

## LaGuardia Community College Strategic Plan

*LaGuardia Community College's mission is to educate and graduate one of the most diverse student populations in the country to become critical thinkers and socially responsible citizens who help to shape a rapidly evolving society.*

LaGuardia Community College has established a Strategic Plan for 2019-24 that is based upon the College mission and Core Values and shaped by broad Collegewide discussion and input. The Plan identifies five strategic Goals and related Objectives for 2019-24. These Goals and Objectives will guide our Strategic Planning work for the 2020-21 academic year.

We are gathering information from all College Divisions and Departments about the implementation of your Strategic Plan activities in 2019-20 and the Strategic Plan targets you hope to accomplish in 2020-21. In order to make this process logistically easier, we are collecting all the information in one document. More importantly, reports and evidence from 2019-20 might inform the planning process for 2020-21 in your area.

Please submit this document to Dr. Rejitha Nair, [rnair@lagcc.cuny.edu](mailto:rnair@lagcc.cuny.edu) **by June 15<sup>th</sup>, 2020** with a cc to Provost Nireata Seals, [nseals@lagcc.cuny.edu](mailto:nseals@lagcc.cuny.edu), and Dean Nava Lerer, [nlerer@lagcc.cuny.edu](mailto:nlerer@lagcc.cuny.edu). We are requesting that you report on the following:

- 1. Strategic Plan Final Report 2019-20:** Please complete the Strategic Plan Final Report form on Page 2. We know that there might have been interruptions to your planned strategic activities during the Spring semester due to COVID-19 related issues. If that's the case, please report on what you accomplished in the Fall semesters and indicate the next steps. Make sure that you include the evidence and relevant data for the strategic activities in the Outcomes column.
- 2. Strategic Planning Template 2020-21:** Please complete the Strategic Planning Template for 2020-21 on Page 4. Please choose **2-3 Strategic Plan Objectives** and identify area specific targets and detailed work plans related to those Objectives. Our Strategic Plan Goals and Objectives for 2019-24 is included in *Page 9-10* of this document. Make sure that you indicate the college objectives to be addressed in the template. For non-academic divisions, it might be helpful to look at the AES assessment plans from your division. Please contact Dean Nava Lerer, [nlerer@lagcc.cuny.edu](mailto:nlerer@lagcc.cuny.edu), to look at the AES plan and how it can be integrated with the Strategic Plan.

**SECTION 1. LaGuardia Community College Strategic Plan Final Report, 2019-20**

**INSTRUCTIONS:**

Please use this form to provide your final report for each of your planned strategic activities related to the 2019-20 Strategic Plan you submitted for your area in May 2019. In the Strategic activities column, indicate what has been completed so far for implementation of the planned strategic activities and reaching your objective(s). In the Assessment column, indicate the methods and measures you have used to assess the strategic activities and to determine that that objective was met. In the Results/Outcomes column, indicate the results or findings of the assessments, the evidence, and relevant data. In the Next steps column, indicate the follow-up that is needed for the strategic activities.

**DIVISION/DEPARTMENT: Business and Technology**

**College Objective Addressed: 2. Strengthen Learning for Students – and for Faculty, Staff and the College**

<u>Area-Specific Targets</u> (from 2019-20 Strategic workplan)	<u>Strategic Activities</u> What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for <b>each</b> of your planned strategic activities.	<u>Assessment</u> What methods and measures have you used to assess the strategic activities and to determine that the objective was met?	<u>Results/Outcomes</u> What were the results of the assessment(s)? What is the evidence that the objective was met? <b>Provide relevant data.</b>	<u>Next Steps</u> What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.
<p>B&amp;T/Paralegal Studies Program will address the low scores that Paralegal artifacts received when scored against the IPS rubric.</p> <p>&gt; 50% of Fall 2018 Paralegal - IPS artifacts scored at or below 2.</p> <p>The director of the PS program will apply for a PPR "Closing the Loop" mini grant</p>	<p>October 2019 – Meeting to norm and score paralegal studies-specific artifacts</p> <p>November 2019 – Meeting to review current Law Office Memorandum/ Memorandum of Law assignment(s) and discuss changes.</p> <p>Jan/Feb 2020 - Assignment development charrettes</p>	<p>At least 70% of program IPS artifacts will score at or above 3.</p>	<p>All activities through April of 2020 have been completed.</p> <p>Students have not completed the assignment in question, nor have students uploaded such assignment to the assessment area of the ePortfolio. These activities were delayed due to COVID-19 related issues.</p>	<p>The scoring of IPS artifacts has been postponed and will now take place in August/September 2020.</p>

<p>The director of the PS program set the following benchmark: At least 70% of program IPS artifacts will score at or above 3.</p>	<p>April 2020 – Administer new Law Office Memorandum/ Memorandum of Law assignment(s) in classroom</p> <p>May 2020 – Post assignment scoring and debrief</p>			
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**College Objective Addressed: 2. Strengthen Learning for Students – and for Faculty, Staff and the College**

<p><b>Area-Specific Targets</b> (from 2019-20 Strategic workplan)</p>	<p><b>Strategic Activities</b></p>	<p><b>Assessment</b></p>	<p><b>Results/Outcomes</b></p>	<p><b>Next Steps</b></p>
<p>B&amp;T/Accounting faculty will examine three “core” accounting courses (BTF 101: First Year Seminar for Business, BTA 201: Intermediate Accounting I, BTA 202: Intermediate Accounting II) and develop faculty-specific resources to support implementation of the Core ePortfolio. In addition, accounting faculty will revise assessment assignments. During Benchmark Readings for the First Year Seminar, Integrative Learning core competency and Digital communication ability are showed as requiring more attention in terms of assignment and activity design. Currently, the</p>	<p>What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for <b>each</b> of your planned strategic activities.</p> <p>May/June 2019 – Project leader will provide a date, time, and agenda for an initial meeting of members of the Mini-Grant Team.                      Summer 2019 – Team will review core ePortfolio best practices and assessment assignments.                      AY 2019-2020 - Project leader Professor Rajendra Bhika will be a Facilitator and two faculty team members, Professor Ahmed Abdelhalim and Mr. Javier Serna, will participate in the Bringing It All Back Home: The Capstone Experience at LaGuardia.                      Fall 2019 - Mini-Grant Team will create appropriate faculty resources related to the (Business) core ePortfolio and develop plan for faculty development.</p>	<p>What methods and measures have you used to assess the strategic activities and to determine that the objective was met?</p> <p>All FT/PT faculty teaching BTA 201: Intermediate Accounting I and BTA 202: Intermediate Accounting II will attend at least one professional development webinar in January/February 2020 and respond to a short post-webinar survey. At least 75% of students enrolled in targeted classes (BTA 201: Intermediate Accounting I and BTA 202: Intermediate Accounting II) will deposit relevant assignments in assessment area of the core ePortfolio. Such assignments will be assessed through the benchmark reading process. Assignments not</p>	<p>What were the results of the assessment(s)? What is the evidence that the objective was met? <b>Provide relevant data.</b></p> <p>All activities were completed through January of 2020.                      Activities scheduled for the spring have not been completed due to COVID-19 related issues.                      Whether or not Benchmark readings are completed is dependent on the College's plan for the Fall 2020 semester.                      Faculty developed/revised assignments as indicated but such assignments were not implemented due to</p>	<p>What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p> <p>The professional development webinar was not held and has been cancelled.                      Individual instructors will assess the overall content of the core ePortfolio based on criteria/rubric(s) developed by the mini-grant team.                      These assignments will be implemented in BTA 201 and BTA 202 when assessment depositing resumes.</p>

<p>Business and Technology Department does not have resources [e.g. videos, tip sheets, etc.] to support faculty who are teaching the core accounting courses. Project leader Professor Rajendra Bhika will apply for the ePortfolio Mini-Grant: Scaling Core ePortfolio Practice Initiative. Mini-grant team members will:</p> <ol style="list-style-type: none"> <li>1. Design Resources (i.e., training videos, tips sheets, etc.) to support faculty work with the Business Core ePortfolio and related assignments.</li> <li>2. Revise the assessment deposit map.</li> <li>3. Revise/design new assignments.</li> </ol>	<p>Fall 2019 - Mini-Grant Team will revise the assessment deposit map and revise/design new assignments.  January/February 2020 – Mini-grant team will host webinar professional development session and will disseminate newly developed resources online (platform TBD).  Spring 2020 – Accounting faculty will implement/assess new assignments.  May 2020 - Mini-grant team will submit revised assignments to the Learning Matters Assignment Library.  June 2020 – Mini-grant team will assess.  October 2020 – Benchmark readings.</p>	<p>deposited in the eportfolio will be graded by the respective instructor. Individual instructors will assess the overall content of the core ePortfolio based on criteria/rubric(s) developed by the mini-grant team.  At least 60% of students enrolled in targeted classes (BTA 201: Intermediate Accounting I and BTA 202: Intermediate Accounting II) will score above a 2 on revised assessment assignments in the Integrative Learning competency and related Digital Communication ability).</p>	<p>COVID-19 related issues.</p>	
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**College Objective Addressed: Strengthen Learning for Students – and for Faculty, Staff and the College**

<p><b><u>Area-Specific Targets</u></b> (from 2019-20 Strategic workplan)</p>	<p><b><u>Strategic Activities</u></b></p> <p>What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for <b>each</b> of your planned strategic activities.</p>	<p><b><u>Assessment</u></b></p> <p>What methods and measures have you used to assess the strategic activities and to determine that the objective was met?</p>	<p><b><u>Results/Outcomes</u></b></p> <p>What were the results of the assessment(s)? What is the evidence that the objective was met? <b>Provide relevant data.</b></p>	<p><b><u>Next Steps</u></b></p> <p>What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p>
<p>FT faculty will advise cohort of <i>at least 10 students</i> and will complete a Student Success Plan for each advisee.</p>	<p>Fall 2019 – At least 10 students will be assigned to each FT faculty member per established Advisement 2.0 procedures. This will not include FT faculty teaching BTF101 who will advise all students in their respective classes.</p> <p>Fall 2019 – FT faculty will meet with advisees and complete a Student Success Plan for each student.</p> <p>Spring 2020 – <i>At least 10 students</i> will be assigned to each FT faculty member per established Advisement 2.0 procedures. This will not include FT faculty teaching BTF101 who will advise all students in their respective classes.</p> <p>Spring 2020 – FT faculty will meet with all assigned advisees (<i>Approx. 10</i>) and complete a Student Success Plan for each student.</p>	<p>100% of B&amp;T FT faculty will advise students in tier 2A.</p> <p>75% of students will create a Student Success Plan with their FT faculty advisor.</p> <p>Data related to student credit accumulation, GPA, and momentum score will be gathered at the end of the Spring I 2020 semester for comparison to outcomes.</p>	<p>Fall advisement was completed as planned (100% of B&amp;T FT faculty were assigned a cohort of students to advise). Faculty advised 57.8% of all Tier 2A students. 78.5% of students who were advised by faculty created an SSP.</p> <p>Due to COVID-19 related issues, spring semester advisement was performed by the college’s professional advisors.</p>	<p>This advisement initiative will restart in the fall semester if the college is re-opened. If the college remains in distance learning mode, the chair and/or the advisement liaison will contact the advisement leadership team to determine how student advisement will be accomplished.</p>

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**DIVISION/DEPARTMENT: Education & Language Acquisition**

**College Objective Addressed: Goal 5.c. "Strengthen career readiness programming ..."**

<u>Area-Specific Targets</u> (from 2019-20 Strategic workplan)	<u>Strategic Activities</u>	<u>Assessment</u>	<u>Results/Outcomes</u>	<u>Next Steps</u>
Develop a TESOL (Teaching English to Speakers of Other Languages)/Linguistics <del>under the Secondary Education</del> as an Option of the Liberal Arts – Social Science and Humanities degree. This is a fast-growing market for teachers, both in NYC public schools and overseas.	<p>Spring 2019 – applied for a mini-grant to support the planning of the TESOL curriculum map, using ePortfolio as a core for the new curriculum.</p> <p>Fall 2019 – Spring 2020</p> <ul style="list-style-type: none"> <li>Develop curriculum map</li> <li>- Develop any new courses, if needed</li> </ul>	Completion of the articulation agreement, approval by LaGuardia’s College Senate Curriculum Committee, and submission of the offering of the degree to the CUNY Chancellor’s Report.	<ol style="list-style-type: none"> <li>1. Articulation agreement approved by the receiving department and awaiting signatures at the Provost level at Queens College (attached)</li> <li>2. Degree map drafted (attached)</li> <li>3. TESOL/Linguistics ePortfolio shell drafted</li> </ol>	<p>Collection of signatures on the articulation agreement has been delayed by COVID-19, but we hope to complete the process by September 2020, the hard deadline for the articulation agreement submission through governance.</p> <p>The next steps will involve degree building at the faculty level, including finalizing the curriculum map, assessment</p>

	<ul style="list-style-type: none"> <li>- Negotiate with Queens College about course equivalencies</li> <li>- Finalize articulation agreement</li> </ul>		<p><a href="https://lagcc-cuny.digication.com/tesol-linguistics/">https://lagcc-cuny.digication.com/tesol-linguistics/</a></p> <p>4. New course, ELL 120: Structure of English approved by the Departmental CC; awaiting submission to the college-wide governance bodies. (attached)</p>	<p>maps, and PLOs for the TESOL/Linguistics option.</p>
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**College Objective Addressed: Goal 2.c. Advance courses that build students' written, oral and digital communication abilities**

