

MIDDLE STATES COMMISSION ON HIGHER EDUCATION



SELF-STUDY DESIGN | JUNE 2020



MIDDLE STATES COMMISSION ON HIGHER EDUCATION (MSCHE) SELF-STUDY DESIGN DOCUMENT



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1. INSTITUTIONAL OVERVIEW

Overview of LaGuardia Community College

As LaGuardia Community College enters its 50th anniversary year since opening in Long Island City, Queens, in 1971, it is a proud member of the 25 institutions within the City University of New York (CUNY). LaGuardia is a highly regarded community college in the dynamic CUNY university system, which includes eleven senior colleges, seven community colleges, and seven graduate, honors, and professional schools. CUNY serves more than 275,000 degree-seeking students as well as 250,000 continuing education and certificate students. A 17-member Board of Trustees is the governing body of the university. CUNY negotiates the collective bargaining agreements, establishes the overall enrollment and revenue targets, and allocates the tax-levy funds for individual campus operating budgets.

LaGuardia Community College educates and supports more than 33,000 New Yorkers annually. In Fall 2018, the College served over 19,000 credit students and more than 14,000 continuing education students. Our students come from more than 150 countries and speak 100 different languages; nearly 60% of students are women, and large majorities are low-income and the first in their family to attend college. Nearly one-third are older than 25.



The College values diversity, equity, and inclusion, and offers an innovative environment for immigrants of all nations and individuals of all backgrounds, and the College is proud to have anchored immigrant and working-class communities in Queens, as well as large numbers from Brooklyn and the Bronx, for almost five decades.

LaGuardia is a powerful success engine for low-income and first-generation students of color. Just over 70% of our full-time students received aid in 2017-18; two-thirds of them had annual family incomes below \$25,000. To serve our students and their communities, LaGuardia has implemented an array of innovations in recent years, and has doubled its graduation rates.

1. INSTITUTIONAL OVERVIEW, CONT.

Stanford University's *Mobility Report Card* ranked LaGuardia in the top five community colleges nationwide in moving low-income students into the middle class. Our students are 45% more likely to transfer to a 4-year college than community college students nationally.

LaGuardia employs approximately 3,000 full- and part-time staff, including more than 1,000 faculty, approximately 400 of whom are full-time. They lead and support more than 60 associate degree (A.A., A.S., A.A.S) and certificate programs, as well as numerous continuing education programs.

LaGuardia also has vibrant Continuing Education and Workforce Development programs. LaGuardia's Adult & Continuing Education division (ACE) is the largest such program in CUNY, enrolling more than 14,000 students in fall 2018. ACE represents a unique body of pre-college students, many of whom wish to move forward to credit enrollment. Synthesizing the most current workforce data, the LMIC has the capacity to expand its services and operate as an "engine of intelligence" for the entire College community.

As a nationally recognized institution that pioneers innovative programs and initiatives, the College has worked to change attitudes about the place of two-year colleges in higher education, and their role in strengthening the nation's economy. The College has demonstrated long-term commitment to innovation in academic instruction and in supporting the student

experience, including through High Impact Educational Practices (HIP) recognized by the American Association of Colleges & Universities (AAC&U), including First Year Seminar and Experience, ePortfolio, Learning Communities, Undergraduate Research, and Capstone courses, among others. Additionally, the College has long invested in a range of peer mentoring and tutoring, including Student Success Mentors (SSMs), Academic Peer Instruction (API) Tutors, and Peer Advisors.

As the LaGuardia community begins to imagine the next 50 years adapting and transforming to meet the needs of its rapidly changing home in Long Island City, the College stands ready to continue serving the students whose dreams will shape our city's future.



1. INSTITUTIONAL OVERVIEW, CONT.

LaGuardia Community College Mission and Core Values

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.

Our Core Values are woven into the culture of the College and guide the decisions, actions and behaviors of the LaGuardia community. They drive what we choose to do, how all parts of our institution work, and how we assess the outcome of our individual and shared efforts. Our Core Values will inform the spirit of our Self-Study.



LEARNING

Believing that everyone can learn, we foster a creative and collaborative environment that stimulates the intellect, inspires the imagination and enlarges our vision of the world.

DIVERSITY

We believe that diverse perspectives make us stronger and seek to learn from everyone's unique experience and cultural inheritance.

OPPORTUNITY

We invest in everyone's capacity to fulfill their potential and continually advance through the exercise of individual talent and effort.

RESPONSIBILITY

We aspire to be a caring community, holding ourselves individually and collectively accountable to each other.

INNOVATION

We strive for excellence through innovation, honoring the pioneering spirit of our institution.

2. INSTITUTIONAL PRIORITIES TO BE ADDRESSED IN THE SELF-STUDY

LaGuardia Community College Goals: Strategic Plan Priorities

In 2018-19, the LaGuardia community re-examined and refreshed its strategic directions as a way of developing new goals for the College's five-year Strategic Plan for 2019-24.

This process was initiated in Fall 2018, when then President Gail Mellow and then Provost Paul Arcario convened a Strategic Directions Summit Steering Committee. Chaired by Professor Reem Jaafar, the Steering Committee engaged faculty, student, and staff representatives from across the College, including the College Senate. The Summit began with an examination of the history of LaGuardia's Strategic Plan, and it included two keynote speakers who made presentations to the entire group.

Breaking into focus sessions, faculty and staff discussed College initiatives and outcomes related to the 2018 Strategic Plan, along with emergent challenges. Based on these discussions, each focus group developed recommendations about which goals and objectives should continue as Strategic Plan Priorities, and what new efforts would be needed to achieve them. Students also provided a powerful voice that shaped the discussion at every stage.

Based on Summit discussions, and the continuous input, discussions and contributions of all constituents, the final Strategic plan 2019-24 included the following Strategic Plan Priorities:

1. Build student access and success
2. Strengthen learning for students- and for faculty, staff at the College
3. Enrich the student experience
4. Build inclusive community
5. Advance career & workforce development

The synergy between the College's Strategic Plan Priorities and the MSCHE Standards for Accreditation is clear to the Steering Committee, even as we acknowledge areas to improve.

Linking the priorities to specific measures/actions

1. BUILD STUDENT ACCESS AND SUCCESS

Increase the number of new students, especially adult and continuing education students; strengthen support for such as advisement, first-year seminars, innovative developmental education, and robust Liberal Arts; improved retention, graduation and transfer rates; develop new revenue streams aimed at supporting students.

2. STRENGTHEN LEARNING FOR STUDENTS- AND FOR FACULTY, STAFF AT THE COLLEGE

Robust assessment of institutional learning outcomes and general education; expand and innovate distance learning; professional training by the Center

2. INSTITUTIONAL PRIORITIES TO BE ADDRESSED IN THE SELF-STUDY, CONT.

for Teaching and Learning (CTL), including part-time faculty participation; faculty scholarly and creative work.

3. ENRICH THE STUDENT EXPERIENCE

Participation in experiential learning and internship courses; satisfaction with College experience and with services and facilities; renovated and well maintained facilities; improved administrative and educational support services.

4. BUILD INCLUSIVE COMMUNITY

Increase diversity of students, faculty and staff; innovative curricular and co-curricular approached promoting diversity; close the retention and graduation gaps of underrepresented minority; strong engagement with the surrounding community and community organizations.

5. ADVANCE CAREER & WORKFORCE DEVELOPMENT

Utilize labor market and employment data; expand career development programs; strengthen the STEM programs; advance and expand internship opportunities.

Tables on the following two pages map the Middle States Standards to LaGuardia's Strategic Plan Priorities, and also the Self-Study's Intended Outcomes to the Strategic Plan Priorities. The "P" and "S" symbols in the table refer to "primary point of emphasis" and "secondary point of emphasis."



While the Steering Committee will holistically address the relationships between the Standards, the Intended Outcomes, and the Strategic Plan Priorities, they made the decision to emphasize particular relationships, designated as primary here, as they imagined how they would narrate particular elements of their inquiry and findings in the Self-Study. The labels noted here, however, are subject to change as the Self-Study evolves during the process of the Steering Committee's research and writing.

2. INSTITUTIONAL PRIORITIES TO BE ADDRESSED IN THE SELF-STUDY, CONT.

Linking the Institutional Priorities to Middle States Standards

KEY:

P= Primary Focus

S= Secondary Focus

INSTITUTIONAL PRIORITIES (STRATEGIC PLAN GOALS)	MIDDLE STATES STANDARDS						
	Standard I: Mission & Goals	Standard II: Ethics & Integrity	Standard III: Design/ Delivery of Student Learning Experience"	Standard IV: Support of the Student Experience	Standard V: Educational Effectiveness Assessment	Standard VI: Planning, Resources, Institutional Improvement	Standard VII: Governance, Leadership, and Administration
Build Student Access and Success	P	S	P	P	P	P	S
Strengthen Learning for Students - and for Faculty, Staff and the College	P	P	P	S	P	S	S
Enrich the Student Experience	P	S	P	P	S	P	P
Build Inclusive Community to Achieve the College Mission	P	P	S	P	S	P	P
Advance Career and Workforce Development	P	S	S	P	S	S	S

2. INSTITUTIONAL PRIORITIES TO BE ADDRESSED IN THE SELF-STUDY, CONT.

Linking the Institutional Priorities to the Intended Outcomes

KEY:

P= Primary Focus

S= Secondary Focus

INSTITUTIONAL PRIORITIES (STRATEGIC PLAN GOALS)	MIDDLE STATES STANDARDS					
	Demonstrate how the institution currently meets the Commission's Standards for Accreditation and Requirements of Affiliation	Focus on continuous improvement in the attainment of the institution's mission and its institutional priorities	Demonstrate the strength of academic and co-curricular programs, as well as our Adult and Continuing Education divisions (A.C.E), through evidence-based practices that yield achievable recommendations	Integrate and improve the planning processes at the College to advance Institutional Effectiveness and Student Success	Engage the College's internal and external constituents to strengthen community building and advance college-wide communication, and learn how to expand opportunity, access, and equity	Engage the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community
Build Student Access and Success	P	P	P	P	P	S
Strengthen Learning for Students - and for Faculty, Staff and the College	P	P	P	S	S	S
Enrich the Student Experience	P	P	P	P	P	P
Build Inclusive Community to Achieve the College Mission	P	P	S	S	P	P
Advance Career and Workforce Development	S	P	P	P	P	S

3. INTENDED OUTCOMES OF THE SELF-STUDY

LaGuardia Community College's Institutional Effectiveness process is an ongoing college wide process integrating Institutional assessment alongside assessment of academic achievements, programs, and services. The overall emphasis of Institutional Effectiveness (IE) is to promote the College's ability to achieve its Mission to provide accessible, affordable, high-quality education. By developing a long-term strategy that demonstrates the importance of planning, assessment, and resource allocation, the College will be better positioned to achieve our Institutional Mission and Core Values. By communicating how Institutional Effectiveness is essential for achieving success in Strategic Plan Priorities and across programs, units, departments, and divisions, we will demonstrate to the College community how our actions and innovations can best advance student success.

