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 2021-22 academic year.

We are gathering information from all College Divisions and Departments about the implementation of your Strategic Plan activities in 2020-21 and the Strategic Plan targets you hope to accomplish in 2021-22. Please note that the 2021-22 Strategic Work Plan **will not** be submitted at the same time as the 2020-21 final report. This will allow for the review and feedback of the 2020-21 report and follow-up initiatives before you determine your strategies and activities supporting LaGuardia's mission and Strategic Plan in 2021-22.

Strategic Plan Final Report 2020-21: Please complete the Strategic Plan Final Report form on *Page 2* **to be submitted by June 7**. Include the strategic activities and assessment measures you submitted in June 2020- if you would like a copy of your division/department's 2020-21 work plan, please contact Dr. Rejitha Nair, rnair@lagcc.cuny.edu.

Make sure that you include the evidence and relevant data for the strategic activities in the assessment results column. Were the targets achieved? What are the lessons learned? What are the follow-up activities and next steps?

Please submit the report to Dr. Rejitha Nair, rnair@lagcc.cuny.edu with a cc to Dean Nava Lerer, nlerer@lagcc.cuny.edu.

> **This will be the last time that you will be entering your strategic activities, assessment results, and analysis in a Word document. In order to make this process logistically easier, we are working with IT on creating a systematic data collection and reporting tool where you will be able to enter your strategic activities, their alignment with the College's Strategic Plan, and your assessment measures, results and next steps. This tool will also allow you to produce an array of summary reports (by division/department, year, goal, activity, etc.) that could be shared with faculty, staff, and the LaGuardia community.**

DIVISION/DEPARTMENT: Academic Affairs/CTL

College Objective Addressed: 1b/3b. Strengthen FYS and Advisement 2.0, supporting faculty and advisors with professional development and digital systems to build student success AND Expand co-curricular programming and internal experiential education opportunities (e.g., undergraduate research; peer programs; project-based learning) to build learning and community.

Area-Specific Targets (from 2020-21 Strategic work plan)	Strategic Activities What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for **each** of your planned strategic activities.	Assessment Measures What methods and measures have you used to assess the strategic activities and to determine that the objective was met?	Assessment Results What were the results of the assessment(s)? What is the evidence that the objective was met? **Provide relevant data.**	Follow-up/Next Steps 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.
CTL PD activities are designed to support college-wide student success initiatives. Through seminars, mini-grants and workshops, CTL provides structured time and space for faculty and staff to deepen their understanding of and practices in the First Year Experience and Advisement 2.0. Measurable Outcomes: • Participant Surveys indicating application of learning • Student Surveys re: Engagement • Downloads of mobile Advising App • Increased retention for students enrolled in FYS • Advisement Appointments and SSP completion for Students in Tier 2b	Based on Spring II pilot, offered NtC 2.0 for **4 faculty** teaching new FYS courses. Worked with **13 FYS liaisons** to support instruction, advisement, registration, and degree planning for distance/online education when applicable.	Increase % of new/transfer students in FYS. Post-seminar surveys inform regular updates to faculty and the design of faculty resources. Maintain 10 percentage points increase in one-semester retention for students enrolled in FYS compared to students in the same major not enrolled.	54.9% of new/transfer students enrolled in Fall 2020 FYS, 2.1% lower than Fall 2019. (Spring 2021 FYS Headcount data TBD) Fall 2020 FYS students (first-time) were retained at a 9.9% higher rate than those not enrolled; for all new students, including transfer, the rate was 9.3% higher (preliminary report). (Data source: IR/IE)	2 follow-up areas: Meet NSAR staff and meet Provost/ Chairs re: possible 1-time 'waiver' for students who have not taken FYS after two semesters.
	CTL trained **73 Student Success Mentors and Peer Advisors** to serve in CTL peer mentoring programs in order to foster students' understanding of degree, career, and transfer in **300 FYS and Capstone Studio Hours** (288 in Fall 20-Sp I 21, and 12 scheduled for Sp II 21).	Student surveys in FYS Studio Hours evaluate Student Success Mentors, as well as impact of FYS on learning. Mobile Advisement App. downloads.	Fall 2020 student surveys (n=1,438) indicated "I feel confident I will succeed in college" (4.28/5 vs. 4.22/5 Fall19). 81.7% agreed or strongly agreed their FYS Peer Mentor helped them understand what it takes to be successful college student (82.0% Fall19). 61.3% indicated transition to distance learning +affected experiences by "familiarizing with learning platforms or online resources." (60.3% Sp20). 5,584 Advisement Mobile App Downloads 6/9/20-5/31/21 (Android 2,296; iOS: 3,288), -38.7% compared to 9,111 in 2019-20.	The 2019-20 data included the intital downloads when the app launched, thus reaching all students rather than only those new to LaGuardia. We expect to see similar #s to this year in subsequent years.
	CTL worked with faculty and staff to revise the C2C intervention tool. **157 participants** in the Winter 2021 C2C Interventions workshop.	Original: Increase completion of the Student Success Plan for students in Wave 2b over previous years. New: Increase outreach and communication around advisement actions.	Despite remote learning + shift from Adv. 2.0 model, next-term persistence increased in Fall 2020 (78% vs. 76% Fall 2019). C2C interventions increased three-fold from 493 Spring 2020 to 1,532 Fall 2020. The Spring 2021 Interventions "Resolved" rate is 2% above the Spring 2020 baseline (64% vs. 68%)	Working with Provost and Advisement Leadership re: Advisement 2.0 model.
	5 faculty/staff participated in Motivational Interviewing seminar to support developmental advising conversations.	Post-seminar surveys evaluate the impact of seminar on faculty practice and inform subsequent seminar planning.	No internal survey data.	Will re-assess model for advisement PD based on leadership discussions.
	CTL supported **104 peer mentors** across 3 programs: SSM, Peer Advisors (PAs), and Student Technology Mentors through PD, training, network support, fairs. **No new PAs recruited for Fall 2020 given budget uncertainty;** resumed hiring Spring 2021.	Peer Mentor evaluations. Retention/graduation rates above 90% for students who complete at least one semester of employment in a CTL peer mentor position.	Did not hire new peers for Fall 2020. 81.3% (13/16) of PAs, 100% (6/6) of SSMs, and 80% (4/5) of STMs enrolled in Fall 2020 graduated or re-enrolled in Spring 2021. 90.9% (10/11) of mentors who re-enrollend at LaGuardia in Spring 2021 continued in the 3 programs in Spring 2021.	Working with Foundation re: Peer Mentor programs in AY 2021-2022.

	CTL trained PAs and SSMs to coordinate **3 Networking virtual events for 100+ students** in strengthening academic and professional experiences. **CTL Peer Mentors also coordinated 9 Live Conversation events**, **"You're Not Alone",** promoting student engagement in distance learning.	Post-event surveys indicate the value of event experience. Number of Instagram views.	55 students completed the exit surveys, rating that event participation made them feel more connected to the LaGuardia community (4.7/5 vs 4.2 in Fall19; Sp20 event was cancelled). 519 views on Instagram during the 9 Live Conversation sessions. (120+ participants during the 2 Zoom sessions of "You're Not Alone" in Sp20, the 1st iteration.)	These new events created useful model for virtual networking.

College Objective Addressed: 2a/2c/2d. 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 AND Advance courses that build students' written, oral and digital communication abilities AND Support innovation, assessment and cross-divisional faculty and staff development to build professional learning and advance student learning and success.