<p><b>Area-Specific Targets</b> (from 2019-20 Strategic workplan)</p>	<p><b>Strategic Activities</b></p> <p>What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for <b>each</b> of your planned strategic activities.</p>	<p><b>Assessment</b></p> <p>What methods and measures have you used to assess the strategic activities and to determine that the objective was met?</p>	<p><b>Results/Outcomes</b></p> <p>What were the results of the assessment(s)? What is the evidence that the objective was met? <b>Provide relevant data.</b></p>	<p><b>Next Steps</b></p> <p>What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p>
<p>Ana Maria Hernandez is co-directing an NEH Latin American Studies grant that promotes the Global Learning elements in courses offered by multiple departments. Co-directors of the grant are Rebecca Tally from Social Science and Hugo Fernández and William Fulton from Humanities.</p>	<p>Grant activities for Y2 (Fall 2019) included first time offering of a revised HUP116, which ran with 9 students. The course did not run in SP2020 due to insufficient enrollment, and will be offered again in F1,2020, SSH 232 ran in both F1,2019 and Sp1,2020. ELS204, ELS200 and ELS210 were offered in F1,2019 and Sp1,2020 in ELA. HUM107 and SSA106 ran for the first time in Spring 2020.</p>	<p>Samples of student work were not collected in HUP116, since it was a first time offering with a limited number of students. The course did not run in Sp1 2020. Sample assignments related to grant goals and global learning rubric and abilities were collected by the instructors in SSH232 (not on ePortfolio since the course is not designated for artifact collection), ELS200/204/210. Data were not collected for HUM017 and SSA106, which ran for the first time during the irregular and challenging conditions of the COVID-19 epidemic.</p>	<p>Data will be provided at a later date as we have access to offices and office computers and conduct assessment of courses offered for the first time under normal circumstances.</p>	<p>Assessment/revisions for HUP116, HUM107 and SSA106 will be conducted when we can run the courses under normal circumstances, either in F2F, hybrid or online formats.</p>

**College Objective Addressed: Goal 3.b. Expand co-curricular programming and internal experiential education opportunities (e.g., undergraduate research; peer programs; project-based learning) to build learning and community**

<p><b><u>Area-Specific Targets</u></b> (from 2019-20 Strategic workplan)</p>	<p><b><u>Strategic Activities</u></b></p> <p>What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for <b>each</b> of your planned strategic activities.</p>	<p><b><u>Assessment</u></b></p> <p>What methods and measures have you used to assess the strategic activities and to determine that the objective was met?</p>	<p><b><u>Results/Outcomes</u></b></p> <p>What were the results of the assessment(s)? What is the evidence that the objective was met? <b>Provide relevant data.</b></p>	<p><b><u>Next Steps</u></b></p> <p>What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p>
<p>Ana Maria Hernandez is co-directing an NEH Latin American Studies grant that includes co-curricular activities. Co-directors of the grant are Rebecca Tally from Social Science and Hugo Fernández and William Fulton from Humanities.</p>	<p>The NEH grant activities for Fall 2019 featured two more open lectures by world class scholars Dr. Kirsten Weld (Harvard) and Dr. Ada Ferrer (NYU) who addressed Latin American studies issues from an interdisciplinary perspective and through contemporary critical methodologies. These lectures, open to all students in the college, provided students with models for scholarly research, academic communication registers, and multiple perspectives and points of view, as per the stated college and liberal arts mission statements, and grant objectives. The Ferrer lecture (23 October 2019, B306) was attended by approximately 100 students from different majors/options,</p>	<p>By writing analytical summaries, finding additional information online, and engaging in oral discussions of the lectures, students developed their digital, written and oral abilities, as well as their global learning competencies as they deepened their understanding of Latin American issues on a global stage, and their relevance to the research of prestigious scholars at top national universities. COVID-19 and other circumstances</p>	<p>Data was collected from assignments related to Dr. Ada Ferrer's and Dr. Kirsten Weld's visits in F1,2019 in SSH232, ELS204 and ELS210. Assignments from SSH232 are in digital/paper form, since the course is not designated for artifact deposits, and were evaluated as course assignments and achievement of course goals. The assessment assignment in ELS204 directly addressed Dr. Ada Ferrer's lecture on José Martí's "Our America" in which he attributes the chaotic beginnings of post-colonial Latin American republics to a lack of knowledge of the history</p>	<p>We need to implement strategic activities for revised courses such as HUP116, offered in F1,2019, as well as new courses such as HUM107 and SSA106 that were offered for the first time in Spring 1 2020 in the midst of the pandemic and were precipitously converted to online delivery, rendering the possibility of a proper assessment null and void.</p>

	<p>including ASAP students. The Weld lecture (7 November 2019, E500) attracted about 120 students. One of them, a student in Dr. Belkis González's class, also attended the after-lecture seminar, thus benefitting from exposure to a more rigorous academic analysis than the post lecture Q &amp; A open to the general public. Various seminar participants, including Drs. Paul Fess and Belkis González (English) and José Fabara and Ernesto Menéndez-Conde (ELA), as well as co-directors Tally, Hernández and Fernández, assigned conference reports to students as project-based learning experiences meant to be integrated into classroom learning and stressing interdisciplinary connections and the development of academic discourse and vocabulary.</p>	<p>prevented this year's publication of <i>Otherness</i>, the ELA/Humanities magazine, as planned for Spring 2020, as well as the Latinx Annual Symposium, which had been scheduled for April 2020, and the Fifth CUNY-wide Biennial Conference on Language and Culture scheduled for 15 May, in which three LAS/SET students had registered to present in a panel on <i>Being Bicultural in the 21<sup>st</sup> Century</i>, moderated by Dr. Hernández. This was unfortunate, since <i>Otherness</i> and conference participation by students have been important in stressing interdisciplinary connections, student digital/written/oral abilities, and self-confidence in the development of their</p>	<p>and ethnic composition of Latin American nations, as well as excessive imitation of models developed elsewhere that did not address the aforementioned issues, as well as the preterition of peasants and people of color in the new Latin American republics. Student analyses of Dr. Ferrer's lecture were included in both the artifacts usually collected for ELS204 in ePortfolio and in extra-credit assignments developed in connection with the lecture. Hard and digital data will be provided upon access to campus offices and hardware. The assignments for ELS 200, 204 and 210 were assessed in F1 as part of grading standards and the global learning rubric, as well as ACTFL rubrics for performance in ML courses (link provided below). Dr. Weld's lecture addressed issues underlying the genocidal civil war in Guatemala in the 1980s and 1990s that exterminated</p>	
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		<p>academic and professional personae. Nevertheless, artifacts were collected in ELS204 and ELS210 and were analyzed as part of student performance evaluation in those courses. Data will be provided at a later date, as well as written evidence from assignments in SSH232, when we return to our offices and work computers.</p>	<p>large segments of the indigenous population. Students wrote extra-credit papers for that lecture as well. The film "Finding Oscar," featured at the 2019 LASA conference in Boston, and discussed by Dr. Weld in an after-screening panel, has been incorporated into the ELS210 syllabus and became part of a final discussion about Rigoberta Menchú, which counted towards 20% of the final grade in both F12019 and Sp1 2020. The analysis of "Our America" was again one of the grading criteria for ELS204, offered online during Spring 2020. The analysis of the essay was deposited in Blackboard Discussion Board, where students were able to see and comment on each other's essays. Similarly, references to Dr. Weld's November lecture and book (<i>Paper Cadavers</i>), as well as "Finding Oscar" were incorporated into the discussion of Rigoberta</p>	
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			<p>Menchú's controversy with Stanford anthropologist David Stoll in ELS210, where they became part of the final evaluation, a (virtual) Bb round table discussion among students who discussed various viewpoints about the Guatemalan civil war and the culture wars surrounding the Rigoberta Menchú controversy in the early 2000s. Students demonstrated the ability to consider diverging and at times contradictory points of view from an academic and objective perspective rather than through anecdotal information. The notes for the final discussion are in the last Bb discussion board forum for ELS210 Spring1 2020.</p>	
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ACTFL RUBRICS FOR PERFORMANCE IN SPANISH COURSES: [https://www.actfl.org/sites/default/files/pdfs/ACTFLPerformance\\_Descriptors.pdf](https://www.actfl.org/sites/default/files/pdfs/ACTFLPerformance_Descriptors.pdf)

**College Objective Addressed:** Goal 2.a. “Help students build the knowledge, skills and dispositions...”

<p><b>Area-Specific Targets</b> (from 2019-20 Strategic workplan)</p>	<p><b>Strategic Activities</b></p> <p>What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for <b>each</b> of your planned strategic activities.</p>	<p><b>Assessment</b></p> <p>What methods and measures have you used to assess the strategic activities and to determine that the objective was met?</p>	<p><b>Results/Outcomes</b></p> <p>What were the results of the assessment(s)? What is the evidence that the objective was met? <b>Provide relevant data.</b></p>	<p><b>Next Steps</b></p> <p>What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p>
<p>Revise assignments that target program and college competencies/communication abilities as part of the Education PPR action plan.</p> <p>Share revised assignments and program assessment plans in the Education program through faculty professional development and faculty handbook.</p>	<p>Spring 2019 - applied for “Closing the Loop” mini-grant</p> <p>Fall 2019 – Pilot Education Faculty Handbook</p> <p>Fall 2019-2020 – Professional Development for all Full time and adjunct Education faculty.</p>	<p>The target is the creation of the Education Faculty handbook to share with faculty so that they better understand the general education and program learning competencies.</p> <p>Feedback from faculty &amp; Use of Handbook.</p> <p>Program Reading of Education Student Artifacts. Timeline – Fall II. New rubrics will be designed to address program learning outcomes. The existing general education rubrics will be used to measure competencies/abilities.</p>	<p>The Program linked each College Competency and Ability to one Program Learning Outcome (PLO). Then, the Program identified one key high-stakes assignment to measure each PLO in three of the required courses in each major/option. The required courses included the First Year Seminar to the Education Program (EDF 101), the Foundations course (ELN 120, ELN 121, ELN 122, and ELN 123), and the Capstone course (ELE 203, ELE 204, and ELE 205) in each Education Program major and option.</p> <p>The Program then focused on PLO 1, which the Program linked to integrative learning and digital communication, as well as specific Industry Standards. The Program reviewed the existing key</p>	<p>Due to the current pandemic, the Education Program did not do Program readings, or pilot the handbook and provide Professional Development training. These will occur during the next academic year. The Education Program continues to work on the handbook and ePortfolio Blackboard training for Education Program faculty.</p> <p>In the fall 2020, the Program will do more extensive readings of the rubrics and assignments, as well as request data for the EDF 101 and the capstone course. Please note: although this data is no</p>

		<p>Revised assignments – The number of assignments to be determined are based on PPR results. We expect no more than two for the AY 2019-2020.</p>	<p>assessments for integrative learning and digital communication in EDF 101 and the Foundations and capstone courses. The Program then looked at samples of student work from the capstone course in tandem with PLO 1, and the industry standards which the PLO targets. The Program then revised the assessments and rubrics to include integrative learning and digital communication as well as the industry standards. The Program also revised the assessments for EDF 101 and the capstone course. The Program then reviewed the rubrics and considered their relevance for other courses, such as Introduction to Language (ELL 101), and Learning and Education (SSY 105). The Program then revised them to ensure the rubrics would be applicable. The Program created the structure for a handbook clarifying the role of ePortfolio.</p>	<p>longer collected in the Foundations courses, this course serves to reinforce the competency and ability.</p> <p>The Education Program will continue to work on the handbook and ePortfolio Blackboard training to be ready for fall 2020.</p>
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**College Objective Addressed: Goal 2.b. "Develop and define digital learning environments ..."**

<p><b>Area-Specific Targets</b> (from 2019-20 Strategic workplan)</p>	<p><b>Strategic Activities</b></p> <p>What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for <b>each</b> of your planned strategic activities.</p>	<p><b>Assessment</b></p> <p>What methods and measures have you used to assess the strategic activities and to determine that the objective was met?</p>	<p><b>Results/Outcomes</b></p> <p>What were the results of the assessment(s)? What is the evidence that the objective was met? <b>Provide relevant data.</b></p>	<p><b>Next Steps</b></p> <p>What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p>
<p>Revise Education program core ePortfolio to increase digital and integrative learning over time from First Year to Capstone, specifically as it relates to the program learning outcomes (PLOs).</p>	<p>Spring 2019 - applied for ePortfolio mini-grant                      Fall 2019 - Develop and Pilot First Year Seminar for Education (EDF 101) Core ePortfolio                      Fall 2019-2020 – Faculty Professional Development of ePortfolio use in education program</p>	<p>(EDF 101) ePortfolios &amp; Integrative Learning Assignments. Number of assignments submitted. If possible, assignments scoring as valid. PD will be assessed through the increased number of assignments deposited for assessment as well as the increased number of quality ePortfolios completed in each assigned course.</p>	<p>The Education Program created an EDF 101 assignment for integrative learning and digital communication that was piloted in all EDF classes during the spring 2020.</p> <p>Due to the current pandemic, however, data were not collected and Professional Development trainings were not implemented.</p>	<p>The Education Program will collect data and provide an ePortfolio Blackboard training during 2020-2021.</p>



**College Objective Addressed: Goal 1.c. “Advance new models of developmental education to speed student progress to the degree”**

<p><b><u>Area-Specific Targets</u></b> (from 2019-20 Strategic workplan)</p>	<p><b><u>Strategic Activities</u></b> What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for <b>each</b> of your planned strategic activities.</p>	<p><b><u>Assessment</u></b> What methods and measures have you used to assess the strategic activities and to determine that the objective was met?</p>	<p><b><u>Results/Outcomes</u></b> What were the results of the assessment(s)? What is the evidence that the objective was met? <b>Provide relevant data.</b></p>	<p><b><u>Next Steps</u></b> What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p>
<p>1. Increase the number of ESL courses paired with credit-bearing/major courses. Currently ESL runs two pairs per semester. The target for 2020 would be to increase this to three pairs.</p>	<p>1. The ESL leadership team will research co-req models of ESL instruction to identify appropriate content/major courses to target for pairing. Once identified, the leadership team will reach out to departments where those courses are housed, inviting them to partner with ESL in creating pairs. Once pairs have been agreed on, PD events will be organized and held which will identify goals and help paired instructors plan their collaborative efforts.</p>	<p>1. Assessment will be measured by increasing the number of paired courses and by comparing graduation/transfer rates of paired students with non-paired students.</p> <p>2. At one level, the ESL leadership team will measure</p>	<p>1. The ESL Program worked with faculty from other departments and planned, trained faculty on best practices, and ran 8 pairs in the 2018-2019 academic year (4 per semester). ESL faculty joined faculty from Social Sciences, Humanities, and Reading to create a wide variety of pairs. More pairs were planned for Fall 2019 and Spring 2020, but due to changes in the advising structure this academic year, which prevented the flexible choice of electives for students and pre-registered students into courses, pairs got little to</p>	<p>1. In order to reestablish ESL paired courses and co-reqs, planning and implementation must be done in coordination with Student Advising. In addition, the ESL levels in the pairings need to be reassessed (perhaps only the top level of ESL courses should be paired).</p>