Self-Study Intended Outcomes

Through continuous improvement and inclusivity, the Intended Outcomes of the LaGuardia Self-Study will:

1. Demonstrate how the institution currently meets the Commission's Standards for Accreditation and Requirements of Affiliation;

2. Focus on continuous improvement in the attainment of the institution's mission and its institutional priorities;
3. Demonstrate the strength of academic and co-curricular programs, as well as our Adult and Continuing Education divisions (A.C.E), through evidence-based practices that yield achievable recommendations;
4. Integrate and improve the planning processes at the College to advance Institutional Effectiveness and student success;
5. Engage the College's internal and external constituents to strengthen community building and advance college-wide communication, and learn how to expand opportunity, access, and equity;
6. Engage the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community.

4. STANDARDS-BASED SELF-STUDY

Standards-Based Approach

The Core Group has decided to adopt a Standards-Based Self-Study. Currently, LaGuardia Community College is in the process of a leadership change, with an ongoing presidential search, and our institutional priorities can best be addressed in a Standards-Based Self-Study. A Standards-Based Self-Study will enable the Steering Committee and Working Groups to seamlessly map the Standards to the Mission of the College and Strategic Priorities to better address the lines of inquiry. This approach may also facilitate the integration of Institutional Effectiveness measures to demonstrate the degree to which LaGuardia is achieving its Mission.



5. ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND STANDARDS WORKING GROUPS

In January 2019, LaGuardia Community College convened a steering committee to engage the campus community in setting the College's five-year strategic priorities. The Chair of this effort, Professor Reem Jaafar, later transitioned to become the Co-Chair of the Steering Committee of the Middle States Self-Study, along with Professor Justin Rogers-Cooper, the Co-Director of Assessment and Institutional Learning, a position that helps direct the College's Assessment Leadership Team. Professor Jaafar was previously the Co-Chair of the Committee of faculty in the College Senate, a position she held for four years until September 2019. Both of these faculty members agreed to lead the Self-Study in an inclusive and transparent spirit.

The two Co-Chairs are assisted by Robert Jaffe, Chief of Staff to Interim President Paul Arcario, and by Nava Lerer, Dean of Institutional Effectiveness. Dean Lerer also acts as the Accreditation Liaison Officer (ALO). Together, they form the Core Group. The Core Group brings deep experience to the leadership of the Steering Committee: members were involved in governance, the redesign of the current Strategic Plan, the development of an Institutional Effectiveness plan, the initial assessment of Administrative and Educational Service (AES) units.

The Core Group has already begun to lead the Middle States Self-Study in an inclusive, transparent and meaningful process, and to reflect LaGuardia's Mission and Core Values. The Middle States purpose and processes were already presented in several college wide assemblies and to a large number of campus groups and committees including the Executive Council and the tripartite College Senate, which includes faculty, students, and staff.

Steering Committee Recruitment

The Core Group was selected during summer 2019. In Fall 2019, the Core Group convened to decide on the selection process of the Steering Committee. Following discussion with the Executive Council, comprised of the President, Vice-Presidents, Dean for Institutional Effectiveness, the Executive Director for Human Resources, the President's Chief of Staff, and the chair of Faculty Council and the College Senate, the Core Group solicited nomination from Vice Presidents and academic department Chairpersons.

After receiving nominations, the Core Group met with the President and the Vice-President of Academic Affairs. Fourteen members were selected as two Co-Chairs per Standard after a thorough discussion of qualifications and diversity, while mindful of the need to achieve a balanced representation between Academic and non-Academic Units. In addition to the Standards' Co-Chairs, the Steering Committee includes the Co-Chairs of the Compliance Group (Working Group VIII), all members of the Communication Team, and the Chair of the Evidence Inventory Team.

The Middle States Co-Chairs will work closely with the Communication Team and the Compliance Group. The Evidence Inventory Team consists of a librarian, who will be assisted by another person from Information Technology. They will be in charge of managing strategies and processes related to building and retaining an exceptional Working Group Team. All members of the Steering Committee will act as advisors and consultants, but must also be able to problem solve and execute solutions. Members of the

5. ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND STANDARDS WORKING GROUPS, CONT.

Steering Committee will work with the Co-Chairs to develop a well-defined Self-Study culture, and ensure that the College's Core Values are reinforced with every initiative and communication.

Mission and Values of the Steering Committee

The Steering Committee will provide leadership for successfully completing the Self-Study through transparent practices of collaboration and communication, and by promoting accessible and inclusive dialogue. The Committee will practice solution seeking approaches to problems and conflicts. It will embed confidentiality into an open and safe process of institutional inquiry and will lead the Working Groups and College with public integrity and care. The Committee will document the College's compliance with state and federal law, as well as the policies of the City University of New York. In addition to fulfilling the responsibilities contained in this Charge, the Committee will leverage the Self-Study to advance the College's Mission and Strategic Plan Priorities by demonstrating innovation and continuous improvement with evidence-based assessments.

PROFILE. Steering Committee members are established and rising leaders at the College. They are in charge of managing strategies and processes related to building and retaining exceptional Working Group teams. They act as advisors and consultants, but also execute solutions through evidence-based problem solving. The Steering Committee will work with the Self-Study Co-Chairs to develop a well-defined culture, and will ensure that the College's

Mission and Values are reinforced with responsible, inclusive, and accessible communication.

MEMBERSHIP. The Steering Committee has 24 members and reports to the President and Senior Vice President and Provost. The Steering Committee is composed of the Core Group, the Standards Co-Chairs, the Compliance Group Co-Chairs, the Communication Team members, and the Evidence Inventory Chair. Each Standard group has two Co-Chairs, with an equal balance of faculty and staff. They will work closely with the Self-Study Co-Chairs, the Compliance Group, the Communication Team, and the Evidence Inventory Team.

CO-CHAIRS. The Self-Study Co-Chairs will respectfully direct the Steering Committee through collaboration, inclusivity, and accessibility. They will design and facilitate opportunities for Committee members to advance their leadership and expertise to conduct the Self-Study. They will promote collaborations across Standards, and will respect individual differences, boundaries, and responsibilities. They will sustain open and honest opportunities for dialogue in the Committee and across the College.

Steering Committee Responsibilities

- **EXAMINE PRIORITIES.** The Committee will collaborate to determine how the Mission and Strategic Plan Priorities will be studied, and work with institutional leadership to address them in the Self-Study.

5. ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND STANDARDS WORKING GROUPS, CONT.

- **DEVELOP SELF-STUDY DESIGN.** They will support the Self-Study process and goals, and they will design an effective Documentation Roadmap.
- **LEAD THE WORKING GROUPS.** They will charge and support the Working Groups and coordinate their research on their Lines of Inquiry. They will oversee the Working Groups and coordinate effective collaborations.
- **MANAGE TIMELINE.** They will ensure the timely implementation of the Self-Study milestones.
- **ORGANIZE COMMUNICATIONS.** They will collaborate and facilitate communications within the institution about the Self-Study process and the Working Groups. They will support the Communications Plan to effectively communicate within the College.
- **COLLECT EVIDENCE.** They will ensure that evidence collected by Working Group members is organized, accessible, and researched.
- **WRITE AND REVISE.** They will support the college wide review of evidence and Self-Study drafts. They will generate chapter drafts from their Working Groups for review and revision with Co-Chairs. They will review interim reports to be used for writing the final Self-Study Report. They will ensure that the institutional priorities are adequately addressed in the Working Groups' analysis.
- **PREPARE AND PRESENT.** They will identify the most important opportunities for improvement and innovation to be included in the final Self-Study Report. They will arrange for institution-wide review of and responses to a draft of the Self-Study Report. They will oversee the completion of the final Self-Study Report, including the refinement of the Evidence

Inventory and completion of the Verification of Compliance materials. They will participate in Middle States site visits and support public presentations of the Self-Study in the College and community.

Standards Working Groups Recruitment

The President and the Provost received more nominations to the Steering Committee than the team can possibly accommodate. Thus, twenty-two special invites were sent for the nominees to join a Standard Working Group. The invites were sent out in December 2019. Sixteen accepted the invite.

The general call for the Standard Working Group was sent to the entire College community towards the end of January 2020. It was an open call and working groups were organized with adequate representation from all academic and administrative departments. After a closing date in March 2020, the Core Group received 93 applications. The Working Groups will be required to attend a one-day orientation after the approval of the Self-Study Design. In preparation for the workshop, members will be expected to familiarize themselves with the Standards for Accreditation and Requirements of Affiliation. During the orientation workshop, there will be a break-out session by group for members to commingle and to acclimate themselves to the collaborative structure of the Working Group. They will also discuss the charge and research question of their groups as well as the use of the Evidence Inventory.

5. ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND STANDARDS WORKING GROUPS, CONT.

The Steering Committee identified potential areas of collaboration among different Standards. They will assign specific members of their group to meet during the inquiry process and to attend the meetings of other Working Groups to avoid undue duplication of effort.

