promote the safety, health and well-being of our faculty and staff**

**Objective/outcome 3.1: Reduce the number and dollar value of penalties by 5%**

Measures

- Reduce the # of penalties per year. Total \$ value of penalties per year

Overview of findings, recommendations and next steps

- There has been a significant decrease in reportable cases due to COVID and remote setting. The exact numbers are not tracked as of this year. HR will issue period reminders for managers highlighting the importance of timely notifications. HR will create a tracking report to ensure timely reporting and to compare funds spent on penalties from year to year.

**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 that the retention initiatives were successful surpassing the target of 5% increase in 5 years.

HR will reassess goals for the 2021-2022 assessment to better reflect the realities of the current working environment.

**Appendix**

- Appendix A HRData\_Retention\_Rate

## **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: **Facilities**

Assessment year: **2020-2021**

**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**

**Objective/outcome 1.1: Upgrade existing classrooms and facilities to adapt to current initiatives**

**Measures:**

- A) Upgrade a minimum of 6 classrooms each year
- B) Renovation of Poolside Café in 2022

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

Results:

- Goal to renovate 6 classrooms was met.
- Goal of Poolside Café renovation was not met. Construction drawings in review/development.

Recommendations and next steps

- Will initiate Student/staff surveys that will be conducted pending full return to campus.
- Renovation of a minimum of 6 classrooms annually is ongoing.

**Objective/outcome 1.2: Support new building renovations/infrastructure projects campuswide**

**Measures:**

- A) Renovate Library
- B) E Building Natural Science Labs
- C) C Building Infrastructure Upgrade
- D) Business Entrepreneurship & Career Center (BECC)

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

Results:

- Renovations were delayed due to the coronavirus pandemic.

Recommendations and next steps

- Project drawings and designs are underway.

**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**

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



**Measures:**

A) Project completion

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

- Goal met. More than 5000 sq. ft. of public space renovated.

Recommendations and next steps

- Student/staff surveys will be conducted pending full return to campus.
- Assess condition of public space to determine areas of greatest need.

**Overall summary**

The Facilities department prioritized health and safety during the pandemic, with particular emphasis on ventilation and air quality. All air filters and all buildings have been replaced with new filters that meet or exceed the standard. Facilities designed and implemented socially distanced seating layouts in all classrooms, offices, and shared areas. In addition, buildings recently sustained flood damage and Facilities worked diligently to fix those areas in a timely manner. Facilities installed and updated, as required, wellness and Covid safety signage throughout the college to reflect current policies and information.

Facilities will reassess goals for the 2021-2022 assessment to better reflect the realities of the current working environment.

**Appendix**

- No appendices submitted

## **Annual Assessment Report EXECUTIVE SUMMARY**

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

**Assessment year:** 2020 – 2021

**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 by integrating accounting and procurement into CUNYfirst platform.

**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**

- 100% of accounting entries for non-tax levy entities occurring directly in CUNYfirst

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

#### Results:

- Auxiliary and College Association Accounts met the go-live date of July 1, 2020 (FY21). 100% of the required activities for the implementation of this goal were completed. User acceptance training was also conducted.

#### Recommendations and next steps

- The results in appendix A indicate that 100% of the Procurement and Cash Management activities went live July 1, 2020. Comparative analysis of Purchase Orders processed will be available in Yr. 3 (2021-2022). Comparative analysis of payments processed within 30 days will be available in Yr. 3 (2021-2022). Expenditure Analysis and Key Performance Indicators reported quarterly.
- The training activities were successful - Roles were designated to department end users and Business Office staff, User acceptance training was conducted,

and Training was developed and conducted to end users - we plan on continuing with the same activities

- Ongoing training will be made available for new users.
- Accounting staff will familiarize themselves, and reconcile CUNY first financial statements with legacy Financial Edge Accounting System, in an effort to sunset the legacy system by year end fiscal 2023.

**Goal 2:** Maintain participation of businesses owned by minority/women and increase service-disabled Veterans' participation in procurement and service contracts.

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

**Objectives/Outcomes:** Increase participation of Service-Disabled Veteran-Owned Businesses (SDVOBs) by 1.2% in procurement and service contracts.

#### **Measures**

- Percentage of eligible expenses purchased from SDVOB vendors as compared to CUNY annual benchmark of 6% annually

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

##### Results

- In FY2021 (July 1, 2020- June 30, 2021) SDVOB procurement orders reached 2.76%, whereas the CUNY goal was 6%.
- In comparison, SDVOB spending in FY19 was 0.38%, and 6.27% in FY20. This is an increase of 1550% between FY19 and FY20 and a drop of 56% between FY21 and FY20. The difference is due to a large contract with an SDVOB vendor in Q4 of 2020.

##### Recommendations and next steps

- We continue to expand outreach and our internal database on SDVOB vendors. We will continue with our activities from last year.
- Monitor trend in the utilization by review of SDVOB reports that are issued Quarterly by the University.
- Continue to communicate with college departments about the importance of utilizing SDVOB's.
- Change the target to 6% SDVOB contracts of the total contacts to align with CUNY's targets.

## **Overall summary:**

The Office of Finance and Business is focused on improving efficiency by utilizing automated platforms and best practices to improve its performance every year. The College's Related Entities transferred their accounting and procurement procedures to the newly created Non-Tax Levy modules of CUNYfirst which officially rolled out July 1, 2020. Throughout FY2021 (2020-2021), the Office accountants attended multiple training sessions and updated internal systems to facilitate a seamless transition. As a result, we are able to complete 100% of Non-Tax Levy transactions through CUNYfirst platform, thus eliminating manual entries, reporting and significantly reducing the need for paperwork.

LaGCC experienced a drop in SDVOB participation, most likely due to the pandemic, low vendor response rates and the lack competitive edge associated with cost of products and services provided by MWBEs and SDVOBs. Despite these challenges we will continue to aggressively seek opportunities to work with these vendors. All Purchasing buyers prioritize SDVOB participation in procurements, when possible.

## **Appendix**

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

## **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:** 2020 – 2021

**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 everyone 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
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 % calls/ complaints are efficiently routed to the correct departments. Target 100%
- 1.2 The number of workplace violence incidents compared to last year. Target decrease by 5%

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

Due to the COVID-19 pandemic – the priorities of the Public Safety unit had to be modified from in person training and emergency exercises to monitor and investigate COVID-19 incidences and supervising access to campus.

Recommendations and next steps

1.1A) Public Safety will work with EHS to disseminate information to the college community regarding safety and incident reporting

1.1B) Public Safety will remain the first point of contact for incidents that take place on and off campus.

The department has started and will continue to update the Emergency Management Plan to reflect the COVID pandemic and relevant incidents. The department plans to resume regular safety trainings in 2022.

**Goal 2:** Increase the use of 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).

**Measures:**

- Security video storage capacity
- Number of cameras

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

Results

Public Safety increased camera coverage by approximately 25 cameras in remote areas and rearranged to low campus occupancy due to Covid. New storage server to provide appropriate retrieval of 60 days. A new server has been ordered.

Due to the COVID-19 pandemic – the funding needed to increase cameras and server storage space at LaGuardia took an exceptionally long time and effort from several departments. Despite this challenge, the funding was allocated, and the purchase order created.

Recommendations and next steps

Public Safety is awaiting delivery of the upgraded server and additional cameras. Officers have been trained and more will be trained as needed.

**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 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.

Public Safety will reevaluate its goals, objectives and measures for 2021-22 considering the shift of its responsibilities and the impact of the COVID-19 pandemic on its functions.

**Appendix:**

- No appendices were provided

# **2020-21 AES Executive Summaries**

## **Compliance and Diversity**



## 2020-21 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: 2020-21

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:** Build Inclusive Community to Achieve the College Mission

**Objective/outcome 1.1:** Increase the diversity (ethnicity, gender, disability, veteran) of individuals in the total applicant pool (all individuals applying to LaGuardia Community College) and ensure each individual applicant pool for tax levy searches meet or exceed job-group utilization analysis data.

- Measures : % of minority / protected group in total applicant pool and comparison of each individual tax-levy searches to CUNY provided job-group utilization data
- Overview of findings: Due to the hiring freeze in 2020-21, the analysis could not be conducted. Very few people were hired this year, so the applicant's data is very limited.

**Goal 2:** Educate and train the College community regarding discrimination and sexual misconduct and foster an environment that encourages the reporting of these incidents

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

**Objective/outcome 2.1:** In-person training of the college community on biases, intentional/unintentional discrimination, and sexual misconduct

- Measures: The proportion of staff, faculty and students who participated out of those who were invited
- Overview of findings: The unit is only responsible for in-person training that could not be conducted this year because of the move to remote working and learning as a results of the COVID-19 pandemic. We expect to be able to offer in person training in 2021-22. We will consider developing a learning outcome survey to be administered after the workshops.
- Recommendations and next steps: We expect to be able to offer in person training in 2021-22 and will consider developing a learning outcome survey to be administered after the workshops.

**Goal 3:** Investigate complaints and reports of discrimination and harassment thoughtfully and impartially and provide timely and effective resolutions.

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

**Objective/outcome 3.1:** Provide timely investigative reports to the Office of the President

- Measures: Time between complaints and resolution
- Overview of findings: The CDO/Title IX Coordinator is no longer employed at the College and access could not be gained to start and end time of the complaints, investigations and resolutions records
- Recommendations and next steps: This measures will be collected by the new (to be hired) CDO (Chief Diversity Officer)

**Objective/outcome 3.2:** Ensure timely communication with complainants/respondents

- Measures: Time between summary of complaint, determination notices, and disciplinary notices
- Overview of findings: The CDO/Title IX Coordinator is no longer employed at the College and access could not be gained to start and end time of the complaints, investigations and resolutions records
- recommendations and next steps: This measures will be collected by the new (to be hired) CDO (Chief Diversity Officer)

### Overall summary

- As a result of the budgetary constraints, there was a hiring freeze throughout the City University of New York and by extension LaGuardia Community College was impacted. This resulted in very limited applicant data from the few searches that were conducted at the college. The ongoing pandemic and shut down of in-person work and instruction impacted the ability to conduct trainings on sexual misconduct and discrimination. Our Chief Diversity Officer left mid-year which impacted the ability of the office to complete of the measures we put forth. We are currently in the search for a new Chief Diversity Officer which will provide a more seamless implementation of the goals of the office's future assessment plan.