<p>2. The co-req model of developmental education can potentially promote student learning, earning credits while accelerating their path through their major to graduation.</p>	<p>2. Once pairs have been created, the leadership team, with the support of the ELA Department Chairperson, will ask the college for support to advise students to take paired courses. In the meantime, the team will inform advisers to alert them about the paired courses and encourage them to steer ESL students towards pairs. At the end of the fall semester, the team will request ESL instructors to announce spring, 2020 pairs in their classes, handing out informational flyers to students.</p> <p>3. If successful, these tasks will make paired ESL courses increasingly the norm. Students will be better informed as to the benefits of paired courses and the ESL population as a whole will come to desire to choose a paired course as their way forward through ESL.</p>	<p>success simply by increasing the number of paired courses. At a more meaningful level, success will be measured by tracking ESL students and comparing those who pass through the college by taking ESL pairs with ESL students who follow the traditional path through ESL, i.e., credits earned, grades before, completing ESL Success will be indicated by paired students successfully graduating or transferring more quickly than their unpaired counterparts.</p>	<p>no registered students and did not run. Furthermore, due to COVID-19 interruptions, the planning of pairs and the detailed work with advisement that would be needed to change registration processes to allow for pairs to run is not possible now for the upcoming academic year, as courses for Fall 2020 and Spring 2021 are already being established.</p> <p>2. With paired courses not being able to run and with the COVID-19 interruptions to the Spring 2020 semester, ESL students who were in pairs cannot be tracked at this time.</p>	<p>2. The feasibility of running pairs will need to be reassessed and significant work with advisors and support of college administration will need to occur in order for pairs to run in future semesters. If the ESL Program deems it feasible to reestablish pairs after the COVID-19 interruptions, a system of tracking participating students will need to be established in coordination with Student Advising.</p>
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**SECTION 1. LaGuardia Community College Strategic Plan Final Report, 2019-20**

**INSTRUCTIONS:**

Please use this form to provide your final report for each of your planned strategic activities related to the 2019-20 Strategic Plan you submitted for your area in May 2019. In the Strategic activities column, indicate what has been completed so far for implementation of the planned strategic activities and reaching your objective(s). In the Assessment column, indicate the methods and measures you have used to assess the strategic activities and to determine that that objective was met. In the Results/Outcomes column, indicate the results or findings of the assessments, the evidence, and relevant data. In the Next steps column, indicate the follow-up that is needed for the strategic activities.

**DIVISION/DEPARTMENT:** English

**College Objective Addressed:** 1. Build Student Access and Success (b) Strengthen FYS and Advisement 2.0, supporting faculty and advisors with professional development and digital systems to build student success.

<u>Area-Specific Targets</u> (from 2019-20 Strategic workplan)	<u>Strategic Activities</u> What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for <b>each</b> of your planned strategic activities.	<u>Assessment</u> What methods and measures have you used to assess the strategic activities and to determine that the objective was met?	<u>Results/Outcomes</u> What were the results of the assessment(s)? What is the evidence that the objective was met? <b>Provide relevant data.</b>	<u>Next Steps</u> What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.
<p>Implement second year of Advising 2.0 advising teams for Writing and Literature, Creative Writing, and Journalism Option.</p> <p>Based on lessons learned from the advising team’s during the first semester (Spring I 2019), we will make improvements so as to build student access and success by strengthening Advisement 2.0</p>	<p>For Outcome 1:</p> <ul style="list-style-type: none"> <li>a. Organize two advising events in the Fall and one in the Spring Semester.</li> <li>b. Create a flyer for faculty with advisement information to distribute in their classes among majors.</li> </ul>	<p>For Outcome 1:</p> <p>We will assess these measures by: 1. Looking at the number of Student Success Plans submitted; and 2. Looking at the number of students signed in during our events.</p> <p>For Outcome 2:</p>	<p>For Outcome 1:</p> <p>1. A total of 36 Student Success Plans were submitted in Fall I 2019. In Fall I 2019, 64 students were advised. That’s 63% of enrolled students who were advised.</p> <p>2. Our Fall I 2019 advising events were successfully completed. We advised 46 students in total about a</p>	<p>Outcome 1: The structure of advising will depend on whether we are back on campus and if professional advisors continue to be the primary advisors for students. We will continue to reach out to our majors in some capacity which is still to be determined.</p>

<p>in the three majors within the English Department.</p> <p>Outcome 1: To increase the number of students advised in the three majors.</p> <p>Outcome 2: To create an advising guide for faculty and peer advisors.</p>	<p>c. Create and distribute individualized letters to students with contact information about their advisor.</p> <p>d. Peer advisors will visit program courses to talk about Advisement 2.0.</p> <p>For Outcome 2: Create a document (electronic and printed) with important information about all three English majors including advisors' names and contact information, curriculum maps, tip sheets, calendar, events list to help faculty and peer advisors in their work.</p>	<p>We will assess this measure through the final product (the advisement guide).</p>	<p>wide range of topics such as change of major, course selection, course registration, transfer and career options. Due to COVID-19, we did not have a Spring I 2020 advising event.</p> <p>Spring I 2020 advised was done by the professional staff advisors.</p> <p>For Outcome 2: We have developed the advisement guide and shared it with faculty.</p>	<p>For outcome 2: We will make all faculty aware of the advisement guide and how to use it, even if they are not formally advising students.</p>
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**DIVISION/DEPARTMENT: English**

**College Objective Addressed:** 1. Build Student Access and Success (c) Advance new models of developmental education to speed student progress to the degree.

<u>Area-Specific Targets</u> (from 2019-20 Strategic workplan)	<u>Strategic Activities</u>	<u>Assessment</u>	<u>Results/Outcomes</u>	<u>Next Steps</u>
<p>Conduct second iteration of year-long Faculty Development Seminar for ENA 101 (Accelerated Composition I) supported by the Strong Start to Finish Grant.</p> <p>This seminar will train 10 English faculty members in the ENA Pedagogical Framework for teaching acceleration developed at LaGuardia as part of the 2018-19 Strong Start to Finish grant.</p> <p>Outcome 1: Faculty will study, learn, and experiment with the key pedagogical approaches to ENA 101. They</p>	<p>Activities for Outcome 1: Faculty will read key articles on the themes in the framework from scholarly and pedagogical articles. Faculty will create sample activities and assignments for class. In May 2020, faculty will share their work with the department in the ENA 101 Online Handbook.</p> <p>Activities for Outcome 2: Faculty will collect pre- and post-samples of writing for an internal writing assessment, building on the 2019 assessment of student work. The assessment will be conducted in May-June 2020.</p>	<p>Assessment of Outcome 1: Faculty will share specific activities with the department and in the on-line handbook in May 2020. We will assess this measure based on the final public product shared with the department and future faculty teaching ENA 101.</p> <p>Assessment of Outcome 2: The pre- and post-artifacts will be read in an assessment reading in May-June 2020. They will be read against an in-house rubric keyed to ENG 101 success, considering key aspects of the ENA 101 Pedagogical Framework.</p>	<p>Outcome 1: Expanded the professional development to 7 adjunct faculty in addition to the 10 full-time faculty. Both groups completed the seminars. In both groups, the leader shared syllabi, assignments, low-stakes activities and grading rubrics, which is in a shared Google Drive. Due to COVID-19, these documents were not shared with the department.</p> <p>Outcome 2: The seminar leader collected artifacts from</p>	<p>What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p> <p>Outcome 1: Since there is no longer funding to run professional development workshops, we investigate ways to continue professional development around ENA101. The format will depend on whether we are back on campus. We will house resources in the department's new SharePoint site.</p> <p>Outcome 2: We will use the PLOs for our writing program as one means to measure ENA101 outcomes. We will also review ENA101 syllabi and final paper topics of all faculty teaching ENA101.</p>

<p>will use the collaboratively developed ENA 101 Framework as a basis for considering the key pedagogical approaches to accelerated learning.</p> <p>Outcome 2: Faculty who participate in the seminar will participate in an assessment of ENA 101 during the semester they are teaching to measure the effectiveness of the framework towards student success in ENA 101 and student success in meeting key ENG 101 student learning outcomes.</p>			<p>faculty teaching ENA101 in Fall 2019, but we do not have the data from the assessment. Due to COVID-19, the assessment reading was not able to be completed. However, we can do this assessment next year using what we collected last fall.</p>	
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**DIVISION/DEPARTMENT: English**

**College Objective Addressed:** Strengthen Learning for Students (c) Advance courses that build students' written, oral and digital communication abilities.

<p><b><u>Area-Specific Targets</u></b> (from 2019-20 Strategic workplan)</p>	<p><b><u>Strategic Activities</u></b> What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for <b>each</b> of your planned strategic activities.</p>	<p><b><u>Assessment</u></b> What methods and measures have you used to assess the strategic activities and to determine that the objective was met?</p>	<p><b><u>Results/Outcomes</u></b> What were the results of the assessment(s)? What is the evidence that the objective was met? <b>Provide relevant data.</b></p>	<p><b><u>Next Steps</u></b> What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p>
<p>Complete year 2 of Periodic Program Reviews of the Creative Writing Program and the Journalism Option.</p> <p>The gathering of information and self-assessment conducted through these two PPRs will strengthen English courses that build students' written, oral, and digital communication abilities</p> <p>Outcome 1: Complete research and assessment for the Creative Writing and Journalism PPRs.</p>	<p>Journalism PPR: Journalism faculty will complete collection of student artifacts from selected Journalism courses by Fall I 2019 and will begin assessing them in early Fall I 2019 for both program learning outcomes and Core Competencies with several rubrics. The other initiatives of the PPR such as looking at IR data about our students and program offerings will be completed by Fall II 2019. Based on this research, a draft of the PPR report will be created during the Fall I/II 2019 semester and then completed during Spring I 2019.</p>	<p>Outcome 1: Assessment milestones for this effort are to have benchmark readings of student artifacts completed, course syllabi collected, student information gathered and analyzed by Creative Writing and Journalism faculty.</p> <p>Outcome 2: Completing the two PPR reports will be the significant milestone in completing these two projects.</p>	<p>Outcome 1: Research and assessment was completed for the Creative Writing PPR. Assessment took place over Fall II 2020. PLO report submitted Spring 2020.</p> <p>The Journalism PPR team had a norming session and drafted a rubric. However, the benchmark readings are postponed until Fall 2020.</p> <p>Outcome 2: The Creative Writing PPR report has been drafted. Revision and</p>	<p>Outcome 1: The Creative Writing Program met their goals. The Journalism Program will finish Year 2.</p> <p>Outcome 2: The Creative Writing Program will be in Year 3 of their PPR. If possible, the Journalism Program will begin closing the loop (year 3) in the second half of the year.</p>

<p>Outcome 2: Draft, revise, and submit the Creative Writing and Journalism PPR reports.</p>	<p>Creative Writing PPR: Students will deposit for ENN 198 (PLO #3), ENG 271, 274, 276 (PLO #1) in Spring I 2019 and Fall I 2019. Students will deposit capstone portfolio projects demonstrating their creative writing process (brainstorming, drafts, and final) for PLO #1 and reflection assignments for PLO #3. A student survey will be created at the beginning of Fall I 2019 and disseminated to Creative Writing majors via their courses and email. The surveys will close at the end of the semester and we will use Spring 2020 to review and analyze the results.</p>		<p>submission will take place in Fall 2020. External review visit was not possible due to COVID-19. The Journalism PPR has pushed back their timeline so the PPR report will be written next year.</p>	
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**SECTION 1. LaGuardia Community College Strategic Plan Final Report, 2019-20**

**INSTRUCTIONS:**

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**DIVISION/DEPARTMENT:** Humanities

**College Objective Addressed:** 2a: Help students build the knowledge, skills, and dispositions needed for 21st century success in education and careers, including deepening our shared work on our Core Competencies.

<p align="center"><b><u>Area-Specific Targets</u></b> (from 2019-20 Strategic workplan)</p>	<p align="center"><b><u>Strategic Activities</u></b></p> <p>What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for <b>each</b> of your planned strategic activities.</p>	<p align="center"><b><u>Assessment</u></b></p> <p>What methods and measures have you used to assess the strategic activities and to determine that the objective was met?</p>	<p align="center"><b><u>Results/Outcomes</u></b></p> <p>What were the results of the assessment(s)? What is the evidence that the objective was met? <b>Provide relevant data.</b></p>	<p align="center"><b><u>Next Steps</u></b></p> <p>What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p>
<ul style="list-style-type: none"> <li>Philosophy will develop a new syllabus and assignments in the "Landmarks in Philosophy" Capstone course</li> </ul>	<ul style="list-style-type: none"> <li>Philosophy developed a new syllabus and assignments for the Capstone "Landmarks in Philosophy" course that aligned with the Integrative/Written Core Competencies and utilized resources from Campus Life, Transfer, Career Services, and Advising. This work was completed with support</li> </ul>	<ul style="list-style-type: none"> <li>The new syllabus and a selection of the assignments aligned with the Core Competencies and campus resources are available, if needed.</li> <li>Assessment was not done this semester due to the COVID-19 crisis, but repeating this same syllabus and assignments in Fall 2020 will provide the opportunity to assess and determine the effectiveness of the design.</li> </ul>	<ul style="list-style-type: none"> <li>A result of this process for Philosophy is that it is orienting itself to become the premier community college for publicly engaged philosophy. The idea of how to do philosophy in community by asking what and who publicly engaged philosophy has emerged as the guiding theme of the Landmarks course.</li> </ul>	<ul style="list-style-type: none"> <li>Philosophy could go in one of two directions: If the Landmarks course is taught by the same professor in Spring I 2021, this same syllabus and assignments will be implemented. If the Landmarks course is taught by a different professor, the syllabus and assignments will be provided to that</li> </ul>

