

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.

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: AA/Business & Technology Department

College Objective Addressed: 2. Strengthen Learning for Students – and for Faculty, Staff and the College b. Develop and refine digital learning environments and online offerings that build student engagement, learning and success.

<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 Measures</u> What methods and measures have you used to assess the strategic activities and to determine that the objective was met?	<u>Assessment Results</u> What were the results of the assessment(s)? What is the evidence that the objective was met? Provide relevant data.	<u>Follow-up/Next Steps</u> What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.
<p>Develop an Online Course Design Rubric to help B&T faculty conduct self-assessment of their online courses.</p> <p>The creation of an Online Course Design Rubric will support SP goal/objective 2b. The tool will help B&T faculty to create, revise, and/or assess an online course. This will result in increased student engagement and improved online instruction. It will also provide a measure of</p>	<p>On or before October 30, 2020 - A design team, led by Ms. Nicole Maguire, will develop an Online Course Design Rubric and faculty survey.</p> <p>November 2020 – The Online Course Design Rubric and survey will be reviewed by the chair and the program directors and revised accordingly (if required).</p>	<p>75% of faculty using the rubric will score at least a 3.</p> <p>100% of faculty participating in the pilot will complete the Online Course Design Rubric survey.</p>	<p>This item was suspended due to COVID-19. The design team instead focused on creating materials to assist B&T faculty with the design and implementation of their asynchronous online and hybrid (online component) courses. In addition, design team members worked with faculty individually to troubleshoot technical issues.</p> <p>Stakeholders also agreed that online training through CTL, SPS, etc. should be prioritized and</p>	<p>This strategic target will be revised for the department’s 21-22 Strategic work plan.</p>

<p>quality assurance for the department's online offerings.</p>	<p>On or before December 1, 2020 – Chair/program directors will approve final version of The Online Course Design Rubric and survey.</p> <p>Early December 2020 – Design team will meet with faculty participants to review/discuss rubric.</p> <p>December The Online Course Design Rubric and survey will be piloted in 3-5 online course sections.</p> <p>On or before December 20, 2020 – Faculty participants will submit scored rubric and completed survey form to design team.</p> <p>On or before December 30, 2020 - design team will provide feedback to faculty participants who will revise online courses as necessary.</p> <p>Spring I 2021 – Design team will assess/revise rubric.</p> <p>On or before April 20, 2021 - Final rubric will be approved by Chair and PDs.</p>		<p>would ultimately expand/strengthen pool of rubric pilot participants.</p>	
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DIVISION/DEPARTMENT: AA/Business & Technology Department

College Objective Addressed: 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.

<p>Area-Specific Targets (from 2020-21 Strategic work plan)</p>	<p>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.</p>	<p>Assessment Measures What methods and measures have you used to assess the strategic activities and to determine that the objective was met?</p>	<p>Assessment Results What were the results of the assessment(s)? What is the evidence that the objective was met? Provide relevant data.</p>	<p>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.</p>
<p>Revise Business Communications class (presently inactive) to align with Baruch’s new Business curriculum.</p> <p>Baruch College has developed a new approach to business education that concentrates on those skills necessary to operate and succeed in a rapidly changing, and increasingly complex, global business environment.</p> <p>Baruch’s forward-thinking approach to business education, which largely focuses on students’ oral, written and digital communication skills, aligns perfectly with LaGuardia’s Global Learning and Inquiry and Problem Solving Core Competencies and related Communication Abilities.</p>	<p>June 2020-August 2020 – B&T faculty will participate in a course design/assignment design workshop with faculty from Baruch and representatives from each CUNY community college.</p> <p>On or before September 8 – Faculty will submit draft of course proposal to PD and Chair of Dept. Curriculum Committee.</p> <p>On or before September 21 – Revised course proposal will be submitted to full Dept. Curriculum Committee for review and approval.</p> <p>On or before October 5 – Final course proposal will be submitted</p>	<p>The revised Business Communication course will be approved by the department and college wide curriculum committees and CUNY’s Board of Trustees.</p> <p>At least 2 sections of Business Communication, each containing a minimum of 25 students, will be scheduled in the Fall 2021 semester.</p>	<p>BTM205 was approved by all stakeholders.</p> <p>2 sections of BTM205 are scheduled in the fall of 2021, 1 in Fall I (Hybrid) and 1 in Fall II (Online).</p> <p>Class caps have been lowered due to revised COVID-19 protocols. Cap for Fall I section is 10 students, cap for Fall II is 25 students.</p>	<p>Instructor will access each section of BTM205 via student survey. Course will be revised as necessary.</p>

	to College Wide Curriculum Committee. Fall I and II 2021- At least 2 sections of Business Communication will be offered.			
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DIVISION/DEPARTMENT: Education and Language Acquisition

**College Objective Addressed: “2. Strengthen Learning for Students – and for Faculty, Staff and the College,
b. Develop and refine digital learning environments and online offerings that build student engagement, learning and success”**

<p>Area-Specific Targets (from 2020-21 Strategic work plan)</p>	<p>Strategic Activities</p> <p>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.</p>	<p>Assessment Measures</p> <p>What methods and measures have you used to assess the strategic activities and to determine that the objective was met?</p>	<p>Assessment Results</p> <p>What were the results of the assessment(s)? What is the evidence that the objective was met? Provide relevant data.</p>	<p>Follow-up/Next Steps</p> <p>What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p>
<p>Strengthen distance education offering; improve the preparedness of instructors; achieve better engagement with students; improve students’ distance education experience</p>	<p>In addition to CTL training and CUNY Central SPS workshops, the Department planned to offer customized versions of professional development that address the unique characteristics of the ELA programs. (Fall 2020 and Spring 2021.)</p> <p>Possible resources for training and assessment: Quality Matters (https://www.qualitymatters.org/) Google Educator (https://teachercenter.withgoogle.com/trainer_course/preview) Other MOOC courses.</p> <p>Find out what modality the various programs favor (i.e. Education, ESL, Linguistics, Modern Languages, Reading, etc.).</p>	<p>Compare attrition rates in ELA courses of Spring 2020 with Fall and Spring in 2020 to 2021.</p> <p>Survey instructors and students at the end of the semesters.</p>	<p>Faculty in various disciplines have determined that certain modalities worked better with certain types of content delivery and teaching modality:</p> <p>All the ESL classes were conducted synchronously on</p>	<p>Much of the time in the department was devoted to handle the transition of teaching, and later to prepare for the re-opening in Fall 2021. Most of the anticipated activities were not carried out.</p>

	<p>(Fall 2020 and Spring 2021.) Adjust our teaching strategies accordingly.</p>	<p>Develop assessment procedures for distance education classes, as per ELA's needs.</p>	<p>Zoom because instructors felt that the real-time interaction and monitoring of student progress is important..</p> <p>The majority of the CSE Reading classes were conducted in the synchronous mode, with the exception of a few sections done asynchronously. The rationale is similar to ESL classes.</p> <p>Classes in the Education program were conducted in both the synchronous and asynchronous mode. Instructors found that students in the major were able</p>	<p>The department will work on these in 2021-22.</p>
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			<p>to adapt to the off-line study modality.</p> <p>Courses in the Linguistics program also had about a 50-50 split of synchronous and asynchronous teaching. Some students were also able to handle the more individual mode of off-line learning.</p> <p>Most modern language and literature classes were conducted in the synchronous mode, again because of the interactive need of practice and feedback. One faculty who had</p>	
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			extensive training in teaching online conducted a few classes asynchronously, with success.	
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College Objective Addressed:

**“5. Advance Career and Workforce Development,
c. Strengthen career readiness programming, helping students understand, prepare for and find success in meaningful and rewarding careers.”**

<p>Area-Specific Targets (from 2020-21 Strategic work plan)</p>	<p>Strategic Activities</p> <p>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.</p>	<p>Assessment</p> <p>What methods and measures have you used to assess the strategic activities and to determine that the objective was met?</p>	<p>Results/Outcomes</p> <p>What were the results of the assessment(s)? What is the evidence that the objective was met? Provide relevant data.</p>	<p>Next Steps</p> <p>What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p>
<p>To utilize the multilingual expertise of the ELA Department, provide language training to Queens area residents, in the context of supporting health care services in the COVID-19 crisis.</p>	<p>The department intended to pursue the following</p> <p>To discuss with ACE the viability of offering condensed versions of ELC 115 (Chinese for Community Wellness) and ELS 115 (Spanish for Healthcare Professionals) as Continuing Education courses for medical professionals, and health care providers in the Queens area. (Fall 2020)</p> <p>To identify funding source to support training of Continuing</p>	<p>Find out if there is a demand for such courses. And see if they can be offered in Spring 2021 (either virtually or in-person.)</p> <p>Receive funding for training and material development.</p> <p>Design LSP courses in languages in addition to Chinese and Spanish.</p>	<p>The pandemic affected non-matriculated and matriculated students. In some way, the ACE division found it even more difficult to offer classes remotely to community residents in Queens. The department reached out to staff in ACE to explore the possibility of running health science</p>	<p>The department intends to pursue these goals again in 2021-22.</p>

	<p>Education Teachers to teach these classes. (Fall 2020 and Spring 2021).</p> <p>To explore the possibility of designing more LSP (Language for Specific Purposes) courses that can be offered through ACE. (Fall 2020 and Spring 2021)</p> <p>To promote student interest in transition from the ACE area to the credit, matriculated programs in Academic Affairs. (Spring 2021)</p>	<p>Recruit ACE students into the credit area.</p>	<p>related language classes but the discussion did not materialize in any plans.</p> <p>On the other hand, the department won a 2-year grant from the Department of Education (totalling about \$170,000) – the Undergraduate International Studies and Foreign Language grant. One of the goals focuses on Less Commonly Taught Languages, e.g. Arabic, Chinese, Japanese, Korean, etc. Faculty efforts were directed to this grant.</p> <p>So the Language for Specific Purposes (LSP) project was not pursued. It will be considered again in 2021-22.</p>	
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DIVISION/DEPARTMENT: English

College Objective Addressed: (2) Strengthen Learning for Students – and for Faculty, Staff and the College (b) Develop and refine digital learning environments and online offerings that build student engagement, learning and success

<p><u>Area-Specific Targets</u> (from 2020-21 Strategic work plan)</p>	<p><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.</p>	<p><u>Assessment Measures</u> What methods and measures have you used to assess the strategic activities and to determine that the objective was met?</p>	<p><u>Assessment Results</u> What were the results of the assessment(s)? What is the evidence that the objective was met? Provide relevant data.</p>	<p><u>Follow-up/Next Steps</u> What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p>

<p>Provide support for faculty teaching via distance learning and/or hybrid courses.</p>	<p>We will provide workshops in the Fall I and Spring I semesters that look at best practices for teaching in an online environment.</p>	<p>We will do a pre/post faculty survey to measure their knowledge with online teaching.</p>	<p>The English Department held three distance learning forums during Fall I 2020, with an emphasis on engaging students, creating video content, and offering feedback in remote courses. At the end of the Spring I 2021 semester, we held a forum focused on what faculty will take with them as they transition from distance learning back to hybrid and in-person teaching, with a focus on the uses of social annotation in F2F and online courses. These events were recorded and made available in a hyperlinked agenda circulated after each forum with links to all the resources discussed and additional instructional videos for those who wanted to try out the strategies on their own.</p>	<p>A pre-survey was conducted in the Fall of 2020 as well as an “end of semester” survey. The surveys focused more on the faculty’s experience with teaching remotely and the help they may need rather than as a way to “measure their knowledge with online teaching.” We do have surveys from Spring I 2020 that we can compare with the Fall I 2020 survey. We may consider doing a follow up survey in the Fall I 2021 semester but many faculty took some form of training for hybrid/online teaching and/or attended a departmental workshop.</p>
<p>Providing support for distance learning and hybrid teaching will strengthen student learning and help faculty to teach successfully in this modality.</p>	<p>We will share assignments and activities and make them available to faculty in the department’s SharePoint site.</p>	<p>Currently there are no pedagogical materials around online teaching in our SharePoint site. We hope to add 5-10 assignments and activities.</p>	<p>A departmental committee also compiled sample syllabi and assignments from all writing courses and organized them into an annotated table of contents. This Google document was circulated to the department at the start of the Spring I 2021 semester. We chose this format over</p>	<p>Our next steps include moving all the pedagogical materials selected and created over the last year to a new faculty-facing website that is being built on the CUNY Academic Commons.</p>

<p>Increase the number of hybrid courses that we offer.</p> <p>The department will investigate offering fully online classes.</p>	<p>We will encourage full and part time faculty to participate in online training offered by SPS and CTL. We will increase the number of hybrid classes offered.</p> <p>The department will discuss whether to offer fully online classes and determine which classes to offer and which semesters. We will have discussions at the Leadership Team meetings, the department meetings, and we will distribute a faculty survey on the topic.</p>	<p>We will measure the number of faculty who are taking the SPS/CTL workshops and compare them to previous years.</p> <p>We will also compare the number of hybrid courses offered to previous years.</p> <p>We currently do not offer any fully online classes.</p>	<p>uploading a fixed PDF or Word document to Sharepoint because the document is interactive, making it easy to use and update.</p> <p>Prior to 2020, 17 English faculty had been trained to teach hybrid/online classes. Since 2020, an additional 49 English faculty have done some form of hybrid/online training.</p> <p>We doubled the number of hybrid courses in 2020-2021.</p> <p>After discussions with the Leadership Team and the department as a whole, we decided to offer fully online classes. The WPA's have vetted faculty to teach fully online courses. In Spring I 2022, we will be offering fully online courses (ENG102 and ENG103) for the first time.</p>	<p>We will continue to encourage faculty (adjuncts in particular) to participate in the training to teach hybrid/online classes.</p> <p>We are comfortable with the number of hybrid sections we are offering. We will investigate the possibility of offering ENG101 and ENA101 as a hybrid class.</p> <p>The WPA's will continue to vet faculty to be able to teach fully online courses in the future and we will continue to offer fully online English classes each semester.</p>
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College Objective Addressed: (2) Strengthen Learning for Students – and for Faculty, Staff and the College (c) Advance courses that build students’ written, oral and digital communication abilities