### An Appendix

- None provided

# **2020-21 AES Executive Summaries**

## **Information Technology**

# Annual Assessment Report

## EXECUTIVE SUMMARY

Unit name: Division of Information Technology

Assessment year: 2020-21

### 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. 0.0008% attacks missed - Based on 1,407,000 average attacks stopped vs. 11 successful attacks.
3. 117,250 average monthly spam messages blocked from emails
4. Average Endpoint Security malware detected is 50 monthly.

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

1. Adjust network and security policies as needed to align with CUNY-set requirements.
2. Identify the root cause of successful attack, as well as the impact. Take actions to help prevent future similar attacks.
3. Continue assessment of effectiveness of tools.

4. To make end-point security solution more effective, keep updated on patches as well as the databases for known viruses.
5. Cybersecurity Awareness course will soon be offered by CUNY via Blackboard. Promote the course when it becomes available and establish a process to track the number of faculty & staff taking the course.

**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 2021.
  - 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 target date and the work to migrate programs is ongoing. However, Fee-based courses have been implemented along with the payment system (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 fee-based programs and 2 grant funded programs, 4412 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 additional split classrooms created to allow hybrid learning,
  2. The College website downtime.
- **Overview of findings, recommendations and next steps**

**Results:**

1. Due to COVID-19, thirteen new hybrid classrooms were created.
2. The College website downtime was 0.02%, based on 1 hour downtime during 8,760 total hours in a year, same % as the target, and was planned due to network and datacenter upgrades

**Recommendations and Next Steps:**

1. Based on success of split classrooms, addition split classrooms have been planned which will utilize various technologies to provide a great learning experience while keeping costs low.

**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 each technology access point, e.g., My LaGuardia Student Portal, Students Resource website page, etc.
  2. Percentage of students using remote learning tools and services.
- **Overview of findings, recommendations and next steps**

**Results:**

- 1A. On average 52% of students registered for Spring I '21 used ML weekly compared to average of 55% of students registered for Spring I 2020 that used ML weekly.
- 1B. From April 1 - Sept. 30, 2021 there were 900 unique visitors to the Student Resources website page, appx. 7.7% of students registered for Spring I '21. Note: Google Analytics can't specify if all visitors were students.
- 1C. 9,818 users used the mobile application in 2020.
- 1D. In 2020:
  - 23,613 requested live chat sessions.
  - 12,055 accepted live chat sessions.
  - 8,270 declined live chat sessions
  - 9,947 missed live chat sessions 2020.
- 2A.. The Virtual Student Orientation Fall 2020 survey revealed that 82.6% of the students surveyed said the distance learning resources website page was helpful in learning about all the technology resources available.

2B Using the online appointment app, 18,875 appointments were made by students from 3/6 to 8/9/21 with many support services including advising, ASAP, etc. See Appendix for more info.

**Recommendations and Next Steps:**

The information collected will be used as a baseline for future tracking.

1. Student usage of online tools and services data collected will serve as a baseline to compare against future results.
2. We will continue to ensure that students have access to these tools and services, and any new tools that become available, i.e., LinkedIn Learning, etc.
3. Our website functions as the primary hub and access point for most of the tools and services that students use. To ensure that we maximize the student experience while providing them with easy access to the tools and services they need, we must redesign the College website. It will also help increase interest and actions on the site by prospective and current students that leads to increased enrollment rates as well as integrate non-credit to credit pathway. We must also select a new Content Management System (CMS) to ensure efficient website development while providing flexibility to quickly adapt to changing higher education and learning environments.

**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.**

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. Since March of 2020, that goal was extended to distance learning and working remotely.

Both the target of 99.9% successful pass of the biannual attestation and 0.01% percentage of external attacks missed by network security were met, demonstrating success in achieving cyber security on campus. Using the successful results of the 2019-20 Plan as a benchmark, the results for 2020-21 compared favorably:

1. The number of attacks missed were reduced from 0.0009% in 2019 to 0.0008% in 2020.
2. Average Endpoint Security malware detected was reduced from 500 monthly in 2019 to 50 monthly in 2020.

For 2021-22, we will:

1. Promote the Cybersecurity Awareness course that will soon be offered by CUNY via Blackboard and establish a process to track the number of faculty & staff taking the course.
2. Adjust network and security policies on an ongoing basis as needed.
3. Take actions to help minimize and prevent effect of external attacks.
4. Assess effectiveness of tools.
5. 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.**

Continuing the work that began in 2019-20, ACE IT focused on the development of the greatly needed new ACE SIS software and registration program.

Due to COVID-19 related issues, the new ACE software registration was not completed by the target date and the work to migrate programs is ongoing. However, fee-based programs and 2 grant funded programs, 4,412 student profiles, attendance and other work critical to the program's implementation was completed (see Activities Results Summary in Appendix).

For 2021-22, 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 2022-23.

- **Objective/outcome 2.2**

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

The creation of split classrooms was very successful with 13 classrooms completed compared to 7 that were planned. The overall target number of split classrooms is 15, thus two more classrooms are currently planned. Based on the success of the original nine hybrid classrooms and the need for more based on the beginning of the return to campus for Fall 2021, four additional split classrooms were created for a total of thirteen. Additional classrooms have been planned which will utilize various technologies to provide a great learning experience while keeping costs low.

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 in 2019-20, e.g., two hours, but improved in 2020-21 to one hour of downtime. We will continue to take the necessary steps to minimize website downtime.

For 2021-22, we will:

1. Closely monitor and meet student needs in this changing and transitional environment where there is a continued need for distance learning but increasing hybrid environment in preparation for a projected full return to campus in Fall 2022.
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.**



The My LaGuardia (ML) portal continues to provide students with one place where they can easily access software, databases and services. Due to COVID-19, there was a continued reduction in resources to direct students to My LaGuardia (ML). Combined with an increase in access points for distance learning, there was a drop in ML usage in 2019-20 and that continued in 2020-21. On average 55% of students registered for Spring I '20 used ML weekly compared to average of 52% of students registered for Spring I 2021 that used ML weekly.

Data verified that students are using the many online tools and services available to them. The data collected will serve as a baseline to compare against future results.

For 2021-22, we will:

1. The data collected will serve as benchmark to compare against future results that change as the environment changes.
2. Continue to ensure that students have access to current online tools and services, and any new tools that become available, i.e., LinkedIn Learning, etc.
3. Redesign the College website to ensure that we maximize the student experience while providing them with easy access to the online tools and services they need. It will also help increase interest and actions on the site by prospective and current students that leads to increased enrollment rates as well as integrate non-credit to credit pathway. We must also select a new Content Management System (CMS) to ensure efficient website development while providing flexibility to quickly adapt to changing higher education and learning environments.

#### **Appendix**

- Activities Results Summary and access to software, databases and information technology services summaries

# **2020-21 AES Executive Summaries**

## **Institutional Advancement**

## 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: Development

Assessment year: 2020-21

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

The Mission of the Development Department is to cultivate and develop enduring relationships with individual, corporate and institutional funders to raise financial support for students through the LaGuardia Community College Foundation. Additionally, the Development Department manages and distributes funds through current and new initiatives to enhance student success.

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

**Goal 1: Expand relationships required to fund the LaGuardia Community College Foundation programs through cultivation of existing and prospective board members and major donors.**

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

1 - Build Student Access and Success

e. Develop new revenue streams to support student success and advance the College mission.

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

Cultivate relationships with existing and prospective board members.

##### **Measures**

Success assessed by:

- Dollars fundraised
- Number of board members

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

###### **Results**

- The fundraising results from Foundation Board members increased from \$366,908 from July 1, 2019 to June 30, 2020 fiscal year to \$1,721,472 from July 1, 2020 to June 30, 2021 fiscal year.
- One new member was added to the LaGuardia Community College Foundation Board between July 1, 2020 to June 30, 2021 fiscal year.

###### **Analysis, recommendations and next steps**

- The target of expanding Board membership and fundraising goals by 10% was achieved. Board members and Department officers invited 46 donors and prospective supporters to participate in speaking opportunities in the President's Society program, with the intention of identifying prospective Board members.

The Department planned and executed cultivation activities through which we deepened our relationships with existing Board members and major donors and developed new relationships. The Department will continue to increase the fundraising goal to meet the LaGuardia Challenge Match in the next fiscal year, and continue to utilize Zoom meetings and virtual President's Society events to engage with donors and prospects.

For 2021-2022, the current Foundation Board members and the Foundation's Governance & Nominations Committee will identify and cultivate two prospective Board members, to both replace a Board member who rotated off in 2020-21 fiscal year and continue with the Department's goal of expanding the number of Foundation Board members.

Another next step for increasing revenue will be to continue to leverage the Challenge Match as an opportunity to cultivate relationships with new donors for first time gifts.

### **Objective/outcome 1.2**

Cultivate relationships with existing and prospective major donors by further developing relationships.

#### **Measures**

- Focus of 50th anniversary fundraising:  
The number of attendees & total funds raised in the 50th anniversary event
- Focus on LaGuardia Challenge Match fundraising:  
The number of Foundation Board members and donors to participate in the LaGuardia Challenge Match, whereby the Foundation will need to raise \$10 million in order to unlock an additional \$5 million pledged by an anonymous donor, for a total of \$15 million

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

##### Results

- The Department engaged and solicited distinguished College Founders & Retirees to participate in the Annual Founders & Retirees Reunion celebrating the College's 50th anniversary. The event achieved its \$10K fundraising goal and 40 attendees participated.
- From the launch of the LaGuardia Challenge Match on April 1, 2021 to the end of the fiscal year on June 30, 2021, whereby the Foundation will need to raise \$10 million in order to unlock an additional \$5 million pledged by an anonymous donor, a total of \$503,723 was fundraised from 6 Board members plus 208 donors. The Challenge Match will end in the next fiscal year on March 31, 2022.

##### Analysis, recommendations and next steps

Development officers, Board members and the College President solicited current and prospective major donors to support the launch of the LaGuardia Challenge Match, which began on April 1, 2021 and will end on March 31, 2022. This initiative was not present in the original 2020-2021 goals, and led to a pivot in the Department's focus the second half of the fiscal year. Current and prospective major donors were invited to participate in virtual Zoom sessions to meet the College President and learn about the goals of the campaign, which led to existing donors strengthening their relationship with the College and on some occasions increasing their usual annual gift amounts. As a next step, the Department will continue to utilize Zoom meetings with the College President to further deepen relationships with prospects and major donors.