Area-Specific Targets (from 2020-21 Strategic work plan)	Strategic Activities What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for **each** of your planned strategic activities.	Assessment What methods and measures have you used to assess the strategic activities and to determine that the objective was met?	Results/Outcomes What were the results of the assessment(s)? What is the evidence that the objective was met? **Provide relevant data.**	Next Steps 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.
CTL's Learning Matters Mini-grants, year-long seminars and mini-seminars, and Focus Seminars address the College's Core Competencies and Communication Abilities. These activities help support the development of assignments that address the College's General Education Core Competencies and Communication Abilities, thus supporting long-term educational and career success for our students. Measurable Outcomes: • Participant Surveys indicate learning and implementation • Assessment Deposits • Benchmark Reading Scores	Offered seminars and **workshops** around assignments linked to Core Competencies & Communication Abilities for faculty. Specifically, **10 faculty in IPS Focus Seminar, and 12 in Digital Communication Focus Seminar. 18 faculty participated in Interdisciplinary Inquiry Based Assignment Development Workshop.** Supported Outcomes assessment process by coordinating annual Benchmark Readings, including artifact depositing and reporting. **100 faculty and staff participated in Fall II Benchmark Readings and third scorings where needed. Designed and administered BR Reflection surveys and a Form to help faculty address technology need, and 75 of the BR participants submitted their responses. Provided 31 workshops to support assessment deposit practices for students.** Provide Deposit Reports/Benchmark Reading Results to Program Directors and Department Chairpersons. Deepen the College's capacity around data analysis and reporting by working with IR, and the ePortfolio and Assessment Leadership Teams. Spring 2021	Number of assignments developed/revised by the faculty participants in these seminars. Post-seminar surveys indicate the value of seminar experience and faculty implementation of assignments. Increase Benchmark Reading scores for students in 45+ credit bucket. Reduce artifacts scored "not applicable" to the indicated rubrics. Reduce artifacts considered "not accessible" because of technical issues with depositing. Provide more sophisticated program reports for Gen Ed outcomes and PLO reporting.	75.0% (42/56) of respondents revised or developed assignments as a result of seminar participation, and implemented in the course this year. (AY 19-20 was 75.4% (46/61) implementation). 22 faculty in Focus Seminars designed General Education assignments. (12 assingment were submitted to the Assignment Library in AY 19-20.) 3,272 artifacts generated 7,352 scores. 82.2% (2,690/3,272) of the artifacts socred a valid compared to 70.6% (2,619/3,708) valid in last year's BR. Scores for students at 45+ credits increased in IPS, Written, and Digital Comm. (IPS: 5.47, W: 5.77, D: 4.66). Global score is the same as last year (G: 4.36). Scores slightly decreased in Integrative Learning and Oral Comm. over 2020 (IL: 4.48, O:5.42). 10.9% of all scores combined were 88s vs. 10.0% in 2020. 3.3% of all scores were 55s vs. 5.0% last year. Provided 17 Benchmark Reading Reports to 15 programs, 8 Deposit Reports to 6 programs, and 2 PLO Assessment Data Analyses to 2 programs. (Provided 21 BR Reports to 19 programs in Sp20.)	Showcase and final seminar meeting in Fall 2021. Next year will likely offer Global Learning and Oral Comm. Follow-up with these seminar participants and 2019-20 participants re: Assignment Library. Will do deeper analysis with Assessment Leadership Team (ALT) in Fall 2021 to determine if this sample differs from previous years because of potential impact (+ or -) of pandemic. ALT changed depositing requirements to fall only unless requested.

College Objective Addressed: 2b/3b/4b. Develop and refine digital learning environments and online offerings that build student engagement, learning and success AND Develop strategies that use our diversity - including language diversity - as a resource for learning.

Area-Specific Targets (from 2020-21 Strategic work plan)	Strategic Activities What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for **each** of your planned strategic activities.	Assessment What methods and measures have you used to assess the strategic activities and to determine that the objective was met?	Results/Outcomes What were the results of the assessment(s)? What is the evidence that the objective was met? **Provide relevant data.**	Next Steps What follow-up is needed for the implemented strategic activities? What are next steps? Please also indicate next steps for activities interrupted due to COVID-19.
Distance Education has provided deeper understanding of student learning needs. The ePortfolio Team in the CTL supports implementation of a comprehensive ePortfolio program through seminars and mini-grants that foster curricular cohesion and supports integrative, social learning. The CTL must also review its capacity to support hybrid/online learning, including COIL while attending to diverse needs of students. Attending to students' linguistic needs and the impact of the digital divide on communities of color is an important area of focus Measurable Outcomes: • Seminar Participant Surveys • Student Survey re: ePortofolio • Course and Retention Data • Faculty surveys re: the digital learning environment.	Offered the Showcase ePortfolio seminar and implemented new core ePortfolio approach linked to Title V goals. **16 faculty participated inThe Showcase ePortfolio.** CTL trained **31 students in technology mentor programs** that support faculty and student technology needs around distance learning platform and ePortfolio (STMs, IDAs, ePortfolio Consultants).	80% of students in academic programs using ePortfolio will update modules and complete portfolio-based assignments from FYS through Capstone Courses. Number of ePortfolio workshops for faculty/students. Number of faculty/ student participants in ePortfolio showcase event. One-on-one student support (SEMS) using online communication tool/App (SEMS, MyLaGuardia). Student Surveys in FYS and Capstone Studio Hours indicate value of ePortfolio learning. Increase course completion rates by 5 percent points for students in target courses.	10,379 new ePortfolios were created (9,280 by students and 1,099 by faculty) over the past year, from June 13, 2020 thru May 31, 2021. (12,475 new eP creation [10,091 by students and 2,384 by faculty], from June 13, 2019 thru May 31, 2020.) Facilitated ePortfolio workshops to students in 55 courses. (120 ePortfolio classroom workshops in 2019-20). 24 faculty received ePortfolio assistance from the CTL technology mentors. (13 faculty participated in eportfolio drop-in workshops in 2019-20). Coordinated 2 Fall20 ePortfolio showcases for 32 faculty and 77 student participants. Total of 426 cases of student support via SEMS , 246 cases via MyLaGuardia, and 65+ cases via virtual open lab. Fall 2020 FYS Survey (n=1,438) indicated "Building my ePortfolio helped me to think more deeply about the content of this course" (3.38/4 vs. 3.31/4 Fall19), and the transition of the ePortfolio class to distance learning positively impacted on "planning for future semesters" (65.5% vs. 56.8% Sp20). Fall20 Capstone students indicated that ePortfolio helped develop educational goals & plans (3.36/4 vs. 3.32/4 Fall19), and career plans (3.38/4 vs. 3.36/4 Fall 2019). Course Completion Rates TBD in Summer.	CTL introduced new activities to support the distance learning modality; therefore, we do not have comparison data for some ePortoflio activities that launched this year.
	Survey faculty re: their implementation of learning technologies. Determine sustainable approach to COIL courses. Spring 2021	Number of faculty completing survey. Results help shape technology support of CTL peer mentoring programs and CTL seminar and workshop offerings. Develop activities for COIL courses in 2021.	8 COIL participants completed surveys in Fall II 2020 indicating seminar useful or relevant to teaching (3.75/4) and implemented or plan to implement assignment and activities (8/8). 65 faculty completed new CTL survey "Faculty Supporting Students in Distance Learning" in Fall20, indicating "Basic knowledge on classroom technology" is one of three most important things student needs to understand in online classes.	Continue to support new COIL projects and grants in English, ELA.
	Supported **300 faculty and staff** in online/ distance ed preparation/implementation: **11 faculty in WGU-2020, 57 participated in ACUE training, 102 joined Distance Learning Seminar Cohort III, 15 in**	Number of faculty participating in workshops and increases in percentage of courses offered fully online or hybrid (asynchronous learning). Surveys.	60 faculty in Distance Learning Seminar Cohort III completed the TDL Feedback surveys; 91.7% (55/60) agreed or stongly agreed that the training helped prepare them to teach in future semesters: 2.3% above the Sp20 baseline of 89.4% (59/66).	Offering HyFlex locally and with SPS (Central Office funding).

	Pedagogy of Online Learning, 112 in SPS OTE workshops, 1 in ACE Teaching Online, 2 joined Hybrid/Online Mini-Seminar.		
	Supported **66 faculty/staff** in the diversity focused seminars and activities: **13 in Language Across the Curriculum (LAC), 17 participated in Women, Gender, and Sexuality (WGS), 15 joined Diversity, Equity and Inclusion (DEI), 12 attended REMOVING BARRIERS Workshop, and 9 joined Africana Studies Workshop.**	Post-seminar surveys indicate value of seminar experience and implementation of assignments and activities.	26 participants in LAC, WGS, and DEI completed the CTL's post-seminar surveys, indicating the seminar was extremely useful or relevant to their teaching (3.73/4 vs. 3.67/4 in the 2019-20 surveys). 88.5% (23/26) of these implemented the assignments and activities designed this year or plan to implement in near future: 13.5 % above the 2019-20 baseline of 75.0% (18/24).	Continue to explore resources to support these LaGuardia/CTL initiatives.