<p><u>Area-Specific Targets</u> (from 2020-21 Strategic work plan)</p>	<p><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.</p>	<p><u>Assessment</u> What methods and measures have you used to assess the strategic activities and to determine that the objective was met?</p>	<p><u>Results/Outcomes</u> What were the results of the assessment(s)? What is the evidence that the objective was met? Provide relevant data.</p>	<p><u>Next Steps</u> What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p>
<p>Reassess PLO#1 for ENG101 (on integrating sources). This PLO is directly connected to advancing students written abilities.</p>	<p>We will do benchmark readings on PLO#1 with ENG101 essays in Fall 2.</p>	<p>We will compare the findings with the 2019-2020 findings. If the results are consistent or better, then we will move on to PLO#2.</p>	<p>A group of seven faculty read 64 ENG101 essays and scored them against a modified rubric designed to meet this PLO last fall. In two of the four dimensions, “Evaluation” and “Synthesis” of sources, the average score was at or just above 6 out of 8, meeting our benchmark level of “adequate” in those categories. In the other two dimensions, “Attribution” and “Integration” of sources, the average</p>	<p>Based on our experience in the first year of PLO assessment (2019-2020), the rubric was modified, from a three to a four-point scale, to better align with the collegewide assessment rubrics, and some language was modified for clarity. Therefore, direct comparison of the results is not possible. However, in both rounds the benchmark was met or nearly met in all categories, with “attribution” as one of the weaker categories in both. The committee plans to design and implement professional development workshops next year targeted</p>

<p>Review the PLO reports for the 3 PPRs and determine what actions, if any need to be taken. This action will help advance courses that cover these communication abilities.</p>	<p>Review the PLO reports for Creative Writing, Journalism, and Writing & Literature. Discuss with the Leadership Team the findings in the reports and the impact on courses in those programs and determine any actions to be taken to help strengthen student learning.</p>	<p>Assessment measures will depend on the findings and recommendations of the Leadership Team.</p>	<p>scores were 5.6 and 5.7 out of 8, respectively.</p> <p>All 3 majors were working on their final PPR reports. All majors had their external reviewer visits and completed their PPR reports.</p>	<p>to information literacy and deepening understanding of citation practices and their purpose.</p> <p>All 3 majors will work on implementing actions based on the PPR reports.</p>
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College Objective Addressed: (1) Build Student Access and Success (c) Advance new models of developmental education to speed student progress to the degree.

<p><u>Area-Specific Targets</u> (from 2020-21 Strategic work plan)</p>	<p><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.</p>	<p><u>Assessment</u> What methods and measures have you used to assess the strategic activities and to determine that the objective was met?</p>	<p><u>Results/Outcomes</u> What were the results of the assessment(s)? What is the evidence that the objective was met? Provide relevant data.</p>	<p><u>Next Steps</u> What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p>
<p>Continue to offer ENX101 in Fall 2 and Spring 2 (provided there is still funding). ENX101 is an intensive workshop for students who failed ENA101. It allows them a second chance to pass Composition I without repeating ENA101. If students pass the workshop, they can move to ENG102 in the following 12-week semester. Best case scenario would be to increase the number of workshops offered.</p> <p>Continue to offer ENX099 in Fall 2 and Spring 2 (provided there is still funding). ENX099 is an</p>	<p>Continue to make ENA101 faculty aware of the benefits of ENX101 so that more students take advantage of this workshop.</p> <p>Continue to make ENG099 faculty aware of the benefits of ENX099 so that more students take advantage of this workshop.</p>	<p>Compare the number of students enrolled in ENX101 to previous semesters and the number of students who passed ENX101 to previous semesters.</p> <p>Compare the number of students enrolled in ENX099 to previous semesters and the number of students who passed</p>	<p>We offered one section of ENX101 in Fall 2. Due to a last minute grant from CUNY, we provided professional development to train to 2 adjuncts to teach ENX101 in Spring 2 2021. We offered 2 sections of ENX101 in Spring 2. All sections ran at full capacity. We still need to look at the pass rates for these sections and previous ones.</p> <p>As ENG099 is being phased out, ENX099 was not offered this year. Instead, we</p>	<p>We will request pass rates and attrition data from IR for ENX101 (since its inception) to determine the success of the workshop.</p> <p>We will request pass rates and attrition data from IR for USIP099 to determine the success of the workshop and</p>

<p>intensive workshop for students who failed ENG099. It allows them a second chance to pass basic writing and to become proficient without repeating ENG099. If students pass the workshop, they can move to ENG101 in the following 12-week semester.</p>	<p>If possible, offer professional development to faculty interested in teaching these workshop(s).</p> <p>*These activities will be contingent on funding of the workshops.</p>	<p>ENG099 to previous semesters.</p> <p>*These assessments will be contingent on funding of the workshops.</p>	<p>focused on offering more USIP099 workshops. Due to a last minute grant from CUNY, we offered professional development to adjuncts to be trained to teach USIP099. We also added some FYS elements to USIP099 to help these first semester and new students transition to college.</p>	<p>discuss if students would be better off taking ENA101 instead.</p>
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DIVISION/DEPARTMENT: Humanities

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

<p><u>Area-Specific Targets</u> (from 2020-21 Strategic work plan)</p>	<p><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.</p>	<p><u>Assessment Measures</u> What methods and measures have you used to assess the strategic activities and to determine that the objective was met?</p>	<p><u>Assessment Results</u> What were the results of the assessment(s)? What is the evidence that the objective was met? Provide relevant data.</p>	<p><u>Follow-up/Next Steps</u> What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p>
<p>-Develop more connections from ACE to credit and credit to ACE</p>	<p>-ACE has placed 22 students in Humanities courses since Spring II 2019 in Photography (10 students in HUA 130 and HUA 131), Communication Studies (3 students in HUA 1060, Fine Arts (3 students in HUA 101, HUA 103, and HUN 195), Music Performance (5 students in HUM 101, HUM 170, HUM 180, HUM 182, HUM 210), and Philosophy (1 student in HUP 102). -Industrial Design will work with ACE to create a pathway for ACE students to become LaGCC students.</p>	<p>-By Spring I 2021, the ID program will be in the process of creating an MOU for ACE students. By Spring I 2021, Humanities programs will provide ACE with a list of courses, course objectives, and pre-reqs to further conversation about the creation of a pathway for ACE students to get credit for Humanities courses or to create new certificate programs for LaGCC and ACE students.</p>	<p>-The ID program completed an MOU for ACE students who complete a program. Students who join LaGCC as matriculated students will earn credits in ID classes once they complete the pre-reqs and complete all other work in those ID classes. -A list of courses, course objectives, and Pre-reqs was provided to ACE. Waiting on feedback to further the conversation.</p>	<p>-No next steps are needed to the MOU for ACE students with the ID program. No follow up is needed until students enroll in ID classes. -Follow up with ACE on adding classes to ACE course selection and if adding classes to current certification programs or creating new certification programs are possible.</p>

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

<p><u>Area-Specific Targets</u> (from 2020-21 Strategic work plan)</p>	<p><u>Strategic Activities</u></p> <p>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.</p>	<p><u>Assessment</u></p> <p>What methods and measures have you used to assess the strategic activities and to determine that the objective was met?</p>	<p><u>Results/Outcomes</u></p> <p>What were the results of the assessment(s)? What is the evidence that the objective was met? Provide relevant data.</p>	<p><u>Next Steps</u></p> <p>What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p>
<p>-Create flexible, state-of-the-art facilities adapt to change and improve the student experience</p>	<p>-Film & TV, Music Recording Technology, New Media Technology, and Theatre are all in need of space and updated computers and technology to adequately educate students and enable them to have a full and enriching experience at LaGCC. -Each program will work with the Grants Office to find and apply for at least one grant each that will provide the opportunity to purchase new equipment, computers, or build out space to allow the programs to grow and expand.</p>	<p>-Each of the four programs will apply for a grant in AY 2020-2021.</p>	<p>-The Humanities Department applied for 4 grants in AY 2020-2021: The NEH El Puente Initiative, the NEH American Folk Art Museum Career Internship Program, the NEH American Rescue Plan Grant, and the Project Conexión Innovation Grant. -MRT, Music Performance and Theater were a part of the Project Conexión Innovation Grant.</p>	<p>-Next steps for the NEH grants: wait for a positive or negative response. -Next steps for Project Conexión Innovation Grant: complete planning document with plans, schedule, and details for carrying out work in AY 2021-2022 for MRT, Music, and Theater. -Next steps for NMT VR Lab: continue to work with all entities</p>

			<p>Planning work for Ay 2021-22 is continuing.</p> <p>-The NMT program was awarded a \$50,000 Perkins Grant to build out a VR Computer Lab space in MB73. We are working with Jessica Saca, IT, and Kenneth Campenelli to complete the build out by Fall I 2021.</p>	<p>to build out MB73 and move computers from E106 to MB73 for Fall I 2021 classes.</p>
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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: Academic Affairs: Liberal Arts Programs

College Objective Addressed: Strategic Plan Objective 1D: Build Student Access and Success: Strengthening the Cohesiveness of Liberal Arts Majors

<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 Measures</u> What methods and measures have you used to assess the strategic activities and to determine that the objective was met?	<u>Assessment Results</u> What were the results of the assessment(s)? What is the evidence that the objective was met? Provide relevant data.	<u>Follow-up/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.
Continue work begun in AY2019-2020 to improve the cohesiveness and academic experience for Liberal Arts majors by creating opportunities to connect students to the major and building a Liberal Arts identity across the campus	1. Working with the Liberal Arts Working Group, create a Liberal Arts Orientation Video for Fall 2020 incoming freshman students linked to the Liberal Arts website, the core ePortfolio, Comevo and sent to FYS	At least 50% of new Liberal Arts freshmen view video • Survey of FYS students on helpfulness of video	The Orientation Video was filmed and completed at the end of Spring I 2021. Production was delayed as the Marketing and Communications department was not able to work on it, as originally intended, due to a lack of personnel. Instead, the video was produced by Prof. David Stott from the Humanities	The next steps is to upload the video to the Liberal Arts Website, Eportfolio, and send to the FYS instructors for Fall 2021. The FYS students will be surveyed on the helpfulness of the video.

	<p>instructors. This will replace Covid-19 impacted in-person orientation sessions.</p> <p>2. Pilot newly developed Liberal Arts Core ePortfolio in Fall I in three first year seminars (LIF101 and LMF101)</p> <p>3. Develop plan for training FYS faculty in new core ePortfolio (Fall II 2020) and implement training in Spring I 2021</p>	<ul style="list-style-type: none"> • Survey faculty and students on effectiveness of eportfolio components and activities in building understanding of major 	<p>Department as a voluntary contribution.</p> <p>The video will be disseminated in Fall 2021 and FYS students will be surveyed starting then.</p> <p>The Core ePortfolio was piloted in Fall 2020 in two sections of LMF101. The eportfolio received robust feedback from the members of the Liberal Arts Working Group as well as Liberal Arts students. The revised eportfolio prompts was piloted during the Spring session I 2021 in two sections of LMF101.</p> <p>The prompts developed for the Liberal Arts ePortfolio allow for student reflection and gives us insight into the enduring learning and connections made by students while at LaGuardia. The prompts ask for students to explain how their experiences inside and outside of class exemplify the liberal arts. The resulting reflections demonstrated that students were able to make meaning of</p>	<p>To continue to revise and pilot the Liberal Arts Core E-portfolio in 1 LIF101, 1 LMF101, and 1 LIB200 course in Fall I 2021.</p>
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	<p>4. Implement two Liberal Arts Math and Science Learning Communities in Fall I 2020 and assess effectiveness</p>	<ul style="list-style-type: none"> • Training plan developed in conjunction with CTL • At least 50% FYS faculty participate in training <ul style="list-style-type: none"> • Compare GPA, credits accumulated, 2nd semester retention with LA Math & Science students who did not participate in an LC in Fall I 	<p>their learning and build connections across experiences. Excerpts from student writing are shared as an addendum to this document.</p> <p>A training plan was not developed as the e-portfolio is still in the revision and piloting phase and faculty have not been recruited to participate.</p> <p>LC20(LMF101/MAT115/ENG101) was the only Liberal Arts Math and Science learning community that ran in Fall I 2020. The LC that had LMF101, ENG101 and MAT117 did not run due to insufficient enrollment. No learning communities ran in Spring 2021.</p>	<p>Dr. Hendrix will work with a Humanities Alliance Fellow to develop a training plan for faculty. The eportfolio work will align with the design challenge teams for both the Liberal Arts Social Science and Humanities and Liberal Arts Math and Science and use the work to inform how to engage students at the midpoint of the majors.</p> <p>Continue to run Liberal Arts Math and Science learning communities, working with advising to promote. We have updated the degree map to highlight the LC and indicated it was the preferred option when available.</p>
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		<ul style="list-style-type: none"> • Survey LC students on effect of LC on understanding of Liberal Arts, connection to the 	<p>Comparing GPA, credits accumulated and 2nd semester retention with non- LC students enrolled in LMF101, ENG101 and MAT115 found that the 18 students in LC20 averaged a 2.04 GPA vs. a 2.49 GPA from the non LC students enrolled in the same courses. On average LC20 students accumulated 7.6 credits on average . The non-LC students also accumulated an average of 7.6 credits after the Fall session I 2020. As far as retention, LC20 students were retained at 55.6% vs. 72.8% for non-LC students.</p> <p>Even though the data does not show an academic advantage for students in the LC, we are not overly concerned because, first the sample size is really small and two, the LC is also about the affective experience of students, which was not sufficiently captured by the LC survey.</p> <p>Five LC20 responded out of a total of 24 students across all learning communities. Overall, students found that the LC built a sense of community with faculty and peers, and</p>	<p>Develop and administer a learning community specific survey instrument on the LC experience</p>
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	<p>5. Develop a Liberal Arts website with pertinent major specific information to launch in Fall 1 2020 and promote among students, staff and faculty</p>	<p>major and connection to faculty and peers</p> <ul style="list-style-type: none"> • # website hits 	<p>recommend for other students to consider taking an LC.</p> <p>The Liberal Arts Website is currently in staging and should be ready to launch for Fall 2021. As with many other projects, the pandemic caused a delay in implementation due to higher than normal demands on Marketing and Communications. The monitoring of the number of hits on the website will start in Fall 2021.</p>	<p>To update the Liberal Arts Website to conform to the goals of the re-design and have a meaningful and interactive experience Liberal Art students.</p>
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DIVISION/DEPARTMENT: Academic Affairs: Pre-College Programs

College Objective Addressed: 1f. Build graduation and transfer success, advancing the 30-credit initiative

<p>Area-Specific Targets (from 2020-21 Strategic work plan)</p>	<p>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.</p>	<p>Assessment What methods and measures have you used to assess the strategic activities and to determine that the objective was met?</p>	<p>Results/Outcomes What were the results of the assessment(s)? What is the evidence that the objective was met? Provide relevant data.</p>	<p>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.</p>
<p>Enable Students to be college ready by earning credits before High School graduation.</p>	<p>Ensure Juniors and Seniors at partner high schools are able to complete at least one Pathways approved course per semester.</p> <p>Host themed workshops by area specific departments (e.g., Humanities and Social Science) to discuss Lagcc major options.</p>	<p>1.Enroll 5000 students per academic year in Pathway courses</p> <p>2. 85% Successful completion rate (C grade and above)</p> <p>3.At least 150 students attend a workshop</p>	<p>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 Fall 2020 total 173 students (3 events) Spring 2021 total 177 students (4 events) Total Attendance: 350 students</p>	<p>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.</p>

Appendix 1: E-Portfolio Student Excerpts

Student Quotes

The Liberal Arts and Writing the Research Paper (ENG103)

“I think this class reinforces the values of the liberal arts because it uses logic, grammar, rhetoric which are all part of the liberal arts and are all used in this class.”