After the announcement of the Challenge Match, the Department decided to pivot and move away from 50<sup>th</sup> anniversary fundraising, which was difficult in light of COVID-19 and the lack of opportunities for on-campus events and activities. Instead, the primary focus moved to the Challenge Match fundraising, and language from the 50<sup>th</sup> anniversary campaign was repurposed in Challenge Match materials and solicitations. This was determined to be a successful fundraising tactic for both increasing revenue and increasing engagement with existing donors.

For 2021-2022, the Foundation Board members, College President and Development officers will work to meet the goal of raising \$10 Million for the LaGuardia Challenge Match by March 31, 2022, which will unlock an additional \$5 million pledged by an anonymous donor, for a total of \$15 million. Future initiatives include working with PR Firm, Berlin Rosen, to rebrand campaign to *Tomorrow Challenge*, creating positioning and messaging guide, media strategy, campaign brochure, donor deck, and annual report.

### **Objective/outcome 1.3**

Establish an ACE Scholarship Fund

#### **Measures**

- The number of donors to the ACE Fund
- Total funds raised for the ACE Scholarship Fund.

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

##### Results

- For the ACE Scholarship Fund, the Foundation raised \$386,013 from 29 donors, which is 77% of target.

##### Analysis, recommendations and next steps

Development Officers, Foundation Board members and the College President solicited donors to support the \$500K goal for the ACE Scholarship Fund via personal, email or call communications. In addition, the College President announced the creation of the Fund in the College Newsletter to promote the campaign.

For 2021-2022, the ACE Scholarship Fund campaign will continue, with the goal to raise at least the full \$500,000 goal. The Foundation responded positively to supporting the new scholarship for non-credit students. Next steps will include maintaining and expanding support for non-credit/ACE students with Foundation funds.

**Goal 2:** Provide students with financial assistance from funds raised by the LaGuardia Community College Foundation to build student success.

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

1 - Build Student Access and Success

- f. Build graduation and transfer success, advancing the 30-credit initiative connections from ACE to credit, and credit to ACE

### **Objective/outcome 2.1**

Provide awards to students via scholarships, emergency aid, on-campus payroll, and stipends.

## **Measures**

- Outcome measures comparing students receiving Foundation financial support have better success to students who did not receive Foundation funds & comparison to the previous year.
- Retention/completion, GPA, equated credits attempted and earned.
- Number of applications and awards.
- Amount of awarded to students.

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

### Results

See Appendix A for more information.

Summary from analysis conducted by the College's Institutional Research yielded:

- Students who receive Foundation aid are more likely to be retained than students who did not get any Aid.
- Students who received Foundation aid have considerably higher GPA by the end of the year compared to students who did not get any aid
- Students who received Foundation aid earned more credits than students who did not get any Aid.
- The proportion of students who passed their equated credits (remedial + college credits) is higher for students receiving aid.

The target to award over \$3M to over 2,000 students via scholarships, emergency aid, on-campus payroll, and stipends by the end of the fiscal year on June 30, 2021 was almost achieved with awards totaling \$2,959,571.

- \$1,562,000 in Scholarship awards. Of the 1,476 applications, 947 awards were made.
- \$407,243 in Emergency Fund awards. Of the 1,476 applications, 1,186 awards were made.
- \$990,328 in stipends and payroll awards.

### Analysis, recommendations and next steps

The results examining the KPIs demonstrate strong positive impact of the Foundation aid. The amount of awards approached the targets. The Foundation will consider the positive impact of Foundation awards to students and finalize budget for student awards in June 2021 for the fiscal year July 1, 2021 to June 30, 2022.

## **Overall Summary**

Throughout the year, the Department planned and executed a diverse array of cultivation activities through which we deepened our relationships with existing Board members and major donors and developed new relationships. The three campaigns of focus were the 50<sup>th</sup> anniversary, LaGuardia Challenge Match, and the ACE Scholarship Fund to raise funds for student support in the form of scholarships, emergency aid, on-campus payroll, and stipends. The outcome measures comparing students receiving Foundation financial support to students who did not receive Foundation funds demonstrated strong positive impact of the Foundation aid.

Also in 2020-21, the Department was part of a divisional restructure in which the Grants Office was merged into the Development Office, leading to a new overarching supervisor, Executive Director of Development Laura Bartovics. As a result, the work of the Grants Office will be incorporated into Development's future plans.

Short-term goals for the Department include crafting a new mission statement that incorporates the mission and goals of the Grants Office, and better coordinating with the Grants Office to achieve departmental goals of increasing revenue, particularly with efforts that are supported both by grants and gifts to the *Tomorrow Challenge* campaign. Also short term is to successfully meet the \$10M goal of the LaGuardia Challenge Match prior to the end of the 2021-2022 fiscal year. This includes working with a consultant to create related materials such as a Donor Pitch Deck and Campaign Brochure. Additionally, the Department will work with a consultant to develop an Annual Report for the 2020-21 fiscal year as an engagement and fundraising tool, and use the template provided by the consultant to create future Annual Reports in the future.

Additionally, the Grants Office will work to achieve two short-term objectives in Fiscal Year 2022: 1.) Maintain a grants and contracts three-year rolling weighted average at \$16M or more; and 2.) At least 65% of grant proposals submitted to external sources will request at least \$100K in funding.

Long-term initiatives for the Department include continuing to engage donors through calls with the College President and invitations to participate in President's Society events, and to increase these touchpoints with Board members and major donors. The Department will also look into new opportunities to provide Foundation-supported student support to non-credit students and scholarship initiatives to assist encourage new and returning students to complete their studies. The Department will work cross-divisionally to develop routine reports for student support relevant to other Divisions, such as the ACE Scholarship Fund that was created in the 2020-2021 fiscal year. Additionally, with support from the Grants Office, the Department will provide grant proposal prospecting, development and submission services to faculty and staff, as well as grant management services for all college grant awards managed by the Research Foundation of CUNY.

#### **Appendix**

- Appendix A: Summary Student Success of Foundation Aid Recipients in Fall 2019

# 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: 2020-21

### **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: 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.**

#### **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**

Engage and virtually attend community town halls, forums, video conference meetings with prospective and existing partners who support College strategic priorities.

#### **Measures**

- The number of activities and follow-up from meetings. Compare with 2019-20 number of activities.

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

##### Results

- From January 2021-June 2021, External Affairs had 31 community engagements, an increase versus the 14 community engagements events that EA participated in 2019-20. See Appendix (A) for full list of 2021 engagements. They included connecting the Chhaya & Asian American Federation with the Asian Heritage Committee, Community Board 2 with the President Society Environment, and the Internship office with possible interns, among many others.



- External Affairs has also created spreadsheet of services for student which includes 161 Community Based Organizations (CBOs) and 61 citywide resources located in communities where students live. Full list can be viewed in Appendix (B).

Analysis, recommendations and next steps

- We exceeded our target, not only maintaining but increasing the number of 2020-21 activities by over 100% compared to 2019-20. A next step is to follow-up on list of community partners recommended by elected officials to engage with for future connections and partnerships.

**Goal 2: Expand and deepen relationships with public officials and their staff that can support higher education.**

**Supporting Strategic plan goal:**

1 - Build Student Access and Success

- (e.) Develop new revenue streams to support student success and advance the College mission

**Objective/outcome 2.1**

Build financial support for the college from government sources.

**Measures**

- Spreadsheet tracking previous and current discretionary funds received. Compare 2019-20 vs. 2020-21.

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

Results

- From July 2020-June 2021, External Affairs had 57 engagements with elected officials. See Appendix A - EA for full list of engagements. These engagements were intended to build relationships with elected officials and the College leadership. These meetings sought to share the College's key budget priorities and to garner their support to address budget needs.

From July 2020-June 2021, the College successfully advocated for \$2.35 million in capital funding from NYC for our Science and OT/PT Labs and \$570,000 in NYC Council expense funding for our Archives. See Appendix B - EA.

Analysis recommendations and next steps

- The 57 engagements were a success which resulted in \$2.35 million in capital funding. Funding was less than previous years due to available funding in the City Council budget which changes annually.
- Resulting actions: To engage and build relationship with newly elected Queens Councilmembers. To update discretionary funds list to reflect FY22 funding updates.

## **Overall summary**

**Goal 1: 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.**

External Affairs exceeded targets for activities with elected officials and community stakeholders, even doubling the amount compared to 2019-20.

Overall future direction prioritizes engaging and deepening relationship with list of community partners recommended by elected officials.

**Goal 2: Expand and deepen relationships with public officials and their staff that can support higher education.**

Although discretion funding \$825,000 less than the previous year, the \$2.35 million dollars in funding is still a success for External Affairs due to government budgets changing annually.

Overall future direction to engage and build relationship with newly elected Queens Councilmembers, with one priority being to secure discretionary funds for LaGuardia Community College.

## **Appendices**

- EA AES Annual Assessment Plan\_2020-21 appendices:
  - Appendix A – EA Middle States Tracking
  - Appendix B – EA FY22 to FY19 – NYC Discretionary Funding

# 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: 2020-21

### The unit's 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**

Increase number of prospects and applicants through targeted and strategic communications and advertising plans.

#### **Measures**

- Contact Cards received
- Total applicants
- Paid social media Click Through Rate (CTR)
- Related website pages unique page views, time spent on page, bounce rate
- Pipeline student email open/click rates

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

##### Results

- No contact cards (no in-person activities)
- Total applicants increased by 210 over prior year;
- July '20-May '21 Stats:
  - Year avg. 1.42% CTR on paid social ads
  - 42,664 unique pageviews
  - 1 minute 16 seconds average time spent on page
  - Bounce rate 10.14%

#### Analysis recommendations and next steps

- The numbers were only slightly increased - many challenges faced by the pandemic have potentially hindered that lift.
- Continue to maintain strong engagement through paid advertising and a low bounce rate.

#### Future initiatives include:

- Deploy clone pages for ad campaigns to ensure results are tracked separately.

### **Objective/outcome 1.2**

Support continuing student retention through continued refinement and implementation of communications plan.

#### **Measures**

- Email open rates

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

#### Results

- Continuing student emails regarding enrollment and retention averaged 17.87% Open Rate.