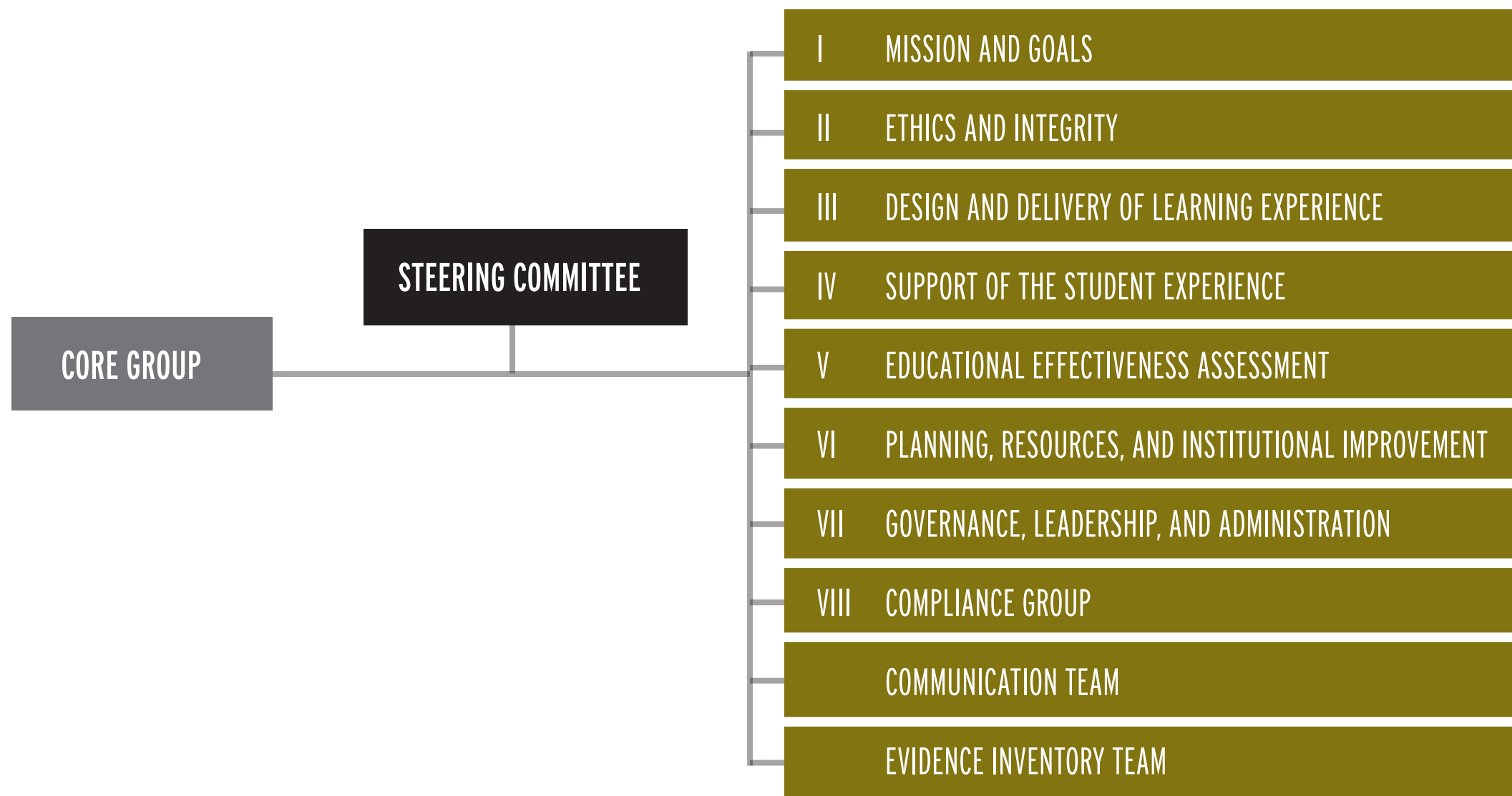
All Standards Group meetings will be listed in SharePoint. The Co-Chairs of the Self-Study will attend Working Group Meetings and will highlight additional venues of collaboration.

We also recruited one alumnus and we plan to recruit at least one student to work in a relevant and appropriate Working group. Students will also participate in the process through regular meetings between representatives from the Working Groups, the Student Government Association, and other students' groups. Additionally, all students will be invited to take part in open forums. Over one-hundred faculty, staff, students and alumni will be participating in the Middle States Self-Study reflecting an inclusive and transparent self-appraisal process.

The Core Group started the Self-Study Design process with a two-day orientation of the Steering Committee on January 31st and February 14, 2020. Steering Committee members continued regular meeting with the Co-Chairs until the design was complete at the end of March. This process empowered the Steering Committee and provided the tools needed to mentor the Working Groups effectively, to ensure Compliance with the Standards of Accreditation and Requirements of Affiliation.



5. ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND STANDARDS WORKING GROUPS, CONT.



MIDDLE STATES STEERING COMMITTEE MEMBERS

CORE GROUP

Nava Lerer, Dean of Institutional Effectiveness Accreditation Liaison Officer
 Robert Jaffe, Chief of Staff to the President
 Reem Jaafar, Professor, Math, Engineering & Computer Science Steering Committee co-chair
 Justin Rogers-Cooper, Professor, English Steering Committee co-chair

STANDARD GROUPS

Linda Mellon, Senior Director, Business Services, Continuing Education Standard I co-chair
 Preethi Radhakrishnan, Professor, Natural Sciences Standard I co-chair
 Oswald Fraser, Executive Director of Human Resources, Human Resources Standard II co-chair
 Jeanne Funk, Professor, Math, Engineering & Computer Science Standard II co-chair
 Elizabeth Iannotti, Senior Director of ESOL Programming, Continuing Education Standard III co-chair
 Demetri Kapetanakis, Professor, English Standard III co-chair
 Ellen Quish, Director of First Year Programming and Student Success, Academic Affairs Standard IV co-chair
 Karen Williams, Deputy to the Vice President of Student Affairs, Student Affairs Standard IV co-chair
 Marisa Klages-Bombich, Professor, English Standard V co-chair
 Regina Lehman, Professor, Health Sciences Standard V co-chair
 Andrea Francis, Professor, Business & Technology Standard VI co-chair
 Anthony Garafola, Director of Budget & Financial Planning, Business Office Standard VI co-chair
 Rajendra Bhika, Professor, Business & Technology Standard VII co-chair
 Fay Butler, Administrative Executive Officer, Student Affairs, Student Affairs Standard VII co-chair

COMPLIANCE GROUP/ WORKING GROUP VIII

Gail Baksh-Jarrett, Financial Aid Office, Student Affairs Compliance Group/ Working Group VIII
 Burhan Siddiqui, Higher Education Officer, Academic Affairs Compliance Group / Working Group VIII

COMMUNICATION TEAM

Juan Genao, Project Manager, Information Technology Communication Team
 Bradford Orcutt, Associate Dean, Information Technology Communication Team
 Charles Elias, Communications Officer for Information Technology, Information Technology Communication Team

EVIDENCE INVENTORY TEAM

Steven Ovadia, Professor, Deputy Chief Librarian, Library Evidence Inventory Team

5. ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND STANDARDS WORKING GROUPS, CONT.

Standard Working Groups Common Charge

Guided by the principles of innovation and continuous improvement, each Working Group will demonstrate through evidence-based presentation and analysis that LaGuardia Community College meets or exceeds the expectations of the Middle States Standards and Requirements of Affiliation for each Standard. They will provide evidence that the College is meeting the Standard assigned to the Working Groups by highlighting relevant assessment practices and processes, applicable data and analytical studies while identifying best practices and opportunities for improvement. They are also expected to seek collaborations with other Working Groups when appropriate.

EACH OF THE WORKING GROUPS WILL:

- Actively engage in the Self-Study's inquiry process, adopt the Charge of their Working Group, and answer the research questions for their Standard;
- Integrate the College's Mission, along with the Priorities and objectives of the 2019-2024 Strategic Plan, into their research, documentation, and narrative;
- Follow the Self-Study timeline, employ documents from the Evidence Inventory, and communicate openly with the Working Group Co-Chairs, the entire Self-Study Team, and the LaGuardia community;
- Address the Intended Outcomes of the Self-Study by engaging the whole College community in a transparent, accessible, and inclusive

self-appraisal process that will support student success, student learning, and preparing students to become socially responsible citizens;

- Conduct a fair inquiry process, respect the professional and personal boundaries of each Working Group member, and recognize each member's contributions.

Standard Working Groups Tasks and Responsibilities

The Standard Working Groups will collect relevant assessment information and gather, review, summarize, and employ data to accomplish their work through the following practices:

- They will gather information through requests from divisions and departments within the College, from the College website and archives, from the Evidence Inventory, and/or from interviews with relevant parties.
- They will conduct a systematic review of relevant documents, communications, and/or interview transcripts in order to identify pertinent information that provides insights and responses to research questions that address their Charge.
- They will summarize information by topics and themes to align them with their Charge and research questions. Analysis of the information will follow a similar pattern.

5. ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND STANDARDS WORKING GROUPS, CONT.

THE STANDARD WORKING GROUPS WILL COLLABORATE AS FOLLOWS:

- They may interact with one another in the interest of engaging common areas of inquiry and reducing undue duplication of effort.
- They will request and receive information from other Working Groups by a particular deadline, collate information to streamline efforts, and share relevant results.
- Their research questions and plans will be centrally organized for review.
- They will discuss their plans with other groups with similar research questions and plans to reduce redundancies.

THE STANDARD WORKING GROUP CO-CHAIRS WILL DIRECT THEIR ACTIONS AS FOLLOWING:

- They will encourage open communication between their Co-Chairs to facilitate joint efforts.
- Their Co-Chairs will submit a plan for information gathering, interviews, and other communication strategies in order to identify potential areas for collaboration with other Working Groups.
- Their Co-Chairs will act as sources of reference, support, and guidance to aid in the successful completion of gathering, reviewing, and summarizing information.

I STANDARD ONE: MISSION AND GOALS

MEMBERS

STANDARD I CHARGE. The College charges the Working Group for Standard I to engage in active inquiry, to demonstrate how LaGuardia lives and achieves its Mission within the framework of Higher Education, to assess how the Mission guides our Strategic Plan Priorities, and to describe how the College works across divisions, and how it engages with the surrounding community.

LINES OF INQUIRY. In accordance with Requirements of Affiliation 7 and 10, Working Group I will:

1. Review how the Mission was developed and how it is defined within the context of higher education;
2. Analyze how the Mission is linked to the Strategic Plan, and the processes used in developing the Strategic Plan;
3. Demonstrate how the Mission supports and reinforces student learning across the three Core Competencies (Inquiry and Problem Solving, Integrative Learning and Global Learning) and Communication Abilities (Written, Oral and Digital);
4. Provide evidence on how the Mission guides the decision making and governing process with particular reference to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes;
5. Examine processes by which the Mission is periodically assessed to ensure that the College's Strategic Priorities are relevant and achievable.

COLLABORATION. Standard I will seek collaboration with Standards IV and VII.

Linda Mellon, Continuing Education (co-chair)

Preethi Radhakrishnan, Natural Sciences (co-chair)

Debra Engel, Health Sciences

Edward Goodman, Business and Technology

Michelle Castro, Accelerated Studies in Associate Programs

Rochell Isaac, English

Ian Alberts, Natural Sciences

Praveen Khethavath, Math, Engineering, and Computer Science

Cory Feldman, Social Science

Elizabeth Anderson, College Discovery

Mercedes Flor, Early Childhood Learning Center Programs

John Parssinen, Grants Office, Continuing Education

Howard Motoike, Natural Sciences

Yves Ngabonziza, Math, Engineering, and Computer Science

Benjamin Taylor, Natural Sciences

Anita Baksh, English

Howart Francis, Student Advising Services

Donald Webster, Marketing and Communications, Institutional Advancement

II

STANDARD TWO: ETHICS AND INTEGRITY

MEMBERS

STANDARD II CHARGE. The College charges the Working Group for Standard II to investigate, fairly and impartially, LaGuardia's commitment to ethics and integrity in guiding and fulfilling the Mission of the College, and how its internal and external activities reflect the Mission. The inquiry should be conducted in an inclusive and honest spirit in collaboration with other Self-Study Working Groups. The Working Group's collection of different points of view should incorporate universal design principles to maximize accessibility, and their suggestions for improvement should utilize measurable evidence.