“I think this course reinforces the values of the liberal arts by giving every student the chance to develop excellent skills as it is writing so they can apply all their knowledge in the workplace.”

“The concrete skills and knowledge I gained was the ability to pay attention to close detail in sources.”

The Liberal Arts and Co-Curricular Activities

“The experience captures the values of the liberal arts because they explored art and our logic leading us to open up and share with others.”

“It was really informative and fun at the same time...It was meaningful to me because I have a huge passion for learning about other cultures. And you learn so much from one. This is what liberal arts are. Learning about a wider world whether it be culture, science, etc.”

“By just knowing simple facts here and there, it can help you in networking, building relationships, and even improve your communication skills. Liberal Arts allows you to have these conversations and helps you to expand your horizons as long as you maintain an open mind.”

“I think that’s why the Liberal Arts degree exists; to open our minds up to a wide range of opportunities.”

Exploring the Theme of “the Liberal Arts” across Courses

“One connection I see between different classes and various subjects is that those classes make me think critically. I think the value of a liberal art education is to become an effective writer after communicating about an important subject and to critically analyze a text. I think the knowledge I gained and the skills I developed would shape the selection of courses in my transfer school so much simpler. I think it would make a clear path to my career goals.”

“I believe the value of a Liberal Arts education has built my knowledge and skills significantly. I am constantly being exposed to new learning methods, new information and I know that will only continue to grow in my time at LaGuardia.”

“I think the value of the Liberal Arts is to shape students to excel and succeed in their future jobs. It teaches skills commonly required in a workplace such as analytical skills, teamwork, and others.”

“A connection I saw often but was not surprising was English/Literature with history and criminal justice. The most surprising was probably the relationship between statistics and English. The way you state something in statistics just like in any other subject can change the whole outcome of the problem and solution. The value of a liberal arts education is allowing for creativity to keep growing but also learning about new topics without forgetting about the validity of them. The knowledge I gained and the skills I have developed will definitely shape the course I pick in the school I transfer to. I will know what I like and what I don't as well as what I think fits me best and what doesn't.”

“I think the value of the Liberal Arts is to shape students to excel and succeed in their future jobs. It teaches skills commonly required in a workplace such as analytical skills, teamwork, and others.”

LaGuardia Community College Strategic Plan Final Report, 2020-21

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DIVISION/DEPARTMENT: Library

College Objective Addressed: Goal 3 Enrich the Student Experience, Objective a. 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 Measures</u> What methods and measures have you used to assess the strategic activities and to determine that the objective was met?	<u>Assessment Results</u> What were the results of the assessment(s)? What is the evidence that the objective was met? Provide relevant data.	<u>Follow-up/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.
The Library will continue its personal librarian program for every LaGuardia student, directly linking students to Library faculty.	We continued our personal librarian program, proactively contacting students via Hobsons, letting them know about Library services and programs, and inviting students to ask research questions.	In Spring 2021, we created a workflow and form that tracked reference interactions not taking place through the library’s formal reference service channels. Librarians	The Library captured 93 transactions from outside of the normal chat reference channels, during Spring 2021. These were transactions that resulted from personal librarian messages or one-shot instruction follow-up. The	The Library now has infrastructure for collecting data on these types of questions and we’ll continue to integrate the capture into our non-reference desk/chat reference workflows, so that we’re seeing where

		<p>now report transactions that begin in their personal email (with the limitation that it's not always clear how a student found a librarian).</p>	<p>personal librarian email outreach generated 47 transactions, 35 of which were handled via email, and the rest of which were done via Zoom, Blackboard Collaborate, or telephone. Fifteen of these transactions took 1-5 minutes to answer, 15 took 6-10 minutes, and 17 took over 17 minutes.</p>	<p>more of our questions are originating.</p> <p>It is important to note the number of transactions we generated using just two Hobsons blasts. IT moved the Library out of C2C into Hobsons for contacting students early in the pandemic. This workflow requires two weeks lead time for sending messages, not including some delays we experienced in terms of messages being released. As the College prepares for a return to campus, it would be helpful to regain access to C2C for messaging patron cohorts, as it is quicker and allows for more regular messaging.</p> <ul style="list-style-type: none"> • For example, new students are not assigned to librarians until two weeks after the start of the semester, meaning
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				<p>that we are not able to contact our cohorts until a full month after the semester has started.</p> <ul style="list-style-type: none">• The Hobsons two-week lead time is particularly troublesome during the six-week sessions. <p>Our goal is to create a space where students feel encouraged to ask research questions; more questions for the Library means more answers for students.</p>
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College Objective Addressed: Goal 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.

<p><u>Area-Specific Targets</u> (from 2020-21 Strategic work plan)</p>	<p><u>Strategic Activities</u></p> <p>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.</p>	<p><u>Assessment</u></p> <p>What methods and measures have you used to assess the strategic activities and to determine that the objective was met?</p>	<p><u>Results/Outcomes</u></p> <p>What were the results of the assessment(s)? What is the evidence that the objective was met? Provide relevant data.</p>	<p><u>Next Steps</u></p> <p>What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p>
<p>Develop a Library advisory board plan.</p> <p>The Library has many stakeholders and always tried to get feedback, but a formal advisory board might be a more efficient, and objective, way to reach out to constituencies, like Adult and Continuing Education, community-based groups, staff and students, many of whom are underrepresented in Library planning and collection building.</p>	<p>The Library created an advisory board plan. The framework is attached here.</p>			<p>Now that we understand the goals and composition of the Library Advisory Board, we can begin building it, starting next academic year, pandemic-conditions permitting. There are still issues to be resolved, like terms, but it is a strong starting point.</p>

DIVISION/DEPARTMENT: MEC

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

<p><u>Area-Specific Targets</u> (from 2020-21 Strategic work plan)</p>	<p><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.</p>	<p><u>Assessment Measures</u> What methods and measures have you used to assess the strategic activities and to determine that the objective was met?</p>	<p><u>Assessment Results</u> What were the results of the assessment(s)? What is the evidence that the objective was met? Provide relevant data.</p>	<p><u>Follow-up/Next Steps</u> What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p>
<p>Strengthen collaboration between credit and non-credit programs. Work with ACE to identify common goals, plan joint activities and help each other to strengthen our technology programs.</p> <p>Collaborate with ACE on establishing a pipeline between credit and non-credit programs.</p>	<ul style="list-style-type: none"> • Increase collaboration between computer science majors and technology programs from ACE such as the TechHire program. • Work together with ACE and the CCPD office to strengthen our joint career readiness initiatives. • Work together with ACE to identify and participate in CUNY and other local tech initiatives such as CUNY TechWorks, Google x CUNY, NYC Tech Pipeline, etc. <p>In collaboration with ACE identify common</p>	<ul style="list-style-type: none"> • Document increased collaboration between computer science majors and technology programs from ACE • Record participation from each program to various workshops, activities, events, and programs. • Identify and keep record of the number of students that participate in various joint activities and who transition from ACE to MEC and vice versa. 	<p>During the 2020-2021 has seen a significant increase in collaboration between ACE Tech programs and our Computer Science programs.:</p> <ul style="list-style-type: none"> • As part of the New York Jobs CEO council project, ACE hosted a series of microcredential training programs in the field of Data Analytics. In the fall of 2020 and beginning of 2021, a team of ACE and CS faculty worked together to finalize the curriculum for this microcredential offerings. The goal was not only to provide a robust curriculum for the 	<p>We are planning to continue to strengthen our collaboration in the upcoming academic year and participant data will be collected.</p>

	<p>components between our credit and non-credit programs</p> <ul style="list-style-type: none"> • Encourage students from both sides to transition between various programs offered by MEC and ACE. • Mutually advertise each program and initiative to increase enrollment and strengthen the pipeline. Use the Computer Science LinkedIn group. • Participate in joint events and activities from experiential learning to recruitment. 		<p>students but also to align as much as possible to some of the credit requirements from the credit side. The project was very successful, meeting all objectives. Ultimately, we agreed on a Memorandum to award credits to students completing the microcredential program when they transfer to our CS majors. This agreement aims at strengthening the pipeline between the credit and non-credit programs. The program will start in summer, no participant data is available at this point</p> <ul style="list-style-type: none"> • During this same period, our CS advisory board members agreed to strengthen collaboration with ACE by jointly contributing to the newly created Local Advisory Council (LAC) on technology. CS advisory members actively participated in LAC quarterly meetings. An MS Teams group was formed 	
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			<p>to coordinate activities among all participants in LAC.</p> <ul style="list-style-type: none"> • Finally, during this academic year we have promoted ACE programs via our LinkedIn Computer Science group which currently counts over 600 students. 	
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College Objective Addressed: 1b. Strengthen FYS and Advisement 2.0, supporting faculty and advisors with professional development and digital systems to build student success.

<u>Area-Specific Targets</u> (from 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.
<ul style="list-style-type: none"> • Expand the implementation of Advising 2.0 for Computer Science majors <p>Expand the scope of Advising 2.0 in the MEC department in order to</p>	<ul style="list-style-type: none"> • Increase the use of Advising 2.0 tools when helping students. • Inform and include additional faculty to use these tools. • To increase SSPs and decrease cases load, each MEC faculty will get a case load. • Workshops will be organized to train new faculty to use C2C. 	<ul style="list-style-type: none"> • Collect data from the college on the use of Advising 2.0 tools • The effort will be assessed by the number of workshop participants and SSPs 	<ul style="list-style-type: none"> • Two workshops were organized to enable faculty to learn about the new features in C2C and show key platform's functions that are critically important to support student success in the distant learning environment. The first 	Data regarding Faculty participation will be collected.

<p>reach and advise more students. Improve the Advising 2.0 model used by the MEC department. In particular, increase the percentage of Student Success Plans (SSP) completed by MEC Faculty and Peer Advisors by 10% at the end of Fall 2020, using the number of SSPs completed in Fall 2019 as a baseline</p>	<p>There is a new feature in C2C that lets faculty know if a student is registered for next fall. Faculty are to encourage students to register.</p> <ul style="list-style-type: none"> • Faculty are encouraged to take the training workshop. 		<p>workshop was held by the Center for Teaching and Learning on February, at which MEC faculty participated and the MEC liaison facilitated one of the breakout sessions. The second workshop took place in March during the department meeting.</p> <ul style="list-style-type: none"> • During the academic year 2020-2021, several virtual events were organized to support and advise students in the distance learning mode. Advising concerns, such as encouraging students to register, submitting interventions, and participating in additional advising support services events, were communicated with MEC faculty via emails and at multiple departmental meetings. • Due to Covid19, the increasing SSPs and decrease cases load will be postponed till next academic year. 	
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<p>Implement the new designed First Year Seminar course for engineering students</p>	<p>The new course will be piloted in Fall 2020 and Spring 2021.</p>	<ul style="list-style-type: none"> • Collect the number of piloting sessions • Assess students through IPS and Global learning. 	<ul style="list-style-type: none"> • The new First Year Seminar course for engineering students (ECF90), was implemented in Fall 2020. Seven sections were offered in both the Fall I 20 and Spring I 21 semesters. • With the artifacts deposit being put on hold while the college was going through this fully remote learning phase, we have not yet had a chance to assess students work in the class 	<p>Students will be assessed through IPS and Global learning.</p>
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College Objective Addressed: Goal 5c. Strengthen career readiness programming, helping students understand, prepare for and find success in meaningful and rewarding careers.