#### Analysis recommendations and next steps

- Continuing student email open rates are trending down for targeted communications. Students have become increasingly difficult to communicate with and that challenge increased in the pandemic. We are hopeful that the new texting service will supplement email efforts.

#### Future initiatives include:

- New texting software was recently acquired that should help boost reach for student messages. That software will provide analytics that can be tracked in addition to the email open rates.

### **Goal 2: Increase student engagement through social media.**

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

- a. Advance communication and interaction, linking students with faculty and administrators and focusing on students as active agents of their own education

### **Objective/outcome 2.1**

Increase social media engagement rates.

#### **Measures**

- Engagement rate. (Measurement achieved dividing the number of channel specific interactions related to content by reach).

## Overview of findings, recommendations and next steps

### Results

- Average engagement rate July 2020 thru May 2021 was:  
IG = 8.7% (benchmark = 4.73%)  
FB = 3.66% (benchmark = 4.76%)  
Tw = 2.36% (benchmark = 0.90%)

### Analysis recommendations and next steps

- Instagram and Twitter are exceeding benchmarks. Facebook is lagging which may be a result in the decline of international students' attendance due to the pandemic (international students are one of the primary audiences on the platform). The content strategy for FB should be reviewed and updated.

### Future initiatives include:

- Continuously improve social media engagement strategy.

## **Goal 3: Improve website by keeping content relevant and current through enhanced user experience.**

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

- a. Advance communication and interaction, linking students with faculty and administrators and focusing on students as active agents of their own education

### **Objective/outcome 3.1**

Maintain benchmark number of annual unique visitors, increase average time on page, and maintain bounce rate for pages designed for prospective students (Admissions section and campaign landing pages).

### **Measures**

- Unique pageviews (maintain); average time (increase); bounce rate (decrease)

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

### Results

- Project on hold as full website redesign is underway

### Analysis recommendations and next steps

- In fall 2020 the majors page redesign was put on hold in favor of a total website redesign.

### Future initiatives include:

- This project extends to June 2023 and will include new pages for the academic majors.

### **Objective/outcome 3.2**

Maintain benchmark number of annual unique visitors, increase average time on page, and reduce bounce rate for pages designed for current students.

## **Measures**

- Unique pageviews (maintain); average time (increase); bounce rate (decrease)

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

### Results

- All Student Affairs pages have been converted.  
July '20-May '21 Stats:  
2,027,587 unique pageviews on site  
2 minutes 11 sec. avg. time spent on pages  
16.78% bounce rate

### Analysis recommendations and next steps

- Continue to monitor page metrics and maintain content.

## **Overall summary**

Throughout 2020-2021 enrollment marketing activities were hindered by the pandemic—particularly by eliminating in-person recruitment and big shifts in trends regarding people seeking to go to college. As a result, there were only minor outcomes related to Marketing & Communications' goal of increasing applications.

The overall vision and goals for Marketing & Communications will remain consistent, but many tactics may shift to adapt to current trends. The promising lift in digital engagement and low bounce rate indicate that efforts may need to shift to increase electronic communications to external audiences. Conversely, continuing student email open rates decreased as a lack of engagement with the college was experienced. Additional methods for communicating with this population are being explored and more emphasis is being placed on social media as a means to communicate with existing audiences. This is also reflected in the strong engagement rates on all platforms.

# **2020-21 AES Executive Summaries**

**Student Affairs**

**Enrollment Management**

# Annual Assessment Report

## EXECUTIVE SUMMARY

2020-2021

Unit Name: **Admission Services**

Assessment year: Fall 2020 –Spring 2021

### **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 prospective students about LaGuardia and assist with the application process.

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

1. Access and Success
2. Strengthen Learning for students

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

#### **Measures:**

- Number of sessions offered in 2019/2020 academic year will be compared to the number of sessions offered in 2020/2021 academic year:

#### **Findings and outcomes:**

In 2020/2021 92 Information Session Offered compared to 90 Information Sessions in 2019/2020, which represents an increase of 2.2%. 424 students attended a session as compared to 186 in 2019-20 an increase of 128% from last year

### **Recommendations and next steps:**

The increase in information sessions was attributed to the COVID pandemic and the need to operate fully online and stronger communications about online offerings. For Fall 2020/Spring 2021 we continue to offer online information sessions.

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

#### **Measures:**

- Number of days that lab was opened in 2019-2020 will be compared to 2020-2021
- Number of students in Lab submitting a spring 2021 application will be compared to spring 2020
- % of students enrolled in 2020-2021 will be compared to 2019-2020

#### **Findings and outcomes:**

- Application lab was closed for in-person visitors due to COVID-19, however, it operated fully online and was opened each day Monday to Friday for the fall 2020/2021 academic year
- 228 – One on One Counseling Sessions Scheduled/55 students attended, compared to 215 sessions offered in 2019-2020 or an increase of 1.3%



- In 2019-2020, 1095 students were assisted in person in the application lab. (621 were assisted during the months of Sep-Dec 2019, and 474 were assisted during the months of Jan –June 2021. Whereas, in 2020/2021, we assisted 7435 virtually in the application lab (2403 were assisted between Sep – Dec 2020, and 5032 were assisted between Jan – June 2021). This represented an increase by 578.99%. At the time of this report, IT could not confirm how many of these students enrolled at LaGuardia because data was lacking.
- In the fall of 2020, **25,782** students submitted applications and selected LaGuardia as one of their colleges of choice. Of the applicant number, 22,021 were admitted to the college and **4014** students or 15.57% enrolled in the college. In the spring of 2021, **7,083** students, submitted applications and selected LaGuardia as one of their colleges of choice. Of the applicant number, 4480 were admitted to the college and **1797** or 25.38% enrolled in the college.

### **Recommendations and next steps:**

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.

**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 by 5%

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

#### **Findings and outcome:**

- For Fall 2019/Spring 2020 academic year, staff attended 133 fairs and high school visits in person. Whereas Fall 2020/Spring 2021 academic year, staff attended 50 virtual fairs and high school visits, a decrease of 62.4%. The goal of increasing college fairs and visits was not met due to COVID-19.

### **Overall Summary**

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 Recruiters due to a CUNY-wide hiring freeze, and funding issues.

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.

# 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:** 2020-2021

### **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. Data from Connect CRM, SEMS and ISS New Student Funnel
- Viewership of Acceptance email

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

##### Results (see Appendix 2)

- Spring 2021: 4,480 admitted, 4,276 received the information - 9 contacts per student
- Fall 2020: 22,021 admitted, 14,282 received the information - 7 contacts per student
- 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

- Viewership of Acceptance email increased from 23% to 95% through follow-up calls and text messages
- Revisions to make the messages more reader-friendly and to align closer to VIP prompts is continuing.
- Utilization of new College system Connect to LaGuardia and push notifications in the LaGuardia Mobile app will be introduced for Spring 2022.

- Continue to arrange communications to provide timely information and foster incoming student enrollment in 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 and SEMS to determine student reach and engagement level by each form of media (feedback to calls, 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, Math Start, 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

In addition to the COVID-related “work from home” environment SIC staffing level decreased 120 hours/week affecting Telecounseling, Data Team and Welcome Center operations. To minimize increased wait times on phone and longer response times to emails, texts and Help Tickets staff schedules were revised to maintain minimal coverage of “open hours”. Each outreach was reviewed in light of staff availability and changes were made to maximize use of electronic systems.

- Overall frequency of contacts is dependent upon several factors including data availability and staff coverage. The average remains planned at 3 weeks between messages to minimize overload.

#### 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 but the new Connect to LaGuardia system shows promise as an early stage version of SCORE.

### **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

Fall 2020 messaging to prompt action through the enrollment steps was mainly done by email followed by text. Only two call projects to facilitated "acceptance" of admissions offer were implemented due to staff limitations. For Spring 2021 text utilization increased especially for reminders and duplicate requests.

#### Analysis resulting actions and future initiatives

- Materials updated throughout semesters based on process changes and improved communications tone.
- President's and Admissions emails revised to clarify how to accept admissions offer and log into VIP; new Fast Track/Direct Admission conditional acceptance, testing emails follow-up/2<sup>nd</sup> chance emails, Enrollment Coach email includes new video with an enrollment overview and included financial aid and scholarships, advising and registration became a series of emails.
- SIC continues to be responsive to College needs and requests. For the Fall 2021 enrollment there were two revisions in call script to include new Merit Scholarship and Reason(s) as to why student does not accept LaGuardia's Admissions Offer.
- The addition of a new text messaging platform, Twilio, should expand abilities for two-way conversations with student

### **Overall summary**

- Providing easy access to and clear guidance to navigate LaGuardia's enrollment services continues to be the main purpose of the Student Information Center. The department's services changed during COVID with the closure of the Welcome Center (in-person) and loss of two full time staff and Grant funding for

part time staff for incoming and outbound calls and data projects (120 hours less per week total). Outbound calls decrease to minimal (only 2 projects for Fall 2020 and Spring 2021), LIVE Chat utilization increased with volunteers in Fall 2020.

- Moving into the post-COVID work environment the SIC continues to revise content of LaGuardia VIP and process emails to provide assistance with enrollment through online and on-campus information. SIC will continue to develop protocols for electronic access to services, deploy in-person, email, text, Live Chat and VIP tools for proactive and responsive interactions with new admits and continuing/current students.
- Recommendation to continue to develop SCORE-concept with Information Systems Services (ISS) and conduct Beta-testing to better plan communications types and content to increase student awareness and action of enrollment requirements and steps.

### **Appendices**

- Appendix 1 - Communications Overview
- Appendix 2 - Contacts and Engagement

## Annual Assessment Report EXECUTIVE SUMMARY

**Unit name:** Student Financial Services

**Assessment year:** 2020-21

### 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:** Inform students of the resources to finance their education.

#### **Measures:**

- Quantitative – Number of students attending financial aid awareness event were compared to the prior year to determine if there was an increase or decrease of attendees.
- Survey participants to determine whether as a result of attending the event they learned about aid resources to finance their education (SLOs)

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

- The number of students decreased by 75%. A survey was administered to all attendees but only 6 (9.8%) responded. Given the low response rate the results could not be analyzed because only 6 students completed the survey, way below the 68% response rate last year.