<ul style="list-style-type: none"> <li>● NMT, Fine Arts, and ID will conduct PPR and assess program learning outcomes.</li> </ul>	<p>from the 2019-2020 Learning Matters "PPR: Closing the Loop" Mini-Grant, from the Assessment Leadership Team's Integrative Learning Seminar led by Rejitha Nair and Regina Lehman, and from the Center for Teaching and Learning's Capstone Seminar, led by Pablo Avila, Rajendra Bhika, and Shannon Proctor.</p> <ul style="list-style-type: none"> <li>● NMT assessed our PLO #3 for HUW 269.</li> </ul>	<ul style="list-style-type: none"> <li>● NMT assessed our PLO #3 for HUW 269. The data provided was the deposits in Dropbox. They were assessed through the college's inquiry/problem solving rubric.</li> </ul>	<ul style="list-style-type: none"> <li>● It was found that the majority of NMT students met the requirements from our rubric.</li> <li>● The main challenge is submitting a webpage using ePortfolio. The assignments were pdfs of webpages and it made it a little hard to deduce if all the requirements were met or not as sometimes it seemed like pages were missing.</li> </ul>	<p>professor to further develop and assess them in alignment with the Core Competencies (Integrative/Written) in the context of their own vision of the class.</p> <ul style="list-style-type: none"> <li>● Some follow up activities for NMT may be to delve deeper into desktop publishing and Adobe InDesign with the students so that the deposit is its own unique assignment. The next step will be to assess PLO#1 (Develop technical skills in various creative digital tools) for HUW 112 for the next deposit.</li> </ul>
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<ul style="list-style-type: none"> <li>● Film &amp; TV developed a new major.</li> </ul>	<ul style="list-style-type: none"> <li>● Fine Arts revised the PLOs.</li> <li>● The Industrial Design Program has established a structured program pathway of requisites and prerequisites throughout courses, all courses have passed both curriculum review committees.</li> <li>● Film &amp; TV completed all paperwork to create an AA degree.</li> </ul>	<ul style="list-style-type: none"> <li>● Fine Arts was not able to do benchmark readings, which were supposed to take place in the Spring I session, due to having to prepare for and then teaching our courses online.</li> <li>● ID students have posted some of their projects in eportfolio, this process continues. There were no outcomes to this as there were no benchmark readings of these projects from eportfolio.</li> <li>● Film &amp; TV was working to transition to an AAS degree program in conjunction with the partnership with Academy for Careers in Television and Film High School. The arrangement with ACTVF was put on indefinite hold at the same time the program learned from Judith Kenny that Brooklyn College was interested in articulating with us.</li> </ul>	<ul style="list-style-type: none"> <li>● None</li> <li>● ID did not assess deposits, even though students posted competency projects to their ePortfolios. It is unclear why these were not assessed.</li> <li>● Film &amp; TV successfully submitted paperwork to create a stand-alone AA degree for Fall, 2020.</li> </ul>	<ul style="list-style-type: none"> <li>● Fine Arts will resume the process in the next academic year. For the PPR, the program is situated to do the benchmark readings in the Spring I 2020 session.</li> <li>● ID will continue to work on assessing deposits in AY 2020-2021.</li> <li>● None</li> </ul>
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<ul style="list-style-type: none"> <li>● Musical Performance Revised the core competency assignment and corresponding rubrics in HUM 140.</li> </ul>	<ul style="list-style-type: none"> <li>● Musical Performance updated the assignment and rubric. This assignment targets the digital communication ability.</li> <li>● Assignment was scaffolded to allow for deeper engagement in the work along with additional faculty feedback in the process.</li> <li>● Rubric was updated into two different rubrics for each stage of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>● The Music Performance assignment was originally piloted in the Spring 2019 semester. Results in Spring 2019 semester did not demonstrate the desired student growth in performance of the assignment.</li> <li>● It was determined that this result was due to the fact that a majority of the students in this particular class lacked prior knowledge and experience in the areas of the music fundamentals.</li> <li>● Given these results it was determined that the assignment would be presented in the Fall 2019 semester in Professor Dempsey's classes to ensure that the results in Spring 2019 were the result of a lack of prior knowledge and not a fundamental issue with the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>● Results of the Music Performance assignment in Fall 2019 semester showed significant growth in overall student performance on the assignment</li> <li>● Students who received an A for the assignment grew by 175%. Students who received a B for the assignment remained unchanged. Students who received a C for the assignment dropped by 71.42%. Students who received a F for the assignment dropped by 50%.</li> <li>● Due to these results the plan was to implement these updates to sections of HUM 140 that were being taught by adjunct faculty in Spring 2020</li> <li>● The updated assignment does appear to produce better student results.</li> </ul>	<ul style="list-style-type: none"> <li>● Due to COVID-19 and the shift to distance learning the Music Performance Program was unable to implement the updating of this assignment across all sections of HUM 140 in Spring 2020.</li> <li>● With faculty better positioned to teach this course in a face-to-face modality and online we will be able to implement these changes to the assignment across all sections of HUM 140 in Fall 2020.</li> <li>● Having to deliver this assignment in a completely online modality, new methodologies of collaboration through digital resources have evolved. These platforms, including a free web based musical notation software will be integrated into all phases of the assignment to better support student learning.</li> </ul>
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<ul style="list-style-type: none"> <li>● Communication Studies added a new FYS course to its curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>● The digital wiki project, “Language and Power,” was originally developed to be adopted in the HUC101 Introduction of Communication Studies. Dr. Poppy Slocum and Dr. Patricia Sokolski later received a CTL Mini-Grant to work on both Integrative and Global competencies for HUC101. Two assignments, including the revised “Language and Power” were developed for HUC101. A training seminar was conducted on March 3rd, 2020 in the Speech Center for faculty currently teaching or planning to teach HUC101. Seven faculty members participated in the training, and some of them will deposit students’ works in Spring 2020 despite distance learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Dr. Slocum and Dr. Sokolski looked at student works for the assignment from Fall I 2019 and agreed that it can be assessed with the Global/Digital rubric. However, for the digital component, they decided students could add video and audio links as well as pictures on a word document or a pdf instead of using the Blackboard Wiki, which cannot be deposited in Digication.</li> </ul>	<ul style="list-style-type: none"> <li>● Dr. Riccio did an initial test run of this assignment in her HUC101 class and provided a specific outcome assessment. Students generally performed pretty well with the assignment. The assignment was graded on a 150-point scale, and the highest grade was a 150, while the lowest was a 90. There were three students who didn't submit at all. The class average was 116/150 (C+). The vast majority of students effectively used a mix of text, imagery, and hyperlink on their wikis to communicate the message. Many even used video or audio footage of the language(s) being spoken.</li> </ul>	<ul style="list-style-type: none"> <li>● HUC101 sections in Spring 2020 are set up for Digication to deposit Digital/Global assignments from students. Although the college wide assessment is temporarily on hold due to the COVID-19 Pandemic, Dr. Slocum and Dr. Sokolski are still planning to score students works with the Global/Digital rubric. The result of scoring will provide faculty for further modification of the assignment if necessary.</li> </ul>
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**College Objective Addressed:** 3b: Expand co-curricular programming and internal experiential education opportunities (e.g., undergraduate research; peer programs; project-based learning) to build learning and community

<p><b><u>Area-Specific Targets</u></b> (from 2019-20 Strategic workplan)</p>	<p><b><u>Strategic Activities</u></b> What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for <b>each</b> of your planned strategic activities.</p>	<p><b><u>Assessment</u></b> What methods and measures have you used to assess the strategic activities and to determine that the objective was met?</p>	<p><b><u>Results/Outcomes</u></b> What were the results of the assessment(s)? What is the evidence that the objective was met? <b>Provide relevant data.</b></p>	<p><b><u>Next Steps</u></b> What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p>
<ul style="list-style-type: none"> <li>● Student success and progress was documented in a report on projects with the LaGuardia Archives.</li> </ul>	<ul style="list-style-type: none"> <li>● Photography Program students completed a real world assignment and the training covered everything a professional photographer would encounter in their professional life: from the various techniques associated with on location portraiture, to the psychology of shooting: how to interact with the subject, how to communicate with them whether by email or phone to set up the shoot, how to deal with the pressure</li> </ul>	<ul style="list-style-type: none"> <li>● After a semester of training the students were given the contact info of their subjects and had the responsibility to contact and set up all their shooting sessions. While we had 31 participants (16 men and 15 women), in the span of three weeks, our students were able to schedule and shoot the portraits of 16 of the participants before the project was halted because of the pandemic.</li> </ul>	<ul style="list-style-type: none"> <li>● All the photographs were superbly executed and through afterward email communication with the participants. All students acted in a courteous and professional manner.</li> <li>● The work of the Photography and English students culminated in a few major events; they were featured in the April 2019 issue of the college newspaper, The Bridge, they had a photographic exhibition in lower Manhattan, and they exhibited and presented their work at the Craig Newmark School of Journalism at CUNY. In Fall 2019, a book featuring the</li> </ul>	<ul style="list-style-type: none"> <li>● COVID-19 interrupted the completion of the full “Rainbow LaGuardia” project and delayed the cooperation with the Leslie-Lohman Museum of Art. As a compromise, a partial reveal of the project has been moved to a full digital medium in the form of the new website launched by the Archives.</li> </ul>

<ul style="list-style-type: none"> <li>● The Theatre Program participated in a LaGCC Foundation Fundraising event for student scholarships.</li> </ul>	<p>of the moment while still remaining creative.</p> <ul style="list-style-type: none"> <li>● Photography and English students researched the Edith Asbury Collection at the LaGuardia Wagner Archives and then created visual projects based on her collection.</li> <li>● With administrative assistance and funding by the LaGuardia Foundation, the Theatre Program raised money by performing the concert version of “Columbus is Happening” on June 11th 2019 at Joe’s Pub.</li> </ul>	<ul style="list-style-type: none"> <li>● The money raised placed 3 students in paid internships for the fall of 2019, at different professional theatre companies: HB Studios, The Public Theatre and 24 Hour Plays. CLT Mike Alifanz managed the program by checking in with the students throughout the semester. He received bi-monthly reports from supervisors at the various companies and each student intern successfully finished each internship.</li> <li>● Due to several new circumstances and funding issues with the Co-Curricular and College Association grants , in January 2020, it was requested that the remaining raised monies to fund 26 students and faculty to attend KCACTF, Kennedy Center American College</li> </ul>	<p>student’s work and designed by the Archives was published and to celebrate there was an event at LaGuardia along with a permanent photographic exhibit at the college showcasing the student’s images created for this project.</p> <ul style="list-style-type: none"> <li>● The internship program is valuable in it’s own right. However, more students are impacted by funding the KCACTF program. KCACTF provides scholarship opportunities, other internship possibilities and responses to students’ work through auditions, competitions and response sessions by professionals in the field. In addition, it allows students to audition for 4 year colleges and universities and to compete for scholarships at those institutions (outside of CUNY). The lessons learned at KCACTF</li> </ul>	<ul style="list-style-type: none"> <li>● LaGuardia Foundation, Karen Dubinsky, has been working on securing funds for us in the future. The Theatre Program was supposed to have an additional fundraiser (May 2020) during “The Wiz” but the performance and fundraiser was cancelled due to COVID 19. Karen should be following up with the program coordinator to discuss what is next.</li> <li>● KCACTF is not holding a festival in 2021 due to COVID-19. Therefore, we’ll need to discuss new ways to spend the funds on our students. Possible student</li> </ul>
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		<p>Theatre Festival in January 2020. Through approval of LaGuardia Foundation, President Arcario and Provost Seals, we were allowed to do so. In addition to this, HB Studios received its own funding through a grant with the Cultural Affairs Department through City of New York, they were able to hire 3 of our students/alumni to continue as interns and 24 Hour Plays additionally accepted one of our current students as an intern for HUT 299 credit.</p>	<p>impact more students than the internship program and focus on transfer to the 4 year college/ university.</p> <ul style="list-style-type: none"> <li>● We also learned that due to COVID 19, the theatre companies had to shut their doors. Students would not have had an experience.</li> </ul>	<p>scholarships or return to internships.</p>
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**SECTION 1. LaGuardia Community College Strategic Plan Final Report, 2019-20**

**INSTRUCTIONS:**

Please use this form to provide your final report for each of your planned strategic activities related to the 2019-20 Strategic Plan you submitted for your area in May 2019. In the Strategic activities column, indicate what has been completed so far for implementation of the planned strategic activities and reaching your objective(s). In the Assessment column, indicate the methods and measures you have used to assess the strategic activities and to determine that that objective was met. In the Results/Outcomes column, indicate the results or findings of the assessments, the evidence, and relevant data. In the Next steps column, indicate the follow-up that is needed for the strategic activities.

**DIVISION/DEPARTMENT: MEC**

**College Objective to be Addressed: 1(a)** Strengthen FYS and Advisement 2.0, supporting faculty and advisors with professional development and digital systems to build student success

<u>Area-Specific Targets</u>	<u>Activities &amp; Timeline</u>	<u>Assessment</u>	<u>Cross-Divisional or Student Collaboration</u> (if applicable)
<p>What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p> <p>Identify 2-3 clear and measurable outcomes that can be achieved by May 2020.</p>	<p>What specific actions will you take to achieve the target? How and when will these actions be completed? How will these tasks lead to achieving the objective target by the deadline?</p>	<p>Identify and explain your assessment measures. How will you assess or determine that the target has been achieved? What measures will you use to provide evidence related to your activities?</p>	
<p>Expand the scope of Advising 2.0 in the MEC department in order to reach and advise more students.</p>	<p>Organize workshops aimed at training MEC faculty to efficiently use Degree Maps and Student Success Plan in their advising in Fall 2019 and Spring 2020.</p> <p>A series of workshops were planned to be held in Spring 2020 but they have been postponed due to COVID-19.</p>	<p>Data regarding faculty participation in training events as well as the numbers of submitted student success plans in each of the majors offered by MEC will be collected and evaluated. The goal is to achieve a total of at least 270 submitted SSPs in all MEC majors completed in Fall 2019. Students' grades and students' feedback on the newly designed</p>	<p>These activities involve collaboration with IT.</p>