<u>Area-Specific Targets</u> (from 2020-21 Strategic work plan)	<u>Strategic Activities</u>	<u>Assessment</u>	<u>Results/Outcomes</u>	<u>Next Steps</u>
<p>Establish a computer science team to explore the possibility of systematically helping computer science students obtain nationally recognized certificates.</p>	<ul style="list-style-type: none"> • Create a team comprised of faculty from different computer science specialties. • Identify nationally recognized certificates that are essential for our graduates as they seek career opportunities. • Identify content from our computer science courses that match the content of such certificates. • Establish a support system to help student prepare and take certificate examinations. 	<ul style="list-style-type: none"> • List of applicable certificates and specific recommendations for each certificate. • List of courses contributing to the preparation for each certificate program • Identify what additional content and resources are needed. 	<ul style="list-style-type: none"> • During the 2020-2021 academic year a group of faculty analyzed the possibility of identifying nationally recognized certificates with the goal of helping our graduates pass these examinations and increase their chance of successfully finding a job. Of particular interest were our 3 AAS degrees. After a careful review it was apparent that our Networking and Information Security major is the most 	<p>What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p> <p>Next steps would involve identifying the additional topics which would allow are graduates to pass these examinations. Faculty would then offer the necessary training and assist the students in the process.</p> <p>We are working with CCPD to organize workshops to help our students to prepare for</p>

<p>Submit an NSF proposal with other institutions on cyber manufacturing</p>	<p>Develop remotely controlled laser manufacturing capabilities called cyber manufacturing. LaGuardia is planning to partner with Stony Brook University in developing an NSF grant proposal. If funded, LaGuardia Energy Tech students will have access to the virtual manufacturing laboratory as well as three virtual lecture modules in the area of laser, sensors, and artificial intelligence. This will open great opportunities for our students in the manufacturing job market. Manufacturing certificates will be explored as well.</p> <p>If this proposal is not funded, we hope that his endeavor will be supported by the college.</p>	<p>The status of the proposal</p>	<p>appropriate first target for this project.</p> <ul style="list-style-type: none"> • Courses like MAC237, MAC245, MAC246, MAC247 prepare students for nationally recognized certificates. • Majority of the course contents are aligned with Network+, Security+, SSCP certifications. <ul style="list-style-type: none"> • A grant proposal was submitted to NSF in collaboration with Stony Brook University. The purpose of the grant is to develop remotely controlled laser manufacturing capabilities called cyber manufacturing. LaGuardia as a partner institution will have access to the virtual manufacturing laboratory as well as three virtual lecture modules in the area of laser, sensors, and artificial intelligence. • The grant proposal was not funded but the reviewer provided us with positive evaluation that 	<p>certificates. We are also organizing mock interviews and career panels. We will explore other possibilities and identify industry partners to help our students to achieve career readiness.</p> <ul style="list-style-type: none"> • Resubmitting the grant. If funded, this grant will greatly benefit our energy tech students as it will represent an opportunity to enhance not only students learning but also prepare them for future manufacturing opportunities as they join the job market. We will also explore a certificate program using the modules that will be created. • The certificate program will be expanded to include ACE collaboration to reach out to a
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			we worked on and re-submitted the grant proposal this May 2021.	broader college community.
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College Objective Addressed: Goal 3b. Expand co-curricular programming and internal experiential education opportunities (e.g., undergraduate research; peer programs; project-based learning) to build learning and community

<p><u>Area-Specific Targets</u> (from 2020-21 Strategic work plan)</p>	<p><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.</p>	<p><u>Assessment</u> What methods and measures have you used to assess the strategic activities and to determine that the objective was met?</p>	<p><u>Results/Outcomes</u> What were the results of the assessment(s)? What is the evidence that the objective was met? Provide relevant data.</p>	<p><u>Next Steps</u> What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p>
<p>Conduct a series of activities at Math Society.</p>	<ul style="list-style-type: none"> • Hold a series of student research presentation • Conduct some training sessions for AMATYC & NYSMATYC math competitions. 	<p>The number of presentations, and the number of participants are collected.</p>	<p>15 students are conducting undergraduate research projects with MEC faculty. They not only presented their research at Math Society, Redhawk Engineering & Computer Science Club, Women in STEM, but also the college wide event, Undergraduate Research Day. In particular, the Student Zilla Tofte, mentored by Dr. Marciniak, was awarded the selective Jack Kent Cooke scholarship which offers up to \$40,000 per year for three years.</p>	<p>The national and state math competition were suspended due to the pandemic. Therefore, Drs. T. Chen, B. Gjoci, N. O. Bonus initiated the local math competition, held on March 19. It attracted 29 student participants and five of them were awarded.</p>

College Objective Addressed: Goal 2b. Develop and refine digital learning environments and online offerings that build student engagement, learning and success.

<p><u>Area-Specific Targets</u> (from 2020-21 Strategic work plan)</p>	<p><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.</p>	<p><u>Assessment</u> What methods and measures have you used to assess the strategic activities and to determine that the objective was met?</p>	<p><u>Results/Outcomes</u> What were the results of the assessment(s)? What is the evidence that the objective was met? Provide relevant data.</p>	<p><u>Next Steps</u> What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p>
<ul style="list-style-type: none"> Evaluate the efficiency of the Open Educational Resource (OER) digital learning platform implemented in the gateway math courses. Expand the use OER via piloting appropriate online platforms in sections of MAT200 (Precalculus), MAT201 (Calculus I), and MAT202 (Calculus II). 	<ul style="list-style-type: none"> Fall 2020 - Reduce the number of required texts for MAT117 by creating written materials addressing absolute value basics, exponents and root basics, relations and functions, and Pythagorean theorem and distance in the plane. If we are fully face-to-face, increase hybrid offerings of MAT115/117; Fall 2020 - Evaluate testing options for distance learning: Fall I 2020 - Assess the distance learning experiences of faculty teaching MAT115/117 during Spring (I & II) 2020; Fall II 2020 - use the results of this assessment to improve the courses for distance learning. 	<p>An outline of the OER comprehensive assessment report will be prepared in Fall 2020 and the report will be finalized by Spring 2021. The following types of data will be collected and analyzed:</p> <ul style="list-style-type: none"> faculty survey responses regarding the quality of the OER platform and master templates student in-class engagement data (log-in times, retention, test scores) course pass rates The number of OER sessions and the feedback from piloting faculty will be collected. 	<ul style="list-style-type: none"> In Fall 1 2020 assessment report in lumen for MAT099, MAT 115, MAT117 and MAT120 courses was generated. This report includes time spent on assignments; number of time logged-in; average scores on departmental exams and / or final exams; and average final grades for each course. The assessment report showed the pass rates for each course. Since the start of Fall of 2020, weekly meetings with lumen team were held to address any question or concern. The average grades of departmental exams is about the same as before, 	<p>Replacing MAT117 materials with in-house materials is in progress and are expected to be ready before the start of Fall 2021. Revising the course proposals. The updated MAT115/117 courses proposals are expected to pass the college curriculum committee before the start of Fall 2021</p> <p>The MAT200 effort will continue next year. The new MAT 200 course proposal is under the way and should be</p>

	<ul style="list-style-type: none"> • Spring 2021 – if distance learning, implement final exam recommendations & collect data; if face-to-face, begin redesigning MAT115/117 with hybrid options. Also provide professional development for MAT115/117 on the enhanced features of Lumen and best practices/pedagogy. • Fall II 2020 & Spring 2021 – Assure the continuance of the second chance option for MAT117 students who fail with average from 40% to 59% to be eligible for MAT115 • Multiple faculty workshops for MAT115/117 were conducted each semester. The second chance opportunity was extended to MAT117 • MAT200 coordinators will expand the OER pilot by preparing course materials and the final exam in the LUMEN Master section. A workshop for MAT200 instructors is planned to exchange information about the platform and the materials. Master sessions of MAT201 and MAT202 will be prepared in Fall 2020 and will piloted and updated in Spring 2021. 	<ul style="list-style-type: none"> • We will survey faculty and review outside sources. We will use a qualitative survey to assess faculty experiences and will provide the survey text, a brief analysis of data, and changes made in response. <p>We will provide the created written materials as artifacts. Our benchmark for increasing hybrid offerings is 5%. If distance learning, we will provide the final exam as an artifact; if face-to-face, we will provide the hybrid syllabi as artifacts. The professional development presentation (slides/recordings) as well as attendance numbers will be provided as an artifact.</p> <ul style="list-style-type: none"> • We will collect data on number of students who participate in second chance and pass. <p>Adaptation of MAT200 OER by all MAT200 Instructors</p>	<p>while the average of final exam is not available now. It is obviously that students spent more time on platform during the pandemics.</p> <ul style="list-style-type: none"> • A final exam review in Lumen has been created during Fall 2020. The final exam was also revised during Fall 2 semester. For MAT 115 and MAT117 for governance is also under the way. • The MAT 120 OER textbook content has been reviewed. The materials suitable for diverse student populations has been compiled. Compared with the commercial textbook by Richard deVeaux et al., OER questions tend to be more procedural operations using artificially constructed numbers, instead of real-life data. The newly created document is reviewed by the OER committee and adopted by all instructors. • All courses this semester turned into online due to pandemic. • MAT200 OER was adopted by all MAT200 Instructors and multiple workshops were 	<p>presented before the college curriculum soon. The full scale OER implementation of MAT 200 will start in Fall 2021.</p>
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<p>Explore the possibility hybrid and online courses</p>	<ul style="list-style-type: none"> • A series of videos for MAT120 locally developed will be added for next year's master section. A team has been charged to refine and finalize the curriculum for the MAT120 sections. <p>Establish a faculty committee to work on a hybrid/online course syllabi.</p>	<ul style="list-style-type: none"> • Create hybrid/online course syllabi • Explore corresponding teaching pedagogy. 	<p>conducted. MAT 200 Master course was revised based on feedbacks from piloting faculty.</p> <ul style="list-style-type: none"> • The data is not available now as the second chance is provided during the summer and it will be collected at the beginning of next academic year. • Master sessions of MAT201 and 202 were created and piloted. Two workshops were conducted, and these master sessions were revised based on feedbacks from piloting students and faculty. There are 8 piloting sessions. <ul style="list-style-type: none"> • Due to the pandemic, online syllabus of MAT 200, 201, 202, and 203 was created to accommodate assessment needs. • Faculty survey on the challenges of online teaching was conducted in the Fall 2020. 	<p>Results of the survey will be used to create the hybrid/online course syllabi</p>
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DIVISION/DEPARTMENT: Natural Sciences

College Objective Addressed: 2.b. Develop and refine digital learning environments and online offerings that build student engagement, learning and success

<p><u>Area-Specific Targets</u> (from 2020-21 Strategic work plan)</p>	<p><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.</p>	<p><u>Assessment Measures</u> What methods and measures have you used to assess the strategic activities and to determine that the objective was met?</p>	<p><u>Assessment Results</u> What were the results of the assessment(s)? What is the evidence that the objective was met? Provide relevant data.</p>	<p><u>Follow-up/Next Steps</u> What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p>
<p>Provide best practices for creating and strengthening the online learning community, Promote students' success in distance learning. Design online courses that promote personalized learning. Use evidence-based strategies to</p>	<ul style="list-style-type: none"> • Provide training to all faculty for teaching online. • Providing STEM specific workshops on best practices and resources for online/distance education, conducted by faculty in the NS department (Fall 2020 and Spring 2021.) • Providing training sessions and peer-feedback to improve distance education by using the Quality matters rubrics. • Providing workshops to align the Quality Matters higher education rubric 	<p>1- Compare the grades and withdrawal rates in NS courses between Fall 2020 and Spring 2021 and Fall 2019 and Spring 2020.</p> <p>2- Formative assessment by implementing pre and post surveys.</p> <p>3- Develop formative and summative assessments that not only evaluate students' memory of simple facts and procedures, but higher-level thinking and deep understanding or meta-cognition.</p>	<p>1-These are the results for comparing the grades between Fall 2019 and Spring 2020 for 10 gateway and three pathway courses: Please refer to the Figure 1 in the Appendix.</p> <p>The enrollment number was decreased for all courses except SCP232. Please see the Figure 1 in the Appendix.</p> <p>2- The surveys at the beginning and at the end of Fall I and Spring I semesters were administered in all gateway courses to assess</p>	<ul style="list-style-type: none"> • For next year, More discipline focused training will be offered by faculty at the NS Department. <p>The grades and the result of surveys show that used strategies worked very well. Except for the physics courses.</p> <p>The training and the discipline specific workshops for the Physics courses will be provided.</p> <p>According to grade distribution comparison in nine gateway and three</p>

	<p>standards with best practices in undergraduate education such as encouraging active learning and promoting critical thinking.</p> <ul style="list-style-type: none"> • Develop folders for each course in the share point that provides all necessary resources for faculty who need more supports. • Work with the directors of science study hall and science study center to provide a better system of online tutoring and online peer advising. • Train current tutors for an effective online tutoring. • Post online office hours and tutoring sessions on the NS webpage 	<p>4- List of faculty trained for teaching online collected by CTL 5- Administer survey collecting the feedback regarding STEM specific workshop</p>	<p>the student's satisfaction and preference in distance learning. The followings are the results of students' responses in Fall 2020. The data for the Spring I 2021 was collected but it needs to be analyzed.</p> <p>A. In average 27.7% preferred distance learning, 44.9% preferred in-person classes, and 27.4% of students did not have any preference for the course modality.</p> <p>B. 60% of students believed that distance learning affected their study habits, 34% believed that distance learning did not have any impact on their study habits, and 6% had various opinion about it.</p> <p>C. 29.7% of students like distance learning because it is convenient for them, 27.2% because it gives them flexibility for the work and study, 22.7% because of the accessibility of courses, and 21.2 because the ease of commuting.</p>	<p>Pathways courses students grades were improved in all courses except one (SCB260), the withdrawal rate was decreased in all courses except SCB260. These results show that the workshops and the pedagogical approaches implemented in the past three semesters were effective in terms of students' performance. The data will be discussed with the course coordinators and PDs to figure out how we could improve the enrollment rates for these courses.</p>
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			<p>D. Students like least the followings regarding distance learning: Poor or no interactions with instructors: 40.8%; No practical learning for the labs:32.7%; No group interactions: 16.3%; and increased workload/limited time: 10.2%</p> <p>3- The end-of-semester surveys which administered in all first gateway courses included two content-based questions for each course based on stated Course Objectives to assess the higher-level thinking and deep understanding or meta-cognition regarding the complex topics in these courses.</p> <p>The followings are the result of these surveys in Fall I 2020. The data for Spring I 2021 was collected but it needs to be analyzed.</p> <p>A. In human Anatomy and General Biology I between 42-57% of</p>	
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			<p>students stated they learned all those 7-9 topics in these courses very well. Except the lymphatic system in A&P and Gene expression in the general Biology where 32 and 38% of students felt they learned the topic very well. Less than 10% of students stated they didn't learn these complex topics in these two courses much.</p> <p>B. in General Chemistry I 38-43% of students stated they have learned all 7 complex topics very well and between 5-17% of students stated they did not learn the topics well (This was varied between different topics).</p> <p>C. For the General Physics course the number of respondents was very low. Just 4 students filled out the survey but 50% of these students stated that they have not learned any 6</p>	
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			<p>complex topics in this course.</p> <p>4- STEM workshop – 12 adjunct faculty participated in the 1st STEM Interdisciplinary Inquiry-Based Assignment Development Workshop Series to create interdisciplinary inquiry-based assignments with reading, writing, and hands-on elements included in their projects that are suitable for the distance learning modality.</p> <p>5- 53.3% of instructors were satisfied and 46.7% were very satisfied. 65% of instructors found creating the welcome video very useful and 30% found it useful. 90% of instructors found online assessment strategies and discussion forum very useful and 6% useful.</p> <p>Two training workshops held on how to use the online appointment manager platform so as to</p>	
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			<p>make it easier to connect students with our tutors. We are still waiting to receive the exact data but about 80 -100 students were tutored for Fall I, 40-60 students tutored for Fall II, and 80-110 students.</p>	
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College Objective Addressed: 3.b. Expand co-curricular programming and internal experiential education opportunities (e.g., undergraduate research; peer programs; project-based learning) to build learning and community.