LINES OF INQUIRY. As part of this inquiry, Working Group II will:

1. Provide evidence that demonstrates LaGuardia's commitment to inclusion and a climate of respect among diverse constituents, including students, full and part time faculty and staff, and all divisions, including Adult and Continuing Education (ACE);
2. Provide evidence that demonstrates LaGuardia's commitment to respect for academic and intellectual freedom, freedom of expression, individual property rights, and avoidance of conflicts of interest;
3. Provide evidence that demonstrates LaGuardia's commitment to accessibility, allowing education to be accessed by students with diverse needs, including through financial accessibility and universal design;
4. Provide evidence that demonstrates LaGuardia's commitment to practices and policies related to hiring, evaluation, promotion, grievances, discipline and separation, and personnel practices that are fair, impartial, avoid conflict of interest or its appearance, and allow for prompt and equitable action;
5. Provide evidence to show how the College is achieving its institutional Strategic Plan Priorities and its compliance with federal, state and Commission reporting policies;
6. Provide evidence to show how the College's publications and communications with internal and external constituents reflect its Mission;

Oswald Fraser, Human Resources
(co-chair)

Jeanne Funk, Math, Engineering, and
Computer Science (co-chair)

Clarence Chan, Health Sciences

Xin Gao, Natural Sciences

Ian McDermott, Library

John Toland, Natural Sciences

Damaris J. Dorta, Continuing Education

Sherouk Alzeory, Natural Sciences

Renee Freeman-Butler, Transfer Services

Karren Brown Liebert, Health Sciences

Wendy Nicholson, Student Placement
Services

Shannon Proctor, Humanities

Lucy McNair, English

Emily Schrynemakers, Student Advising
Services

Matthew S. Joffe, Wellness Center

Elizabeth Perdomo, Continuing Education

Jesse Guralnic, Admissions Services

II STANDARD TWO: ETHICS AND INTEGRITY, CONT.

7. Provide evidence to show how the College's services, Mission, and programs promote affordability and empower students to understand and evaluate their funding options;

8. Analyze how regular assessment of College policies and practices adhere to the Standard of Ethics and Integrity, and how such assessments strengthen LaGuardia's faithfulness to its Mission, honor its contracts and commitments, adhere to its policies, and truthfully represent itself.

COLLABORATION. Standard II will seek collaboration with Standards VI, VII, and Group VIII (Compliance).



III STANDARD THREE: DESIGN AND DELIVERY OF STUDENT LEARNING EXPERIENCE

MEMBERS

STANDARD III CHARGE. The College charges the Working Group for Standard III to examine how LaGuardia's programs demonstrate the College's commitment to providing a learning experience characterized by rigor and academic excellence irrespective of instructional modality. The group will review the institutional structures, policies, and procedures in place to assess academic programs, student learning, and teaching effectiveness. It will evaluate the structures available to support both student learning and faculty teaching, professional growth, and scholarly research, including resources, services, and facilities.

LINES OF INQUIRY. In accordance with Requirements of Affiliation 8, 9, 10 and 15, Working Group III will:

1. Provide evidence on how LaGuardia's academic, continuing education, and co-curricular programs help achieve the College's Mission;
2. Analyze and assess how LaGuardia's general education programs, continuing education programs, and co-curricular opportunities support the College's Core Competencies and Communication Abilities: Inquiry and Problem Solving, Integrative Learning, Global Learning, and Written, Oral Communication, and Digital Communication Abilities;
3. Examine initiatives and structures such as advisement and the First Year Seminar, Accelerated Studies in Associate Programs (ASAP), Learning Communities, the Honors Program, and technology-enhanced instruction;
4. Examine how LaGuardia's certificate and undergraduate programs, and various initiatives like the First Year Seminar, Learning Communities, and the Honors Program, lead to a degree or other higher education credential appropriate in length according to the degree or credential objectives, and how their design fosters a coherent learning experience and promotes synthesis of learning;
5. Evaluate the resources and learning opportunities available to facilitate student success and

Elizabeth Iannotti, Continuing Education (co-chair)

Demetri Kapetanakis, English (co-chair)

Leigh Garrison-Fletcher, Education and Language Acquisition

Deema Bayrakdar, Women's Center and LGBTQIA Safe Zone Hub

Ece Aykol, English

Tomonori Nagano, Education and Language Acquisition

Juline Koken, Health Sciences

Kevin Mark, Natural Sciences

Jazmine Freire, Health Sciences

Olivia Mayer, Pre-College Academic Programming, Continuing Education

Magdalena Kieliszek, The English Language Center, Continuing Education

Shakira Whitley, Student Advising Services

Alaa Darabseh, Math, Engineering, and Computer Science

Jennifer Arroyo, Business and Technology

Bukurie Gjoci, Math, Engineering, and Computer Science

Nereida Rama, Accelerated Studies in Associate Programs

Niki Jones, Academic Affairs

Jenny Lugo, Accelerated Studies in Associate Programs

Filip Stabrowski, Social Science

III

STANDARD THREE: DESIGN & DELIVERY OF STUDENT LEARNING EXPERIENCE , CONT.

academic progression, including an appropriate number of qualified faculty for effective delivery of the curriculum, and provide evidence whether faculty are provided with sufficient resources for improved teaching, professional growth, innovation and scholarly inquiry;

6. Provide evidence that faculty are evaluated through clear, meaningful, and equitable processes with the goal of creating and maintaining an academic environment that promotes student learning and facilitates academic rigor and ongoing assessment;

7. Provide evidence on how the above programs and related learning experiences are effectively evaluated to ensure rigor, coherence, and effective delivery, irrespective of modality;

8. Evaluate tools and strategies used to communicate effectively with students so they understand degree and program requirements, available learning opportunities, and expected time to completion.

COLLABORATION. Standard III will seek collaboration with Standards I, IV, V, VII.



IV STANDARD FOUR: SUPPORT OF STUDENT EXPERIENCE

MEMBERS

STANDARD IV CHARGE. The College charges the Working Group for Standard IV to determine how LaGuardia provides student experiences congruent with its Mission and educational offerings. The group will assess how LaGuardia is committed to enriching the student experience through its Strategic Priorities, and to sustaining a coherent support system with engaged and qualified faculty and staff. The group will examine programs, services and opportunities aimed at increasing retention, graduation and success, and provide solution seeking approaches to policies that may hinder student success.

LINES OF INQUIRY. In accordance with Requirements of Affiliation 8 and 10, Working Group IV will:

1. Review and analyze how LaGuardia's policies, procedures and programs build student success through admission, retention, graduation and transfer, including placement in developmental courses;
2. Demonstrate how the array of academic and student support services such as advising, orientation, peer programs, counseling, tutoring, and co-curricular opportunities enhance the quality of learning at the College across all instructional modality, including students placed in developmental courses;
3. Examine how students access accurate and comprehensive information about cost, scholarships, repayment and refunds;
4. Examine policies and procedures to ensure the safety, security and accuracy of student information and records;

Ellen Quish, Academic Affairs (co-chair)
Karen Williams, English (co-chair)
Leah Richards, English
Hassan El Houari, Math, Engineering, and Computer Science
Jhony Nelson, Office of Students with Disability
Jason Weinstein, Career Development, Continuing Education
Lanaia DuBose, Continuing Education
May Tom, Health Sciences
Carolyn Nobles, Career Development, Continuing Education
Doyel Pal, Math, Engineering, and Computer Science
Theresa Licari, Health Sciences
Silvia Lin Hanick, Library
Alejandro Lopez, Student Engagement
Priscilla Stadler, Center for Teaching and Learning
Jarrod San Angel, Student Advising Services
Sylwia Prendable, English
Julianne Salazar, College Discovery
Karla Chinchilla, Health Sciences (Alumni)
Student, TBA

IV

STANDARD IV: SUPPORT OF STUDENT EXPERIENCE, CONT.

5. Examine policies and procedures for evaluating and accepting transfer credits;
6. Explore and survey how academic and student support services are communicated and disseminated to students and determine their availability for students with diverse needs and schedule;
7. Analyze how the periodic assessment of programs, including Administrative and Educational Support (AES) units strengthen the student experience;
8. Describe and analyze the systematic assessment of LaGuardia's administrative and educational support (AES) units, how assessment results are used and identify opportunities of collaboration between the Assessment Leadership Team of General Education and Assessment of AES units.

COLLABORATION. Standard IV will seek collaboration with Standards I, III, V, VI.



V STANDARD FIVE: EDUCATIONAL EFFECTIVENESS ASSESSMENT

MEMBERS

STANDARD V CHARGE. The College charges the Working Group for Standard V to demonstrate that the College uses its assessments of student learning to share how effectively academic programs meet their goals through demonstrated rigor and coherence. The Group will illustrate how the College shares its assessments of student learning with the community, and will describe how academic programs meet their learning goals through continuous assessment practices and processes.

LINES OF INQUIRY. In accordance with Requirements of Affiliation 8, 9, and 10, Working Group V will:

1. Describe the assessment structure at LaGuardia, and strategies used to engage all constituents in meaningful processes aimed at improving educational effectiveness;
2. Review policies, procedures, processes (including communication) that describe student learning outcomes at the institutional, program, course, and department levels, and how they are relevant to the College's Mission and Strategic Priorities;
3. Describe how systematic and periodic assessment of student learning outcomes are used to implement appropriate curricular changes;
4. Provide evidence of how the College conducts the assessment of General Education Core Competencies and Communication Abilities, how they are used for the purpose of strengthening student learning;
5. Provide evidence of how the College utilizes Periodic Program Reviews (PPRs) to implement changes in student learning goals and to address student transfer and employment opportunities;
6. Examine how assessment results are used to reinforce or reevaluate Strategic Priorities and how they are disseminated to the College community with the purpose of continuous improvement and informed decision-making, and are clearly and regularly communicated to internal and external constituents;
7. Describe how the College possesses, maintains, implements an organized and systematic, faculty-led student learning assessment process that results in the collection of information used to show how students are achieving the stated learning outcomes.

COLLABORATION. Standard V will seek collaboration with Standards I, III, IV, VI.

Marisa Klages-Bombich, English (co-chair)
Regina Lehman, Health Sciences (co-chair)
Amit Aggarwal, Natural Sciences
Richa Gupta, Natural Sciences
Michele deGoeas-Malone, Education and Language Acquisition
William Fulton, Humanities
Emad Nassar, Institutional Research and Assessment
Mahdi Majidi-Zolbanin, Math, Engineering, and Computer Science
Marsha Oropeza, Academic Affairs
Rejitha Nair, Academic Affairs
Cheri Carr, Humanities
Allia Abdullah-Matta, English
Olga Calderon, Natural Sciences
Kyoko Toyama, College Discovery
Tameka Battle, Health Sciences
Faith Armstrong, Health Sciences
Landon Randolph, Center for Immigrant Education and Training, Continuing Education
Thomas Fink, English

VI

STANDARD SIX: PLANNING, RESOURCES AND INSTITUTIONAL IMPROVEMENT

MEMBERS

STANDARD VI CHARGE. The College charges the Working Group for Standard VI to determine how well LaGuardia's planning processes, resource allocations, and structures are aligned with one another and with the College's Mission and goals. In addition, the Group will evaluate LaGuardia's institutional ability through well-defined, systematic, and sustainable assessment to continuously improve its planning processes and allocation of resources through analysis of Mission critical areas and Strategic Priorities.