DIVISION/DEPARTMENT: Academic Affairs: Pre-College Programs
Goal 1. Build Student Access and Success; Objective 1f. Build graduation and transfer success, advancing the 30-credit initiative

Area-Specific Targets	Strategic Activities	Assessment	Results/Outcomes	Next Steps
(from 2020-21 Strategic work plan)	What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for **each** of your planned strategic activities.	What methods and measures have you used to assess the strategic activities and to determine that the objective was met?	What were the results of the assessment(s)? What is the evidence that the objective was met? **Provide relevant data.**	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.
Enable Students to be college ready by earning credits before High School graduation.	Ensure Juniors and Seniors at partner high schools are able to complete at least one Pathways approved course per semester.	1. Enroll 5000 students per academic year in Pathway courses	Fall 2020 Enrollment: 3,761 students Spring 2021 Enrollment: 3,532 students **Total Enrollment: 7,293 students** **Fall 2020** **Success Rate: 94%** 3,539 earned a C or better grade Spring 2021 Success rate TBD	1.The target was met. A Registrar's follow up is scheduled at the end of Spring II 2021 to verify final/accurate enrollment numbers. 2.The target established was met and will remain the same for the next academic year. We plan to report Spring 2021 success rates at the end of the Spring II term. 3.The target established was met and will remain the same for the next academic year. Events were hosted via live sessions on Zoom due to COVID-19 related issues.
		2. 85% Successful completion rate (C grade and above)	**Fall 2020 total 173** students (3 events) **Spring 2021 total 177** students (4 events)	
	Host themed workshops by area specific departments (e.g., Humanities and Social Science) to discuss Lagcc major options.	3. At least 150 students attend a workshop	**Total Attendance: 350 students**	

DIVISION/DEPARTMENT: Division of Adult and Continuing Education

Grants Office

College Objective Addressed:

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

Area-Specific Targets (from 2020-21 Strategic work plan)	Strategic Activities	Assessment Measures	Assessment Results	Follow-up/Next Steps
	What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for **each** of your planned strategic activities.	What methods and measures have you used to assess the strategic activities and to determine that the objective was met?	What were the results of the assessment(s)? What is the evidence that the objective was met? **Provide relevant data.**	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.
We will work to develop new revenue streams for the college while meeting the following targets: 1. Total dollar amount of research grants (3-year weighted rolling average) will be maintained at $500,000 or higher.	Between now and May 2021, we will: 1. Work with leadership in Academic Affairs, ACE, and Student Affairs to identify college-wide funding needs as well as areas of faculty/staff research expertise and interests. Use this information to identify 12-15 targeted funding opportunities through various online databases, share these with appropriate faculty and staff, and work with them to review each opportunity for potential proposal submission.	We will measure the number of: • Number of faculty and staff we meet with • Number of Funding opportunities shared. • Number of Proposals submitted • Number of Grants awarded • Number of Workshops completed Workshops and seminar will have sign-in sheets to record attendance. Workshops and seminar will have surveys to measure participant satisfaction.	**Please Note: In the Fall of 2020, oversight of the Grants Office was transferred from the Division of Adult and Continuing Education to the President's Office. Future Strategic Plan reporting for the Grants Office will be relocated to that division in the future.** **1.Total dollar amount of research grants (3-year weighted rolling average) will be maintained at $500,000 or higher.** Dollar amount will be submitted by Grants Office in July '21.	**Strategic Activity 2**: Due to the COVID-19 pandemic and the inability for many faculty/staff to attend our virtual workshops, the Grants Office decided to discontinue "live" workshops in Spring, 2021 and to post workshop presentations on the campus SharePoint site, which offers faculty and staff access to critical proposal development information whenever they need it. In April 2021, two digital presentations, "Developing and Submitting Grant Proposals" and "Developing Project Narratives", were

2. Number of funded research grants will be maintained at 8 or more.	2. Conduct 7 pre-award workshops (up from 5 last year) by offering 2 additional sessions of the most popular FY19 offering, How to Find Funding for Your Project. Other topics may include budgeting, program design/evaluation, and crafting a strong proposal. Expected target for participation is a minimum of 10 attendees per workshop.	Current workshop surveys will be revised to include questions re any past grant experience and whether the attendee felt the workshop prepared them to submit a proposal. Feedback on surveys will inform future workshop and seminar content.	**2. Number of funded research grants will be maintained at 8 or more.** Number will be submitted by Grants Office in July '21.	posted to LaGuardia's SharePoint web platform for faculty and staff to access and download. These presentations will remain live on SharePoint and will be updated periodically. Presentations on additional grant topics may be posted to SharePoint in the near future. We will re-evaluate the value of offering "live" workshops over the summer.
3. Grants and contracts 3-year weighted rolling average will be maintained at the high rate of $16 million or better.	3. Pilot a new cohort-based seminar tailored to the needs of specific P.I.'s-programs. Between 3-6 participants will enroll in the seminar via an application process. The seminar will have 5 meetings between November and March. Each participant will prepare a new proposal for submission by the conclusion of the seminar.		**3. Grants and contracts 3-year weighted rolling average will be maintained at the high rate of $16 million or better.** Dollar amount will be submitted by Grants Office in July '21. • Number of faculty and staff we meet with to discuss funding opportunities/needs: GO hosted 34 meetings with 57 faculty and staff to discuss relevant funding opportunities. • Number of Funding opportunities shared: 15	**Strategic Activity 3**: As previously stated, the Grants Office is in the process of launching the Strategic Fundraising Teams Initiative - a new campus-wide program to support grant-seeking faculty and staff to identify funding opportunities, draft and submit compelling proposals. This project will replace our Proposal Development Seminar. We anticipate launching the SFT initiative during the Fall, 2021.

			• Number of Proposals submitted: 93 proposals submitted, including 29 internal CUNY proposals and 64 external proposals. • Number of Grants awarded: 46 proposals were awarded; 16 proposals were declined; and 31 proposals are pending (have not been decided). Of the awarded proposals, 26 were from external sponsors; 20 were internal CUNY awards. • Number of Workshops completed: 3 internal workshops were hosted by the Grants Office. Faculty and staff were referred to 5 additional grant writing workshops hosted by other CUNY campuses. An average of 10 attendees participated in each live workshop.	

3

DIVISION/DEPARTMENT: Division of Adult and Continuing Education

ACE IT and ACE Enrollment with Collaboration from ACE Finance/Business Office and Bursar's Office
FY 21 College Objective to be Addressed:
1.a. Develop new enrollment strategies (off-sites, iGen and older students) and more fluid connections from ACE to credit, and credit to ACE.

Area-Specific Targets (from 2020-21 Strategic work plan)	Strategic Activities What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for **each** of your planned strategic activities.	Assessment Measures What methods and measures have you used to assess the strategic activities and to determine that the objective was met?	Assessment Results What were the results of the assessment(s)? What is the evidence that the objective was met? **Provide relevant data.**	Follow-up/Next Steps 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.
Note: Work on this strategic plan objective was performed by ACE IT. The original template mistakenly named College IT here.

In collaboration with College IT, ACE will work to implement and provide training for a new student information system (SIS) Xenegrade which will better support the student and staff experience by:
1.Streamlining ACE enrollment processes from 30+ different registration models to 5. | Between now and May 2021, we will:
1. Work with College IT, The Bursar's Office, and Business Office to catalogue current enrollment and payment processes. Using the architecture of the new system, develop five tracks for online enrollment by students and staff. Test the system to ensure it works with current financial operations and policies.
2. Conduct at least 5 in person trainings (one for each of the five tracks) for ACE staff and train them on the new processes. | We will assess this target by measuring the following:
1. Number of current registration models compared with new models. Number of reduced steps between old and new registration models.
2. Workshops and seminar will have sign-in sheets to record attendance.
3. Creation of online repository of training materials.
4. Creation of reporting within the system and | ACE IT worked with ACE programs to leverage the new SIS system to streamline registration processes. Previously, each ACE program had their own model, numbering close to 30 different processes. After review of those models with programs and analysis with ACE IT and ACE Enrollment and testing, these were streamlined into four models (Open Enrollment, a Pre-req model, a Screening model, and an application model) which are based on function instead of program, with some variations for specific unique program needs. | The SIS Implementation will continue to partner with college stakeholders to improve enrollment, payment, and program management operations. This includes fully implementing grant programs into the new SIS.

Reporting will continue to be improved based on leadership and program needs and feedback.

Some of the overall work did experience a delay, Spring 2020, as the college reacted |

This will reduce the number of steps taken for students to register, reducing barriers to enrollment including a more efficient online registration process for both students and staff. 2.Developing automated reports that centralize data collection in one place to provide better decision-making information for leadership and program/ course management for staff. This also includes training of staff by College IT on how to best utilize the new student information system and set up and run reporting modules. 3.Strengthen tracking of ACE student to degree programs at LaGuardia.	3. Develop a repository of training materials; including a training manual recorded webinars and glossary of system terms in an online space that can be accessed by all faculty and staff within ACE. 4. Create a standardized set of data, and course management reports for leadership, faculty, and staff to use within the system and to comply with state and federal funding requests (i.e., Perkins) and a reporting module where staff can develop their own unique reports from a standard set of reporting elements. 5. Write and test new procedures and reports within Xenegrade for tracking ACE non-credit students to degree seeking programs at LaGuardia. Pilot these procedures as part of overall SIS implementation.	custom report writing tool for staff. 5. Creation of a documented process and reports for tracking ACE transition to credit students to the College.	These methods of registration leverage system functionality to streamline registration for both students and staff, creating efficiencies across the division including reducing staff data input, allowing for more student self-service, and finally, reducing the amount of administrative work in the Bursar office. Due to the shift to remote, no record sheets were employed, but the implementation team has worked closely with all directors and their staff over numerous meetings to train and support program transition. All these meetings are documented, and many are recorded for future use. ACE IT also created the following meetings to assess needs and issues during implementation to continue the flow of information and feedback across all stakeholders. These include Weekly implementation team meetings, weekly ACE EMS/Bursar/Business office meeting, Weekly ACE Leadership/Directors meetings with IT to demo new features	to adjustments to remote work and instruction necessary to the pandemic and CUNY's COVID-19 response, such as the ACE to Credit tracking. Tracking students as they transition to credit programing is something that CUNY and LaGuardia are working on together. This project will continue until all stakeholders needs and reporting requirements have been met including the addition of Credit for Prior Learning program needs.

			and program questions/concerns. ACE IT and Project Management Office have developed several customized training materials. These continue to be updated as programs adapt to using the new SIS. The new SIS has a report writing tool that has permitted ACE IT to create customized reports to meet program needs. While staff do not have their own report writing tool, ACE IT is able to add filters, customize appearance, and schedule reports to be sent through email. While a tracking mechanism for ACE to Credit was not able to be implemented due to the pandemic, at this time, several steps needed to complete this will be done in the future. As part of the transition to the new SIS, discussion has begun with CUNY, IT, ACE Enrollment, and other stakeholders on how to best provide ACE students EMPLID's. This will greatly improve the tracking of ACE students between credit and non-credit.	