<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.
<ul style="list-style-type: none"> • Providing an interactive learning environment that incorporates the inquiry-based learning; • Providing co-curricular opportunities that enhance student learning; 	<ul style="list-style-type: none"> • In Fall 2020: The members of the research in curriculum committee will collect and compile all research projects that have been incorporated in the gateway courses over the past five years to create a database accessible to faculty in the department. Three workshops 	<ol style="list-style-type: none"> 1- In fall 2020: the rubrics and surveys for evaluating the effectiveness of these projects will be developed by the assessment committee 2- In Spring I: the projects will be executed and internal benchmark readings will be implemented using the 	<ol style="list-style-type: none"> 1- This task has completed by the program assessment committee. 2- To perform the benchmark reading artifacts were pulled from Fall 2019 and Spring 2020. The courses that were targeted were SCB 201, SCB 202, SCC 201, SCC 	<ol style="list-style-type: none"> 1 and 2-These data should be further analyzed in collaboration with the program directors, course coordinators, and department chair in order to target the most

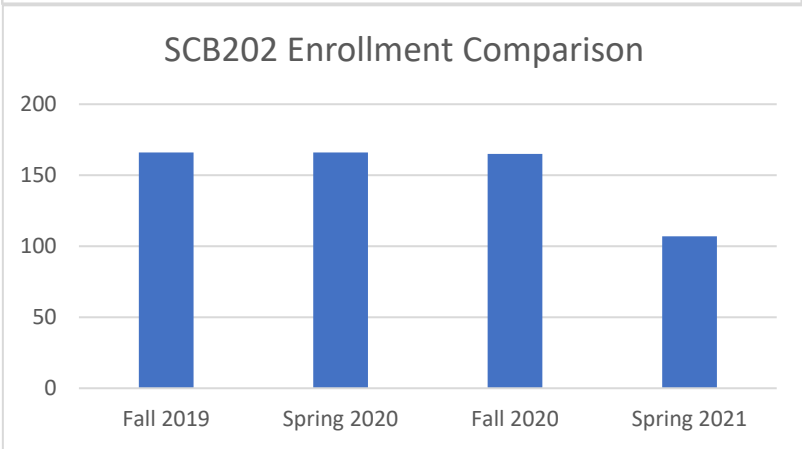
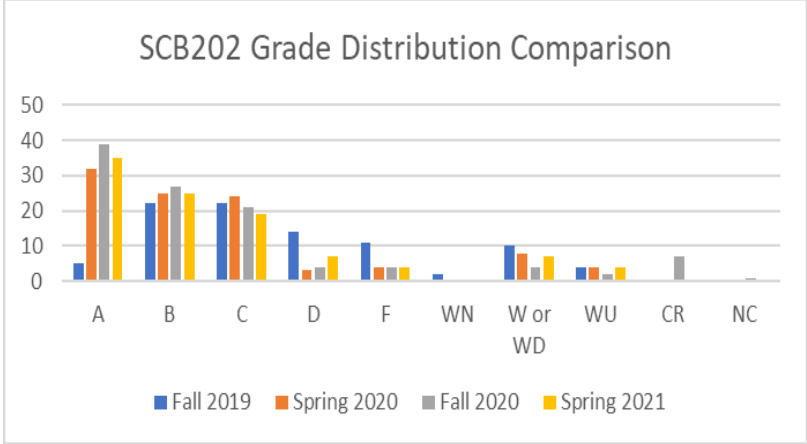
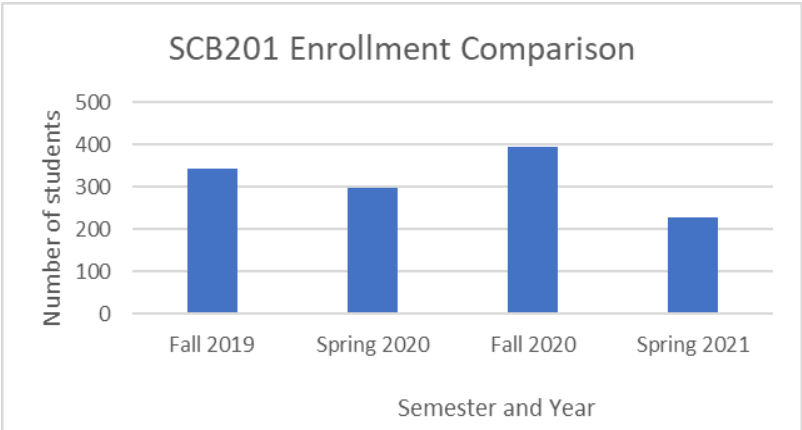
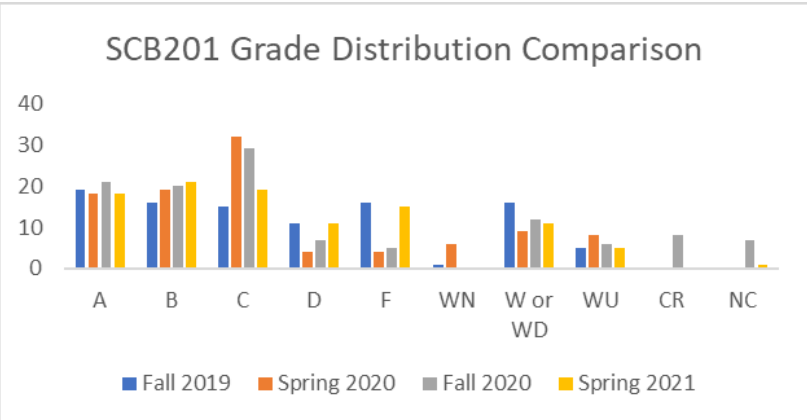
<ul style="list-style-type: none"> Integrating a hypothesis-driven research component into the science curriculum; 	<p>will be conducted where the projects in the database will be analyzed and sorted by level and topic, and designed to be incorporated into the curriculum as scaffolding projects among the gateway courses.</p> <ul style="list-style-type: none"> In Spring I: Faculty from different disciplines, teaching first-semester gateway courses, will implement the developed projects. Implementation will be done in collaboration with the ASAP program and incorporate experiential learning. Students' work will be showcased at the end of the semester using various media. In collaboration with the ASAP program, representative members of the college and larger community will be invited to an event (online or in person) where outstanding work will be showcased by students. Spring II: A one-day workshop will be conducted to review the assessment results and recommendations presented by the department's assessment committee and revise activities with the aim to improve outcomes and facilitate the next 	<p>college's rubrics to assess fulfillment of expected competencies. Surveys developed by the assessment committee will be distributed to students, results will be tabulated. Data from surveys will be analyzed and recommendations will be made for improving students' outcomes and overall experience.</p> <p>3-A survey, developed in collaboration with the ASAP program, will be developed and distributed to attendees during the online/in person showcase of students' work. Data from the survey will be used to make recommendations for future activities where students' work is showcased.</p> <p>4- Centralizing these projects through Google docs, eportfolio, and the department webpage</p>	<p>202, SCB 255, and SCG 250. For the biology program, 246 artifacts were pulled, and for the environmental science program 210 artifacts were pulled. As each artifact was read twice, a total of 512 readings were performed. The following graph shows the assessment of PLO1 based on the program specific rubrics by the internal benchmark reading. Please refer to the figure 2 in an Appendix.</p> <p>The broad survey trends from Spring 2020 and Fall 2020 show that students had less positive opinions of the assignment experience during the pandemic semesters of Spring 2019 and Fall 2020. However, overall the responses were more positive than might be expected from such difficult semesters.</p> <p>The questions that were added in Fall 2020 in order to gauge students' attitudes towards the online format.</p>	<p>critical revisions in the assignments.</p> <p>Based on the collected data from the benchmark reading and administered surveys:</p> <p>A) a revision of the SCB 202 assignment should take place</p> <p>B) using the core ePortfolio in the capstone as a mechanism for capturing individual, longitudinal assessment of student learning, and running a pilot of for reading and scoring assignments within Core ePortfolios,</p> <p>C) Working on assignments considering the assessment of another PLOs for both Biology and Environment Science programs.</p> <p>D) working with the Physical Science</p>
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	<p>phase of implementation of staggered research in the curriculum into both first-semester and second semester gateway courses Collaborating with the ASAP program and CCPD to incorporate more experiential</p>		<p>Students preferred online exams and synchronous instruction over in-person exams and asynchronous instruction.</p> <p>3-Due to Covid 19 this objective was not Completed. However, the research project was implemented in the first year seminar, and Honors section of the General Biology I in both Fall I and Spring II semester in collaboration with the ASAP program. All students in the NSF 101 cohort presented their projects at the LC end semester show case and two of them won the awards. All Honors students presented their projects as poster and oral presentations at the LaGuardia Undergraduate Research Day.</p> <ul style="list-style-type: none"> • The eportfolio is updated and the link is posted on the NS department webpage. All RIC projects and students presentations and sample artifact are posted on the 	<p>Program to develop a set of rubrics and possibly a benchmark reading.</p> <p>2- Collaboration with the ASAP program will be continued to assess the efficacy of the experiential learning in the NSF cohort model. 3-Collecting of these projects and posting them on the webpage will be continued and more detailed information about the step by step guidelines for implementing research in Classroom will be also provided. At least two workshops to discuss RIC will be organized for the next academic year.</p>
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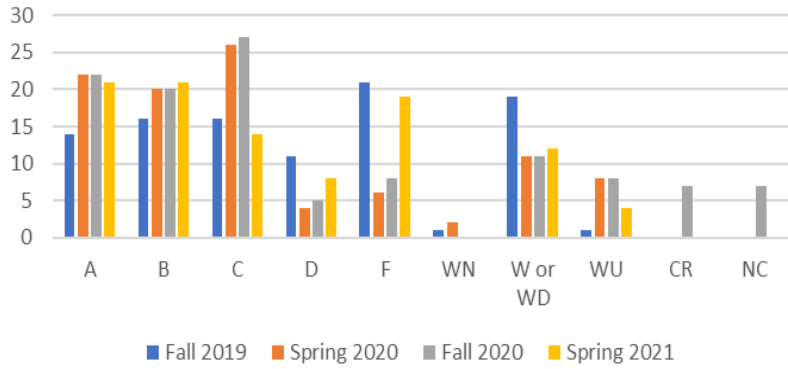
			department webpage and it will be available to both faculty and students.	
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APPENDIX

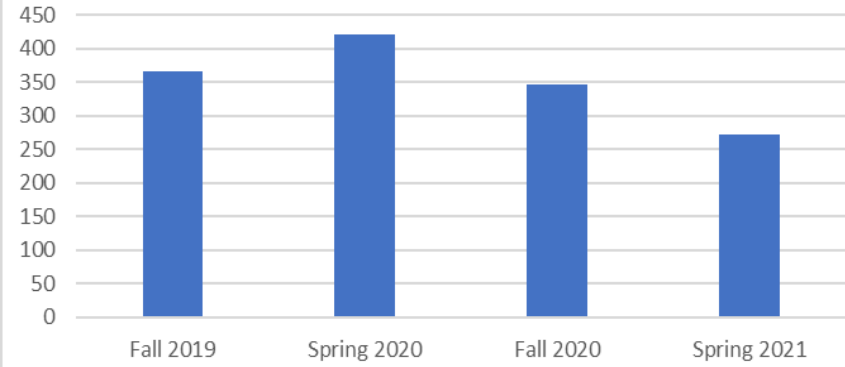
Figure 1:



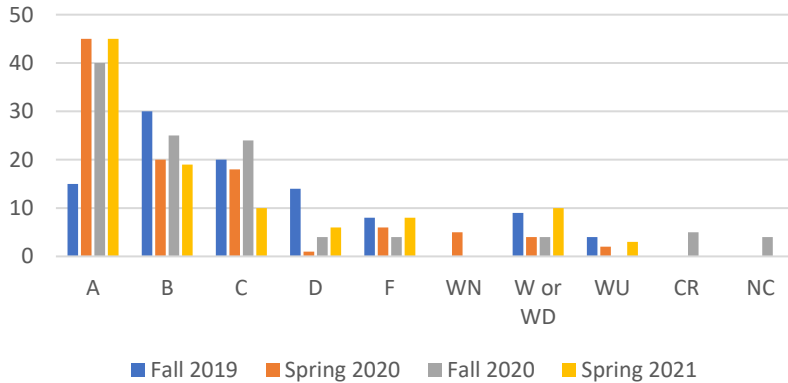
SCC201 Grade Distribution Comparison



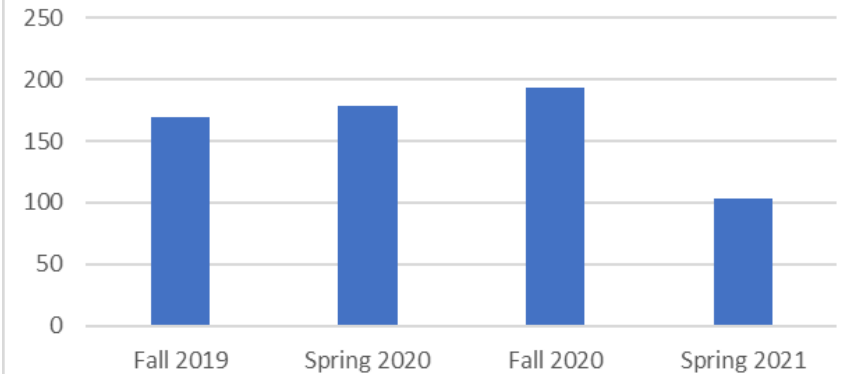
SCC201 Enrollment Comparison



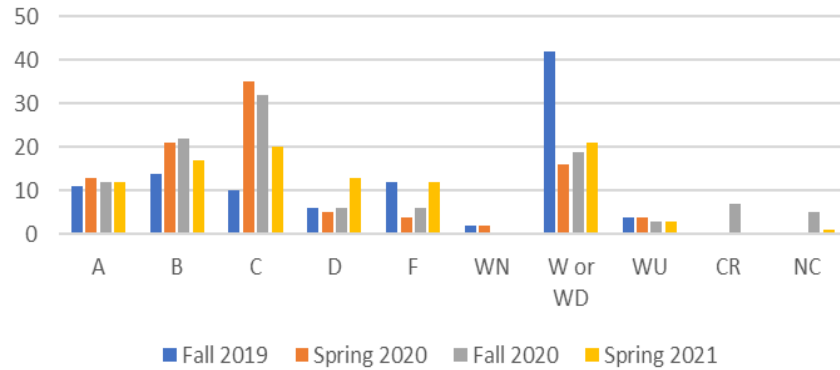
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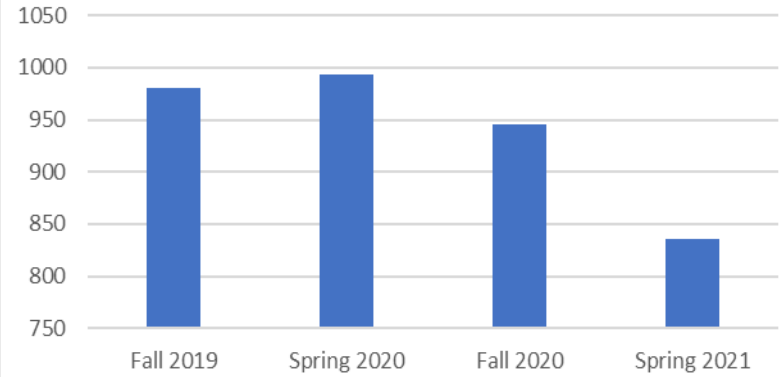
SCC202 Enrollment Comparison