<p>Improve the Advising 2.0 model used by the MEC department. In particular, increase the percentage of Student Success Plans (SSP) completed by MEC Faculty and Peer Advisors by 10% at the end of Fall 2019, using the number of SSPs completed in Fall 2018 as a baseline.</p> <p>The percentage of SSP completed by MEC faculty and Peer Advisors remains low, and it will be rollover next academic year.</p> <p>Engage experienced FYS faculty in Engineering, Computer Science and Liberal Arts: Math and Science in rebooting and recrafting the FYS courses in these disciplines via participation in a year-long CTL seminar.</p>	<p>Develop strategies to foster closer and more effective communication among faculty advisors and advisees and present these at a MEC departmental meeting in Fall 2019.</p> <p>All issues are communicated via multiple departmental meetings. To decrease case load, MEC department voted to discontinue the advising rotation. Effective in Fall 2020, each MEC faculty will get a case load.</p> <p>Participating faculty will design and implement an inquiry project in Fall 2019 and Spring 2020, respectively, related to one of the following focus areas:</p> <ul style="list-style-type: none"> <li>• Introducing and using C2C and Degree Maps in FYS</li> <li>• Stronger introduction to all Competencies and more carefully crafted assignments for targeted Competencies</li> <li>• Adapting to utilize new ePortfolio capacities and strategies to create more creative ePortfolios</li> <li>• Stronger and more purposeful connections with My First Day, My First Semester, and discipline-focused co-curricular learning.</li> </ul>	<p>FYS assignments contained in the inquiry projects will be collected and evaluated in Spring 2020.</p> <p>This goal did not achieve because of COVID-19.</p>	<p>These activities involve close collaboration with CTL.</p>
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	<p>Four engineering faculty members participated in the Rebooting the First Year Seminar organized by the CTL. One of the engineering faculty members was a leader of the seminar. During this academic year, they created a stand-alone syllabus for the First Year Seminar for Engineering Students that was approved through governance. Additional activities to use in the first-year seminar were also created and shared with engineering colleagues to enhance the first-year experience, especially regarding Inquiry and Problem Solving and Global Learning.</p> <p>Four Computer Science faculty members participated in the yearlong Wave III: Rebooting First Year Seminar organized by CTL. One of faculty member was one of the seminar leaders. Faculty members were engaged in revising the CSF101 syllabus, improving advising strategy in CSF classes, planning co-curricular activities that can benefit student retention in CS and revising CS students' core ePortfolio. In addition to that, CSF faculty members also organized CS focused co-curricular activities, and collaborated with library, CCPD. Two new faculty members taught CSF for the first time. Faculty liaison organized regular meetings to communicate with faculty members.</p>	<p>The program is currently compiling the grades from different sections for assessment.</p> <p>The number of CSF sections went from 7 sections in Fall 2019 to 10 in Spring 2020. During this academic year 2019-2020, 2 new faculty was trained to be ready to teach CSF101.</p>	
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**DIVISION/DEPARTMENT: MEC**

**College Objective to be Addressed: 1(c)** Advance new models of developmental education to speed student progress to the degree

<p><b><u>Area-Specific Targets</u></b>                      What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?                       Identify 2-3 clear and measurable outcomes that can be achieved by May 2020.</p>	<p><b><u>Activities &amp; Timeline</u></b>                      What specific actions will you take to achieve the target? How and when will these actions be completed? How will these tasks lead to achieving the objective target by the deadline?</p>	<p><b><u>Assessment</u></b>                      Identify and explain your assessment measures. How will you assess or determine that the target has been achieved? What measures will you use to provide evidence related to your activities?</p>	<p><b><u>Cross-Divisional or Student Collaboration</u></b>                      (if applicable)</p>
<p>Help remedial math students enrolled in non-STEM major that do not require MAT120 nor MA115 to accelerate their progress towards the degree via enrolling them in an appropriate co-requisite model course.</p>	<p>Offer two sections of the newly designed co-requisite course MAT123, a combination of MAT96 and MAT107 in Fall 2019 and at least 4 sections of this course in Spring 2020.</p> <p>Due to recruitment/enrollment issues only one section of MAT123 was taught during each session, Fall 2019 and Spring 2020. Dr. Nechayeva was teaching both sections. A permanent status and pathway equivalence of MAT107 has been granted to MAT123 (i.e. the course counts for QR Common Core).</p> <p>Work on improving and refining the course content and online master template of MAT123.</p> <p>The course content has been finalized and streamlined, and the Master section template has been created on MyOpenMath. There is a needed for some refinement, pending input from other instructors designated to teach the course.</p>	<p>Data regarding students' performance in MAT123, pass rates in particular, will be collected and compared to the corresponding MAT107 data. The goal is to achieve levels of student success in MAT123 similar to those in MAT107.</p> <p>The student data has been collected and subjected to preliminary analyses. The data shows pass rates/grade distribution/achievement of learning goals comparable to these of MAT107. Data from more sections will be required to reach a statistically valid conclusion.</p>	<p>This activity involve collaboration with the Registrar's and Financial Aid offices.</p> <p>This activity involves collaboration with the Registrar's office.</p>

<p>Placing students in a remedial or gateway math course appropriate for their skill level is of crucial importance to student success. In order to address the new CUNY remedial placement policy which will be in effect beginning Spring 2020, develop online diagnostic assignments that will be built in all remedial and gateway math courses.</p>	<p>Supplementary course materials (labs and worksheets) have been compiled for most topics.</p> <p>Offer training and support to faculty interested in teaching MA123. This initiative was impeded by Covid-19. Four full time instructors who intend to teach MAT123 have networked online to discuss, improve course content and delivery.</p> <p>Develop online diagnostic assignments for MAT95, MAT96, MAT99, MAT115, MAT117, MAT119, MAT120 and MAT200 measuring students' readiness and knowledge of the respective course contents in Fall 2019. Implement these diagnostic assignments in Spring 2020.</p> <p>Fall 2019 – Master sections were created on Lumen by using instructors' feedback from 2018-2019 academic year, Jan. 2020 – We provided a coding workshop for instructors and students to show them how to adopt and create their own questions on Lumen. Mar. 2020 – Due to Covid-19, all our courses were transitioned to remote learning. During this process, we assisted our faculty. May 2020 – New finals were created for MAT096/099, MAT115/117, MAT120 and MAT200. We assisted course coordinators in the creation of these exams on Lumen. Training was provided for faculty teaching these courses, showing them how to grade the “show work” assignments and how students can upload their work.</p>	<p>Begin to collect data in Spring 2020 regarding students pass rates and grades in all remedial and gateway math courses and analyze it in order to establish correlation with students' placement procedures as well students' performance on diagnostic assignments.</p> <p>The master sections are available as template courses on Lumen.</p> <p>Approximately 60 faculty and 4 students attended the workshop.</p> <p>Instructors who did not begin the semester using OER started using OER, especially the MAT200 college instructors.</p> <p>The finals can be found in the master sections for these courses.</p>	
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**DIVISION/DEPARTMENT: MEC**

**College Objective to be Addressed: 2(a)** Help students’ build the knowledge, skills, and dispositions needed for 21<sup>st</sup> century success in education and careers, including deepening our shared work on our Core Competencies

<u>Area-Specific Targets</u>	<u>Activities &amp; Timeline</u>	<u>Assessment</u>	<u>Cross-Divisional or Student Collaboration</u> (if applicable)
<p>What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p> <p>Identify 2-3 clear and measurable outcomes that can be achieved by May 2020.</p>	<p>What specific actions will you take to achieve the target? How and when will these actions be completed? How will these tasks lead to achieving the objective target by the deadline?</p>	<p>Identify and explain your assessment measures. How will you assess or determine that the target has been achieved? What measures will you use to provide evidence related to your activities?</p>	
<p>Evaluate the core competencies related knowledge and skills of students enrolled in all Computer Science majors via rigorous, in-depth, assessment of one of the program learning outcomes for each Computer Science major.</p>	<p>A specific assessment plan evaluating a single program learning outcome for each of the four Computer Science majors will be implemented in Fall 2019. The results will be analyzed in Spring 2020 and utilized in a subsequent college-wide assessment report.</p> <p>In Fall 2019, all four computer majors (Computer Science, Programming and Software Development, Network Administration and Information Security and Computer Technology) submitted plans for Program Learning Objectives (PLOs) assessment. A team was created for each major, led by the major coordinator. Each major coordinator selected one of the PLOs, planned collection of artifacts, and created a rubric to be used by faculty for scoring. Artifacts were collected during fall 1 and 2, 2019-2020.</p>	<p>The assessment will be performed separately for each major, utilizing project and test scores in one or two courses, as well as an appropriate rubric.</p> <p>Student artifacts were collected to assess PLOs for each major from the following classes:</p> <ul style="list-style-type: none"> <li>• MAC281 – Computer Science</li> <li>• MAC241 – Computer Technology</li> <li>• MAC246 – Networking Administration and Information Security</li> <li>• MAC250, MAC172 – Programming and Software Development</li> </ul>	<p>This activity involves collaboration with the Institutional Research Office and CTL.</p> <p>This activity involves collaboration with the Institutional Research Office and CTL.</p>

<p>Evaluate the core competencies related knowledge and skills of students enrolled in the Engineering Science program via rigorous, in-depth, assessment of one of the program learning outcomes for each Engineering major.</p>	<p>A specific assessment plan evaluating a single program learning outcome the Engineering Science program will be implemented in Fall 2019. The results will be analyzed be in Spring 2020 and utilized in a subsequent college-wide assessment report.</p> <p>During the academic year 2019-2020, the engineering program designated "Use current experimental data, data analysis techniques and apply knowledge of mathematics, science and</p>	<p>For the Computer Science major assessment, we used student artifacts deposited in MAC281 as part of LaGuardia core competencies assessment. A different rubric was used to score these artifacts specific to the selected PLO.</p> <p>New artifacts were collected for the other 3 majors in fall 1 and 2 semesters.</p> <p>At least 2 faculty members scored each artifact using the rubric designed by the major coordinator. When necessary a third faculty was asked to score in those cases where the difference between the first 2 scores was larger than 1.</p> <p>Summative reports are being prepared by each major coordinator. Based on the assessment results, each faculty team will compile a list of recommendations.</p> <p>The assessment will be performed in four stages, utilizing project scores in three different courses and an appropriate rubric.</p> <p>The program is currently compiling the grades from different sections for assessment.</p>	
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	<p>engineering to analyze and interpret data" as the learning outcome to assess. The above-mentioned learning outcome was evaluated in the Engineering Lab I class through lab reports deposited in Digication in the Spring 2020 semester.</p>		
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**DIVISION/DEPARTMENT: MEC**

**College Objective to be Addressed: 2(b)** Develop and refine digital learning environments and online offerings that build student engagement, learning and success

<p align="center"><b><u>Area-Specific Targets</u></b></p> <p>What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p> <p>Identify 2-3 clear and measurable outcomes that can be achieved by May 2020.</p>	<p align="center"><b><u>Activities &amp; Timeline</u></b></p> <p>What specific actions will you take to achieve the target? How and when will these actions be completed? How will these tasks lead to achieving the objective target by the deadline?</p>	<p align="center"><b><u>Assessment</u></b></p> <p>Identify and explain your assessment measures. How will you assess or determine that the target has been achieved? What measures will you use to provide evidence related to your activities?</p>	<p align="center"><b><u>Cross-Divisional or Student Collaboration</u></b> (if applicable)</p>
<p>Evaluate the efficiency of the Open Educational Resource (OER) digital learning platform implemented in six remedial and gateway math courses in 2018-2019 via producing a comprehensive assessment report.</p>	<p>An outline of the OER comprehensive assessment report will be prepared in Fall 2019 and the report will be finalized by May 2020.</p> <p>During the academic year 2019-2020, all MAT095, MAT096, MAT099, MAT115/117, MAT120 courses used OER platforms. Faculty Feedbacks have been collected and, based on that, the Master sessions have been improved.</p> <p>MAT115/117 need more alignment based on the faculty survey. The coordinators of these two courses have achieved greater alignment and students are being subjected to the same departmental final.</p> <p>MAT120 has not been an easy ride. Faculty complained about the quality of the textbook and the lack of alignment of OER materials and learning objectives of the course. This year, a new textbook</p>	<p>The following types of data will be collected and analyzed:</p> <ul style="list-style-type: none"> <li>• faculty survey responses regarding the quality of the OER platform and master templates</li> <li>• student in-class engagement data ( log-in times, retention, test scores)</li> <li>• course pass rates</li> </ul> <p>Due to COVID-19, student assessment has not been conducted yet. These will be done next year.</p>	<p>This activity involves collaboration with the IR office.</p> <p>N/A</p>

<p>Expand the use OER via piloting appropriate online platforms in sections of MAT200 (Precalculus), MAT201 (Calculus I), and MAT202 (Calculus II)</p>	<p>has been adopted to the satisfaction of most faculty. The alignment has improved but many homework still needs to refine and better aligned.</p> <p>OER digital learning platforms will be piloted in at least three sections of MAT200 and MAT201/202 in Fall 2019 and Spring 2020.</p> <p>There are 8 sections of MAT200 in Fall 2019 and more than 14 sections piloting OER platform Lumen OHM. During this academic year, MAT200 OER syllabus is revised. Video lessons were revised and replaced with better version when necessary. Homework assignments were revised and aligned with the syllabus. Weekly quizzes were created. An online version of the Final exam review was created. An online Final exam with multipart types of questions was created. The new format enables students to show their work online.</p> <p>During the academic year 2019-2020, three sections of MAT201 on WebAssign (a commercial online homework platform) are implemented, four sections of MAT201/202 (a free online mathematics homework platform) are implemented, three sections of MAT201/202 on Edfinity (a commercial of WeBWork), and three sections of MAT201/202 on MyOpenMath (a free online homework site) are implemented.</p>	<p>Data from faculty survey responses assessing the piloting initiative will be collected and analyzed.</p> <p>Formal assessment is designed in the Spring 2020 and it was impeded by COVID 19. However, the feedback from piloting instructors are collected. In particular, new lecture notes and new problems are added to the master session.</p> <p>Surveys are distributed among faculty who pilot these different platforms. The following feedbacks are received:  WebAssign: Great question pool, quality resources such as lecture notes and videos, even free online tutors, user-friendly interface. However, it costs more than \$100 per students.   WeBWork: Great question pool and it is totally free. However, it is only a</p>	
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		<p>homework platform, does not have any classroom management system, that is, instructors are not able to upload lecture notes or other resource, and it does not include the gradebook, therefore, students do not where they are. One of main issue that tests can not be held on it.</p> <p>Edfinity: It is a commercial version of WeBWork and it only adds limited classroom management feature. It costs students \$13 per semester. Most instructors do not think the charge does not justify the service it provides.</p> <p>MyOpenMath: Easy to use, various features meet customized needs. The only issue is that it does not have a quality question pool.</p>	
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**DIVISION/DEPARTMENT: MEC**

**College Objective to be Addressed: 3(b)** Expand co-curricular programming and internal experiential education opportunities (e.g., undergraduate research; peer programs; project-based learning) to build learning and community