LINES OF INQUIRY. In accordance with Requirements of Affiliation 8, 10, and 11, Working Group VI will:

1. Examine the presence of an evidence-based financial planning and budgeting process that is assessment-driven, and results in transparent resource allocation aligned with Mission and Strategic Priorities both institution-wide and for individual units;
2. Describe the extent to which the College engages in inclusive planning and improvement processes that are clearly articulated and guided by the College's Mission and Strategic Priorities;
3. Leverage assessment results to examine how strategic and financial planning and decision-making result in sustainable physical and technological infrastructure that supports the College's operations and Mission, with transparent communication relating to responsibility and accountability;
4. Describe policies and procedures that result in the effective recruitment, development, and retention of human resources needed to support its operations;
5. Detail assessment practices that analyze the efficient utilization of the College's resources required to support its Mission and Strategic Priorities and to facilitate institutional improvement, as well as ways in which to enhance the adequacy and availability of those resources, and to respond effectively to opportunities and challenges;

COLLABORATION. Standard VI will seek collaboration with Standards I, IV, V, VII.

Andrea Francis, Business and Technology
(co-chair)

Anthony Garafola, Business Office
(co-chair)

Paul Fess, English

Nicolle Fernandes, Health Science

Jenny Zhu, Office of Institutional
Research and Assessment

Tuli Chatterji, English

Alexa Duque, Accelerated Studies in
Associate Programs

Bonnie Brown, Human Resources
Operations

Malgorzata Marciniak, Math, Engineering,
and Computer Science

Nicole Maguire, Business and Technology

Laura Bartovics, Grants Office, Continuing
Education

Jin Lee, Building Operations

Hannah Weinstock, Workforce
Development, Continuing Education

Thomas Cleary, Library

Hector Fernandez, Business and
Technology

Chandana Mahadeswaraswamy,
Continuing Education

Karen Saca, Business Office

Jessica Zeichner-Saca, Academic Affairs

VII

STANDARD SEVEN: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

MEMBERS

STANDARD VII CHARGE. The College charges the Working Group for Standard VII to demonstrate that the College is governed and administered within a clearly articulated and transparent governance structure in a manner that allows it to realize its stated Mission and Strategic Priorities. Operating as part of the City University of New York System, LaGuardia focuses on educating its students with appropriate autonomy.

LINES OF INQUIRY. In accordance with Requirements of Affiliation 12 and 13, Working Group VII will:

1. Describe the College's shared governance structure, detailing the involvement and authority of students, faculty, staff, and administration in institutional decision-making processes;
2. Review systematic procedures in place for evaluating leadership, shared governance, and administrative units to support the Mission and Strategic Priorities of the College and to continuously evaluate their performance;
3. Demonstrate that the College maintains an organizational structure with well-defined roles and reporting relationships;
4. Examine the procedures in place to engage students, faculty, staff, and administration as participants of the College's shared governance structure;
5. Assess policies in place to address potential conflict of interest issues that could affect institutional decision-making processes;
6. Examine the College's approach to assess the effectiveness of its shared governance structure, and its ability to embrace changes that are necessary to maintain a quality learning community that fosters informed decision-making and student success;
7. Evaluate communication strategies in place to convey information about the shared governance structure, the College's Mission, and Strategic Priorities with the College community.

COLLABORATION. Standard VII will seek collaboration with Standards I, II, III, V, VI, and Group VIII (Compliance).

Rajendra Bhika, Business and Technology (co-chair)

Fay Butler, Student Affairs (co-chair)

Hugo Fernandez, Humanities

Patricia Sokolski, Humanities

Sada Jaman, Business and Technology

Kyoung Kang, Academic Affairs

Derek Stadler, Library

Denise Steeneck, Building Operations, Administration

Charles Keyes, Library

Kathleen Karsten, Health Sciences

Cristina Bruns, English

Loretta Capuano, Student Information Center

Nancy Santangelo, Student Information Center

Neil Meyer, English

Luke Cardaio, Student Advising Services

Tara Coleman, English

6. GUIDELINES FOR REPORTING

Working Groups are given a detailed timeline of the Self-Study during orientation. Each Working Group is expected to create their own timeline to meet the deadlines. They are scheduled to meet twice a month. Each Working Group is required to provide a list of goals to be accomplished every month. Initially, each group is required to submit a chapter outline, to be approved by the Self-Study Co-Chairs. Co-Chairs of each standard will prepare a report once a month to the Self-Study Co-Chairs, to be discussed once a month during a face to face meeting. The report provides a summary of the updates and gives a general evaluation of the progress of their team (See Sample Standard Co-Chairs Progress Report to the right).

Each Working Group will assign a liaison to the Evidence Inventory Team. When evidence is needed, the member will reach out to the Evidence Inventory Team. If the evidence is not available, the Evidence Inventory Team will request the data, disseminate it, and add it to the existing library.

The interim and the final report will follow the chapter outline approved by Co-Chairs. The timeline provides exact dates for submitting drafts and revisions. The outline of the chapters is due in December 2020. The first draft of each chapter is due in February, 2021, and the completed chapters are expected to be completed by the end of March. After receiving feedback from the College community, a wave of revisions is expected to occur between May and June 2021.

SAMPLE STANDARD CO-CHAIRS PROGRESS REPORT

1. List the standard.
2. List this month's goals.
3. For each goal indicate whether minimal progress was made, some progress was made, or goal was completed.
4. What kind of evidence was collected?
 - i) Was the evidence in the inventory?
 - ii) If not update the Evidence Inventory accordingly.
5. What are some challenges you encountered this month related to the inquiry?
6. Do you need any particular help from us as Co-Chairs at this point?

The following form was provided for each standard Co-Chairs to keep track of their group's progress:

WORKING GROUP MEMBERS PROGRESS REPORT

1. Criteria/Questions
2. Person(s) responsible
3. Summary of the findings in bulleted form
4. What evidence was used?
5. Any challenges?
6. Strategic Implications
7. Next Steps

6. GUIDELINES FOR REPORTING, CONT.

Process for Recommendations

As Working Groups gather evidence, collaborate, and advance their inquiries in the Self-Study, they will develop with their Co-Chairs a clear roadmap on how potential recommendations align with our Mission, Strategic Plan Priorities, and the Self-Study Intended Outcomes. The Steering Committee will develop a rubric to factor in feasibility and alignment with the aforementioned rubric. The Standards Co-Chairs will then advance the recommendations to the wider Steering Committee, who will then begin the review process for the recommendations according to the steps described below.

Each Working Group shall put forth a limited number of recommendations that will go through several layers of discussion and revision. First, the Steering Committee will review, discuss, and streamline the recommendations. Upon further consultation with College leadership and governance, as well as those groups who would potentially be responsible for the implementation of the recommendations, they will be reviewed by the wider College community as part of the discussion and feedback on the Self-Study Report draft.

After receiving input from key constituencies and the wider community, the Steering Committee will discuss the revised recommendations and then advance them to the College's Executive Council. In consultation with the Steering Committee, the President will make the final decisions on which recommendations to include in the final Self-Study Report.



6. GUIDELINES FOR REPORTING, CONT.

EDITORIAL STYLE

Since the Working Groups represent a diverse constituency, it makes sense to provide a common editorial style. Each Working Group will be responsible for drafting each chapter, but the Steering Committee Co-Chairs will edit and revise the final version of the document to give it a cohesive voice. In the spirit of promoting consistency, the following guidelines were provided to all Working Groups:

OPTION	SETTING
Software	Microsoft Office Word
Margins	1-inch margins
Font	Arial 11
Spell Check	American English
Justification	Left Justified
Line Spacing	Single
Paragraph	No indentation Use a space of 2.0 to separate different paragraphs. Use a space of 2.0 to separate bulleted points
Major Headings	Left Justified in bold, upper and lower case, 14 point. Use a space of 2.0 afterward.
Sub-Headings (level 1)	Left Justified in bold, & italics upper and lower case, 12 point. Text Starts a new paragraph on a new line after a 1.0 space.
Sub-Headings (level 2)	Left Justified in bold, 11 point. Heading ends with a period. Text continues on the same line.
Spacing Before and After headings	Use a space of 2.0 before and after a major heading. Use a space of 2.0 before a sub-heading. Do not use space after the sub-heading.
Tables	Center tables on page. Content should be single spaced, left justified. Tables should be labeled and numbered with Standard number, Table number, and Title. For example, the first table in Standard II reads: Table 2.1 Meaning of Ethics. Tables should be listed in a Table of Contents.
Page Numbers	Centered at the bottom
Maximum Pages of Sub-Committee Report	10 pages

6. GUIDELINES FOR REPORTING, CONT.

Additionally, the Working Groups will be asked to adhere to these stylistic guidelines:

- Comma usage: use the serial comma before the “and” in a sentence featuring a series of items
- Use College or LaGuardia to refer to LaGuardia Community College
- Write in active voice, use present tense, and third person
- Use the MS Word default format for bulleted or numbered lists
- Refer to positions or titles, rather than individuals’ names
- Use APA format for all citations
- Avoid excessive use of jargon
- Do not use contractions
- When listing names, order them alphabetically
- When creating a bulleted list, don’t use punctuation when providing a simple list
- Spell out 0-9 but use numerals for 10 and over
- Use Working Group to refer to Standards Working Group(s); Use Roman Numerals to refer to the Standards
- When using acronyms, introduce the acronym in parentheses after the first use of the full term in each section of the document. List the Acronym in an end-of-chapter appendix.
- Administrative and Educational Units may be referred to as AES units, after defining the term

- Program Learning Outcome may be referred to as PLO, after defining the term
- Periodic Program Review may be referred to as PPR, after defining the term
- Strategic Priorities or Strategic Plan Priorities should be used in lieu of Strategic Goals
- When Middle States specifies or refers to “institutional priorities,” it refers to the College’s Strategic Plan Priorities.

CAPITALIZATION

- Use Committee when referring to an official college committee
- Use Senate or Faculty Council when referring to those committees
- Use capital letters when referring to the Team Chair, and different titles at LaGuardia (e.g. Vice-President).
- Use capital letters when referring to the Evaluation Team, the Self-Study, the Self-Study Design, Self-Study Report, Self-Study Document, Verification of Compliance Report, and the Working Group(s)
- Use capital letters when referring to institutional documents and processes including the Strategic Plan, Operational Plan, Institutional Effectiveness Plan, The Communication Group/Team, the Compliance Group/Team, and the Evidence Inventory Group/Team
- Use capital letters when referring to Strategic Priorities or Strategic Plan Priorities, or LaGuardia’s Mission
- Fall and spring may not be capitalized

6. GUIDELINES FOR REPORTING, CONT.

LaGuardia Self-Study SharePoint Site

MSCHE SHAREPOINT SITE. In order to produce a coherent final draft of the Self-Study, different groups drafted a chapter addressing the research questions related to their Standards. The Communication Team created a dedicated SharePoint Site for working groups to store their work and find out pertinent information. Teams can communicate, share drafts, and find helpful resources on the site relevant to the Self-Study and the accreditation process. The site also provides space for collaboration among different groups. The site is private and is accessible to the membership of the Working Groups only. A calendar is also in place to remind members of important dates and deadlines.