			Finally, the division has received grant funding around initiating Credit for Prior Learning this year and a model for tracking non-credit to credit transfers will need to be developed to include this important component within the new SIS system. As a result, more work will need to be done on tracking ACE to Credit.	

DIVISION/DEPARTMENT: Division of Adult and Continuing Education

CTEA

FY 21 College Objective to be Addressed:
5.a. Make greater use of ACE labor market & employer data in programming.

Area-Specific Targets (from 2020-21 Strategic work plan)	Strategic Activities What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for **each** of your planned strategic activities.	Assessment Measures What methods and measures have you used to assess the strategic activities and to determine that the objective was met?	Assessment Results What were the results of the assessment(s)? What is the evidence that the objective was met? **Provide relevant data.**	Follow-up/Next Steps 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.
Objectives Explore opportunities for non-credit to credit pathways around Industrial Design and Advance Manufacturing programs using a mix of traditional and real-time Labor Market Information to identify curriculum focus for new non-credit programming that that can lead into applicable degree programs.	**(Summer 2020)** Coordinate a meeting with Career & Professional Programs (CAPP) and the Humanities department on the nature of the objective and learn more about the current state of Advance Manufacturing and Industrial Design program portfolio. Identify areas of potential new program development. **(Fall 2020)** Coordinate with the Industrial Design and Advance Manufacturing areas to understand curriculum and identify what skills and content	ACE Industrial Design and Advance Manufacturing program review and LMI research completed. Gaps and opportunities identified, and report finalized. Employer/Industry partner validation of LMI and proposed new program. Finalized best practices report and methodology for use of LMI in new program development and curriculum review.	36 meetings were facilitated which specifically addressed LMI, pathways, and additional project deliverables in these disciplines. Two Perkins Local Advisory Council meetings were facilitated to obtain employer/industry partner validation of LMI. A finalized report of best practices and methodology for use in LMI in new program development and curriculum review was not created at this time, however, 12 labor market	Revise initial objective to align with current priorities. Renew subscriptions to real-time labor market tools such as EMSI Analyst and Burning Glass. Facilitate two Perkins Local Advisory Council meetings and two technology advisory council meetings in FY22. Complete labor market data projects as requested.

	should be focused on for the potential development of a new non-credit program that can articulate into applicable Associates degrees. **(Spring 2021)** Provide LMI data to Career & Professional Programs and the Humanities Department for inclusion in non-credit program and curriculum review. Finalize reports, present final programming recommendations to ACE Senior Leadership		projects were completed which provided real-time labor insight reports into the targeted sectors and informed pathways work. Received a $750,000 grant from the National Science Foundation to create credit bearing industrial design certificate training for incumbent workers.	

LaGuardia Community College Strategic Plan Final Report, 2020-21

INSTRUCTIONS:

Please use this form to provide your final report for each of your planned strategic activities related to the 2020-21 Strategic Plan you submitted for your area in June 2020. 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 measures column, indicate the methods and measures you have used to assess the strategic activities and to determine that objectives were met. In the Results column, indicate the results or findings of the assessments, the evidence, and relevant data. In the next steps column, indicate the follow-up activities and initiatives that your assessment results indicate.

DIVISION/DEPARTMENT: Administration

College Objective Addressed: 3c. Create flexible, state-of-the-art facilities, adapt to change and improve the student experience

Area-Specific Targets (from 2020-21 Strategic work plan)	**Strategic Activities** What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for **each** of your planned strategic activities.	**Assessment Measures** What methods and measures have you used to assess the strategic activities and to determine that the objective was met?	**Assessment Results** What were the results of the assessment(s)? What is the evidence that the objective was met? **Provide relevant data.**	**Follow-up/Next Steps** 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.
Renovate a minimum of 6 classrooms annually, upgrading walls, floors, ceiling, and lighting.	The Division of Administration in collaboration with the Division of Student Affairs and Academic Affairs identified a minimum of six unpopular classrooms and performed renovations to improve utilization and aesthetics, to allow for flexible instructional layouts	Utilization of the space before and after following a user survey to assess project success.	Utilization of the space before and after followed by a user survey to assess project success. Demonstrate increased flexibility of layout, lighting features, and quality to accommodate a variety of program needs. Survey will be administered after reopening.	Upgrade a minimum of 6 classrooms each year. Support new building renovations/infrastructure projects campus wide.

College Objective Addressed: 1e. Develop new revenue streams to support student success and advance the College mission.
4a. Examine what diversity means in our unique context, and how to best support underrepresented faculty, staff and students.

Area-Specific Targets (from 2020-21 Strategic work plan)	Strategic Activities	Assessment	Results/Outcomes	Next Steps
	What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for **each** of your planned strategic activities.	What methods and measures have you used to assess the strategic activities and to determine that the objective was met?	What were the results of the assessment(s)? What is the evidence that the objective was met? **Provide relevant data.**	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.
The Business Office will integrate the accounting and procurement processes of Non-tax levy entities into CUNYfirst. Thus, creating efficiency and reducing manual entries and administrative redundancies.	User acceptance training will take place in Fiscal Year 2020. College Association and Auxiliary will go-live July 1, 2020 (FY21) Ongoing training will be made available for new users. The activities listed will ensure a seamless transition from our shadow system to CUNYfirst.	The success of implementation will be measured as each of the entities go live. The Business Office has developed the following key performance indicators: ▪ Comparative analysis of Purchase Orders processed ▪ Comparative analysis of payments processed within 30 days ▪ Expenditure Analysis Key Performance Indicators will be reported on a quarterly basis.	The results in appendix indicate that 100% of the Procurement and Cash Management activities went live July 1, 2020. The training activities were successful - Roles were designated to department end users and Business Office staff, User acceptance training was conducted, and Training was developed and conducted to end users	Ongoing training will be made available for new users. Accounting staff will familiarize themselves and reconcile CUNYfirst financial statements with legacy Financial Edge Accounting System, to sunset the legacy system by year end fiscal 2023.

Increase participation of businesses in procurement and service contracts owned by disabled veterans (SDVOB) by 1.2%	Contact CUNY procurement colleagues to gather information on SDVOB vendors that other campuses use and share it with It and end users Include as many SDVOB's in solicitations as possible, including attempting set asides procurements	When SDVOB vendors respond, the responses are generally higher than other vendors and not within the 15% discretionary purchasing threshold. Review quarterly report of SDVOB activity.	Veteran contracts (SDVOB) have a YTD spend rate of 2.76%. This includes Q4 calculations, which shows we beat the target of 1.5% increase by .88%.	Continue to aggressively seek opportunities to work with SDVOBs Focus on connecting SDVOB's that may attend the CUNY Virtual MWBE event on June 15th, 2021. Collaborate with CUNY Central on an event to network with SDVOB's

LaGuardia Community College Strategic Plan Final Report, 2020-21

INSTRUCTIONS:

Please use this form to provide your final report for each of your planned strategic activities related to the 2020-21 Strategic Plan you submitted for your area in June 2020. 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 measures column, indicate the methods and measures you have used to assess the strategic activities and to determine that objectives were met. In the Results column, indicate the results or findings of the assessments, the evidence, and relevant data. In the next steps column, indicate the follow-up activities and initiatives that your assessment results indicate.