**Overview of recommendations and next steps** – The event was held virtually versus in-person in the prior year. The event will be offered in-person again when more classes are held on campus as the data shows more students attended the in-person event in prior years. Due to the small number of respondents to the online survey student learning outcomes (SLOs) could not be analyzed. The office will adopt other strategies to increase survey participation next year.

**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:** Inform students of the requirements to maintain eligibility for aid.

#### **Measures:**

- Quantitative- The number of attendees utilizing the Virtual Office in fall 2020 and spring 2021 were counted.
- A survey to determine students SLOs in fall 2020 and spring 21.

**Overview of findings or outcomes** – This was the first year that virtual office visits were offered to students.

**Overview of recommendations and next steps** – As the college re-opens for in-person service both modalities of service will be offered in 2021-22 and will be tracked to use as a baseline for service delivery in the future.

**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:** Maintain weekly queries to identify potential 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** – 43 weekly queries were completed during the 2020-21 academic year for all financial aid programs. Staff were able to correct errors that resulted in accurate payments to 352 additional students.

**Overview of recommendations and next steps** - Weekly queries were successful in resolving errors related to payment issues for all financial aid programs, and have been incorporated into the routine functions of the office for all federal aid programs.

### **Overall summary**

This was the first year SFS provided all financial aid services virtually, and a number of variables affected the outcome for e.g. the number of students enrolled significantly declined, and vacant staff lines were not filled.

While the responses to the SLO surveys were low, it is important to determine what the students learned in the event, so sessions could be modified as a result of the analysis. The office will continue to administer SLO surveys next year, and analyze the results regarding the student learning of requirements to maintain eligibility to aid, and modify our information sessions accordingly.

Running weekly queries to identify possible payment issues have been a tremendous success and have become routine.



## 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: **2020 – 2021**

#### **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:** Build Student Access and Success

**Objective/outcome 1.1:** Ensure students take their required math self-assessment survey for math placement so that they can get advised and register for the appropriate math level course

##### **Measures:**

- Track show rates for Fall 2020 and Spring 2021 for students who need to take the math self-assessment survey for math placement.

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

- In Fall 2020 we had a 92% response rate in students who were required to complete the math self-assessment survey. A total of 95 out of 103 students took the math assessment. In Spring 2021 we had a 91% response rate for students who were required to complete the math self-assessment survey. A total of 87 out of 96 students took the math assessment.
- It is not possible to compare response rates from Fall 2019 to Fall 2020 or Spring 2020 to Spring 2021 as the math self-assessment survey was first developed by the math department for use starting Fall 2020
- For Fall 2021 we will continue to track new students who need to take a Math Self-Assessment test. We work in collaboration with Admissions, Recruitment, Conversion,

SIC, ACE and Advisement areas to identify students who need to take the math self-assessment survey for placement purposes

**Goal 2:** Provide placement testing to new incoming freshman, transfer and re-admit students in a secure testing environment

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

**Objective/outcome 2.1:** Ensure students take their required ESL-Diagnostic assessment for writing placement so that they can get advised and register for the appropriate English level course

**Measures:**

- Track show rates for Fall 2020 and Spring 2021 for students who need to take the math self-assessment survey for math placement.

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

- In Fall 2020 we had a 66% response rate in students who needed to take the ESL Diagnostic Assessment. A total of 617 out of 930 students completed the ESL Diagnostic assessment. In Spring 2021 we had a 85% response rate for students who needed to take the ESL Diagnostic Assessment. A total of 597 out of 702 students took the ESL-D assessment.
- It is not possible to compare response rates from Fall 2019 to Fall 2020 or Spring 2020 to Spring 2021 as the ESL-Diagnostic Assessment was first developed by CUNY for use starting Fall 2020.
- For Fall 2021 and Spring 2022 we will continue to track new students who need to take the ESL Diagnostic Assessment. We work in collaboration with CUNY, Admissions, and the ELA department to identify students who need to take the ESL-Diagnostic Assessment.

**Overall summary**

For the upcoming academic year 2021-2022 we will be tracking students who need to take the Math Self-Assessment test and the ESL-Diagnostic Assessment. Students are identified by Admissions, Conversion, SIC and Student Advising Services and referred to Testing to take the Math Self-Assessment for placement purposes. To continue to maintain or increase the students show rates, we will continue with our successful outreach efforts which includes email, text and phone call outreach to students.

For the ESL Diagnostic Assessment for writing placement. Students are 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.

# **2020-21 AES Executive Summaries**

**Student Affairs**  
**Student Success**

# Annual Assessment Report

## EXECUTIVE SUMMARY

Unit name: Center for Career & Professional Development      Assessment year: 2020-2021

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 with 0-15 credits who complete the Career Coach Assessment
2. The number of students with 0-30 credits engage with CCPD through events, workshops, and individual coaching sessions with Career Advisors.
3. The number of students who complete the Pymetrics games from January-June 2021.
4. successful completions of LinkedIn profiles (SLO)

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

- A total of 4,511 students completed a career assessment (Career Coach or Personality)
  - 680 students with 0-15 credits completed an assessment, a 43% decline compared to last year
    - Career Coach Assessment (358)
    - Personality Assessment (322)
  - Any explanation for the decline? COVID? Despite the decline, the students who completed the career coach assessment demonstrated their understanding of their interests, abilities, values concerning 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) and individual coaching sessions with the Advisors.
  - Following the workshops, 237 students scheduled appointments with Advisors to review and work on their resumes, mock interviews, or LinkedIn profiles.
- A total of 5,809 students engaged with CCPD through events, workshops, and individual coaching sessions
  - 2,393 students with 0-30 credits engaged with the office
- CCPD offered weekly LinkedIn Workshops and 1:1 coaching sessions to create, review and enhance LinkedIn Profiles. See appendix for the LinkedIn rubric.

- A total of 138 students attended a LinkedIn workshop or presentation
- 68 students participated in a 1:1 coaching session with a CCPD Advisor
- 728 students created a LinkedIn profile
- The rubric was not used for the 68 students who participated in the coaching session, however we plan on using them in the future to ascertain SLOs
- Note: The Pymetrics contract and initiative were paused at the Central level due to a contractual issue. Therefore, the initiative was not implemented.
- Next steps: CCPD will continue to engage students prior to the start of their first semester at the college. The Career Advisors will facilitate career planning workshops and offer coaching sessions. CCPD will work more closely with the First Year Seminar faculty to increase the number of career assessments completed by students with 0-30 credits.

**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 the development of a professional pitch.

**Direct Measures:**

1. The number of students awarded a career readiness digital badge
2. The number of students with reviewed and approved resumes
3. The number of career benchmarks/Milestones completed by students (resume, cover letter, mock interview, LinkedIn profile, attended a career event)
4. Score of the Communications badge Rubric for Integrative Learning and Oral/Written Communication abilities (SLO)

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

- The career readiness working group comprised of the Center for Career & Professional Development members revised and updated the career readiness curriculum, evidence types, and descriptions of the badges during Summer 2020. In Fall 2020, the team collaborated with cross-divisional programs to award students career readiness digital badges. Overall, there was a 90% increase in the number of badges awarded compared to the 2019-2020 academic year.
  - Total number of awarded badges: 86

Badge	Number of badges awarded and claimed by students
<b>Career Readiness Meta Badge</b>	19
<b>Collaboration (Teamwork)</b>	9
<b>Critical Thinking (Problem Solving)</b>	16
<b>Leadership</b>	23
<b>Experiential Learning Badge</b>	1
<b>Oral/Written Communication</b>	2
<b>Professional Ethics (Professionalism and Work Ethics)</b>	17
<b>Technology (Digital Technology)</b>	1

- **Programs:** API Tutors, Dietetics and Nutrition Program, Peer Advisor Academy, CUNY Service Corps, Elmezzzi Career Fellows Programs, BMEC, Crear Futuro, Grace Leadership,

Student Success Mentors, Student Government Association, COIL, Bridge to College and Careers Program, and Student Clubs

- The Communications badge was awarded to two students. See appendix for the rubric.

- **Resumes**

- A total of 1328 students have an approved resume in Career Connect
- A total of 1091 students participated in a 1:1 resume review with CCPD Advisors
- A total of 512 students attended a resume writing workshop

- **Career Benchmarks/Milestones**

- All students are encouraged to complete the career benchmarks by the time they graduate. The ASAP program requires all of its students to complete the benchmarks through ASAP, and CCPD facilitated activities. Both CCPD Staff and the ASAP Career Specialist have these activities in SEMS.
- The following data collected is from the SEMS benchmarks report:

Career Benchmark	45+ credits	30-44 credits	15-29 credits	14 credits or less	Totals
Personality Assessment	1069	515	480	322	2386
Career Coach Assessment	857	457	453	358	2125
Resume	774	336	218	90	1328
Cover Letter	480	151	70	13	714
Mock Interview	686	265	183	57	1191
LinkedIn Profile	556	153	0	19	728
Career Event	1069	515	303	322	2209

**Next Steps:**

- CCPD will continue to offer digital badges by collaborating with academic departments and student support services. For 2021-2022, CCPD will be collaborating with Campus Life to award the Grace Program participants with digital badges, Student Success Mentors and Peer Advisors. The Director and working group will continue to outreach to other programs to broaden the offering.
- Faculty and other programs will continue to refer students to the office for resume reviews.
- CCPD will continue to promote and encourage students to complete the benchmarks/milestones each semester. The data will be collected in SEMS and Career Connect.

**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 with Manager and Coordinator for CUNY Service Corps and the Elemezzi Career Fellows Programs.

**Direct Measures:**

1. The number of students attending monthly professional development workshops and coaching sessions with Manager and Coordinator for the period of November 2020-June 2021.
2. Attendance rates
3. The number of students who complete the Program
4. Students will complete surveys after each career lab and events to measure student learning outcomes based on the NACE Career Competencies (post-test)

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

### **Elmezzi Career Fellows Program**

- A total of 19 Fellows completed the Program out of 22 accepted into the Program in November 2020
- 100 % of the students in the Program attended seven mandatory pre-service training, professional development workshops, and monthly touchpoint meetings with the Program Coordinator.
- 100% of the students in the Program were awarded at least one career readiness digital badge.
- 100% of students completed a 186–314-hour internship.