The Core Group and the Evidence Inventory Team will be in charge of creating and updating a document inventory folder, containing pertinent documents and data. Each Standard Working Groups Co-Chairs will have the chance to add to the folder after the approval of the Core Group.

In designing the SharePoint site, Steering Committee members provided feedback so their membership can use it seamlessly. The IT member in the Communication Team will avail himself to address any issues related to the use of the SharePoint site especially in the early stages of the process.

Note that a separate public website was created to provide the College community with pertinent updates about the Self-Study. This approach reflects our transparent and inclusive process. Steering Committee Co-Chairs were always available upon request to discuss the Self-Study process.

SHAREPOINT SITE SPECIFIC INSTRUCTION. LaGuardia maintains a SharePoint site containing folders for each Working Group. Folders are front-loaded by Standard's name and number. Members can upload the files inside their standard's folder. All files uploaded by Working Group Members should contain number of the Standard, draft version, and the six-digit date in the format of StandX_VY_MMDDYY. For example, a first version draft of the chapter on Standard III due on December 31st, 2020 would be saved as Stand3_V1_123120.

7. ORGANIZATION OF THE FINAL SELF-STUDY REPORT

LaGuardia's final Self-Study report will be organized as follows:

Chapter 1:	Executive Summary, Compliance Certification, and Requirements of Affiliation
Chapter 2:	LaGuardia Community College Introduction and History
Chapter 3:	Documentation of the Self-Study Process
Chapter 4:	Standard I – Mission and Goals Introduction Evidence and Analysis Conclusion Recommendations
Chapter 5:	Standard II – Ethics and Integrity Introduction Evidence and Analysis Conclusion Recommendations
Chapter 6:	Standard III – Design and Delivery of the Student Learning Experience Introduction Evidence and Analysis Conclusion Recommendations

Chapter 7:	Standard IV – Support of the Student Experience Introduction Evidence and Analysis Conclusion Recommendations
Chapter 8:	Standard V – Educational Effectiveness Assessment Introduction Evidence and Analysis Conclusion Recommendations
Chapter 9:	Standard VI – Planning Resources, and Institutional Improvement Introduction Evidence and Analysis Conclusion Recommendations
Chapter 10:	Standard VII – Governance, Leadership, and Administration Introduction Evidence and Analysis Conclusion Recommendations
Chapter 11:	Conclusion Glossary of Terms Appendices

8. VERIFICATION OF COMPLIANCE STRATEGY

MEMBERS

Group VIII is designated for Verification of Compliance. It consists of faculty and staff from Academic Affairs and Student Affairs. The Co-Chairs of the Group are also part of the Steering Committee.

Group VIII Co-Chairs will communicate with the Co-Chairs of the other Working Groups and the Steering Committee via email, phone and in-person meetings as necessary. They may also be expected to collaborate more closely with Standard VII.

The Self-Study Co-Chairs will schedule a meeting with the Compliance Group at least once a month and will attend their meetings.

Working Group VIII will deploy several strategies to successfully complete the Verification of Compliance Process.

As part of this inquiry, Working Group VIII will:

- Read the MSCHE Verification of Compliance with Accreditation-Relevant Federal Regulations;
- Collect documentation for the 8 areas MSCHE requires verification of institutional compliance as developed by the United States Department of Education;
- Examine and collect documentation of compliance with the MSCHE Requirements of Affiliation (#1 through #6 and #14);
- Submit LaGuardia's Report on Compliance with Accreditation-Relevant Federal Regulations the semester before the site visit;
- Review the institution's Compliance Review Report from MSCHE to fulfill any request for additional information if needed.

Gail Baksh-Jarrett (Steering Committee)
Financial Aid Office, Student Affairs

Burhan Siddiqui (Steering Committee)
Higher Education Officer, Academic
Affairs

Leslie Scamacca, Associate Professor
and the Director of the Travel, Tourism,
and Hospitality Management program,
Business & Technology

Tonya Hendrix, Assistant Professor,
Natural Sciences

Caitlin Dean, Adjunct CLT/Coordinator of
the Modern Languages Lab ELA

Shinhi Han, Assistant Professor, Health
Science Department

Rebecca Tally, Associate Professor, Social
Science

8. VERIFICATION OF COMPLIANCE STRATEGY, CONT.

The following chart is a preliminary attempt at mapping the fifteen Requirements of Affiliation across the Self-Study Report and Compliance Review. We recognize that many of these Requirements touch upon multiple Standards, and thus will be addressed in the work of more than one Working Group and in more than one chapter of the Self-Study. As can be seen in the charges of the Standards Working Groups, whenever applicable the Requirement of Affiliation are addressed in the lines on inquiry. Additionally, the Institutional Federal Compliance Report and supporting evidence would be combined into a single, bookmarked, PDF file and uploaded as evidence under Standard II, Criterion 8.

REQUIREMENT OF AFFILIATION

- 1 Authorization to operate
- 2 Institution is operational
- 3 Graduating one class before accreditation
- 4 Communicating with Commission in English
- 5 Compliance with government policies, regulations and requirements
- 6 Complying with Commission policies
- 7 Mission and goals
- 8 Systematic evaluation of all programs
- 9 Student learning programs
- 10 Institutional planning
- 11 Financial resources
- 12 Governance structure
- 13 Governing board conflicts of interest
- 14 Governing board providing information
- 15 A core of Faculty

DEMONSTRATE COMPLIANCE IN:

Compliance review process

Compliance review process

Compliance review process

Compliance review process

Compliance review process

Compliance review process

Standard I

Standards III, IV, V, VI

Standards III, V

Standards I, III, IV, V, VI

Standards VI

Standard VII

Standard VII

Compliance review process

Standard III

9. SELF-STUDY TIMETABLE

Due to the uncertainties surrounding the COVID-19, the scheduled Liaison visit for April has been held virtually. Based on current information, we are assuming that starting Fall 2020, the timeline will remain as is currently proposed, but they are subject to change if we receive CUNY and/or the MSCHE directives. Additionally, because we have an Interim President and anticipate a change in leadership in Fall 2020, we prefer a Spring visit in Spring 2022 as reflected in the timetable below.

2019

Jun. 5	Confirm co-chairs of the Self-Study
Oct.	Co-chairs attend MSCHE Self-Study Institute
Nov.	Confirm Steering Committee Membership
Nov.	Confirm the work of IT and the Communication Team
Dec. '19 - Jan. '20	Confirm special invites to members of the Standards Working Groups

2020

Jan. 31	One-day orientation for the Steering Committee
Feb. 14	Draft charge and research questions by the Steering Committee for their Standards

2020

Mar. 10	Draft final version of the research questions and Working Group charges.
Mar. 10	Draft Self-Study Design
Mar. 15	Confirm members of Standards Working Groups
Apr. 8	Submit Draft Self-Study Design to the MSCHE Liaison
Apr. - May	Host conference call with the MSCHE liaison
May - Jun.	Revise Self-Study Design as needed & Approval of the Self-Study Design
Jun. 5	Organize Standards Working Groups & Steering Committee
Jun.	Update the College Leadership on the progress of the Self-Study
July - Aug.	Co-chairs front-load essential elements of the Document Inventory
Sep.	Initiate work of Standards Working Groups and continue the gathering of evidence
Oct. '20 - Jan. '21	Special Groups start their work: • The compliance team reviews the existing documents and start collecting those that are still missing. • The document inventory team starts organizing the evidence. • The communication team discusses and plans forums, website & IT solution.
Oct. - Dec.	Hold college-wide town halls and forums to inform campus stakeholders
Dec. 15	Chapter outlines due for all Standards Working Groups

9. SELF-STUDY TIMETABLE, CONT.

2021	
Feb. 28	First drafts of chapters due from all co-chairs of Standards Working Groups
Feb. 28	Team Chair & Evaluation Team Selected by the Commission
Week of Mar. 29	Complete chapters due from all co-chairs of Standards Working Groups
Apr.	Write first drafts of the entire Self-Study Report
May	Hold college-wide town halls and forums. Campus community reviews draft of the Self-Study Report
Apr. - May	Team Chair & institution select dates for team visit and for Team Chair's preliminary visit (to be completed in spring 2022)
May	Self-Study Co-Chairs coordinate revision priorities with Steering Committee and Working Groups
Jun.	Revised Standards Chapters of the Self-Study Report due from all Co-Chairs
Jun.	Update the College Community on the final version of the Self-Study
Jun.	Compliance Team submits a draft of the Compliance Report
Jun. - Aug.	Compile final draft of the Self-Study Report
Jul. - Aug.	Institution sends copy of Self-Study to the Team Chair

Oct.	Submit Final Draft of the Self-Study to the MSCHE Chair in advance of preliminary Visit
Nov.	Preliminary visit by Team Chair; Feedback on the Self-Study Draft
Nov. 30	Compliance Team finalize the Compliance Report
Dec. '21 - Jan. '22	Revise Self-Study as needed

2022	
Feb.	Final Version of Self-Study produced & sent to visiting team with Verification of Compliance Report
Mar. 15 - Apr. 15	Host MSCHE Team Visit to LaGuardia
Jun.	Receive Accreditation Action from Commission

10. COMMUNICATION PLAN

TEAM MEMBERS

Overview

In an effort to engage the College Community in an inclusive, equitable, and transparent process, the Steering Committee Co-Chairs developed a three-year communication plan to update stakeholders on the progress and findings (initial and final) of the Self-Study.

During the fall of the first year (2019-20), the College Community learned about the launch of the Self-Study and the recruitment to the Standard Groups during two major events: the Instructional Staff Meeting, which occurs half-way through the semester, and the Professional Staff Meeting, which occurs at the end of the semester. Co-Chairs updated the College's Executive Council. Co-Chairs also visited the College Senate, which comprises faculty, students and staff to solicit membership.

A Collegewide email was sent detailing the process for those considering joining one of the Working Groups. The Co-Chairs also visited two department meetings to provide more information about the Self-Study process, and to answer questions.

At the beginning of the Spring 2020 semester, an update was provided to the entire College community during Opening Sessions, a collegewide event that kicks-off the Spring semester. Starting March 12 until the end of the Spring 2020 semester, we will electronically communicate and disseminate information to students, faculty, and staff about the Middle States Self-Study Process and the Self-Study Design.

**THE COMMUNICATION TEAM
SERVES ON THE STEERING
COMMITTEE AND WILL ASSIST
THE CORE GROUP WITH ALL
ASPECTS OF COMMUNICATION
DURING THE ENTIRE SELF-
STUDY CYCLE.**

Juan Genao, Project Manager,
Division of Information Technology

Bradford Orcutt, Associate Dean,
Division of Information Technology
Communication Team

Charles Elias, Communications
Officer for Information Technology,
Division of Information Technology

Second year (2020-21) communications will focus on gathering feedback from institutional stakeholders and updating them on the findings. There will be two open town hall/forums, and a third one solely for students. In addition, regular updates will be provided at Instructional Staff, Professional Staff and Executive Council meetings. The final update of the second year will focus on summarizing the findings of the Self-Study based on stakeholders' feedback.