DIVISION/DEPARTMENT: Institutional Advancement/External Affairs

College Objective Addressed: 4d. Deepen our relationships with community groups, building enrollment, community-based student support, and opportunities for civic engagement

Area-Specific Targets (from 2020-21 Strategic work plan)	Strategic Activities What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for **each** of your planned strategic activities.	Assessment Measures What methods and measures have you used to assess the strategic activities and to determine that the objective was met?	Assessment Results What were the results of the assessment(s)? What is the evidence that the objective was met? **Provide relevant data.**	Follow-up/Next Steps 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.
Expand and deepen relationships with Queens elected officials, government agencies, local businesses and community-based organizations (CBOs). These relationships will support the College's strategic priorities.	Civic Fellows to attend monthly Community Board Meetings with a focus on Community Board 2, 3 & 4. Activities are ongoing and will continue over the summer. EA will also attend Town Halls and track services offered in the community that our students can access and utilize. Create a	The number of activities and follow-up from meetings. Compare with 2019-20 number of activities.	From January 2021-June 2021, External Affairs had 31 community engagements, an increase versus the 14 community engagements events that EA participated in 2019-20. See Appendix (A) for full list of 2021 engagements. They included	To follow-up on list of community partners as recommended by elected officials to engage in and build on.

Engage and virtually attend community town halls, forums, video conference meetings with prospective and existing partners who support College strategic priorities.	spreadsheet of free services identified for and disseminated to students.		connecting the Chhaya & Asian American Federation with the Asian Heritage Committee, CB2 with the President Society Environment, and the Internship office with possible interns, among many others. External Affairs has also created spreadsheet of services for student which includes 161 Community Based Organizations (CBOs) and 61 citywide resources located in communities where students live. Full list can be viewed in Appendix (B).	

College Objective Addressed: 1e. Develop new revenue streams to support student success and advance the College mission.

Area-Specific Targets (from 2020-21 Strategic work plan)	Strategic Activities What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for **each** of your planned strategic activities.	Assessment What methods and measures have you used to assess the strategic activities and to determine that the objective was met?	Results/Outcomes What were the results of the assessment(s)? What is the evidence that the objective was met? **Provide relevant data.**	Next Steps 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.
Expand and deepen relationships with public officials and their staff that can support higher education. Build financial support for the college from government sources.	Throughout the year, develop budgetary requests and meet with public officials. Delelop a spreadsheet tracking discretionary funds.	Spreadsheet tracking previous and current discretionary funds received. Compare 2019-20 vs. 2020-21.	From July 2020-June 2021, External Affairs had 57 engagements with elected officials. See Appendix A - EA for full list of engagements. These engagements was to build relationship with elected officials and President/College. These meetings also included lobbying and asking for College key budget prioities. From July 2020-June 2021, the College successfully advocated for $2.35 million in capital funding from NYC for our Science and OT/PT Labs and	To engage and build relationship with newly elected Queens Councilmembers. To update discretionarry funds list to reflect FY22 funding updates.

			$320,500 in NYC Council expense funding for our Archives. This is less than the $3.175 million (IT Infrastructure & Greenhouse Capital $) in Capital funding and approximately $230,000 in Archives Expense brought in the previous year. See Appendix B - EA.	

DIVISION/DEPARTMENT: Institutional Advancement/Marketing and Communications

College Objective Addressed: 1a. Develop new enrollment strategies (off-sites, iGen and older students) and more fluid connections from ACE to credit, and credit to ACE

Area-Specific Targets (from 2020-21 Strategic work plan)	Strategic Activities What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for **each** of your planned strategic activities.	Assessment Measures What methods and measures have you used to assess the strategic activities and to determine that the objective was met?	Assessment Results What were the results of the assessment(s)? What is the evidence that the objective was met? **Provide relevant data.**	Follow-up/Next Steps 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.
Develop and implement marketing and communications strategies that increase the number of prospective and current students. Increase number of prospects and applicants through targeted and strategic communications and advertising plans.	Develop, design and implement new and revised materials that support recruitment of new students, including print pieces, web pages, social media, email communications, text messages and advertising as outlined in the Strategic Recruitment Plan.	Contact Cards received - Total applicants - Paid social media CTR - Related website pages unique page views, time spent on page, bounce rate - Pipeline student email open/click rates	No contact cards (no in-person activities) Total applicants increased by 210 over prior year; many challenges faced by the pandemic have potentially hindered that lift. July '20-May '21 Stats: Year avg. 1.42% CTR on paid social ads 42,664 unique pageviews 1 minute 16 sec. avg time spent on page Bounce rate 10.14%	Continue to maintain strong engagement through paid advertising and a low bounce rate. Deploy clone pages for ad campaigns to ensure results are tracked separately.
Support continuing student retention through continued refinement and implementation of communications plan.	Update continuing students' communications plan (August 2020); Revise messaging as needed (August 2020 – June 2021); Implement continuing	Email open rates; Retention rates	Continuing student emails regarding enrollment and retention averaged 17.87% Open Rate.	New texting software was recently acquired that should help boost reach for student messages. That software will provide analytics that can be

students' communications plan (August 2020 – June 2021).			At present, compared to last year, continuing student enrollment is down 3.9% (though there is still time to register).	tracked in addition to the email open rates.

College Objective Addressed: 3a. Advance communication and interaction, linking students with faculty and administrators and focusing on students as active agents of their own education

<u>Area-Specific Targets</u> (from 2020-21 Strategic work plan)	<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 **each** 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? **Provide relevant data.**	<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.
Increase student engagement through social media.	Continue to implement and build social media content strategy that engages students, modified as needed based on analytics – ongoing/monthly; Measure and report on prior month metrics – ongoing/monthly	Engagement rate.	Average engagement rate July 2020 thru May 2021 was: IG = 8.7% (benchmark = 4.73%) FB = 3.66% (benchmark = 4.76%) Tw = 2.36% (benchmark = 0.90%)	Instagram and Twitter are exceeding benchmarks. Facebook is lagging which may be a result in the decline of international students' attendance due to the pandemic (international students are one of the primary audiences on the platform). The content strategy for FB should be reviewed and updated.

Improve website by keeping content relevant and current through enhanced user experience. Maintain benchmark number of annual unique visitors, increase average time on page, and maintain bounce rate for pages designed for prospective students (Admissions section and campaign landing pages).	- September 2020- update/implement enhanced design for /admissions - December 2020- complete design/concept for cluster pages and new major pages - March 2021- begin launch of new major page layout - May 2021- implement new cluster pages - June 2021- complete rollout of new major page layout	Unique pageviews (maintain); average time (increase); bounce rate (decrease)	Project on hold as full website redesign is underway	In fall 2020 the majors page redesign was put on hold in favor of a total website redesign. This project extends to September 2022 and will include new pages for the academic majors.
Maintain benchmark number of annual unique visitors, increase average time on page, and reduce bounce rate for pages designed for current students.	- December 2020- complete design conversion of internal facing webpages - June 2021- refine continuing student and on campus resource information and navigation to reduce/eliminate duplication	Unique pageviews (maintain); average time (increase); bounce rate (decrease)	All SA pages have been converted. July '20-May '21 Stats: 2,027,587 unique pageviews on site 2 minutes 11 sec. avg. time spent on pages 16.78% bounce rate	Continue to monitor page metrics and maintain content.

DIVISION/DEPARTMENT: Institutional Advancement/Development

College Objective Addressed: 1e. Develop new revenue streams to support student success and advance the College mission.

Area-Specific Targets (from 2020-21 Strategic work plan)	Strategic Activities What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for **each** of your planned strategic activities.	Assessment Measures What methods and measures have you used to assess the strategic activities and to determine that the objective was met?	Assessment Results What were the results of the assessment(s)? What is the evidence that the objective was met? **Provide relevant data.**	Follow-up/Next Steps 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.
Expand relationships required to fund the LaGuardia Community College Foundation programs through cultivation of existing and prospective board members and major donors. Cultivate relationships with existing and prospective board members.	• Cultivate relationships with existing and prospective board members through a new objective for the fiscal year to add two new members to the LaGuardia Community College Foundation Board of Directors, who will be required to make a minimum required donation ($10K) to support the Foundation's student programs. • The department will work with current Foundation Board members and the Foundation's Governance & Nominations Committee to identity, research and cultivate prospective members between July 1, 2020 to June 30, 2021 fiscal year. • Board members to reach-out to Board candidates through	Success assessed by: • Dollars fundraised • Number of board members	• Board members and staff invited 46 donors and propective supporters to participate in speaking opportunities in the President's Society program, with the intention to indentity prospective Board members. Target of expanding Board membership and fundraising goals by 10% achieved: • One new member added to the LaGuardia Community College Foundation Board between July 1, 2020 to June 30, 2021 fiscal year. • The fundraising results from Foundation Board members increased from $366,908 from July 1, 2019 to	• The current Foundation Board members and the Foundation's Governance & Nominations Committee indentified two other prospective Board members, and the cultivation work will continue between the July 1, 2021 to June 30, 2022 fiscal year.