### **CUNY Service Corps Program**

- Due to funding constraints, the Program ran for a shorter period, and FWS eligible students were recruited into the Program using their federal work-study packages.
- A total of 32 students completed the Program (8 FWS funded and 24 RF funded).
- 17 out of 32 students earned at least one digital badge and 22 badges were awarded in total
- 90 % of the students attended seven pre-service training, professional development workshops and met monthly with the Service Corps Manager.
- 100% of the students completed a 176-hour (FWS) or 140-hour (RF) internship.

*Note: Students completed year-end program evaluation for both programs, but the results have yet to be shared with CCPD by the Central office.*

*Note: Workshops participants did not complete surveys. Staff is strategizing ideas on how to increase survey completion after workshops and events in a virtual environment.*

### **Next Steps**

- The CUNY evaluation results will be reported next year. Additionally, we will develop future initiatives based on the evaluation, and their conclusions
- We will develop strategies for increasing participants response rates to the surveys
- CUNY Service Corps will place students in internship opportunities through the Federal Work Study Program
- Elmezzi will offer internships to 20 LIC High School alum.

**Objective/outcome 2.2** Students will engage in experiential learning opportunities, job shadowing, mentoring, employer informational interviews, and other professional development activities.

#### **Direct measures:**

1. The number of students who participated in an experiential learning activity
2. The number of students who participated in job shadowing, mentoring opportunity, attended an employer information session, or any professional development activities
3. The number of students who complete the Google Mentoring and Professional Development Program
4. The number of FWS students who completed professional development

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

- **Experiential Learning**

- A total of 125 students participated in an experiential learning activity.
  - A total of 855 students participated in job shadowing or employer information sessions. Forty-seven events and programs were offered between July 2020-June 2021.
  - A total of 300 internship opportunities were posted in Career Connect for students. LaGuardia Career Connect is our online recruitment tool. Our employer partners can post jobs and participate in recruitment events at LaGuardia Community College. Once a position is posted, the team promotes to our students/alumni and emails qualified candidates' resumes to employers.
  - We will continue developing and expanding students' experiential learning opportunities and hiring a full-time Career & Experiential Learning Coordinator by Fall 2021 using the Perkins grant funds.
  - There is a need to centralize experiential learning for appropriate documentation of the number of students who participate in an experiential learning activity, the number of experiential learning activities offered, and an adequate assessment of these activities.
- **Google Mentoring and Professional Development Program**  
LaGuardia Community College partnered with Google to host a program that offers students mentorship and opportunities to engage with supplemental CS coursework. The Program is for students with a passion for technology - especially students from the Black+, Hispanic community, and other historically excluded groups in tech. The Program ran from November 2020-May 2021.

Eligibility requirements:

- Enrolled student at LaGuardia Community College (Fall 2020 and Spring 2021)
- Major in Computer Science, Computer Programming & Software Development, Network Administration & Security, or Network and Information Security.
- Completed the Pre-Calculus (MAT 200) course during Fall 2019 Session I or II or in Spring 2020 Session I or II

A total of 143 applied, and 55 were accepted into the Program by Google. The students participated in 1:1 monthly mentoring with a Google Engineer, 4-week CSSI Online program: p5 (JS) curriculum and projects, trained on JS/CSS/HTML/Python/Data Structures/Algorithms and connected with Google STEP Internship Program. The program was successful and 100% of participants completed the program.

- **Federal Work-Study Students Professional Development**
  - Students were not responsive to multiple outreach efforts by the Career and Experiential Learning Coach in Fall 2020 and early Spring 2021. For the 2021-2022 academic year, FWS students are eligible for the CUNY Service Corps program.

**Overall summary and highlights:**

Despite the pandemic challenges and low student engagement, the Center for Career & Professional Development provided close to 6,000 students with individual or group services. Students engaged with the staff for career and professional development and experiential learning activities. There was an increase in the number of students who were awarded career readiness digital badges. Students are showcasing their skills to



employers and their networks on LinkedIn and other social media platforms. The number of job and internship postings maintained steady at close to 250 monthly opportunities for students and alumni. CCPD successfully set the baseline for a Work-Based Learning Program and experiential learning opportunities. The Service Corps and Elmezzi Programs provided students with work experience and the opportunity to develop soft skills through workshops and training. CCPD will continue providing career and professional development services to students and recent alumni virtually and in person. In order to continue engaging students, we will implement the C2L system and continue using our virtual office on Microsoft Teams, offering daily workshops on Zoom and using Career Connect for communication.

## **Appendix**

Appendix A: 2020-2021 CCPD Annual Report

Appendix B: Communications Career Readiness Digital Badge Curriculum

Appendix C: LinkedIn Profile Rubric

Appendix D: Service Corps and Elmezzi Learning Plan

## EXECUTIVE SUMMARY

Unit name: Campus Life

Assessment year: 2020-21

### **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 satisfaction survey responses
- Program attendance

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

- Due to the pandemic, facilities remained closed and all programs were virtual. There was very little response from the program surveys; therefore, there is no quantitative data. Verbal feedback was positive.
- Informational wellness-based programs were less successful than interactive programs that involved discussion and personal connection. The department focused on hybrid model programming which incorporated more interaction among the participants through virtual engagement.
- The use of student satisfaction surveys will continue as pandemic restrictions lessen and more on-campus interaction is permitted. Cross collaborations and strategic partnerships on programs related to well-being and physical activity will continue to be created based on student interest.

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

#### **Measures:**

- Civic engagement program attendance
- Financial donation to the food pantry as a result of a civic engagement initiative
- Number of letters written from the social justice campaign

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

- The transition from in-person civic engagement initiatives to fully virtual during the pandemic negatively impacted participation. Results imply that in-person interaction is a key component to the success of the department's overall civic engagement programming. Although virtual events might focus on the same subject matter as previous in-person programming, the experience is not the same and does not yield similar results. Virtual civic engagement

programs that were connected to a class had satisfactory attendance; however, there was minimal student response on whether or not the action items related to the civic engagement programs were completed and no additional tracking mechanisms were available at the time. Although there were challenges with civic engagement programming, collaborative efforts from the Student Government Association, The Food and Nutrition Management Club and the college's Food Pantry Committee resulted in a program, *Do You Have Access to Food Today?*, which helped raise \$1,460 for the college's food pantry the day of the event.

- The department will pilot the use of online polling to gather feedback for virtual civic engagement programs as a replacement for student satisfaction surveys. In compliance with the college's COVID guidelines, collection of tangible items will resume once there is a more substantial in-person student presence on campus. The department will continue to generate partnerships across the division and with student groups.

**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
- Student learning outcomes (SLO) in reflection essays

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

- There has been a decrease in program participation due to the pandemic. In fall 2019, ten students completed the comprehensive leadership program in-person as compared to six students virtually in fall 2020. Five students completed the comprehensive virtual leadership program in spring 2020 with three students completing it in spring 2021.
- Survey results continue to show that participants were overall satisfied with the leadership programming, and the reflection essays indicate the greater percentage of those who complete the essay are meeting SLO's. Presentation topics will be revised to reflect evolving concepts in leadership development.
- Going forward, the use of online polling will replace student satisfaction surveys in virtual leadership sessions. Reflection essays will still be used as a means of assessment for those who complete the leadership program in its entirety.
- Over the next three years (six semesters), the department will maintain a 60% positive minimum responses from survey participants showing they intend to use the leadership information presented in the program sessions.

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

**Measures**

Assessment methods included the following:

- Mentor survey responses
- Program attendance
- Cohort tracking logs
- Approval of club budgets and event implementation

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

- Crear Futuros mentors were trained by The Hispanic Federation, while the Black Male Empowerment Cooperative (BMEC) mentors were trained by College Access: Research and Action (CARA). Program mentors are surveyed by their respective training organization at the end of the academic year. The Hispanic Federation requested feedback on leadership development while CARA's survey focused more on the relationship between the mentor and student cohorts. Due to the pandemic, co-curricular virtual programming for student cohorts was facilitated by mentors and college staff. The data indicates that at least half of the Crear Futuros mentors believe their development in leadership, public speaking and confidence has increased. BMEC lost one mentor and had a total of two by the end of the spring term. BMEC survey data was minimal. Mentors continue to maintain a tracking log to supervise the progress of their student cohorts.
- Participation in club executive training sessions were relatively equal from fall 2020 to spring 2021 with a difference of two students. Fifteen clubs received budgets, and a total of eighteen programs were sponsored by student clubs. Approved club budgets and the implementation of club events will continue to serve as a method of assessment.
- All trainings will continue to be virtual until further notice due to the pandemic. A survey will be created to assess the overall leadership development experience of both Crear Futuros and BMEC mentors at the college. In addition, mentors will continue to complete the training surveys provided by the outside organizations.

### **Overall summary**

There was a decrease in student participation this year. Objectives remained the same as the previous year due to the assumption that limited in-person programming in fall 2020 or spring 2021 might be possible. As the pandemic continued, all program offerings remained virtual. Since recreation facilities continued to be closed, online programs consisted mostly of informative wellness-based events which were less appealing to students than programs that allowed for more peer interaction. Virtual Fall Fest and Spring Fest both have a social component which permits students to get information from each other about extra-curricular and civic-minded opportunities. These two virtual events proved to be popular among students based on program attendance; however, results also imply that in-person engagement is an essential element of the department's programming. Signature events that were reconfigured to accommodate a distance learning environment provided a different student experience and resulted in lower participation.

Executive club leadership training sessions resumed in the fall, and there was an increase in virtual club-sponsored activities from fall to spring. Approval of club budgets and event implementation will continue to be used as a method of assessment. Training for peer mentors in the Crear Futuros and BMEC programs will continue to be facilitated by outside organizations. Although the mentors in each program share the same responsibilities, each organization used their own assessment survey and inquired about different aspects of the mentor experience. A comprehensive survey will be designed by the college's program administrators so that the collection of data is consistent.

As we transition back to campus, there is potential to continue virtual offerings and resume in-person programming. Ongoing activities such as voter registration and the collection of other tangible items related to

civic engagement are more suitable for in-person engagement and will recommence once there is a more substantial student presence on campus. Electronic platforms for civic engagement activities that have a financial component should continue to be utilized.

**Appendices:**

- Appendix A Civic Engagement Program Activity Descriptions 2020.21
- Appendix B GRACE Student Satisfaction Survey Results Fall 2020
- Appendix C GRACE Student Satisfaction Results Spring 2021
- Appendix D GRACE Program Description and Prompts 2020.21
- Appendix E Hispanic Federation Feedback 2020.21 – CF Mentors
- Appendix F CARA Feedback 2020.21 – BMEC Mentors

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

Unit name: Early Childhood Learning Center Programs Inc.