The third year (2021-22) will focus on open forum and town halls, and on engaging the community during the MSCHE Team Visit in Spring 2022.

We will post updates as they occur on our dedicated website section <https://www.laguardia.edu/middlestates/> and will alert the College Community by email.

COMMUNICATIONS PLAN: YEAR ONE: 2019-2020

Objectives	Audiences	Methods	Timing
Inform and converse about the Self-Study, Steering Committee and the MSCHE Liaison's visit.	Vice-Presidents	Executive Council	November 2019
	Faculty, Instructional Staff	Instructional Staff Meeting	November 2019
		Assessment Leadership Team Meeting	November 2019
		Professional Staff Meeting	December 2019
		Opening Sessions (March 2020)	March 2020
	Students, Faculty and Staff	LaGuardia's Senate	January 2020
		Emails	March- April 2020
	Faculty	Department Meetings	February 2020
	Entire Campus Community and all external audiences	Website section	December 2019-ongoing, 2020
Inform students about the Self-Study and the Liaison's visit.	Students	Emails to student groups and to all students	March 2020

COMMUNICATIONS PLAN: YEAR TWO: 2020-2021

Objectives	Audiences	Methods	Timing
Update campus audience on the launch of the process.	Students	Emails to student groups and to all students	Fall 2020
	Faculty, Instructional Staff and Administrative Staff	Opening Sessions and LaGuardia's Senate	
	Alumni	Website section	
	Vice Presidents	Senate Executive Council	
Gather feedback about Working Group Reports	Students	Open Forum for students	Spring 2021
	Collegewide	List Forum on Website Campus Calendars	
		Open Forum	
	Vice Presidents	List Forum on Website Campus Calendars Executive Council	
Summarize & inform the College community about the Self-Study based on the feedback received	Faculty, Instructional Staff and Administrative Staff	Professional Staff Meeting Website section	Spring 2021
	Vice Presidents	Executive Council	

COMMUNICATIONS PLAN: YEAR THREE: 2021-2022

Objectives	Audiences	Methods	Timing
Update the College community on the Self-Study	Students	Open Forum for students List Forum on Website Campus Calendars	Fall 2021
	Collegewide	Opening Sessions; Town Hall List Town Hall on Website Campus Calendars Website section	
	Board of Directors	Town Hall	
	Alumni	Senate	
	Vice Presidents	Executive Council	
Inform the College Community about the Team Visit	Faculty, Instructional Staff and Administrative Staff	Opening Sessions and LaGuardia Senate	Spring 2022
	Students	Emails to student groups and to all students	
	College Community	Emails	
		Website section	

11. EVALUATION TEAM PROFILE

We seek an Evaluation Team that understands the challenges of a large urban comprehensive community college serving a diverse student population who are largely minority with immigrant backgrounds. The list that follows outlines the types of individuals that we believe will focus attention on LaGuardia's opportunities and challenges through the peer review process. Given the unique structure of LaGuardia, where large numbers of credit and non-credit students are enrolled, its Mission focusing on educating and graduating one of the most diverse student populations in the country, and its status as a college within a university system, their expertise and background should include the following characteristics:

- The Evaluation Team Lead should have experience as a President of an urban community college serving a diverse student population;
- The Team should include at least one Chief Academic Officer;
- At least one Chief Financial Officer with diverse responsibilities including College operations (Public Safety, facilities, Human Resources, etc.);
- Student Affairs executive with expertise with effective student success initiatives in large, urban community college with commuter students;
- At least two full professors, preferably with experience with a Liberal Arts curriculum.
- All team members should have direct experience with large, urban, community colleges with a diverse, first generation, economically disadvantaged, populations of students;
- At least some team members have experience with non-credit enrollment;

- Members should understand the organization and finances associated with colleges belonging to a large system;
- Members should have experience working in an institution with collective bargaining
- Members should include English-as-a-Second-Language speakers.

SPECIFIC PEER INSTITUTIONS FROM WHICH TEAM MEMBERS MIGHT BE DRAWN INCLUDE:

Anne Arundel Community College, 101 College Parkway, Arnold, MD 21012

Bergen Community College, 400 Paramus Road, Paramus, NJ 07652

Hudson County Community College, 25 Journal Square, Jersey City, NJ 07306

Montgomery College, 51 Mannakee Street, Rockville, MD 20805

Middlesex County College, 2600 Woodbridge Ave., P. O. Box 3050, Edison, NJ 08818

Westchester Community College, SUNY, 75 Grasslands Road, Valhalla, NY 10595-1636

Community College of Philadelphia, 1700 Spring Garden Street, Philadelphia, PA 19130-3991

Union County College, 1033 Springfield Avenue, Cranford, NJ 07016

Baltimore City Community College, 2901 Liberty Heights Avenue, Baltimore, MD 21215

12. EVIDENCE INVENTORY

TEAM MEMBERS

To manage LaGuardia's Middle States Evidence Inventory, each Working Group will have an Evidence Liaison responsible for their Standard's supporting documentation. The liaison will collaborate with the Evidence Inventory Team on workflow to integrate evidence into the final report. This will involve uploading evidence into the SharePoint folder associated with the standard using the file naming convention developed for the project (refer to Section VI).

The Evidence Team and liaison will annotate evidence, describing it and indicating which claims it supports, while also tagging the standard number and draft. The Evidence Team will investigate the possibility of using a controlled vocabulary to aid in cross-referencing documents, so, for example, the Working Groups might quickly see all of the evidence coming from a certain part of the College, or which evidence is strongest, according to the Evidence Inventory Institutional Self-Evaluation Rubric.

The liaison will also regularly review and refine evidence, indicating when it is no longer relevant to the standard, updating metadata, and also identifying gaps and needs within the documentation.

The goal of the evidence inventory is to organize and arrange evidence supporting LaGuardia's self-study. Descriptive annotations and strong cross-referencing will allow everyone working on the report to see the scope of the documentation being used to support the self-study and to effectively refine evidence as the self-study progresses. This type of workflow should also allow different standards to use the same evidence, without a duplication of

THE EVIDENCE INVENTORY TEAM CONSISTS OF A LIBRARIAN AND A STAFF FROM INFORMATION TECHNOLOGY. THE CHAIR OF THE TEAM IS ALSO PART OF THE STEERING COMMITTEE.

effort. It will also allow standards to discard unnecessary evidence without negatively disrupting the work of other groups.

The Working Group Evidence Liaison will collaborate with the Evidence Team to annotate and describe evidence to support the Self-Study, continuously reviewing the necessity of evidence and identifying gaps. The Liaison will also guide their group in use of the Evidence Inventory Institutional Self-Evaluation Rubric.

Steven Ovadia (Steering Committee)
Professor/Deputy Chief Librarian

Jetmir Troshani, Project Manager,
Division of Information Technology





Middle States Commission on Higher Education Self-Study Design June 2020

Documentation Roadmap

The documentation roadmap is tabled by Standard and will be updated as the Self-Study process progresses.*

** Each Standard color coded by column headings.*

Standard I: Mission and Goals.....	2 - 3
Standard II: Ethics and Integrity.....	4 - 14
Standard III: Design and Delivery of the Student Learning Experience.....	15 - 23
Standard IV: Support of the Student Experience.....	24 - 29
Standard V: Educational Effectiveness Assessment.....	30 - 35
Standard VI: Planning, Resources, and Institutional Improvement.....	36 - 40
Standard VII: Governance, Leadership, and Administration.....	41 - 45

Standard I: Mission and Goals

Criteria	Document, Processes, and Procedures
1. clearly defined mission and goals that: a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement; b. address external as well as internal contexts and constituencies; c. are approved and supported by the governing body; d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes; e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution; f. are publicized and widely known by the institution's internal stakeholders; g. are periodically evaluated;	LaGuardia Mission Statement LaGuardia Strategic Plan 2019-2024 LaGuardia Strategic Plan Summit and Jam Strategic Plan & Priorities website The Connected University: CUNY Master Plan 2016-2020 LaGuardia Mission and Goals College Catalog Portal Student Engagement Tools Office of Institutional Research and Assessment (OIRA) website Center for Teaching and Learning website Operational Effectiveness A Step-by-Step Playbook LaGuardia Governance Plan and Structure Organizational Charts Budget Planning and Request Process documentation Institutional Effectiveness Plan Administrative, Educational, and Student Support (AES) Assessment Plans, Guidelines and Reports CUNY Mission and History New York State Senate Legislature, Title 7, Article 125

Criteria	Document, Processes, and Procedures
	• Section 6201 • Section 6203 • Section 6206 CUNY Manual of General Policy, Article 1 Academic Policy, Programs and Research • Policy 1.05 Academic Program Planning • Policy 1.06 Academic Program Review • Policy 1.25 Research and Scholarship CUNY Performance Management Process (PMP)
2. institutional goals that are realistic, appropriate to higher education, and consistent with mission;	Same as Criteria 1 General Education outcomes General Education website Pathways website LaGuardia Goals Linked to • CUNY Goals • MSCHE Standards Council for the Advancement of Standards (CAS) in Higher Education Standards
3. goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission; and	Same as Criteria 1 and 2 Selected Academic Program Reviews Academic Program Review Guidelines Learning Outcomes from selected Academic Programs CUNY Coordinated Undergraduate Education (CUE) college documents College student support programs: ASAP, College Discovery Assessment plans and reports for the AES units
4. periodic assessment of mission and goals to ensure they are relevant and achievable.	Same as Criteria 1, 2, and 3.