	personal, email or call communication to. • Board candidates participating in informational conversation with current Board members, College President and/or Development Officer and as a speaker guest in the President's Society program. Target: Expand the Board membership and fundraising goals by 10% by the end of the fiscal year on June 30, 2021.		June 30, 2020 fiscal year to $1,721,472 from July 1, 2020 to June 30, 2021 fiscal year.	
Cultivate relationships with existing and prospective major donors by further developing relationships	• The department will engage and solicit distinguished College Founders & Retirees to participate in the Annual Founders & Retirees Reunion celebrating 50th anniversary activities. • Foundation Board members and/or the College President will solicit prospective major donors to support the campaigns via personal, email or call communications. • The department will invite prospective major donors to participate in Zoom sessions to meet the College President and students. • Development Officers, Foundation Board members	Focus of 50th anniversary: • The number of attendees & total funds raised in the 50th anniversary event Focus on challenge match: • The number of Foundation Board members and donors to participate in the $15 Million LaGuardia Challenge Match & the funds raised	Target of $10K fundraising in goal and 40 donors and attendees achieved for the Annual Founders & Retirees Reunion achieved: • For the Annual Founders & Retirees Reunion celebrating the 50th anniversary, the LaGuardia Community College Foundation raised $12,275 from 40 donors and attendees. Target of raising 20% of the $10M Challenge Goal Match by end of the fiscal year on June 30, 2021 not achieved: • For the $10 Million LaGuardia Challenge Match, the LaGuardia Community	• Plans to fundraising around the 50th anniversary through December 31, 2021 is being considered by Development staff. • The $15 Million LaGuardia Challenge Match will continue from July 1, 2021 and end on December 31, 2021. The goal is to raise the full $15 Million (counting the $1,189,893 raised in July 1, 2020 to June 30, 2021 fiscal year).

	and/or the College President will solicit prospective major donors to support the $15 Million LaGuardia Challenge Match campaign Targets: • Achieving 20% of the $15M Challenge Goal Match by end of fiscal year on June 30, 2021. • Achieving $10K fundraising goal and 40 attendees for the Annual Founders & Retirees Reunion event by the end of the fiscal year on June 30, 2021.		College Foundation raised $1,189,893 from April 1, 2021 to June 30, 2021 from 215 donors, which is 12% of goal.	
Establish an ACE Scholarship Fund	• Development Officers, Foundation Board members and/or the College President will solicit donors to support a $500K goal for the ACE Scholarship Fund. • Development Officers, Foundation Board members and/or the College President will solicit donors to support the campaigns via personal, email or call communications. In addition, College President will write a an article in the college Newsletter to promote the campaign. Target: Achieving $500K Goal for the ACE Scholarship Fund by the end of the fiscal year on June 30, 2021.	• The number of donors to the ACE Fund • Total funds raised for the ACE Scholarship Fund.	Target of raising $500K Goal for the ACE Scholarship Fund by end of the fiscal year on June 30, 2021 not achieved. • For the ACE Scholarship Fund, the LaGuardia Community College Foundation raised $386,013 from 29 donors, which is 77% of goal.	• The ACE Scholarship Fund campaign will continue from July 1, 2021 and June 30, 2022 fiscal year. The goal is to raise at least the full $500,000 goal (counting the $386,013 raised in July 1, 2020 to June 30, 2021 fiscal year).

College Objective Addressed: 1f. **Build graduation and transfer success, advancing the 30-credit initiative connections from ACE to credit, and credit to ACE**

Area-Specific Targets (from 2020-21 Strategic work plan)	Strategic Activities What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for **each** of your planned strategic activities.	Assessment What methods and measures have you used to assess the strategic activities and to determine that the objective was met?	Results/Outcomes What were the results of the assessment(s)? What is the evidence that the objective was met? **Provide relevant data.**	Next Steps 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.
Provide students with financial assistance from funds raised by the LaGuardia Community College Foundation to build student success. Provide awards to students via scholarships, emergency aid, on-campus payroll, and stipends.	• Encourage and direct students to apply for scholarships for the 2020-21 academic year (applications opened on April 1, 2020 and closed on March 15, 2021). • Encourage and direct students to apply for emergency aid via the college's financial assistance information portal, which opened on July 1, 2020 and closes on June 30 2021. • Encourage and direct students to apply for enrichment programs like the Presidents Society and internships. • Award scholarships, emergency aid and stipends to eligible students.	• Outcome measures comparing students receiving Foundation financial support have better success to students who did not receive Foundation funds & comparison to the previous year: • Retention/completion, GPA, equated credits attempted and earned • Number of applications and awards. • Amount of awarded to students.	Summary from analysis conduted by the college's Intitutional Research yieded: • Students who receive Foundation aid are more likely to be retained than students who did not get any Aid. • Students who received Foundation aid have considerably higher GPA by the end of the year compared to students who did not get any aid • Students who received Foundation aid earned more credits than students who did not get any Aid.	The LaGuardia Community College Foundation will finalize budget to award between July 1, 2021 to June 30, 2022.

	Target: Award over $3M to over 2,000 students via scholarships, emergency aid, on-campus payroll, and stipends by the end of the fiscal year on June 30, 2021.		• The proportion of students who passed their equated credits (remedial + college credits) is higher for students receiving aid. Target to award over $3M to over 2,000 students via scholarships, emergency aid, on-campus payroll, and stipends by the end of the fiscal year on June 30, 2021 almost achieved with awards totaling $2,959,571. • LAGCC Foundation awarded $1,562,000 in Scholarships. Of the 1,476 applications,947 awards were made. • LAGCC Foundation awarded $407,243 in Emergency Funds. Of the 1,476 applications,1,186 awards were made. • LAGCC Foundation awarded $990,328 in stipends, payroll and awards.	

DIVISION/DEPARTMENT: Information Technology/ISS (Information Solution Services)

College Objective Addressed: 1b. Strengthen FYS and Advisement 2.0, supporting faculty and advisors with professional development and digital systems to build student success.

Area-Specific Targets (from 2020-21 Strategic work plan)	Strategic Activities What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for **each** of your planned strategic activities.	Assessment Measures What methods and measures have you used to assess the strategic activities and to determine that the objective was met?	Assessment Results What were the results of the assessment(s)? What is the evidence that the objective was met? **Provide relevant data.**	Follow-up/Next Steps 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.
Develop Interactive Student Educational Plans (ISEPs) for additional majors to provide students with the ability to see four semesters in their Student Educational Plans and take advantage of self-advisement tools to formulate their graduation map. ISEP functionality expands the adoption of the DGW SEP (DegreeWorks Student Educational Plan) as a standard for creating, communicating and recording student Graduation Plans that will support FYS and Advising 2.0 initiatives.	ISEPs for additional majors were not developed by the end of 2020 as planned due to COVID. However, we supported the development and implementation of an ISEP pilot program with two heath sciences programs. We are providing ongoing services related to the pilot program. Initially, CUNY was supportive of our plan to Integrate SEPs with DGW, e.g., load our own SEP data to CUNY Central DGW database. Due to COVID, the process was interrupted and CUNY's new priorities did not allow them to work with us to execute the process. The process did not occur.	Number of majors with ISEPs. Completion of SEP data with CUNY Central DGW database. Number of students with ISEPs. Number of students with SEPs	The Pilot included all 180 students enrolled and majoring in the two participating health sciences programs. Based on survey results among the students, 93% were satisfied with the ISEP. This did not occur due to CUNY's shift in priorities due to COVID. 180 students with ISEPs. 180 – All LaGuardia students now automatically receive SEPs prepared by advisement.	Add three more academic programs by Spring 2022 that will offer ISEPs to students. Revisit integration work with SEPS and DGW when CUNY Central is able to execute the process. Conduct student satisfaction surveys about ISEPs as more programs role them out.

ISEPs support advisors and faculty in their efforts to build student access and success by elevating the level of planning during student advisement and when students are building personalized degree maps.	We were prepared to continue to support development of SEPs for students by advisement coupled with Student Success Plans (SSPs). Due to COVID and the resulting increase in responsibilities by advisement working remotely, there was no interest by advisement to add the additional workload at this time.			

DIVISION/DEPARTMENT: Information Technology/TSS (Technology Support Services)

<u>College Objective to be Addressed</u>: **3c.** Create flexible, state-of-the-art facilities adapt to change and improve the student experience.