Assessment year: 2020-2021

**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** Student parents and their children will participate regularly in parenting session workshops.

- Measures – Effectiveness will be measured by the attendance in the workshops.
- Overview of findings, recommendations and next steps - A total of 164 student/parents out of 184 (89% attendance rate) were served through this initiative. Target of 85% attendance rate was met and exceeded. Future plans include providing student parents with hands on workshops when permissible due to COVID-19.

**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** Students will create and implement developmentally appropriate lessons for the children in the program.

- Measures – Effectiveness will be measured by **the number of students trained virtually who completed the program and evaluation of learning plans using existing rubrics.**
- Overview of findings, recommendations and next steps - 100% of student interns and summer youth participant (n=13) have successfully completed required amount of hours and 100% of student interns and received a satisfactory evaluation. Next steps – Increase student and summer youth participation as permissible due to COVID-19.

**Objective/outcome 2.2** Students will complete the program successfully

- Measures – Effectiveness will be measured by the percentage of students who have completed the program virtually with required hours and receive a satisfactory evaluation.
- Overview of findings, recommendations and next steps – The goals were met, 100% of student interns and summer youth participants received a satisfactory evaluation. Next steps – The program will collaborate with other departments such as the business and Nursing department for future internship opportunities.

## **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. The program surpass their target rate of 85% attendance rate to an 89% attendance rate. Also, the attendance rate increased by 4% from the previous year.

The program was also successful in achieving goal # 2 – Advance Career and Workforce Development as the student interns and summer youth gained hands on early childhood classroom knowledge and became familiar with the curriculum. As a result of successfully receiving a satisfactory evaluation eleven-student interns graduated. Out of the eleven student that graduated nine students continued to senior colleges and 1 summer youth participant will be attending a CUNY college the following semester.

## 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:** 2020-21

**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 168 students in the Spring 2021 semester. Of the 168, 17 clients responded (10% response rate).

Of the total number of students that participated in the survey (n=17), there was an overall satisfaction of 4.75 out of 5 regarding services at the Wellness Center. 95.56% of the respondents responded favorably to the question about receiving clear direction about getting started with services when initially reaching out to the Center. 97.78% of respondents also reported that their first meeting with a counselor was a positive experience, felt their counselor understood their concerns (96.67%) and felt their assigned counselor was respectful and truly listened to them (97.78.6%). In addition, students indicated that they felt their counselor helped with their problem (93.33%) and felt more confident completing academic tasks after coming to the Wellness Center (88.89%). 96.67% indicated they were satisfied overall with the assistance they received and 97.78% stated that they would refer one of their classmates to the Wellness Center. Lastly, the survey was updated to include a new question about respondent's level of comfort with counseling services being conducted by video and/or phone. 92.22% indicated that they felt comfortable receiving services by video and/or phone.

A strong retention rate for services was indicated, with 61% of the students (n=117) attending 3 or more visits with their counselor for Spring 2021.

#### **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 was updated to include an additional question that inquires about a student's level of comfort with counseling services being conducted via video-conferencing (Zoom) and/or by phone. Tele-counseling services have been an option for students since the start of the COVID-19 Pandemic and when the College transitioned to remote learning. This service will continue to be available for students who prefer remote over in-person counseling. Perhaps, in the next academic year, additional questions about student's experience with tele-counseling will be added to better understand the experience of virtual versus in-person counseling.

**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 396 students that utilized counseling services in the 2020-2021 academic year, counselors completed termination forms for 117 students. Of the 117, 16.7% were given referrals to non-profit organizations, 3.3% to private practices, 4.2% to outpatient hospitals, 3% Hospital ER and 29.2% to other referrals not indicated. The remaining 17.5% did not receive nor request a referral.

In regards to the client's status upon termination, 8.3% of clients referred started treatment or scheduled appointments with off-campus providers, 23.35% were still considering off campus treatment in the near future, 13.35% were not interested in an off-campus referral, and 22.5% did not feel they needed additional services at this time.

**Recommendations:**

*Referral Data*

The data shows that approximately 54.9% 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 when needed.

**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. There is consideration to conduct a follow-up survey once the referral(s) are given as this will allow the Wellness Center to know if there were barriers that prevented the student from successfully finding external mental health support. However, there is concern that the response rate to a follow-up survey may be low (based upon low response rate for other surveys). The senior administrative staff will continue to discuss this topic and decide if it is an action item to pursue in the upcoming academic year.

**Objective 1.2** Create self-assessment tool to ensure that standards are being met

**Measures:**

- Maintain accreditation

**Overview of findings:** *Maintain accreditation*

- In May 2020, the Wellness Center received accreditation from the International Accreditation of Counseling Services (IACS)

- The IACS has provided a set of (8) recommendations that provide feedback on areas that require improvement. Recommendations from IACS report and as a result created action items in response and a strategic plan (Appendix D) for addressing them.
- We will continue to work on maintaining our accreditation and improving our services.

**Recommendations:**

For each of the 8 recommendations, the Wellness Center has developed a "response" to address the area that requires improvement. These responses can be reviewed in the attached document titled IACS assessment. The responses have also been developed into actions items and are included in the Wellness Center's 2021-2022 Strategic Plan (Appendix D). Specifically, Goal 3, Action Item 1, Goal 5, Action items 11, 12 are directly connected to the IACS recommendations.

**Next steps:**

Also utilized IACS Mid-Year Report as a midpoint evaluation tool to assess progress on action items. With available grant funding expected for the Wellness Center, additional staff will be hired. Consideration will be made to recruit and hire diverse candidates.

**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 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.
- Wellness Center Event Evaluation-assesses student knowledge and skills gained following workshops, programs and events.
- Student Mental Health Survey

**Overview of findings:** *Wellness Center Event Evaluation*

Due to poor attendance, virtual events were cancelled. Thus, the evaluation was not administered.

**Recommendations:**

*Wellness Center Event Evaluation*

The survey will be utilized when the Wellness Center resumes in-person events.

**Next steps:**

*Wellness Center Event Evaluation*

Awaiting permission to hold events in-person.

**Overview of findings:** *Student Mental Health Survey*

The Student Mental Health Survey was created and administered to students in July 2021. The 20-question survey assessed student's help-seeking behaviors and coping skills, impact of stress on academic performance, impact of the COVID-19 Pandemic on emotional and psychological health, familiarity with Wellness Center services, preference on how services should be delivered (in-person or virtual) and interest in wellness programming. Thus far, 263 students have responded to the survey.

**Recommendations:**

*Student Mental Health Survey*

The data from the survey will provide a better understanding of student's mental health and well-being and familiarity with available services at the Wellness Center. Based upon this information, delivery of services, programming and marketing will be updated.

**Next steps:**

*Student Mental Health Survey*

Data will be analyzed when survey is closed in December 2021

**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 2020-2021 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.

The 2020-2021 survey was updated to include an additional question that inquires about a student's level of comfort with counseling services being conducted via video-conferencing (Zoom) and/or by phone. Tele-counseling services have been an option for students since the start of the COVID-19 Pandemic and when the College transitioned to remote learning. Based upon the survey results, students have responded favorably to virtual counseling. Thus, this service will continue to be an available option for students who prefer remote over in-person services.

*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 allow 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. While there is concern that there will be a low response rate to a follow-up survey, senior administration will continue to discuss whether it is a viable option.

#### *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. Once events are reintroduced on campus, the evaluation will be utilized.

#### *Student Mental Health Survey*

The Student Mental Health Survey was created to understand the mental health and well-being of students, their help-seeking behaviors and familiarity with available services. Once the survey is closed, the data will provide a robust understanding of the needs of students. The feedback will inform the Wellness Center and support the improvement of services, programming and marketing.

### **Appendices**

- Appendix A. Data Charts and Summary-Student Satisfaction Survey
- Appendix B. Referral Data-2020-2021
- Appendix C. Student Satisfaction Survey 2021
- Appendix D. 2021-2022 Wellness Center Strategic Plan

# Annual Assessment Report

## EXECUTIVE SUMMARY

**Unit name:** Student Advising Services

**Assessment year:** 2020-21

### **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.

**Objective/outcome 1.1.** Assess the continuing students' satisfaction with their assigned advisors, advisement sessions, advisor accessibility and responsiveness.

**Measures – Student** satisfaction survey was designed.

**Overview of findings or outcomes** - 27% of students responded to the survey. Of those who responded, 53% were satisfied with their assigned advisors, and 57% felt advisors were accessible. Contrary to the satisfaction of accessibility, the comments repeatedly addressed accessibility as a concern.

**Overview of recommendations and next steps** – expanding virtual drop-in services to take place half days three days as opposed to one entire day. In addition, expanding appointment offerings from 17 hours a week to 30 hours. Thus, offering a robust calendar of availability for students.

**Objective/outcome 1.2:** Assess the student advisement experience of new and transfer students throughout the enrollment cycle, advisor accessibility, responsiveness, and PAR enrollment process.

**Measures** – Satisfaction Survey

**Overview of findings or outcomes** – Survey was sent to 1454 New Students, of which 148 responded- 10% response rate. 40% were registered by the College via the PAR process, 50% made an appointment to connect with an advisor. 64% were satisfied with their advising sessions while 24% were neutral on this question and 12% reported as being dissatisfied. 73% reported they were satisfied with the overall experience of becoming a student at LaGuardia. The survey will be used to establish a baseline for future modalities of administering the survey to increase participation.

**Overview of recommendations and next steps** - Next steps would include exploration of different tools to administer the survey. We would work closely with the Student Information Center to explore incorporating texting

**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 information about 2-part semester, advising services, paying for college, career exploration options.

**Measures** – Indirect Measures: Student Attendance in Fall 20 and Spring 21

**Overview of findings or outcomes** – Due to Covid-19 the Advising Information sessions were designed to include all students registered via the PAR process. The goal of the sessions was to introduce students to Advising Services, Financial Aid, Registration assistance, Center for Career and Professional Development. The Student Information Center supported the efforts by managing the chat and assisting with general student questions. All sessions were held virtually via Blackboard. 264 students starting in Fall 2020 made an appointment to attend a Virtual Info Session. 162 attended (61%) The goal for Spring 2021 was to increase the attendance. However, of 9 sessions offered we had to cancel 5 due to no or low registration rate. 44 students made an appointment to attend an Advising Info Session for Spring 2021 and 20 attended (46%). Compared to Fall 2020 there was a significant decline in attendance.