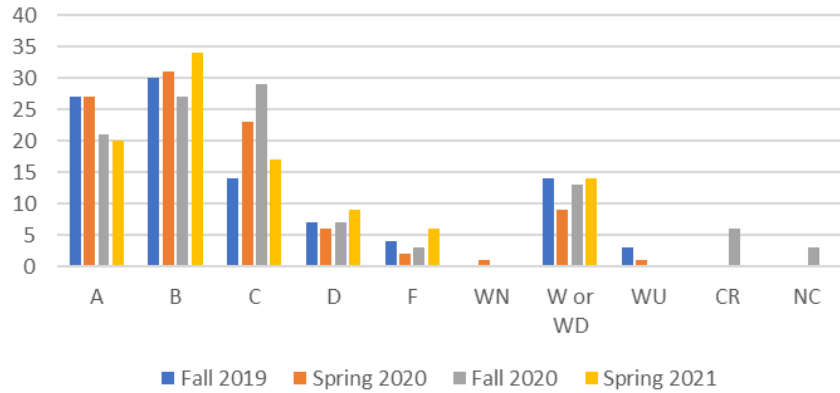
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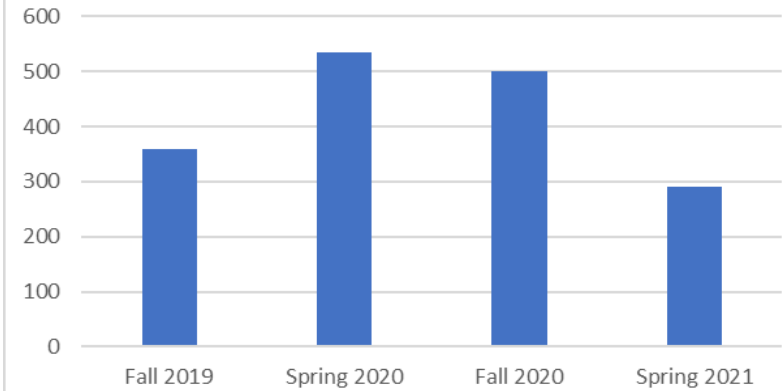
SCB203 Enrollment Comparison