<p><b><u>Area-Specific Targets</u></b>                      What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?                       Identify 2-3 clear and measurable outcomes that can be achieved by May 2020.</p>	<p><b><u>Activities &amp; Timeline</u></b>                      What specific actions will you take to achieve the target? How and when will these actions be completed? How will these tasks lead to achieving the objective target by the deadline?</p>	<p><b><u>Assessment</u></b>                      Identify and explain your assessment measures. How will you assess or determine that the target has been achieved? What measures will you use to provide evidence related to your activities?</p>	<p><b><u>Cross-Divisional or Student Collaboration</u></b>                      (if applicable)</p>
<p>Expand students' involvement in STEM undergraduate research via increasing the number of faculty mentors and mentees.</p>	<p>Organize co-curricular research talks aimed at students in mathematics, computer science and engineering in Fall 2019 and Spring 2020.</p> <p>Participate in LaGuardia's annual undergraduate research day in Spring 2020 and encourage students to present their research at other events.</p> <p>Two cocurricular talks given by Professor Tao Chen were held at Mathematics Society in Fall 2019. Because of COVID-19, we cancelled all presentations in Spring 2020. Six faculty from MEC conducted 9 research with 11 students. All these students had made presentations at Undergraduate Research day. In particular, Hongzhong Hu, mentored by Professor Tao Chen, made a presentation at NYC Regional Math Alliance Conference. Leul Maskal presented</p>	<p>Data regarding the number of faculty and students collaborating in undergraduate research, as well the number of presentations and publications, will be collected. The goal is to increase the number of students involved in undergraduate research mentored by MEC faculty from 8 in 2018-2019 to at least 10 in 2019-2020.</p> <p>Three faculty and 15 students participated in these two presentations.</p>	<p>N/A</p> <p>This activity involves collaboration with Student Affairs.</p>

<p>Provide Math co-curricular learning opportunities for students via expanding the “Math is Everywhere” project.</p> <p>Expand and deepen students’ co-curricular and experiential learning in mathematics via training for and participating in regional math competitions.</p>	<p>his work at SPIE conference in San Francisco and published a proceedings paper. Call for proposal will be sent out in the fall of 2019. Teams will present their project to the selection committee in Spring 2020. The winners will be announced in the week after during the college wide ceremony.</p> <p>In the Fall of 2019, Professors Glenn Henshaw, Shenlan Yuan and Soloman Kone meet with student affairs and worked out the logistic of Math is everywhere Project. They also applied for and received co-curriculum funding.</p> <p>Several training sessions for the NYSMATYC &amp; AMATYC competitions will be held in Fall 2019 and Spring 2020. Student teams will take part of these competitions. Five training sessions for AMATYC &amp; NYSMATYC competitions were conducted by Professors Tao Chen, Bukuri Gjoci and Shenglan Yuan in the Fall 2019. In particular, Professors T. Chen and Bukuri Gjoci organized AMATYC &amp; NYSMATYC math competitions on Oct. 30 and Nov. 11 respectively.</p> <p>Due to COVID 19, both math competitions as well as math presentations were cancelled in the Spring 2020.</p>	<p>Data regarding participation in the “Math is Everywhere” project will be collected and compared with the data from previous years. The goal is to increase the number of students teams participating in “Math is Everywhere” from 16 in 2018-2019 to at least 20 in 2019-2020.</p> <p>Due to COVID-19, it is not feasible to host the event this academic year.</p> <p>Data regarding students’ participation in these competitions will be collected.</p> <p>18 students participated in the AMATYC math competitions. LaGuardia team ranked the second place in the northeast region. LaGuardia students Hongzhong Hu and Chengze Li ranked the first and fourth place individually in the northeast region.</p> <p>13 students participated in the NYSMATYC mathematics competition. LaGuardia team ranked the second place, and LaGuardia student Hongzhong Hu ranked the second place among all students.</p>	<p>N/A</p>
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**SECTION 1. LaGuardia Community College Strategic Plan Final Report, 2019-20**

**INSTRUCTIONS:**

Please use this form to provide your final report for each of your planned strategic activities related to the 2018-19 Strategic Plan you submitted for your area in May 2019. In the Strategic activities column, indicate what has been completed so far for implementation of the planned strategic activities and reaching your objective(s). In the Assessment column, indicate the mechanisms you have used to assess the strategic activities and to determine that that objective was met. In the Outcomes column, indicate the outcomes of the assessment, the evidence, and relevant data. In the Next steps column, indicate the follow-up that is needed for the strategic activities.

**DIVISION/DEPARTMENT:**

**1. College Objective Addressed: Build Student Access and Success**

<u>Area-Specific Targets</u>	<u>Strategic Activities</u> What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for <b>each</b> of your planned strategic activities.	<u>Assessment</u> What mechanisms have you used to assess the strategic activities and to determine that the objective was met?	<u>Outcomes</u> What were the outcomes of the assessment(s)? What is the evidence that the objective was met? <b>Provide relevant data.</b>	<u>Next Steps</u> What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.
a. Strengthen FYS, Advisement 2.0, and enrollment to the Natural Sciences majors by creating Biology, Environmental Science, and Physical Science major’s teams, as well as digital tools, that will support student success.	a. <b>Fall 2019:</b> New advising, recruitment, and web page committees were formed in the NS Department. The mission and objectives of each committee were developed, and tasks were divided between the members of each committee. The following tasks were proposed by these committees: The working closely with peer	a. Tracking the number of students who were reached out or participated in any activities or events, increasing the number of students who enrolled for Biology, Environment Science, and Physical Sciences majors	a. The peers worked with the Students Advising Services (SAS) and contacted students who are assigned to SAS advisors. The project started on 4/20 and have reached out to 142 students. Three peer advisors contacted 772 students to promote the programs. Peer advisors have started to develop the NS department advising eportfolio that provides information on faculty	Continuing to finish developing the ePortfolio page.

<p>b. Majors teams will liaise with ASAP, ACE, FYS, and CCPD for career and workforce development.</p>	<p>advisors and training them to reach out to NSF and LMF students to promote our programs to reached out to Student Success Mentors in NSF and LMF courses. Developing NS Department advising eportfolio.</p> <p>b. The chair of the NS department and members of recruitment committee met with ASAP, CCPD and FYS directors to discuss about more collaboration between the NS department and the above-mentioned programs,</p> <ul style="list-style-type: none"> <li>• The NS Liaison with ASAP organized a meeting where faculty in the NS department and ASAP advisors brainstormed for developing more effective activities and approaches to promote the NS programs and career and workforce activities development.</li> </ul> <p>(a) <b>Spring 2020:</b> Digital tool development will be completed.</p>	<p>b. Number of events, number of faculty and students who were involved.</p>	<p>advisors, program directors, scholarship information, transfer information.</p> <p>b. On April 9, 2019 and February 4, 2020 I served as a Natural Sciences departmental representative for the Next Faculty Panel Event. This event is hosted and organized by ASAP (Accelerated Study in Associate Programs). The purpose of this seminar was to engage students in a dialog with LaGuardia faculty and staff who were willing to share from their long-term professional experience and provide insight on major to career connection. The panel goals included (1) To encourage degree completion, (2) Highlight diverse career path options from Associate Degree/undergraduate to graduate degree and beyond, and (3) Provide students with the opportunity to engage with faculty and staff outside the classroom/office setting.</p> <p>c. The NS department organized an event with collaboration with CCPD: <b>Careers in STEM Meetup!</b> Where students met and mingled with experienced</p>	<p>More collaboration with ASAP and CCPD to develop meaningful extracurricular events and activities that are related to career paths for the NS department's programs.</p>
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			<p>professionals working in STEM fields. Students in this event met professionals in the industry!</p> <p>d. The NS department collaborated with CCPD and NYC LifeSci and Stony Brook University organized an event: Entrepreneurship: The Roller Coaster of Working in a NYC Startup. Where students Industry Panelists from Biotech Start-ups.</p>	
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**2. College Objective Addressed: Strengthen Learning for Students – and for Faculty, Staff and the College**

<u>Area-Specific Targets</u>	<u>Strategic Activities</u> What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for <b>each</b> of your planned strategic activities.	<u>Assessment</u> What mechanisms have you used to assess the strategic activities and to determine that the objective was met?	<u>Outcomes</u> What were the outcomes of the assessment(s)? What is the evidence that the objective was met? <b>Provide relevant data.</b>	<u>Next Steps</u> What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.
<p>Help students’ build the knowledge, skills, and dispositions needed for 21<sup>st</sup> century success in education and careers, including deepening our shared work on our Core Competencies. This will be accomplished by (a) continuing the work conducted through the departmental programmatic integration initiative and (b) the development of new options for our majors. One new option will be developed for each of our current majors. For Biology, the Human Biology option and for</p>	<p>(a) <b>Fall 2019:</b> Previously developed assignments for SCB201, SCB202, and SCC201 will be scaled up to include all sections. The assignments will be further revised to better target the core competencies and course learning objectives. New ft and pt faculty will be trained to utilize these assignments. Internal content rubrics will be developed for each assignment.</p> <p>To support deposit of the assignments, during the last month of the semester, tutors in the A&amp;P study hall and the Science Study Center will be trained in</p>	<p>(a) Two sets of rubrics were used for internal benchmark readings. First, the competency rubrics combined with the communication ability rubrics will be used. Second, an internal content driven rubrics will be developed. These rubrics will assess the validity of these assignments in relation to content rather than the competency or ability. Use of both rubrics will provide clarity and consistency for assignment revision.</p>	<p>The implementation of “Signature Assignments” targeting specific General Education Core Competencies and Communication abilities in two courses: General Biology I (SCB201) and General Biology II (SCB202). This also entailed providing professional development workshops and creating resources for both full-time and adjunct faculty on the use of ePortfolio and assignment deposit, rubrics for the core competencies and abilities, and benchmark readings of the student work. For program-wide implementation, it was ensured the assignments were implemented across all</p>	<p>Examining the signature assignment closely to find out how theses assignments could be more aligned among different gateway courses throughout in our programs.</p>

<p>Environmental Science, the Wildlife Science option</p>	<p>assignment deposit and will be available to assist with deposits during their shifts.</p> <p><b>Spring 2020:</b> Any new faculty will be trained to utilize the assignments. A&amp;P study hall tutors and the Science Study Center tutors will be available to assist with deposits during their shifts during the last month of the semester.</p> <p>(b) <b>Fall 2019:</b> Complete the side by side course matching and associated paperwork for both new options.</p> <p><b>Spring 2020:</b> Meet with representatives from SUNY-ESF and Hunter colleges to discuss the articulation agreements.</p>		<p>laboratory sections (except Honors) of the two courses.</p> <p>a. Course section and number of sections per semester</p> <p>SCB201 Laboratory sections:  Fall I 2019 (total 12 sections):  100B, 101B, 102B, 103B, 104B, 105B, 106B, 107B, 600B, 601B, 603B, PR9B  Spring I 2020 (total 10 sections):  135B, 137B, 138B, 139B, 140B, 141B, 620B, 621B, 622B, PR8B  SCB202 Laboratory sections:  Fall I 2019 (total 5 sections):  108B, 109B, 232B, 239B, 602B  Spring I 2020 (total 5 sections):  145B, 146B, 147B, 148B, 625B</p> <p>b. Core competency and ability addressed for each course  For General Biology I (SCB201), Integrative Learning Core Competency and Digital Communication Ability was addressed.  For General Biology II (SCB202), Global Learning Core Competency and Oral Communication Ability was addressed.</p> <p>c. Title of signature assignments that were addressed to strengthen student learning –</p>	
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		<p>(b) Complete LaGCC's paperwork for new options and articulations.</p>	<p>SCB201 signature assignment title: Cellular Respiration Thought Experiment SCB202 signature assignment title: Biodiversity in New York State and a Location Elsewhere d. Fill out the table included- Done 2. Methodology used during the mini grant year a. Workshops: Plan of three workshops to be conducted in 2019-20 academic year. 1. Charrettes (dates and attendees only) Fall I Workshop (09/13/2019)- 9 attendees (Drs. R. Gupta, C. Keller, K. Sharma, G. Li, A. Zhetigenova, P. Radhakrishnan, O. Calderon, J. Gonzalez and D. Wijesinghe). Spring I 2020 workshop (05/29/2020, conducted virtually due to COVID-19 pandemic)- 6 attendees (Drs. R. Gupta, C. Keller, F. Rossi, A. Zhetigenova, O. Calderon and D. Wijesinghe). 2. Internal or college wide benchmark readings (dates and attendees only) Internal/Departmental Benchmark Reading: Fall II</p>	
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			<p>Workshop (02/28/2020)- 10 attendees (Drs. R. Gupta, C. Keller, D.P. Wijesinghe, O. Calderon, J. Gonzalez, T. Hendrix, M. Fa, L. Fuentes, N. Xu, and M. Entezari)</p> <p>College-wide CTL seminars and Benchmark Reading: Dr. C. Keller participated in Integrative Learning CTL seminars and Benchmark Readings. Dr. R. Gupta participated in Global Learning CTL seminars and Benchmark Readings.</p> <p>3. Provide information for points below in a sentence or key words in bullet points</p> <p>b. Required expertise i.e. SSM, STM, software programs</p> <p>Faculty participants were informed how to send eRequests for ePortfolio support Consultants and STMs; iNaturalist website is used for the SCB202 assignment.</p> <p>c. ePortfolio design or redesign</p> <p>The SCB201 and SCB202 assignment ePortfolio templates were covered in detail with the faculty participants during the workshops.</p>	
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			<p>d. Assignment design or redesign  Drs. C. Keller and R. Gupta individually conducted detailed two rounds of revision in February 2020 to edit and refine the SCB201 assignment; Drs. R. Gupta and D. Wijesinghe, discussed that the SCB202 assignment is currently in good shape and they will look into revising it further later (due to ongoing COVID-19 pandemic).</p> <p>e. Videos created  In Fall 2019, both Drs. R. Gupta and C. Keller contributed to creation of a video with Dr. J. Gonzalez on introducing the goals and specific objectives of the SCB201/SCB202 mini-grant to the fellow colleagues and faculty.</p> <p>f. Rubrics developed content specific or general education  Content specific holistic rubrics were developed for both SCB201 and SCB202 assignments.</p> <p>3. Communication  a. What were some questions/suggestions/concerns that faculty shared at the PD?</p>	
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			<p>SCB201- Faculty discussed and approved of the latest revisions aimed to simplify/remove jargon and decrease the length of assignment; SCB202- Feedback included suggestions like using software programs through the ePortfolio team for smooth transition of the oral component from slide to slide, and concerns such as entire student work could not be reviewed in some cases (if the link to the audio file didn't work). Detailed feedback documents were prepared for both assignments (see Section 4d).</p> <p>b. What were some challenges in planning and organizing this PD? What did you learn from the PD experience? Challenges included adjunct faculty attendance/scheduling. This was the main challenge.</p> <p>c. What were the outcomes of the PD? How will this connect to the completion of activities in your grant cycle?</p> <ul style="list-style-type: none"> <li>• Departmental BR Scores for multiple student artifacts</li> </ul>	
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			<p>were obtained for both SCB201 and SCB202 assignments.</p> <ul style="list-style-type: none"> <li>• The compilation of these scores for SCB201 is delayed however as some are in hard copy form in Dr. C. Keller's office which is currently inaccessible due to the Covid-19 Pandemic.</li> <li>• The scores and feedback received on the SCB202 artifacts have been compiled by Dr. R. Gupta and shared with the course coordinator and all mini-grant team leaders.</li> <li>• Faculty have also been asked to supply numbers from Fall 2019 semester regarding assignments turned in versus students still attending (rather than still enrolled).</li> </ul> <p>d. What areas of your overall Mini-grant plan need additional work, and why? What are the next steps? What changes are you anticipating for your plan? why?</p> <p>Our plan is proceeding well in our opinion (see below)</p> <ul style="list-style-type: none"> <li>• All Faculty teaching SCB201 and SCB202 laboratory sections are familiar with the core competency/ability</li> </ul>	
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			<p>aspects of the two assignments and assessment deposit on ePortoflio.</p> <ul style="list-style-type: none"> <li>• All faculty teaching SCB201 have been presented with assignment revisions prepared by Drs R. Gupta and C. Keller based on this mini-grant meetings and outside conferences.</li> <li>• For SCB202, Dr. Gupta had discussed with the course coordinator, Dr. D. Wijesinghe, in the beginning of March 2020 and the plan was to implement the assignment without major modifications in all SCB202 sections in the current Spring I session (in view of the recent disease outbreak and changes with distance learning/online resource availability)</li> <li>• For SCB201, Dr. C. Keller noted that several students were just retitling their FYS fermentation assignments and turning them in. It was discussed in the last Spring I 2020 meeting that there is a great opportunity for integration across FYS and SCB201 because fermentation and respiration in general are intimately related but we just</li> </ul>	
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			<p>need to coordinate actions with FYS.</p> <ul style="list-style-type: none"> <li>In terms of change in the plan (due to COVID-19 pandemic), the co-leaders, Drs. R. Gupta and C. Keller, organized their final (Spring II 2020) mini-grant meeting online on 05/29/2020 with the participants on sharing feedback and recommendations from instructors teaching the courses, future steps etc.</li> </ul> <p>4.Results (include data)</p> <p>a.Were assignments graded Yes, in all SCB201 and SCB202 sections.</p> <p>b.Were assignments deposited ePortfolio: YES</p> <p>The data of total number of artifacts deposited in all SCB201 and SCB202 lab sections can be retrieved from CTL/college ePortfolio team. The co-leaders have reminded the faculty teaching these courses to provide this data for Spring 2020 as well, but it is largely pending.</p> <p>The new Sustainable Urban Agriculture option was developed and approved. New</p>	
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			<p>courses for this option were also developed and approved and they will be offered in Spring 2021.</p> <p>The Chair and program directors met with Liaison from St. Jon's University to develop a new articulation agreement</p>	
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3. College Objective Addressed: Build Inclusive Community to Achieve the College Mission