**Overview of recommendations and next steps** –

The Goal for Spring 2021 was to increase student attendance, however the data showed there was a decrease compared to Fall 2020. Next steps will include a deeper look into the frequency of the sessions offered for Fall 2021 and Spring 2022 as well as incorporating texting as a communication tool.

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

**Overview of findings or outcomes** - For Fall 2020 76% of PAR enrolled students accepted their schedule. NSPAR Spring 2021 73% of PAR enrolled students accepted their schedule

**Overview of recommendations and next steps** – 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 - including phone calls and texting (appendix B,C)

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

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

**Overview of findings or outcomes** - the conversion rate of 70% remained the same for fall 2020 and spring 2021.

**Overview of recommendations and next steps** – The process remained the same overall. Improvements were made to the advisor documentation process to reduce inconsistencies and improve overall documentation process. The creation of the Caseload Management system (CLM) system supported this effort.

### **Overall summary**

The strategies 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 these strategies to maintain these services for students. Assessing the student advisor relationship and services was important due to the ended period of remote work due to the pandemic. The insight from the students was valuable and identified gaps in our offering to provide service. Goal is to minimize these concerns and be assessable for students. 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. Lastly PAR has shown considerable reward to our enrollment efforts. Both NSPAR and PAR continued to achieve enrollment and retention targets this academic year. We continued with this process knowing fall 2021 enrollment season will potentially be the last time this process is to take place.

### **Appendices**

**Appendix A** – Advisor satisfaction survey results

**Appendix B** – Spring 2021 NSPAR Dashboard

**Appendix C** – Fall 2020 NSPAR Dashboard

**Appendix D** - PAR Report Continuing spring 2020 to fall 2020 final

**Appendix E**- PAR Report Continuing fall 2020 to spring 2021 final

# 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 Rights' and Responsibilities

Assessment year: 2020 -2021

### **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 2021-22
- Produce short videos helping students understand these topics

##### **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 2021-22. Since the abstracts will not be printed, they will be disseminated via virtual orientations and workshops.
- While videos were not produced this year, they are planned for 2021-22.

#### **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 2021-22
- Produce short videos helping students understand these topics

##### **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 is available 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.
- While videos were not produced this year, they are planned for 2021-22.



**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
- Produce short videos helping students understand these topics

**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.
- While videos were not produced this year, they are planned for 2021-22.

**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**

- 2020-2021 – 11 cases; 2019 -2020 – 100 cases
- Please note that for 2019-2020 violations; 84 were from Sep 2019 – March 2020, 16 cases in from April to August 2020. Covid-19 might play a role in the decrease of the cases due to the modality of the course; fewer cases were properly reported.
- While the number of violations decreased more in 2020-21, this is likely to be, at least partially since students were not on campus for over a year due to COVID-19. We will continue with the 2020-21 actions (Work with students and faculty. Provide existing guidelines and publications.) in 2021-22. Note that while drop in violations is evident, these 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 – 2019-2020 and 2020-21 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.

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

**Unit name:** Transfer Services

**Assessment year:** 2020-2021

### 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 1.2** Increase the college community's knowledge on the transfer

#### **Measures:**

- Using a post survey for co-curricular sessions to measure the participants' learning outcomes.
- Survey faculty and staff about their knowledge of the transfer

#### Results:

- Of the students responding to the transfer advising surveys (n=236) 195 or 83% strongly agreed with an additional 32 students who agreed (rising the percentage to 96%) that they learned something new that they did not know before. 227 or 96% strongly agree to agree that they had a better understanding of the transfer process **(Appendix A)**.
- The existing advising survey was also adjusted to incorporate the following questions to measure the participant's acknowledgement of learning: I learned new information from the transfer advising session that I did not know before and My transfer advising session helped me better understand the transfer process
- The revisions to the 5 on-demand Train the Trainer modules were completed: Module 1: Understanding the Transfer Student -Gives a broader and more focused understanding. Module 5: Scholarships: This module was integrated with another module to address the needs of graduating students and the transfer process. Model #6 Recommendations for guiding the student transfer research process with #1- Understanding Transfer Student Module 7: Credit Evaluation and Module 8: Student Development /Student Success were completed. 2. The stakeholders have been identified as follows: CTL, SGA, Advisement, ASAP, CD, Faculty Council, Senate and the General Student body. **(Appendix B)**
- The modules were aligned with stakeholders. The new integrated module incorporating modules 1 &6 merges understanding the transfer student with Recommendations for guiding the student transfer research process - this module is aimed at CTL and faculty

stakeholders. Module 5 targets Advisement and students. Model 7 is aimed at students and faculty with Model 8 targeting CTL, faculty and advisement.

#### Analysis, Recommendations & Next Steps:

The activities and the design identified were not fully completed due to the Student Affairs division's re-organization proposal. The proposal was slated to reduce staffing in Transfer Services by 80%. The faculty and staff survey was also not completed as a result of divisional restructuring proposal. The decision was not made until late April 2021 and resulted in a 40% reduction in staff and no time to implement the activities. Additionally, no funding support for PD or student engagement was available.

#### Resulting actions:

Student responses to the survey indicate that the co-curricular session were successful in increasing their knowledge about the transfer process. Student Survey was modified to include questions to address learning.

**Goal 2:** Build college community transfer knowledge

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

**Objective/outcome 2.1:** Increase the college community's knowledge on the transfer process

#### **Measures:**

- Using a post survey for the modules to measure the participants' learning outcomes.
- Track the number of folks accessing modules 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.

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

##### Results

The Student Affairs division's re-organization proposal was slated to reduce staffing in Transfer Services by 80%. The decision was not made until late April 2021 and resulted in a 40% reduction in staff and no time to implement the activities. Additionally, the COVID impact did not allow for the larger engagement of the college community outside of the student population.

- This objective was not completed.
- The number of students accessing virtual transfer activities were:
- 2251 student attended virtual webinars, Capstone, LIF course presentations, application assistance and transfer conversations et al.

##### Recommendations & next steps

We will determine if the following can move forward in 2021-2022

- 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

- 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

#### 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 given the uncertainty of the divisional restructuring outcome and the significant reduction in staff. During this period of unprecedented circumstances, changes in the division as well as divisional leadership, COVID-19, remote work, changes in the college's communication policy and support to engage students, 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 unprecedented circumstances' impact to goal 1/objective 1.1 to Increase the college community's knowledge on the transfer process as it pertains to faculty and staff. The department was not able to implement the specific activities aligned with this population of the college community. The data reveals however, an increase in the number of students engaged with the online platforms for activities such as transfer applications, transfer conversations, one on one advisement sessions, class presentations, chat sessions, transfer-in and continuing student mentorship engagement, etc. With the support of the CUNY Transfer Council's collaboration across student co-curricular and webinar sessions we engaged 1,229 students reflecting a significant increase over the 2020 student participation (n=460). However, there was a 23% decrease from the 2019 baseline of 1,591 (**Appendix B2**). The data highlights the department's strategic approach to incorporate more innovative solutions to engage students was effective and the need for institutional policy support to address the fundamentals of engaging students in a virtual environment while balancing student information overload is required.

The assessment findings for goal 2 objective 2.1 to Increase the college community's knowledge on the transfer process was met for the student population with 98% of students agreeing that the transfer advising session helped them better understand the transfer process: (n=231) or 98% and 96% (n=227) of students agreeing that they learned new information from the transfer advising session that they did not know before (**Appendix C**). The TESOL and Physical Science Transfer and Credential Stacking maps were completed (**Appendix D**). The department was not able to implement the specific activities aligned with this population of the college community due to Student Affairs proposal to re-organize and not rendering a definitive decision until April 2021.

### **Appendices**

#### **Appendix A - Transfer Advising Survey Results**

**Appendix B – Train the Trainer Revised Modules**

**Appendix B2 – Student Engagement Sessions**

**Appendix C – Co-curricular/Transfer fair sessions Survey outcomes**

[https://forms.office.com/Pages/ShareFormPage.aspx?id=s\\_BgbwZfCU6XFZiduozH2ErURMtzxKZMjEAR4SVQ\\_T9UQkM0VvK05WDDrUU5CT1JVMFNGUIVMWk9Rvi4u&sharetoken=pi2FlaP2Fw7e90h3287N](https://forms.office.com/Pages/ShareFormPage.aspx?id=s_BgbwZfCU6XFZiduozH2ErURMtzxKZMjEAR4SVQ_T9UQkM0VvK05WDDrUU5CT1JVMFNGUIVMWk9Rvi4u&sharetoken=pi2FlaP2Fw7e90h3287N)

[https://forms.office.com/Pages/DesignPage.aspx?fragment=FormId%3Ds\\_BgbwZfCU6XFZiduozH2ErURMtzxKZMjEAR4SVQ\\_T9UNFpTRTBJVVZXRkZVWUMwTkYyUVY2MTVIMy4u%26Token%3D8791510f9a5a4749b00a2286f6d6e977](https://forms.office.com/Pages/DesignPage.aspx?fragment=FormId%3Ds_BgbwZfCU6XFZiduozH2ErURMtzxKZMjEAR4SVQ_T9UNFpTRTBJVVZXRkZVWUMwTkYyUVY2MTVIMy4u%26Token%3D8791510f9a5a4749b00a2286f6d6e977)

[https://forms.office.com/Pages/DesignPage.aspx?fragment=FormId%3Ds\\_BgbwZfCU6XFZiduozH2ErURMtzxKZMjEAR4SVQ\\_T9UQ0owTk1BNzFFNURZMzdOMEFUN0pXUDk3NS4u%26Token%3Dcf23a960359f49c883b4ff323e8ee8bb](https://forms.office.com/Pages/DesignPage.aspx?fragment=FormId%3Ds_BgbwZfCU6XFZiduozH2ErURMtzxKZMjEAR4SVQ_T9UQ0owTk1BNzFFNURZMzdOMEFUN0pXUDk3NS4u%26Token%3Dcf23a960359f49c883b4ff323e8ee8bb)

**Appendix D – TESOL and Physical Science Transfer Maps**