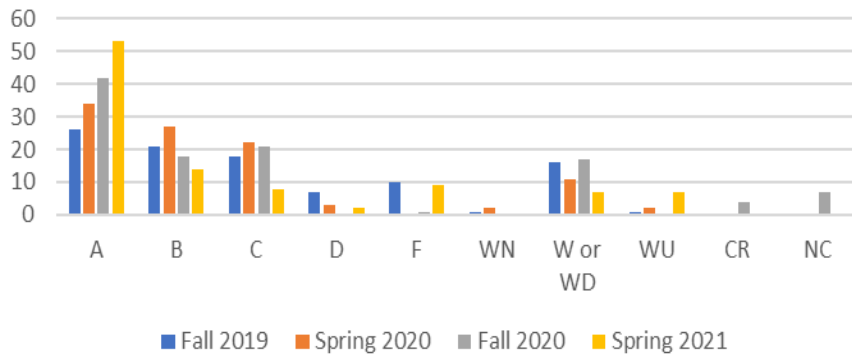
SCB204 Grade Distribution Comparison



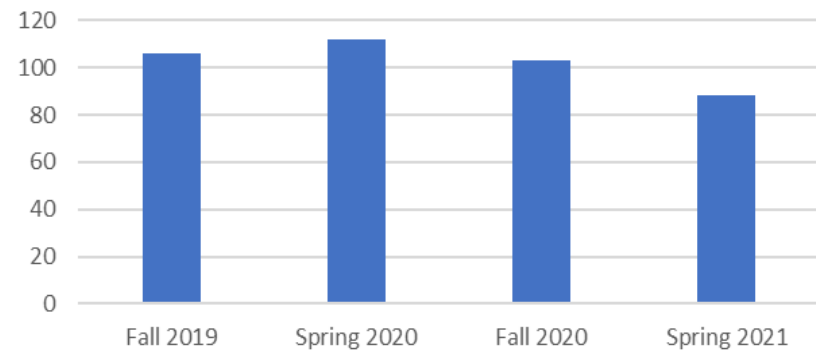
SCB204 Enrollment Comparison



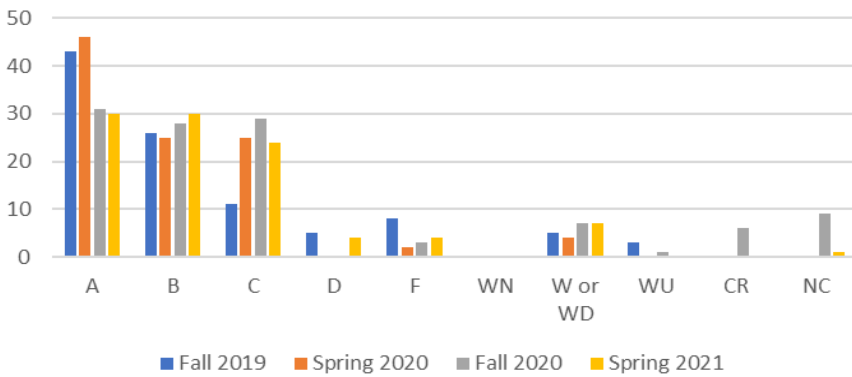
SCP231 Grade Distribution Comparison



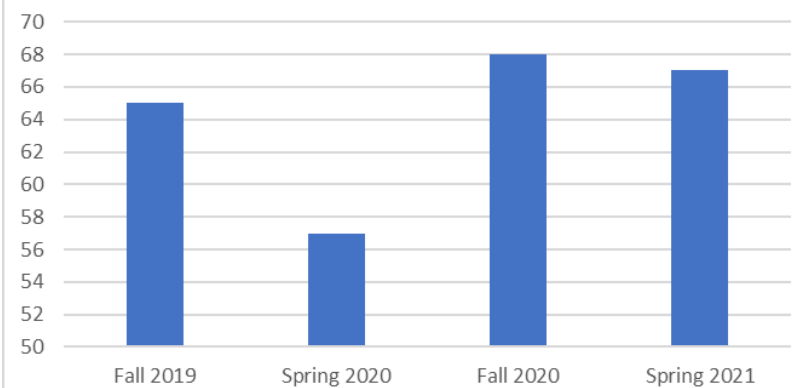
SCB231 Enrollment Comparison



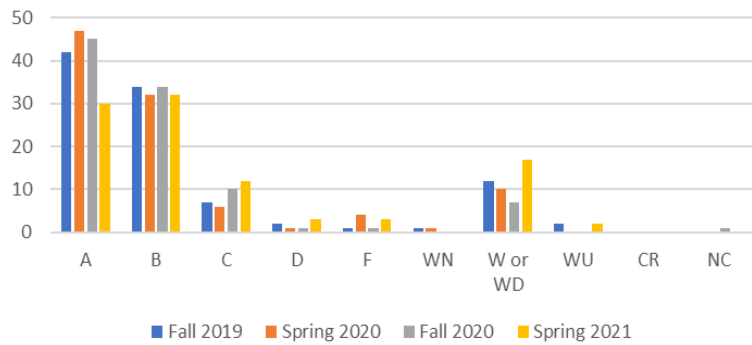
SCP232 Grade Distribution Comparison



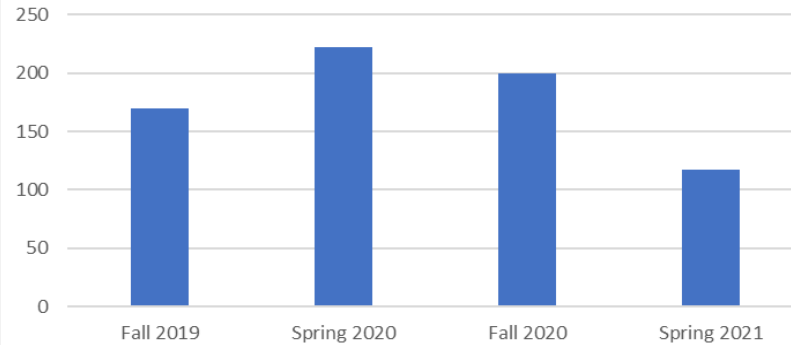
SCP232 Enrollment Comparison



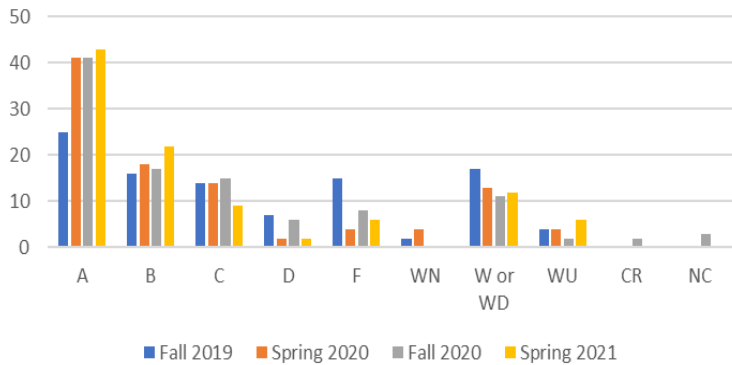
SCB260 Grade Distribution Comparison



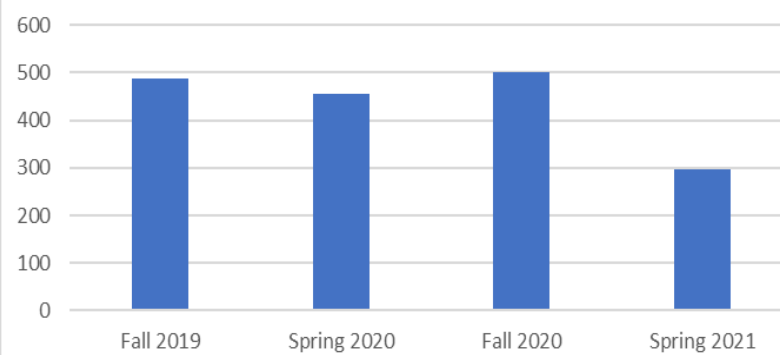
SCB260 Enrollment Comparison



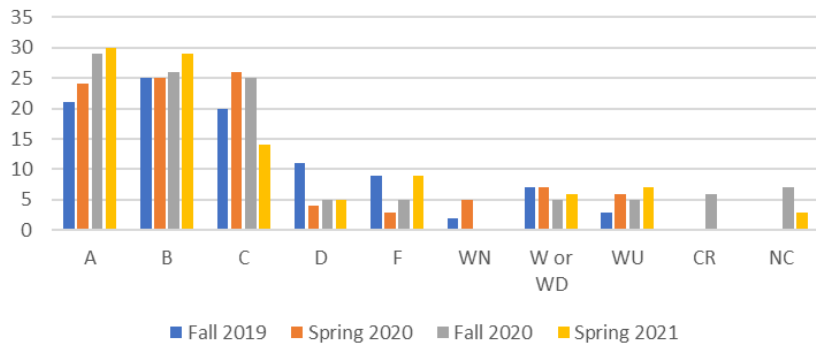
SCC110 Grade Distribution Comparison



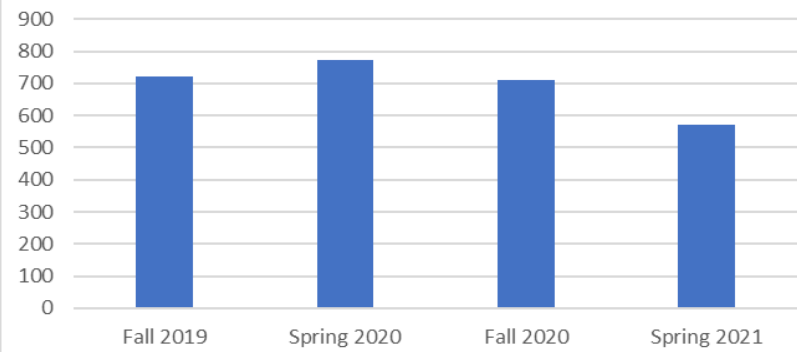
SCC110 Enrollment Comparison



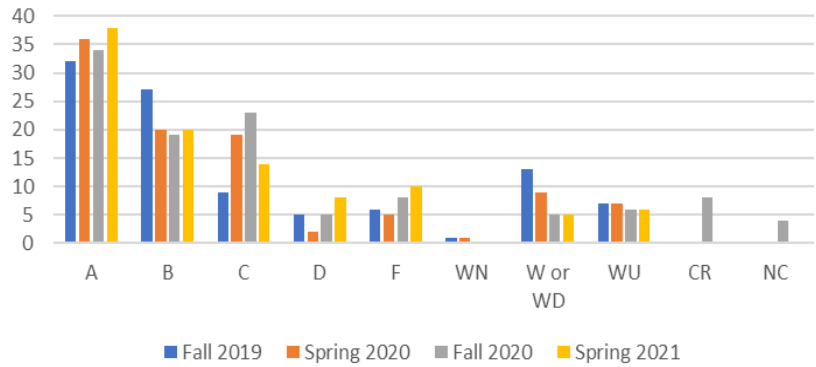
SCB101 Grade Distribution Comparison



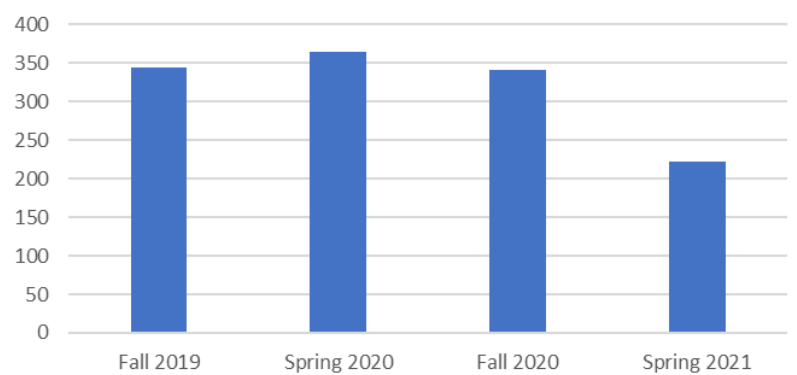
SCB101 Enrollment Comparison



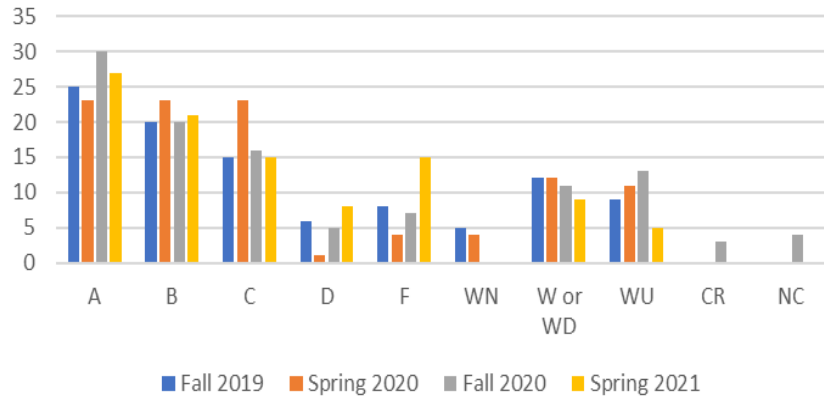
SCP101 Grade Distribution Comparison



SCP101 Enrollment Comparison



SCC101 Grade Distribution Comparison



SCC101 Enrollment Comparison

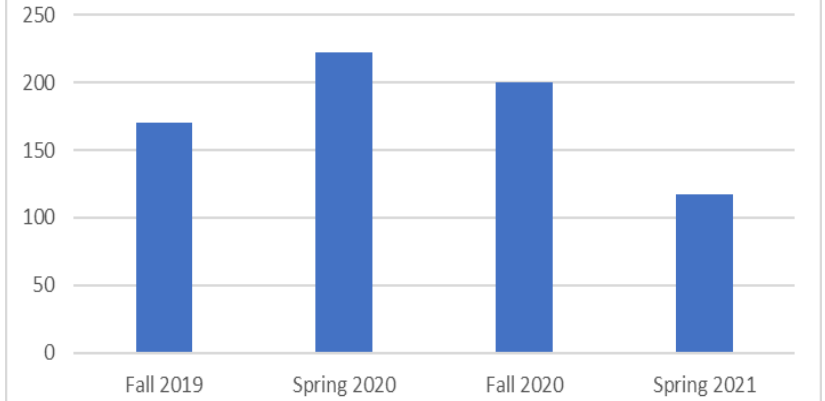
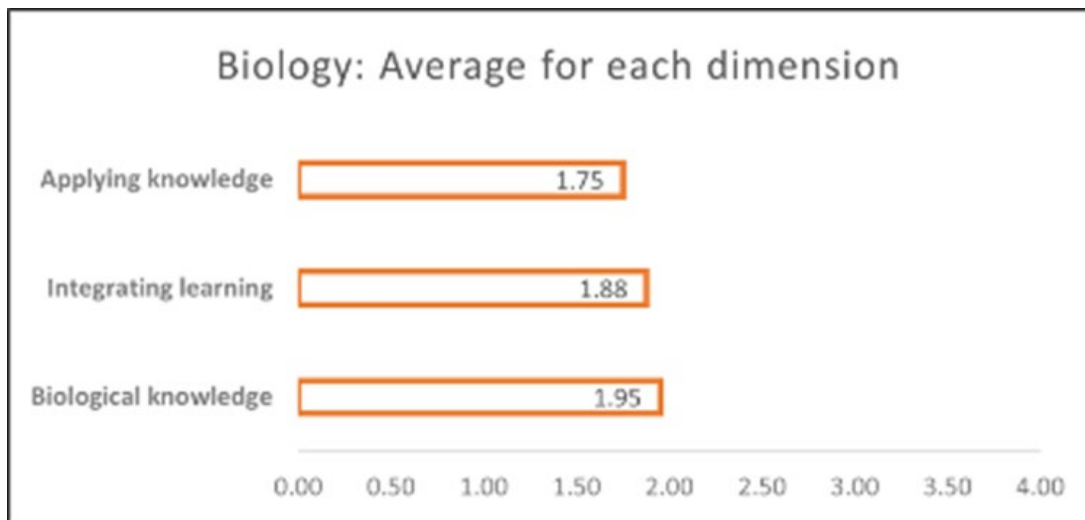
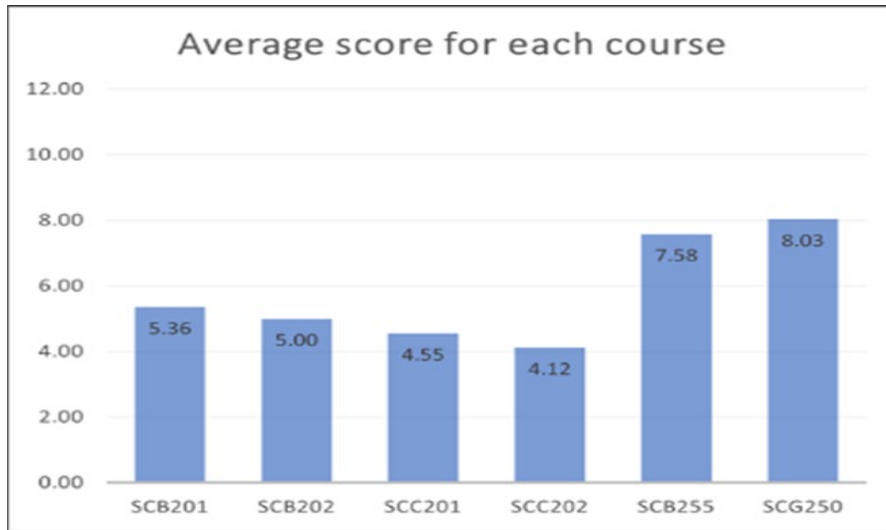


Figure 2:



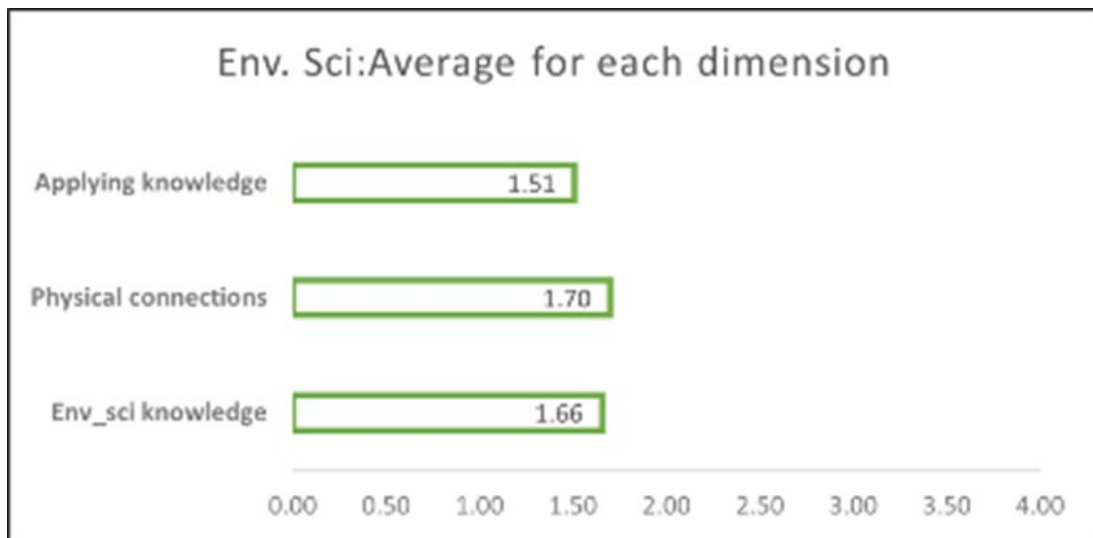
Env. Sci:Average for each dimension

Applying knowledge 1.51

Physical connections 1.70

Env_sci knowledge 1.66

0.00 0.50 1.00 1.50 2.00 2.50 3.00 3.50 4.00



DIVISION/DEPARTMENT: Social Science

1. **College Objective to be Addressed** (please refer to the Strategic Plan Goals and Objectives document on Page 9): **Goal 4. Objectives a. Examine what diversity means in our unique context, and how to best support underrepresented faculty, staff and students & 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**

<u>Area-Specific Targets</u>	<u>Strategic Activities & Timeline</u>	<u>Assessment</u>	<u>Results/Outcomes</u>	<u>Next Steps</u>
<p>What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p>	<p>What specific actions will you take to achieve the targets? How and when will these actions be completed?</p>	<p>Identify and explain your assessment measures. How will you assess or determine that the targets have been achieved? What measures will you use to provide evidence related to your activities?</p>	<p>What were the results of the assessment(s)? What is the evidence that the objective was met? Provide relevant data.</p>	<p>What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p>
<p>1. Examine what diversity means in our unique context, and how to best support underrepresented faculty, staff and students. Develop strategies that use our diversity as a resource for learning.</p>	<p>Fall 2020 and Spring 2021</p> <p>1a. Social Science Faculty Vanessa Bing will co-chair (along with Wendy Nicholson & Steven Hitt) the newly created Presidential Advisory Council (PAC) on Diversity, Equity and Inclusion to provide advice and counsel to the College President and Executive Council on matters related to DEI as they impact the LaGCC community.</p>	<p>1a. Having been charged by Interim President Arcario in Spring '20, the co-chairs of PAC will meet with the new President by end of Fall term to discuss goals for the work moving forward.</p>	<p>1a. Monthly meetings continued to be held in the spring. The PAC Co-chairs (which includes Vanessa Bing) met with Pres. Adams on 2/10, 3/17, 4/14, 5/12, & 6/9. In addition, the entire PAC met with Pres. Adams and HR Exec. Director Ron Edwards on 5/20. Vanessa Bing was asked to serve on a search committee for the hire of the new Confidential Executive Director of DEI this spring.</p>	<p>1a. The President's Advisory Council on DEI will continue to meet regularly in the next academic year to provide continued support on DEI matters. However, as there is currently a search for a Confidential Executive Officer on DEI underway, based on the hire of that individual (expected this summer), there</p>

	<p>1b. PAC will work with Institutional Advancement (Caridad Munoz & Gina Taraskewich) to develop a DEI webpage that provides information, resources, readings, etc. addressing the topics of diversity, equity and inclusion.</p> <p>1c. Faculty and Staff of Color Collective (FSOC), in which at least one social science faculty will participate in a leadership role, will host a minimum of two meetings (1 in the fall and 1 in spring term) to increase participation and support for faculty and staff of color.</p>	<p>1b. Webpage will appear on LaGCC website by the end of Fall 2020. Webpage usage can be tracked by Institutional Advancement.</p> <p>1c. Attendance will be taken to determine level of interest among faculty and staff at the college.</p>	<p>1b. A webpage was developed and launched on LaGuardia's website in October 2020. DEI website is currently live at https://www.laguardia.edu/dei/</p> <p>1c. FSOC meetings were held in October (10/02), November (11/13) and December (12/11) 2020, with an average of 38 participants at each meeting. Pres. Adams was invited to and attended the 12/11 meeting.</p> <p>Spring meetings of FSOC were held on March 19th and June 2nd. Spring meeting also had good attendance, averaging 35 participants.</p>	<p>may be a different charge for the PACDEI.</p> <p>1b. DEI webpage will continue to be enhanced, with new information added as needed.</p> <p>1c. FSOC will continue to meet as a body in the next academic year. It's major priority for academic year 2021-22 is to begin to develop a formal mentorship project/program for faculty and staff of color and to assist in the development of a student survey to learn about the experiences of students of color (particularly Black</p>
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	<p>1d. FSOC, with participation of at least one social science faculty in a leadership role, will host an event during the 2nd annual “Week of Diversity & Inclusion”</p>	<p>1d. A mini-survey will be distributed at the end of event to assess its effectiveness.</p>	<p>1d. Kyle Hollar-Gregory led a “Know Your Rights” workshop during the week of D & I and Vanessa Bing helped organize a post-election event during the same week.</p> <p>Surveys were administered to student attendees and a report is being compiled by members of ARC – LaGuardia’s Anti-Racist Coalition (co-chaired by Rachel Boccio and Jason Hendrickson of the English Department).</p>	<p>students whose enrollment numbers have been on a steady decline.</p> <p>1d. FSOC will continue to participate and lead in the annual Week of Diversity and Inclusion. Additionally, FSOC will continue to collaborate with SURJ in planning cross-campus DEI events.</p> <p>Jason Hendrickson and Rachel Boccio compiled a summary report of all the events offered during the week of Diversity and Inclusion. The report may be requested from them.</p>
	<p>1e. Vanessa Bing (Social Science) and Priscilla Stadler</p>	<p>1e. Faculty and staff participants will identify one area in</p>	<p>1e. The CTL seminar successfully ran this spring (with participants). Sessions were</p>	<p>1e. Discussions will be held to determine the continuation of the</p>