<u>Area-Specific Targets</u>	<u>Strategic Activities</u>	<u>Assessment</u>	<u>Outcomes</u>	<u>Next Steps</u>
Examine what diversity means in our unique context, and how to best support underrepresented faculty, staff and students	Faculty will develop and run at 1 college-wide event during Fall I and 1 college-wide event during Spring I around the general theme of Diversity in the Sciences.	Each event will include collection of student’s EMPL ids and surveys designed to assess the effectiveness in stimulating dialogue and supporting underrepresented faculty, staff, and students.	March 27 <sup>th</sup> and was entitled “Acting White – Reality or Urban Legend”. The focus of this event is to address an issue regarding why in <u>some</u> sections of the black population for a black person to be successful academically then somehow that individual is acting “white”. This event was attended by 67 students, faculty, and staff from LaGuardia. This seminar was composed of a 30 minute presentation done by myself, followed by a 30 minute panel discussion that I chaired. The panel members were LaGuardia faculty Dr. Claudette Davis from Natural Sciences, Dr. Walter Sistrunk from Education and Language Acquisition, and from Columbia Southern University Dr. Ceceile Mason. During the panel	Providing more activities that more diverse students and faculty will be involved.

			<p>discussion, each panel member was asked about (1) their upbringing including the racial make-up of the schools they attended, (2) have they ever been accused of acting “white”, and (3) any solutions on how to get rid of this perplexing social constraint.</p> <p>This CTL seminar was chaired by Tuli Chatterji (English) and Florence Kabba (English Language and Acquisition). In this seminar we explored how recognizing and building on the capital students bring from their own cultures can challenge deficit thinking and promote student educational success in higher education. We engaged in interactive activities, identified relationships between theory and praxis, and reflected on these issues to arrive at methodologies that promote inclusive classrooms. One of my activities was to do a 10 minute presentation to the members of the seminar. This presentation entitled “Is There A Scientific Basis for Race”, where I talked about how from a scientific perspective there is no such thing as race and that it is completely a social construct.</p>	
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**SECTION 1. LaGuardia Community College Strategic Plan Final Report, 2019-20**

**INSTRUCTIONS:**

Please use this form to provide your final report for each of your planned strategic activities related to the 2019-20 Strategic Plan you submitted for your area in May 2019. In the Strategic activities column, indicate what has been completed so far for implementation of the planned strategic activities and reaching your objective(s). In the Assessment column, indicate the methods and measures you have used to assess the strategic activities and to determine that that objective was met. In the Results/Outcomes column, indicate the results or findings of the assessments, the evidence, and relevant data. In the Next steps column, indicate the follow-up that is needed for the strategic activities.

**DIVISION/DEPARTMENT: Social Science**

**College Objective to be Addressed: #1 Build Student Access and Success** (Develop new enrollment strategies (off-sites, iGen and older students) and more fluid connections from ACE to credit, and credit to ACE)

<u>Area-Specific Targets</u> (from 2019-20 Strategic workplan)	<u>Strategic Activities</u> What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for <b>each</b> of your planned strategic activities.	<u>Assessment</u> What methods and measures have you used to assess the strategic activities and to determine that the objective was met?	<u>Results/Outcomes</u> What were the results of the assessment(s)? What is the evidence that the objective was met? <b>Provide relevant data.</b>	<u>Next Steps</u> What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.
1. Increase information about college to criminal justice involved students.	Fall 2019 and Spring 2020  1a. Put in place a liaison to visit Queensboro Correctional Center (QCC) to disseminate information about enrollment to LaGCC.	Fall 2019 and Spring 2020  1a. Liasion should be in place by Fall 2019, with a target of 24 liasion visits.	1a. Due to budget cuts impacting the LaGuardia Foundation, the college's Director of Student Engagement Elyse Newman was unable to extend the funding for another Prison to College Liaison Intern to the 2019-2020 academic year. However, 2 LAGCC volunteer faculty instructors actively facilitated enrollment of prospective students by	1a. Our ability to put in place a QCC liaison continues to depend on the college's budget situation. The intent is to make sure that we continue to be connected to QCC regardless of whether a liaison is in place or not for the next academic year.  The next steps for <u>all activities discussed in this report</u> depend on how the

	<p>1b. Educate inmates at QCC about enrollment procedure</p> <p>1c. Participate in resource fairs.</p>	<p>1b. Record number of visits made at QCC to discuss enrollment procedure (at least 18 orientation presentations to new inmates).</p> <p>1c. Participate in four resource fairs held and record the number of participants in attendance</p>	<p>arranging post release contact with Criminal Justice peer advisors supervised by Professors Cory Feldman and John Chaney.</p> <p>1b. In addition to facilitating weekly classes for the residents, LAGCC faculty volunteers brought LAGCC enrollment flyers, ACE bulletins and other literature to QCF bi-weekly orientation sessions for incoming prisoners where they also gave a short presentation about the college. As of March 2020, 12 informational visits had been made before the facility shutdown due to the Covid-19 pandemic.</p> <p>1c. A total of three LAGCC faculty, three upper sophomore students, and one graduate attended two QCF resource fairs held in November 2019 and February 2020. LAGCC was one of approximately 16 community providers represented at the institution that provided</p>	<p>Covid-19 pandemic unfolds and when buildings reopen and regular operations resume. Adjustments will be made as necessary and as feasible.</p>
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<p>2. Provide Instruction to criminal justice involved students.</p> <p>3. Increase the number of the current three faculty members providing instruction to criminal justice involved students</p>	<p>2. Offer ongoing referral streams to connect potential students who are incarcerated with LaGuardia’s ACE, TASC and matriculating college programs</p> <p>3. Recruit at least two more faculty to participate in teaching two additional courses at QCC .</p>	<p>2. Record number of hours/mtgs of instruction held and attendance of participants</p> <p>3. Record number of faculty recruited</p>	<p>information and individual consultations with approximately 210-235 men at each event. In April 2020 Deputy Superintendent Michelle Yon confirmed the cancellation of the remaining two resource fairs originally scheduled for early and late spring 2020.</p> <p>2. We have knowledge of six new students who had participated in LAGCC volunteer classes at Queensboro Correctional Facility and in the College Way program at Rikers Island and later enrolled into the college during the 2019-2020 academic year. Two additional new students also disclosed their recent release from federal correctional facilities.</p> <p>3. Due to assuming managerial roles in major college-wide projects, two LAGCC volunteers, while continuing to partner with CJ in their respective initiatives, temporarily left the LAGCC volunteer project with at</p>	<p>3.Efforts to recruit more faculty to participate in teaching at QCC will continue.</p>
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	<p>4a. Offer training to faculty:  Advisement 2.0  ePortfolio  Core Competencies  FYE Integration</p>	<p>4a. Enhancements in  Psychology FYS  (Advisement 2.0,  ePortfolio,</p>	<p>least one planning to return during the 2020-2021 school year. Dr. Shannon Proctor of Humanities, now co-chair for the NEH grant initiative Incarceration and the Humanities, discontinued her philosophy of freedom class and has been replaced at QCF by Dr. Robin Levinson who teaches classes in theater and acting at the facility. Dr. Tuli Chatterji, now co-chair of the newly formed LaGuardia Humanitarian Initiative, discontinued her class in Redefining and Overcoming Boundaries has been replaced by Robert Jaffe of the President's Office who Teaches classes in government and politics at QCF. Dr. Joni Schwartz of Humanities continues to teach Creative Writing at the facility. All QCF classes discontinued in mid- March 2020 because of the COVID-19 pandemic. Dr. Cory Feldman continues to facilitate classes at Rikers Island and the Horizon Juvenile Center.</p>	
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<p>4. Scale up FYS for criminal justice and psychology</p>	<p>4b. Fall 2019 - Pair FYS with Public Speaking “Speaking out for Social Justice” (CJF101/HUC106)</p>	<p>Core Competencies, FYE Integration) will be determined through benchmark readings, PPR, participation in Learning Matters workshops</p> <p>4b. Fall 2019 -Students will be assessed through in class assignments. The Learning Community entitled “Speaking Out for Social Justice” partners Public Speaking (HUC106) with the First Year Seminar in Criminal Justice (CFJ101). In the Public Speaking component students will learn the fundamentals of oral rhetoric theory and</p>	<p>4a. CJ faculty Jill Kehoe, Cory Feldman, and Charlene Bryant each participated in the yearlong FYS Re-boot seminar series co-facilitated by FYS liaison and CJ program director John Chaney and developed by Ellen Quish, Director for First Year Programming &amp; Student Success, Center for Teaching &amp; Learning. Each faculty developed peer-reviewed enhancements to their respective FYS syllabi that concentrated upon competency and career development through the use of new Eportfolio learning tools.</p> <p>4b. CJ professors Jill Kehoe and Cory Feldman each paired their CJF 101 classes with Humanities Public Speaking professors Naomi Stubbs and Francine White respectively during 2019-2020. The pilot offerings were deemed successful.</p>	<p>4a. Faculty who participated in the FYS seminar will continue to apply lessons learned to enhance their FYS courses.</p> <p>4b. The paired classes are scheduled to run during Fall 2020.</p>
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		<p>practice skills in topic selection, research, organization, delivery, and criticism of speeches. In the Criminal Justice component students will learn the fundamentals of the criminal justice system and contemporary challenges to achieving social justice. With complementary syllabi and joint assignments, this Learning Community will seek to improve students' skills in formal public speaking while emphasizing the role of effective communication in exposing miscarriages of justice and enacting social change. Criminal Justice classes, including the traditional First Year Seminar in Criminal Justice, typically educate students about the injustices associated with the</p>		
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	<p>4c. John Chaney and Jill Kehoe will attend NEH grant seminar (NEH Incarceration and the Humanities Institute) to learn about resources.</p>	<p>modern criminal justice system's law enforcement, adjudication, and correctional institutions. Focusing on thematic content, criminal justice classes often leave students unable to effectively communicate what they learned, why it is important, and the need for change. This Learning Community seeks to provide students with the knowledge and speaking skills to advance agendas of social justice.</p> <p>4c. Faculty will develop assignments/activities per the NEH grant that will be assessed by seminar leaders.</p>	<p>4c. Both John Chaney and Jill Kehoe attended the full week of the NEH Spring II 2019 seminar on Incarceration and the Humanities. John Chaney co-facilitated day three of the 5-day session with a</p>	
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			<p>presentation highlighting LAGCC's involvement with criminal justice projects in jails and prisons. He and Jill Kehoe also provided key support in making the NEH project's October 2019 event Mass Incarceration &amp; the Humanities a success. At least two CJ faculty are expected to participate in the project's 2<sup>nd</sup> seminar scheduled to be held online beginning May 15, 2020 where the goal will be to develop publishable work connected with this topic.</p>	<p>4c. Lessons learned from the NEH grant seminar will continue to be shared and applied, as appropriate.</p>
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**DIVISION/DEPARTMENT: Social Science**