<u>Area-Specific Targets</u> (from 2020-21 Strategic work plan)	**Strategic Activities** What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for **each** of your planned strategic activities.	**Assessment Measures** What methods and measures have you used to assess the strategic activities and to determine that the objective was met?	**Assessment Results** What were the results of the assessment(s)? What is the evidence that the objective was met? **Provide relevant data.**	**Follow-up/Next Steps** 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.
Replace Adobe Creative Cloud with cost-efficient alternative software used for graphic design, video editing, web development, photography, mobile applications and optional cloud services to seamlessly support a positive student experience for those who require access to creative suites for their majors and/or course work. Finding a suitable replacement in a timely fashion is urgent given Adobe's prohibitive and imminent increase in price during CUNY's and LaGuardia's budget constraints.	Research for new cloud based creative software suite to replace Adobe Creative Cloud was initiated but became unnecessary by CUNY Central's ability to negotiate a new contract with Adobe. Load and test new software to ensure it will deliver to student needs. Create dashboard to monitor student usage of new software. Establish new software feedback process for students	Selection of new cloud based creative software suite prior to expiration of Adobe suite. Successful test of new software. Creation of dashboard.	No longer necessary due to CUNY successfully negotiating a new revised contract with Adobe, extending cloud access for remote learning. Tested LabStats software in lab rooms 140,141, and 108. It met the goals of providing computer usage information, including auditing information. LabStats can create the requested dashboard to track usage.	New process of student license requests has been successfully implemented. No further action will be necessary unless CUNY changes the contract with Adobe. Since the results of the test were deemed successful, the next step is to obtain updated price quotes so that the product can be procured. When the new software is implemented, a student survey will be developed for the Fall that will evaluate the effectiveness of new software.

	and faculty by end of August, 2020.	Creation and implementation of feedback process.	This activity has not moved forward due to COVID-19 related issues.
	Integrate software access through My LaGuardia Student Portal by end of August, 2020.	Number of students accessing the new software.	This activity has not moved forward due to COVID-19 related issues.
	Conduct student survey by November, 2020 to evaluate effectiveness of new software.	Outcome of student survey.	This activity has not moved forward due to COVID-19 related issues.
	Monitor new software's effectiveness through the end of June, 2021 and make modifications if necessary/possible.	Number of modifications necessary.	This activity has not moved forward due to COVID-19 related issues.

DIVISION/DEPARTMENT: Information Technology/ACE-IT (Continuing Ed. Info. Tech. Svs.)

College Objective to be Addressed: 5.a. Make greater use of ACE labor market & employer data in credit programming; **5c.** Strengthen career readiness programming, helping students understand, prepare for and find success in meaningful and rewarding careers)

Area-Specific Targets (from 2020-21 Strategic work plan)	Strategic Activities What has been completed so far for implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for **each** of your planned strategic activities.	Assessment Measures What methods and measures have you used to assess the strategic activities and to determine that the objective was met?	Assessment Results What were the results of the assessment(s)? What is the evidence that the objective was met? **Provide relevant data.**	Follow-up/Next Steps 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.
Launch new ACE (Adult & Continuing Education) Student Information System (SIS) for all programs while meeting each program's individual requirements. The new ACE SIS system will support student registration, billing, and integrated reporting capability, including Customer Relationship Management (CRM) to advance career and workforce development. The SIS enables ACE to link their labor market data with credit student systems to	(SIS) System has been launched for all fee based programs as of January 2021. Currently launching system for all grant funded programs which will be completed by December 2021. Mass email function in XenDirect (SIS) is now operational. ACE Enrollment, programs & marketing dept. can reach out to students.	The fee based implementation objective was met when all fee based courses were offered online and the students were registered and payments were processed. ACE Enrollment/ Marketing, and Programs staff are able to send mass emails to current and prospective students as well as to sponsors and other entities.	As of June, 2021, over 2,000 students are registered on the SIS systems (XenDirect) and over 100 courses being offered by different fee based programs. Payment interface (Nelnet) integrated and currently accepting cash, eChecks and credit card payments. ACE departments are communicating with students who dropped or canceled their classes and are able to assist them with their enrollment more efficiently.	Integrate grant funded programs in XenDirect and that has already began. Next steps: Meet with program administrators, update grant funded programs process models, create project plans and implement project plans.

support the advisement of students towards programs more likely to provide a match with careers in-demand of their skills and education.	Dashboard has been developed for monitoring registration results for review by LaGuardia's senior leadership.	The SIS (XenDirect) system is providing weekly reports on classes that are about to start and if those courses are meeting the required enrollment to be able to run. The system is also providing financial reports on revenues.	ACE programs staff are reaching out to their former and current students to inform them of upcoming classes, certificate programs and any other promotions. The XenDirect system is also displaying feature courses as a marketing tool.	ACE leadership will be able to continue to make informed decisions on program/course offerings, and students' progress as more data/reports become available on XenDirect's reports.
	Provide ACE students with EMPL ID. The implementation of this initiative will improve the tracking of ACE Students between credit and non-credit. Provide ACE students with CUNYFirst unofficial transcript.			Discussions have begun with CUNY, IT, ACE Enrollment, and other stakeholders on how to best provide ACE students EMPLID's and the creation of an ACE CUNYFirst unofficial transcript.

LaGuardia Community College Strategic Plan Final Report, 2020-21

DIVISION/DEPARTMENT: Student Affairs

College Objective Addressed:1. a. Develop new enrollment strategies (off-sites, iGen and older students) and more fluid connections from ACE to credit, and credit to ACE

b. Strengthen FYS and Advisement 2.0, supporting faculty and advisors with professional development and digital systems to build student success

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

Area-Specific Targets (from 2020-21 Strategic work plan)	**Strategic Activities** What has been completed so far for the implementation of the planned strategic activities and reaching your objective(s)? Provide specific details for **each** of your planned strategic activities.	**Assessment Measures** What methods and measures have you used to assess the strategic activities and to determine that the objective was met?	**Assessment Results** What were the results of the assessment(s)? What is the evidence that the objective was met? **Provide relevant data.**	**Follow-up/Next Steps** 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.
For 2020-2021, the primary strategic goal of Student Affairs is to achieve enrollment, retention, momentum, and graduation targets set by the College and CUNY, through increased cohesion, planning, and efficiency.				

1. **Strategic Recruitment Plan and Student Onboarding:** The existing Strategic Recruitment Plan will be revisited to fully incorporate online/distance changes, and to reset funding needs for FY21. This will also be developed to include the onboarding/orientation process, and yield/melt planning to include the current PAR-based NSAR process.	1. July/August/Early September - Meetings of project leads to review current SRP and COVID-related adaptations from the spring; assess spring implementation; create revisions for Fall recruitment, assess spending needs for fall 2020 implementation (pending campus access, NYCDOE decisions on high schools and CBOs for the fall semester, and pending State/CUNY/College budget decisions and availability). - Roll out distance learning success module of COMEVO and supporting materials for incoming fall students - Implementation of online Orientation process Implementation of fall SRP steps; review of NSPAR process from fall, in conjunction with campus status and continuing student PAR process and communications plan, to make necessary adjustments for spring NSPAR processing (complete prior to Nov 1 for opening of spring registration process)	1. SRP and Onboarding assessments will be: a. Completion of SRP review and update, including KPIs within. b. Rollout completed to all incoming students of onboarding and orientation information; tracking interactions and coordinated follow-up with assigned advisors prior to start of the term. c. All incoming students assigned to advisors per system prior to start of the term.	A. This activity was not completed due to a change in Student Affairs leadership. B. All student to advisor interactions prior to the start of the Fall 2020 and Spring 2021 were captured in SEMS. C. All incoming students were assigned to an academic advisor for fall 2020 and spring 2021. Students were able to make appointments and get to know their assigned advisor earlier in the semester. Prior Fall 2020, incoming students were assigned an academic advisor in early October or early April.	B. Assess early engagement of students with assigned advisors and compared the before and after student engagement with the advisement office. C. Assess the effect of the early assignment of students to an advisor. How early and often new students engaged with their assigned advisors? How these practices affected the retention of students from semester to semester and from fall to fall.

	Spring semester – will follow the same review, assessment, status evaluation, and implementation processes as the fall.	d. NSPAR process updated prior to Nov 1 for spring incoming implementation.	D. The Spring 2021 SNPAR and PAR plan was updated in the middle of September in preparation for the spring enrollment process.	
		Fall semester – Assessment of fall online orientation program participation; planning for spring online/hybrid models, depending on campus status;	**COMEVO Data** After a revamp of the materials and videos provided via COMEVO, we noticed an increase in completion rate: Fall 2020 - 2,197; Fall 2019 - 757 (190% increase) Spring 2021 - 1,192; Spring 2019 - 628 (90% increase) **Virtual Orientation Experience - Fall 2020:** *Part 1: Before Registration - Via Comevo,* students get a taste of the services and opportunities available before they register (current module) *Part 2: Virtual Orientation Experience* information on the resources and	Continue to update and tighten up the COMEVO platform to increase completion rates.

Collaborate with FYS faculty to provide link to students during class to increase completion rates and as a source of support.

Gather the orientation planning committee and share sat from last two programs to decide on best format for fall 2021. |

| | | | opportunities available to students. This will also include information on how to prepare for distance learning, (new module). This new virtual program will consist of three parts available via our new Virtual Orientation webpage:

1. Pre-recorded videos - general welcome to college to include information on the overall virtual experience. Provided resources on the updated webpage and mentioned the live chats with staff and students.