	<p>(AA) along with Wendy Nicholson (Student Affairs) will launch the CTL seminar <i>Diversity, Equity and Inclusion Across the Curriculum and Campus</i> in winter 2021, and the seminar will run during the Spring 2021 term.</p>	<p>their course or department that they intend to modify to achieve the goal of equity and inclusion. Participants will present project idea by the end of seminar.</p>	<p>held on 2/25, 3/15, 4/12, 4/26, 5/10 & 5/24.</p> <p>12 faculty and staff participated in the seminar. Preliminary seminar evaluation (conducted by CTL staff) feedback suggested high satisfaction with the seminar and a desire for more diversity, equity and inclusion training at the college.</p> <p>Additional: Vanessa Bing moderated a CTL session/blog that included Wendy Nicholson, Tuli Chatterji and Belkis Gonzales to discuss their participation in the DEI seminar. This is intended for use on the CTL Academic Commons webpage.</p>	<p>CTL seminar. With the hire of a new Director of DEI, we need to work collaboratively and to ensure that we are working on the same goals.</p>
	<p>1f. Social Science faculty, Vanessa Bing, will work with the LaGuardia Archives (Richard Lieberman and staff) and faculty/staff across the college to redesign and create a new Martin Luther King Jr. exhibit to replace the existing one in the E building. A digital/virtual exhibit is being planned for the fall as a “soft launch” and the actual exhibit for the spring.</p>	<p>1f. Development of virtual site by end of Fall 2020; Physical gallery display by end of spring 2021.</p>	<p>1f. Revised plan with the Archives: Faculty and staff interviews to be conducted in the fall and used as an adjunct to the LaGuardia’s 50th Anniversary celebration.</p>	<p>1f. Meet with Richard Lieberman and his staff in late summer to determine next steps for the Black Voices exhibit.</p>

	<p>1g. At least one social science department meeting will be dedicated to diversity training for faculty. Topics may include White privilege, understanding microaggressions and implicit bias, and anti-racism work.</p> <p>1h. Standing Up for Racial Justice (SURJ), in which at least one social science faculty will participate in a leadership role, will host a minimum of two meetings or events (1 in the fall and 1 in spring term) to increase participation and support for racial justice by the white-identified faculty and staff.</p>	<p>1g. Discussion and reflections during the event(s) will be used to assess the learning of what diversity means in our unique context. Faculty will be asked to reflect on how this will be applied in their own work at the college.</p> <p>1h. Attendance will be taken to determine level of interest among faculty and staff at the college.</p>	<p>1g. The 1/13/21 department meeting was dedicated to a training addressing DEI. This presentation was led by Vanessa Bing and Darren Barany, with assistance from Rebecca Tally, Alex Welcome, Charlene Bryant and Kyle Hollar-Gregory. The session provided an overview of DEI efforts at the college, definition of terms, rules of engaging in difficult dialogues, and exploration of the impact of national issues on individuals based on social locations (e.g. race, ethnicity, and other identities). Breakout groups were utilized and faculty were encouraged to reflect on how they might bring this work into the classroom.</p> <p>1h. SURJ meetings were held 2x per month beginning in September, under SS Faculty lead Darren Barany (and Steven Hitt, Rachel Boccio). SURJ collaborated with FSOC for events during the week of Diversity & Inclusion in November 2020 (11/16 – 11/20) and agreed to work with FSOC under an umbrella group named ARC: Anti-Racist Coalition. FSOC also developed</p>	<p>1g. Social Science Department should discuss initiating annual DEI training during department meetings.</p>
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<p>2. Offer courses that address diverse populations and intersectionality (ways in which race, gender, sexuality, ability, language, etc. overlap and intersect).</p>	<p>SURJ meetings and events will be announced at department meetings and faculty will be encouraged to attend.</p> <p>2a. Offer the following courses and include lessons on intersectionality: History of Women and Gender in the U.S. (Fall I, Spring I) and Politics of Sexuality (Fall I, Spring I).</p>	<p>2a. Faculty will assess, through course assignments, students' enhanced understanding of diverse populations and role of intersectionality.</p>	<p>various working groups to address specific campus concerns. Attendance averaged at 12 – 15 per meeting.</p> <p>Anti-Racist Pedagogy Teach-In was held in the spring - May 7th, 2021. Several SS faculty participated including Charlene Bryant and Kyle Hollar-Gregory.</p> <p>ADDITIONAL: Vanessa Bing moderated a CTL event: Inclusive Pedagogies Roundtable on February 18th dedicated to the memory of Rosemary Talmadge. The purpose of the event was to showcase the varied work being done across campus to increase inclusion in the classroom and community.</p> <p>2a. In SSH151 (Women & Gender in US History) students began and ended a letter to the professor, discussing their familiarity with women's history and what they hoped to learn. In the end of semester revisions, nearly all students discussed greater awareness of how other identities (race, class, etc.) created different experiences of gender.</p>	<p>2a. Future use of this assignment will include revised questions to better help students think about and assess these differences.</p>
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<p>3.Center Black voices and experiences in delivery of course material on Afro-American History.</p>	<p>3a. Strengthen SSH231: Afro-American History course by including and centering voices and experiences of Black faculty and students in delivery of course material.</p>	<p>3a. Faculty will assess, through course assignments and reflections, students' enhanced understanding of African-American history and how it shapes contemporary systems of institutional racism.</p>	<p>3a. In Fall 2020, Professors Del Rio and Welcome team-taught the course. Together they strengthened course content to include more representative content. Throughout the semester, in class discussions, students demonstrated an increased ability to use historical content to assess contemporary issues of race and racism.</p>	<p>3a. Beginning in Fall 2022, Professor Welcome will regularly teach the course.</p>
<p>4. Expand campus collaboration on gender and sexuality programs</p>	<p>4a. Social Science faculty, Chelsea Del Rio, will partner with the Safe Zone Hub to expand resources and programming for LGBTQIA students, including Safe Zone trainings and a mentorship program with Lavender LaGuardia faculty/staff.</p> <p>4b. Social Science, through the role of the Faculty Liaison with the Women's Center, will continue to provide expertise and academic perspective for evidence-based programming to meet student needs.</p>	<p>4a. Faculty and staff will assess efficacy of Safe Zone trainings with follow up participant surveys; Safe Zone Hub and Lavender LaGuardia participants will complete a 2020-2021 report on progress and efficacy of mentorship program.</p> <p>4b. Student surveys and other program-related reports will be used as a measure of effectiveness.</p>	<p>4a. Because of the difficulty of engaging with students while remote, the mentoring project was postponed to the 2021/22 AY.</p> <p>The Safe Zone trainings have been offered regularly through the AY by Nathan Tosh of the Safe Zone Hub. Professor Del Rio consulted with Nathan Tosh on training materials and lesson, and co-coordinates them from time to time.</p> <p>4b. Professor Del Rio planned and executed three events with the WGS option in Spring 2021 (Reproductive Justice; Women at Work; Women in Politics). Post event surveys indicate students used these events to make connections between</p>	<p>4b. Given the RJ event promoted the most interest, Professor Del Rio will make this an annual event.</p>

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DIVISION/DEPARTMENT: Social Science

2. College Objective to be Addressed: Goal 5. Advance Career and Workforce Development; Objective c. Strengthen career readiness programming, helping students understand, prepare for and find success in meaningful and rewarding careers

<p><u>Area-Specific Targets</u> What do you want to accomplish? Why? How does it address the College-wide Strategic Plan Objective?</p>	<p><u>Strategic Activities & Timeline</u> What specific actions will you take to achieve the targets? How and when will these actions be completed?</p>	<p><u>Assessment</u> Identify and explain your assessment measures. How will you assess or determine that the targets have been achieved? What measures will you use to provide evidence related to your activities?</p>	<p><u>Results/Outcomes</u> What were the results of the assessment(s)? What is the evidence that the objective was met? Provide relevant data.</p>	<p><u>Next Steps</u> What follow-up is needed for the implemented strategic activities? What are the next steps for these activities? Please also indicate the next steps for activities that were interrupted due to COVID-19 related issues.</p>
<p>1.Strengthen career readiness programming, helping students understand, prepare for and find success in meaningful and rewarding careers.</p>	<p>1a. Social Science Career Day will be held in Spring 2021. Various faculty from the Social Science Department will present the possible careers one can pursue with a particular degree, discussing the academic pathways and research and professional options available.</p>	<p>1a. Distribute survey to participants at the end of the event to assess what students learned about possible careers.</p>	<p>1a. Seven faculty from all disciplines in the social science department and five staff from various campus offices (Student Advising Services, Center for Career & Professional Development, Enrollment Services, ASAP, ACE) served as panelists discussing various aspects of career exploration and search.</p> <p>On the student evaluation survey, 92% of the students stated that they “strongly agree” or “agree” that they learned about the services and support that LaGuardia Community College provides to students for career exploration.</p>	<p>1a. We will work on the recording we had for this session and make it available for future students.</p>

<p>2.Expose Criminal Justice students to the range of occupations, professions, and academic course of study available to them.</p>	<p>1b. Introduce students to the Occupational Outlook Handbook by the Bureau of Labor Statistics and career services and supports on campus, in order that they may learn about various career, educational requirements, salary, work responsibilities to inform them about choices they can make in pursuing their studies, and available services and support on campus for career exploration, preparation, and job search. The handbook will be discussed at the Social Science Career Day event.</p> <p>2a. Spring 2021: Host annual Criminal Justice Conference, inviting criminal justice professionals from law enforcement, government agency and community-based associations, including the National Assn. of Blacks in Criminal Justice; NYS Dept. of Correction & Community Supervision; NYC</p>	<p>1b. Include a question regarding the Occupational Outlook Handbook on the event survey attendees will complete.</p> <p>2a. Student attendees will complete a survey at the conference addressing what they learned.</p>	<p>1b. The information was presented. On the student evaluation survey, 95% of the students stated that they “strongly agree” or “agree” that the information attained from this event was helpful for career exploration. All of the students (100%) indicated that they learned something new or useful from this event.</p> <p>2a. Due to COVID-19, the CJ Program decided to forgo its usual one-day Criminal Justice Conference, replacing it with several collaborative events throughout the semester. Collaborating with Campus Life’s Project DIVE, CJ faculty offered four events throughout the 2020-2021 year under the United Wounds of America: Dialogues of Healing Series.</p>	<p>2a. In Fall 2021, the CJ Program will begin planning for the 2021-2022 CJ Conference including whether it will return to a one-day event.</p>
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	<p>Department of Correction; NYPD; Kings County DA's Office, and NYC commission on Human Rights.</p> <p>2b. Powerful People seminar, as part of the Criminal Justice student club meetings, will introduce criminal justice</p>	<p>2b. Student attendees will complete a survey for each of the 2 scheduled seminars addressing what they learned. Faculty leaders will also monitor the number of</p>	<p>Kyle Hollar-Gregory – “Know Your Rights: Discussion of Civil Laws and Citizens’ Rights” Cory Feldman – “Recruiting and Retaining Justice Diverse Students” Jill Kehoe – “Are All Serial Killers White?: A Silly Title for a Serious Talk on Race, Policing, the Media, and Serial Homicide” Jill Kehoe – “Hate Groups Online: Recruitment, Communication, and Planning Real World Violence”</p> <p>CJ Faculty Members Kyle Hollar-Gregory and Charlene Bryant also served on the Black Lives Matter Summit Planning Committee, moderating two criminal justice themed panels – “Student Voices Matter: Where Do We Go From Here?” and “Knowledge is Power: So You Think You Know Your Rights?”</p> <p>Students were asked to complete surveys at the end of each DIVE speaker event and at the BLM Summit.</p> <p>2b. The Criminal Justice Club welcomed 9 guest speakers from the fields of corrections, the law, and criminal justice reform.</p>	<p>2b. The CJ club will continue to meet weekly in Fall 2021. Faculty leaders will schedule new guest speakers. The club</p>
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	<p>students to various professionals from the field. At least one seminar will be held in Fall 2020 and at least one will be held in Spring 2021.</p>	<p>subsequent mentor relationships and career opportunities that develop as a result the seminars.</p>	<p>It is not clear if surveys were distributed at each event, but faculty members will monitor the number of subsequent mentor relationships and career opportunities that develop as a result of the seminars.</p>	<p>is also developing a LaGuardia Mock Trial team. The team will look to recruit new members and learn the tools to successfully compete in mock trial competitions. Regarding the assessment of club activities, the club co-mentors decided to forgo surveys this semester due to the high number of events and the added complications of COVID. Instead, Professors Bryant and Hollar-Gregory chose to engage students in a more informal manner this year, discussing the effectiveness/success of speaker events during subsequent club meetings. The club will resume more formal assessment of its activities in the future. For the 2020-2021 academic year, club co-mentors can provide a list of meeting dates, speaker names/titles, and number of attendees.</p>
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	<p>2c. CJF 101 courses will provide lessons on careers in criminal justice.</p>	<p>2c. Students will write reflections on their ePortfolio page chronicling what they have learned about careers in criminal justice.</p>	<p>2c. First Year Seminar Liaison Cory Feldman partnered up with several CJF instructors to develop additional FYS materials including readings, curriculum, and activities related to careers in criminal justice. Of note, a new resume module will be introduced using the eportfolio platform.</p> <p>Regarding the eportfolio career assignments, these are just regular assignments and are not included in any (Gen Ed/CJ) assessment outside of faculty grading. While no formal assessment was conducted this year, it has been on the program's radar for some time.</p>	<p>2c. Professor Feldman and several FYS instructors are currently creating additional FYS materials including readings, curriculum, and activities related to careers in criminal justice. Of note, a new resume module will be introduced using the eportfolio platform. Once these materials are available (it is currently in contract with a publisher), they will be disseminated to CJ faculty, implemented in the classroom, and assessed accordingly. Student career knowledge acquisition is also a topic that will be included in the upcoming CJ PPR (planning year 2020-21, writing year 2021-22)</p>
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2019-2024 Strategic Plan Goals & Objectives

LaGuardia Community College (CUNY)

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