- a. **College Objective to be Addressed: #4 Build Inclusive Community to Achieve College Mission** (Examine what diversity means in our unique context, and how to best support underrepresented faculty, staff and students AND Develop strategies that use our diversity - including language diversity - as a resource for learning)

<u>Area-Specific Targets</u> (from 2019-20 Strategic workplan)	<u>Strategic Activities</u>	<u>Assessment</u>	<u>Results/Outcomes</u>	<u>Next Steps</u>
<p>1. Increase from two course offerings that address diverse populations.</p> <p>2. Heighten awareness of campus community to challenges facing diverse populations</p>	<p>1. Offer Psychology of Gender (Fall I), Women in Society (Spring I), History of Women and Gender in the U.S.(Fall I, Spring I), Politics of Sexuality (Spring I), LIB101 Intro to Women, Gender and Sexuality Studies (Fall I)</p> <p>2a. Fall I and Spring I: Faculty members of Showing Up for Racial Justice (SURJ) and Faculty and Staff of Color Collective (FSOC) will offer training on topics including microaggressions, implicit bias, and rise of white nationalism.</p>	<p>1. Faculty will assess, through course assignments, students' enhanced understanding of diverse populations. Students' grades on assignments will be used as performance indicator.</p> <p>2 a – 2c. Faculty members leading events will distribute a survey assessing effectiveness of training/information session.</p>	<p>1. All courses were offered in Fall I and Spring I. Faculty assessed, through course assignments, students' enhanced understanding of diverse populations. Students' grades on assignments were used as performance indicator.</p> <p>2 a. Fall 2019 (September 9th) Opening Sessions Presentation: <i>Environmental injustice: The Crises Impacting Racially Diverse Students at LaGCC</i>. SS Faculty Vanessa Bing, English Faculty Jason Hendrickson &amp; Jeanine</p>	<p>1. There will continue to be an effort to increase course offerings that address diverse populations.</p> <p>2a-2e. Department, especially faculty who are members and/or leaders in SURJ and FSOC, will continue efforts to offer and participate in events and trainings aimed at increasing awareness of</p>

	<p>SURJ will continue to operate as an ally/affinity group for faculty who do not identify as people of color but who want to address and confront racism on campus and beyond. The group will persist in serving as a platform for anti-racism organizing and a space for elevating the discussion of white privilege and systemic racism. It will continue to work to promote reflection, awareness, learning, and strategies for personal and collective action around these issues to help move white-identified staff and faculty into a multi-racial coalition for social justice. The chapter organizers will regularly meet and communicate and organize several college-wide meetings and events which are open to the college LaGuardia community.</p>		<p>Molock of Institutional Research facilitated the presentation</p> <p>November 13, 2019 FSOC sponsored "Breaking Bread &amp; Breaking Barriers" a college-wide workshop addressing the results of LaGuardia's first racial climate survey. This was a two session (11am - 1pm &amp; 2 - 4pm) presentation.</p> <p>The Senate Professional Development sub-committee on "Diversity and Inclusion" hosted a Microaggressions workshop on November 14, 2019. Members of SURJ &amp; FSOC acted as co-sponsors.</p> <p>Members of FSOC, SURJ and the Senate Committee on Diversity &amp; Inclusion presented at the Fall 2019 Professional Staff Meeting, discussing the efforts to date of the committees work on diversity, equity and inclusion.</p> <p>Members of FSOC, SURJ and the Senate Committee on</p>	<p>challenges facing diverse populations.</p> <p>Vanessa Bing will commence development of her accepted CTL seminar proposal <i>Diversity, Equity and Inclusion Across the Curriculum and Campus</i>.</p> <p>FSOC will continue to act as an affinity group to provide connection and community as well as information and resources to faculty and staff of color.</p> <p>Faculty who participated in the Ableism &amp; Equity seminar will continue to identify ways to modify course content and strategies to support greater inclusion in their classroom.</p> <p>Review surveys from previous events to identify additional interests if faculty for future programming.</p> <p>Continue to offer annual microaggressions training</p>
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	<p>2b. Spring 2020: Faculty will participate in WGSS Open House and conference</p> <p>2c. Present Panel at Social Science Conference addressing diverse population</p> <p>2d. Offer CTL Seminar on Anti-ableist Pedagogy</p>		<p>Diversity &amp; Inclusion met with members of the Executive council (President Arcario, Provost Seals, Dean Hofmann and others) on February 27, 2020 to propose the formation of a Presidential Advisory Committee on Diversity, Equity and Inclusion. During Spring 2020, the members continued to work on creating recommendations on the creation of the Presidential Advisory Committee to be presented to President Arcario on June 2, 2020.</p> <p>2b. SS Faculty Vanessa Bing and Rebecca Tally, along with a SS adjunct faculty, participated in the <i>Women, Gender and Sexuality Studies Seminar</i>. Unfortunately, due to the COVID19 crisis, the seminar was suspended.</p> <p>2c. Conference canceled due to COVID-19</p> <p>2d. SS Faculty Vanessa Bing and Eduardo</p>	<p>and Breaking Bread events to facilitate cross-campus dialogue on diversity, equity and inclusion.</p> <p>Discuss development of and plan for: 1) a campus climate survey addressing the experiences of LaGuardia students; 2) A new faculty and staff surveying that examines experiences of specific populations (to disaggregate finding of the previous survey that examined faculty and staff of color compared to those who do not identify as POC.</p> <p>Begin the formal launch of the Presidential Advisory Council (PAC) on Diversity, Equity and Inclusion</p>
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<p>3. Celebrate Heritage Language</p>	<p>2e. At least two FT faculty will participate in CTL Gender and Diversity Seminar</p> <p>3a. Pair General Psychology and ESL course 3b. Psychology faculty will address the topic of heritage language in Social Psychology</p>	<p>2d &amp; 2e. Faculty participant in CTL seminar will complete assignments that will be assessed by CTL leaders.</p> <p>3a &amp; 3b. ESL Students' understanding of course content will be assessed through exams and other assignments.</p>	<p>Vianna participated in the <i>Ableism and Access: Equity in the Classroom</i> seminar ran by SS faculty Dusana Podlucka and Priscilla Stadler (CTL). As such, they both completed an assignment reflecting a change that they intended to make in order to make their syllabus more accessible to insure equity.</p> <p>2e. Vanessa Bing, Jason Hendrickson and Wendy Nicholson co-authored and had a paper published: "From Diversity to Inclusion: Challenges and Opportunities at an Urban Community College" that appeared in <i>Dialogues in Social Justice: an Adult Education Journal</i> , Vol. 5(1)</p> <p>3a. The General Psychology-ESL pair did not run. 3b. Heritage language was addressed in Social Psychology particularly on the topic of self and the self in different cultural context, and the role in</p>	<p>3a-3b. Depending on faculty availability and interest, the ESL pair might be offered in the future and/or the topic of heritage language might be included in relevant courses.</p>
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			<p>identity. Assessment included an assignment- a discussion board post on individualism and collectivism, and exam questions in form of multiple choice, and essay question pertaining to the independent and interdependent self. Assessment demonstrated the familiarity of cultural dimensions and the role of language.</p>	
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**DIVISION/DEPARTMENT: Social Science**

- a. College Objective to be Addressed: #5: Advance Career and Workforce Development** (Strengthen and diversify STEM education, engaging experiential learning and interdisciplinary perspectives AND Strengthen career readiness programming, helping students understand, prepare for and find success in meaningful and rewarding careers)

<u>Area-Specific Targets</u> (from 2019-20 Strategic workplan)	<u>Strategic Activities</u>	<u>Assessment</u>	<u>Results/Outcomes</u>	<u>Next Steps</u>
1. Strengthen and diversify STEM Education	<p>Spring 2020</p> <p>1a. Economics faculty (Prof. Kone) will organize Math is Everywhere</p> <p>1b. At least one other economics faculty (Prof. Kaushik) will organize a student team to participate in Math is Everywhere.</p> <p>1c. Economics faculty members, Prof. Soloman Kone and Prof. Choon Shan Lai, will continue to</p>	<p>1a. The number of participants will be recorded on a sign-in sheet. Professor Kone will administer a survey at the end of the event.</p> <p>1b. Professor Kaushik will enlist 2-3 student participants.</p> <p>1c. Develop 1 -2 assignments in Math 115.</p>	<p>1a. Due to the college and university shutdown due to COVID-19, the annual Math is Everywhere competition had to be cancelled.</p> <p>1b. Due to the college and university shutdown due to COVID-19, the annual Math is Everywhere competition had to be cancelled.</p> <p>1c. Spring 2020, two assignments that integrate economics</p>	<p>What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p> <p>1.Math is Everywhere is an annual event and is expected to be offered next academic year.</p>

<p>2. Expose Criminal Justice Students to careers in the profession.</p>	<p>develop assignments that integrate economics with mathematics courses such as College Algebra (MAT115)</p> <p>2. Send a minimum of 500 Criminal justice students to community policing and community board meetings to learn about this aspect of the field.</p>	<p>2. Students will write reflections that indicate their understanding of what occurred during these visits that will be graded by the professor</p>	<p>with math were developed and given to students in both Micro &amp; Macro Economics.</p> <p>2. During Fall I 2019 students enrolled in 5 sections of the capstone course Crime &amp; Justice in Urban Society, SSN 204 and 6 sections of the First Year Seminar, CJF 101, were given extracurricular assignments that included writing reports on site visits to arraignment and trial courts; monthly community council precinct meetings; community-based organizations servicing criminal-justice involved men and women; additionally, students in Corrections &amp; Sentencing classes visited Queensboro</p>	<p>2. Continuation of these and similar extracurricular activities depends on the Covid-19 pandemic and reopening of the city.</p>
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<p>3. Expose liberal arts students to careers with a liberal arts degree</p> <p>4. Expose students to the work of psychologists and provide experiential learning via the Peer Activist Learning Community (PALC) and Disability Research Group (DRG). Student Experiences Research Group (SERG)</p>	<p>3. Spring 2020: Hold Social Science Career Day</p> <p>4. Fall 1 2019 &amp; Spring I 2020 Recruit up to 3 students and meet regularly with students 1x per week Review methods of psychology and IRB procedures; analyze data set.</p>	<p>3. Spring 2020: Distribute survey to participants at the end of the event to assess what students learned about possible careers.</p> <p>4. Student presentation at conference  Student written reflections and submitted assignments will be assessed by faculty teaching SSY 203.</p>	<p>Correctional Facility in October to speak with officers, management, counselors, and incarcerated men. At the time of the college shutdown in March 2020 the total number of students participating in these activities had not been made.</p> <p>3. Canceled due to COVID-19</p> <p>4. The Peer Activist Learning Community (PALC) meet regularly once a week throughout the Fall 2019 semester and continued meeting online synchronously after the closure of campus due</p>	<p>3.Social Science Career Day is an annual event and will be organized to take place in the next academic year.</p> <p>4.If the campus does not reopen in Fall 2020, relevant meetings and other activities will be done remotely, as feasible.</p>
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			<p>to the COVID19 pandemic. The same schedule of weekly meetings were maintained. In the fall, 8 students consistently attended the meetings and in the spring 6 students have attended meetings consistently. It was not possible to carry out recruitment this semester due to COVID19 crisis but we hope to do so in the fall if the college reopens.</p> <p>Disability Research Group (DRG) continued to meet in Fall 2019 regularly, once a week (6 students). Recruitment of new members started at the beginning of this semester, however this was interrupted by closing the campus. The members of the group continue meeting virtually and discuss the readings. Also</p>	
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			<p>discussed are new strategies for recruiting new members and research activities, if the fall semester will continue remotely.</p> <p>Student Experiences Research Group (SERG) has been meeting as planned. 21 students have been involved at some point this year so far. Two students presented at the Hunter Psychology Convention. They are also presenting at the virtual Eastern Psychological Association's annual meeting. 3 students will present at LaGuardia's Undergraduate Conference. We are analyzing a study and trying to start a revised version of the study (if we can deal with IRB issues).</p>	
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<p>5. Expose Criminal Justice students to the range of occupations, professions, and academic course of study available to them.</p>	<p>5a. Spring 2020: Host annual Criminal Justice Conference and invite professionals affiliated with the National Assn. of Blacks in Criminal Justice; NYS Dept. of Correction &amp; Community Supervision; Queensboro Correctional Facility and the Kings County DA Office.</p> <p>5b. CJF 101 courses will provide a lesson on careers in criminal justice</p>	<p>5a. Student attendees will complete a survey at the conference addressing what they learned.</p> <p>5b. Students will write reflections on their ePortfolio page chronicling what they have learned about careers in criminal justice</p> <p>A student survey will be distributed to assess what students learned</p>	<p>5a. Due to the college and university shutdown due to COVID-19, the annual Criminal Justice conference had to be cancelled.</p> <p>5b. All CJF 101 students are now required to give a well-prepared digital presentation before the class on a selected career in Criminal Justice as part of their competency development in Integrative Learning.</p>	<p>5a. Annual Criminal Justice Conference will be rescheduled to take place in the next academic year.</p> <p>5b. CJF101 courses will continue to incorporate a lesson on careers in criminal justice.</p>
<p>6. Expose students to the range of careers available with a social science degree at the annual Social Science Career Day</p>	<p>6. Spring 2020 – Various faculty from the Social Science Department will present the possible careers one can pursue with a particular degree, discussing the academic pathways and research and professional options available.</p>	<p>6. Distribute survey to participants at the end of the event to assess what students learned about possible careers.</p>	<p>6. Due to the college and university shutdown due to COVID-19, the annual conference had to be cancelled.</p>	<p>6. and 7. Social Science Career Day is an annual event and will be organized to take place in the next academic year.</p>

<p>7. Introduce students to the Occupational Outlook Handbook in order that they may learn about various career, educational requirements, salary, work responsibilities to inform them about choices they can make in pursuing their studies.</p>	<p>7. Incorporate discussion of the Occupational Handbook at the Social Science Career Day event and in at least one Sociology course.</p>	<p>7. Implement assignment using the Occupational Outlook Handbook to find out about careers in sociology</p>	<p>7. Due to the college and university shutdown due to COVID-19, the annual conference had to be cancelled.</p>	
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