2. PowerPoint presentations (voice-over/closed caption):

3. Ask a LaGuardian – **Live chats:**
A series of one-hour live chats representing 20 | |
| | | | | The Ask a LaGuardian Sessions were changed to a more traditional orientation experience. We will look into having the Ask a LaGuardian |

			offices and topics were available for our students to interface via Zoom to ask questions and to gain more insight on services and resources. **Total Participants in Live Chats**: 924 **Overall Satisfaction** rate (83%) - Very Satisfied/Somewhat Satisfied **Virtual Orientation Experience - Spring 2021:** The format of the program changed to provide a more realistic orientation experience that consisted of three session topics for students to attend: Session #1: Paying for College Session #2: Your First-Year Experience Session #3: Peers Panel **Total Participants over 4 sessions:** 834 **Overall Satisfaction** rate (92%) - Very Satisfied/Somewhat Satisfied	sessions (virtually) to offer on a monthly basis as student are registered. This recommendation will be brought to the larger planning committee for review and consideration.

2. Advising Process and Structure Assessment: Advising will need to be laid out for the two semesters, possibly as separate entities, due to the COVID-19 pandemic. Initial fall planning will incorporate methodologies used during the spring change to distance learning. Included in that will be assessment of that spring process/structure, comparison to prior terms, and analysis for Spring 2021.	2. June – Solidify continuation of spring advising model for the fall, based on distance applications. July/August – Re-pairing of students for fall semester, including incoming students, so that they are connected with a specific advisor as they engage with campus. Significantly earlier transition to advisor pairing. Fall semester – Continued meeting of Student Advising and Registration Operations group (previously CSTRAT) to assess and respond throughout fall advising and registration implementation. Spring Semester – Repeat this process for the spring term. No turnaround time so likely will need to continue the same process for the full AY, regardless of campus status.	2. Advising assessments will be: a. Initial Fall advising assignments completed prior to start of term. b. Fall enrollment assessment and analysis completed by end of September, in time to formulate and implement changes to process/communications prior to Nov. registration beginning c. PAR assessments as noted, plus momentum KPIs, including Fall II enrollment, credits enrolled, enrollment, to ensure PAR is still aligned with momentum goals and targets. d. Spring plan developed and ready for implementation prior to November 1 for application to incoming Spring students, and allowing for faster pairing for the continuing students.	2.a. All new registered students were assigned to an advisor in the middle of August and after that any new enrolled students were assigned on a weekly basis. 2.b In Fall 2020, there was a decrease of 6% of student headcount when compared to Fall 2019 enrollment due to the pandemic. The Fall 2020 enrollment assessment was completed and indicated that there was an 8% decreased in FTE's when compared with Fall 2019. But when compared with other community colleges, LaGCC was 4.2% ahead. 2.c the PAR and NSPAR process is monitored on daily basis and the following reports were created for Fall 2020 and Spring 2021. Given the challenges with the COVID pandemic, there was a	August/September – Assess Spring enrollment and advisement data; advising interaction data; PAR1 processing, PAR2 movement, PAR3 de-enrollments, PAR4 final enrollment data on, all by initial groupings (T1-3, FYS, etc.) for comparison to prior terms. Assess fall enrollment vs. other CUNY institutions. 2. For the academic year 2021-2022, the current advisement structure needs to be reassessed to make adjustments based on the students' needs and to the changing work modality as more students and staff are expected to return to campus in Fall 2021. 2.b Assess the effect of PAR and NSPAR and compare students' engagement with the fall 2020 PAR/NSPAR process with the Fall 2021 PAR/NSPAR process as we will have a full year of implementing PAR/NSPAR for all students population in an online environment.

			decreased of student enrollment and FTE enrollment. We also noticed that PAR has shifted the student culture and has motivated them to act on their registration earlier and by themselves. For example, four weeks into Fall 2021 enrollment, we have enrolled 40% of our continuing student population, and 70% of them have registered on their own. 2.d The Spring 2021 SNPAR and PAR plan was updated in the middle of September in preparation for the spring enrollment process.	

3. Dashboard and Reporting Development: There will continue to be refinement of the student enrollment and communications tracking to improve efficiency and maximize opportunities. We have too many places to track enrollment and advisement data; consolidation of data, progression data, and historic comparison/tracking in one place will make reporting easier and response more efficient.	3A. Develop an Enrollment Strategy Reporting System.	3. Reporting and Dashboard Development Assessments will be:	3. The new student enrollment dashboard was enhanced to allocate prospective students based on meeting prerequisites for special populations (ASAP, CD, CNOW).	Reports will be added, modified or deleted as needed to reflect activities during the year.
	a. June/July – create reporting template, based on current Estrat Reporting. Create desired inputs from relevant areas (new, transfer, and continuing enrollment data, specifically). Include Progression elements (increase/decrease from the prior report), historic comparison elements (date-to-date information for term comparison), target elements (current standing to targets), and contemporary comparison elements (comparing to other CUNY institutions in real-time).	a. Successful development of a SharePoint reporting structure for enrollment data, from recruitment through continuing, including target comparison areas and extractability for use.	3a. The Student Advisement and Registration Operation (SARO) SharePoint site was created and all reports related to new and continuing students advisement and registration are placed there for easy access. As these reports are in one location, it is easier for stakeholders to jump from all enrollment reports related to new and continuing students, including all PAR and NSPAR reports.	
	b. August/September – Work with IT to develop SharePoint reporting structure that pulls what data it can, and allows each area director	b. Development of useable dashboard that streamlines the number of reports that need to be reviewed/run, and	3b. The executive report was developed based on the needs of the Provost and Vice-president of	

	to input other data, contributing to the full report. 3B. Develop a dashboard for sharing report elements with Executive Council, etc., if possible. Determine feasibility and timeline post report structure (end of September), and prior to the end of October. Should be in development by the end of that month.	makes enrollment data accessible to college leadership and enrollment managers on campus.	student affairs. Through this dashboard, college leadership can check students' enrollment based on students' teams, majors, GPA, special population, degree and non-degree.	

2019-2024 Strategic Plan Goals & Objectives

<p align="center">**LaGuardia Community College (CUNY)**</p>

The Strategic Directions Planning Committee developed an initial draft of these Goals & Objectives based on discussion at the 2/1/19 Strategic Directions Summit. That draft was finalized, based on feedback from the Strategic Directions JAM (3/8-9/19), the Senate (3/27/19) and Executive Council, (3/29/19).

1. **Build Student Access and Success**
   a. Develop new enrollment strategies (off-sites, iGen and older students) and more fluid connections from ACE to credit, and credit to ACE
   b. Strengthen FYS and Advisement 2.0, supporting faculty and advisors with professional development and digital systems to build student success
   c. Advance new models of developmental education to speed student progress to the degree
   d. Strengthen the cohesiveness of the Liberal Arts & Sciences major to build success for Liberal Arts students
   e. Develop new revenue streams to support student success and advance the College mission
   f. Build graduation and transfer success, advancing the 30-credit initiative

2. **Strengthen Learning for Students – and for Faculty, Staff and the College**
   a. 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
   b. Develop and refine digital learning environments and online offerings that build student engagement, learning and success
   c. Advance courses that build students' written, oral and digital communication abilities
   d. Support innovation, assessment and cross-divisional faculty and staff development to build professional learning and advance student learning and success
   e. Engage part-time faculty in the professional learning process

3. **Enrich the Student Experience**
   a. Advance communication and interaction, linking students with faculty and administrators and focusing on students as active agents of their own education
   b. Expand co-curricular programming and internal experiential education opportunities (e.g., undergraduate research; peer programs; project-based learning) to build learning and community
   c. Create flexible, state-of-the-art facilities adapt to change and improve the student experience
   d. Improve support services for night and weekend students

4. **Build Inclusive Community to Achieve the College Mission**
a. Examine what diversity means in our unique context, and how to best support underrepresented faculty, staff and students
b. Develop strategies that use our diversity - including language diversity - as a resource for learning
c. Develop an intersectional approach (ways in which race, gender, sexuality, ability, language, etc. overlap and intersect) in order to strengthen understanding and connections across all campus groups
d. Deepen our relationships with community groups, building enrollment, community-based student support, and opportunities for civic engagement

5. **Advance Career and Workforce Development**
a. Make greater use of ACE labor market & employer data in credit programming
b. Strengthen and diversify STEM education, engaging experiential learning and interdisciplinary perspectives
c. Strengthen career readiness programming, helping students understand, prepare for and find success in meaningful and rewarding careers
d. Work with employers and community organizations to expand external experiential learning (internships, apprenticeships & service learning), engaging ACE and credit students