Standard II: Ethics and Integrity

Criteria	Document, Processes, and Procedures
1. a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;	CUNY Mission & History CUNY Legal Affairs • Copyright Materials • Intellectual Property Policy • A Guide to Academic Freedom • Academic Integrity Policy CUNY Research Compliance • Responsible Conduct of Research CUNY Student Affairs • Statement on the Freedom of Student Expression • CUNY Student Policies & Procedures - o Academic Integrity - o Notice to the CUNY Community Regarding File Sharing and Copyright Infringement CUNY UFS Academic Freedom PSC CUNY Academic Freedom CUNY USS Freedom of Expression Policy CUNY Freedom of Information Law Requests CUNY Office of Human Resources website New York State Joint Commission on Public Ethics (JCOPE) Research Foundation CUNY Policy No. 519-C – Intellectual Property Research Foundation CUNY Policy Regarding the Disposition of Allegations of Research Misconduct LaGuardia Senate website and meeting minutes

Criteria	Document, Processes, and Procedures
	LaGuardia Senate Sub-Committee on Academic Freedom Faculty Council Meeting Minutes LaGuardia Faculty/Staff Handbooks LaGuardia Community College Student Handbook Student Government Association Constitution LaGuardia Office of Human Resources website
2. a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;	CUNY Manual of General Policy - Article I Academic Policy, Programs and Research • Policy 1.201 Military Service - Article II Board of Trustees • Policy 2.13 Points of Light • Policy 2.16 Statement Regarding AIDS Awareness - Article IV Facilities Planning and Management • Policy 4.05 Physically Handicapped Students and Faculty Members - Article V Faculty, Staff and Administration • Policy 5.04 Affirmative Action • Policy 5.061 Domestic Violence and the Workplace - Article VII Student Affairs and Special Programs • Policy 7.142 Sexual Misconduct CUNY HR Office of Recruitment & Diversity • CUNY Faculty Diversity Initiative • Innovative and Inclusive Programming • Diversity and Inclusion - o Office of Recruitment and Diversity Annual Report - o Office of Human Resources Management Strategic Plan - o CUNY Leadership Diversity Action Plan • Statistics and Reports - o Quarterly Reports on Faculty and Staff Diversity - o Central Office Affirmative Action Plans - o Workforce Demographics • People

Criteria	Document, Processes, and Procedures
	- o University Advisory Council on Diversity - o CUNY Mellon Faculty Diversity Career Enhancement Initiative Advisory Committee - o Central Office Affirmative Action Plans • Recruitment • Equal Opportunity and Compliance CUNY HR Policies and Procedures • Affirmative Action • FMLA • Legislative Right of Nursing Mothers • Reasonable Accommodations and Academic Adjustments • Sexual Misconduct Policy • Violence Prevention CUNY Labor Relations, Policies & Other Resources • Paid Parental Leave Policy CUNY Legal Affairs • CUNY Campus and Workplace Violence Policy • Equal Opportunity and non-Discrimination • Lactation Guidelines • Student Bill of Rights CUNY Admissions CUNY Library Services Diversity Statement CUNY Strategic Framework (<i>Connected CUNY</i>) • Page 3, College Readiness • Page 6, Access and Completion • Page 8, Knowledge Creation CUNY Master Plan (2016-2020) CUNY Faculty Affairs • Faculty Development @CUNY - o Diversifying CUNY's Leadership: A CUNY-Harvard Consortium

Criteria	Document, Processes, and Procedures
	• Faculty Resources • COACHE CUNY Student Affairs • CUNY Student Policies & Procedures - o Disability Accommodation President's Reaffirmation of Diversity/Equal Opportunity/Affirmative Action Affirmative Action Plan for Minorities & Woman 2017/18 Plan Year Affirmative Action Plan for Italian Americans LaGuardia Strategic Plan Faculty and Staff Diversity Strategic Plan (old from 2013??) Office of Compliance and Diversity CUNY Equal Opportunity and Non-Discrimination Policy CUNY Sexual Misconduct Policy CUNY Policies and Procedures on Non-Discrimination and Sexual Harassment LaGuardia Work Place Violence Policy Inventory of diversity initiatives and Workshops (SURJ-FSOC-CTL seminars-LGBTQIA Safe Zone Hub) Inventory of student clubs LaGuardia COACHE results
3. a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair	CUNY Bylaws Article XV Students • Section 15.4 Student Disciplinary Procedures/Complaint Procedures Article VII Academic Due Process

Criteria	Document, Processes, and Procedures
and impartial, and assure that grievances are addressed promptly, appropriately, and equitably;	CUNY Manual of General Policy Article V Faculty, Staff and Administration • Policy 5.181 Reporting of Alleged Misconduct • Policy 5.20 Student Complaints about Faculty Misconduct in Academic Settings Article VII Student Affairs and Special Programs • Policy 7.142 Sexual Misconduct CUNY Legal Affairs • Student Bill of Rights CUNY Student Affairs/Student Policies & Procedures • Procedures for Handling Student Complaints About Faculty Conduct in Academic Settings • Students' Bill of Rights CUNY Title IX CUNY Personnel Policy Bulletin • 2002/PPB Grievance Procedure for Employees Without Negotiated Provisions • 1992/PPB Appeal and/or Protests regarding Examinations PSC CUNY Grievance Process • Article 20: PSC CUNY Complaint, Grievance and Arbitration Procedure CUNY Pathways/Student Rights, Responsibilities, and Appeals Research Foundation CUNY Policy No. 510 – Project Employee Complaints LaGuardia Community College Student Handbook Office of Student Rights & Responsibilities / Advocacy Student Advocate/Ombudsmen Office website Student Complaint Resolution website

Criteria	Document, Processes, and Procedures
	Title IX policies and compliance reports Research Foundation CUNY Policy No. 526 – Affirmative Action
4. the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;	CUNY Manual of General Policy - Article II Board of Trustees, Policy 2.05 Code of Conduct - Article VI Legal, Policy 6.01 Conflict of Interest CUNY Legal Affairs - Ethics Information - Gifts - Honoraria - Conflict of Interest - Outside Activities FAQs - Project Sunlight New York State Joint Commission on Public Ethics (JCOPE) - JCOPE Ethics Laws CUNY Research Compliance - Responsible Conduct of Research - CITI Training Research Foundation CUNY Policy No. 522-C – Conflict of Interest Procedures for agreements with outside vendors Multiple Position Policy and Reporting New York State Ethics Guidelines/ JCOPE training materials Office of Legal Affairs and Labor Relations webpages
5. fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees;	CUNY Bylaws - Article VI Instructional Staff - Article VIII Organization and Duties of the Faculty - Article IX Organization and Duties of the Faculty Departments - Article XI Duties and Qualifications of Titles in the Instructional Staff - Article XII Salary Schedule Conditions

Criteria	Document, Processes, and Procedures
	- Article XIII Instructional Staff–Miscellaneous Provisions - Article XIV The Non-Instructional Staff New York State Senate Legislature, Title 7, Article 125 - Section 6208 Collective Negotiation - Section 6210 Non-Instructional Positions - Section 6212 Tenure - Section 6220 Salary Schedules in Certain Public Institutions of Higher Learning - Section 6226 Community College Severance Provisions CUNY Manual of General Policy, Article V Faculty, Staff and Administration Agendas and minutes of CUNY Board Committee on Faculty, Staff and Administration CUNY Academic Program Resources/Faculty Appointments CUNY HR Policies and Procedures CUNY HR Office of Recruitment & Diversity CUNY UFS Charter PSC CUNY - Constitution - Contract - Faculty and Staff Rights - HEO Rights and Benefits/ HEO Handbook - CLT Rights and Benefits/ CLT Handbook - Research Foundation Rights District Council Union 37 Constitution LaGuardia Governance Plan PSC-CUNY Contract

Criteria	Document, Processes, and Procedures
	Affirmative Action Plan for Minorities & Women Human Resources Website Office of Compliance and Diversity Office of Legal Affairs & Labor Relations Search committee guidelines Instructional Staff Handbook Departmental Personnel & Budget guidelines College-wide Personnel & Budget guidelines Evaluation forms and procedures for different titles College Assistants, Tutor and Sign Language Interpreter Handbook
6. honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;	Consumer Information for Prospective and Current Students Selected Recruiting/Marketing materials website guidelines/policies LaGuardia website Annual Security Report College Catalog Institutional Research and Assessment Website/Institutional facts/ Fast Facts/ Institutional Profile CUNY Student Data Book CUNY Student Experience Survey CUNY Admissions CUNY HEOA Disclosures

Criteria	Document, Processes, and Procedures
	CUNY Employment • Search Job Postings • Job Search Process CUNYfirst Job System Instructions
7. as appropriate to its mission, services or programs in place: a. to promote affordability and accessibility; b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;	New York State Senate Legislature, Title 7, Article 125 • Section 6201 Legislative Findings and Intent CUNY Manual of General Policy Article I Academic Policy, Programs and Research • Policy 1.12 College Discovery • Policy 1.27 SEEK Article VII Student Affairs and Special Programs • Policy 7.05 Financial Aid and Support CUNY Mission & History CUNY Master Plan (2016-2020) • Chapter 2 CUNY Programs • ASAP • CUNY Developmental Education and USIP • SEEK and College Discovery • School-College Partnerships (CUNY K16 Initiatives) • College Now • Early College Initiative • CUNY PREP • LINCT To Success • CUNY Explorers CUNY Financial Aid • Applying for Financial Aid • Student Eligibility • Federal and State Grants • Scholarships • Student Loans

Criteria	Document, Processes, and Procedures
	• Tax Benefits for Higher Education • Tuition and College Costs • Financial Aid Videos • Information & Resources - o Financial Aid Calculators University Resources • CUNY Value • Financial Literacy University Tuition & Fee Manual Macaulay Honors College • Tuition Scholarship, Laptop, and Opportunities Fund Mobility Report Cards: The Role of Colleges in Intergenerational Mobility Economic Diversity and Student Outcomes, New York Times CUNY Open Educational Resources (OER) CUNY Policy Compliance with Textbook Requirements of HEOA CUNY Student Affairs Disability Services LaGuardia Strategic Plan Financial Aid Website/Consumer Information for Prospective and Current Students College Catalog Select Financial Aid Program materials (TAP, PELL, ASAP, Single Stop, LaGuardia Foundation, etc.) Financial Aid Program Inventory and award data FAFSA completion initiatives FAFSA completion rates Scholarship Inventory and award data College Now website New Student Orientation process

Criteria	Document, Processes, and Procedures
8. compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding: a. the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates; b. the institution's compliance with the Commission's Requirements of Affiliation; c. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; d. the institution's compliance with the Commission's policies; and	New Student Guide Higher Education Compliance Alliance website Consumer Information for Prospective and Current Students LaGuardia Institutional Research Facts Specialized accreditation reports (Allied Health and Nursing) Inventory of accreditations Allied health and nursing pass rates CUNY Performance Management Plan Evidence of Compliance with the Requirements of Affiliation College Catalog Verification of Compliance Report Budget documents/process CUNY Performance Management Plan (PMP)
9. periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.	CUNY Policy on Disposition of Allegations of Research Misconduct CUNY Policy on Academic Integrity CUNY Policy on Intellectual Property Mandatory Training on State Ethics Law Academic Senate Policies and Procedures HR Assessment of trainings

Standard III: Design and Delivery of the Student Learning Experience

Criteria	Document, Processes, and Procedures
1. certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning;	College catalog General Education Assessment Site Curriculum Committee Agendas, Minutes List of accreditations CUNY Manual of General Policy, Article 1 Academic Policy, Programs and Research • Policy 1.05 Academic Program Planning • Policy 1.06 Academic Program Review • Policy 1.25 Research and Scholarship CUNY Academic Program Resources CUNY Pathways Selected Chancellor's Reports General Education requirements Pathways website Selected Departmental Websites Selected AA, AS, and AAS program Webpages LaGuardia Mission and Goals LaGuardia Curriculum Committee Meeting Minutes LaGuardia Institutional Profile LaGuardia Enrollment, Retention, and Completion Reports and data
2. student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals	Documents regarding peer/faculty observation; faculty evaluation process (Instructional Staff Handbook, and Adjunct Handbook)

Criteria	Document, Processes, and Procedures
who are: - rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies; - qualified for the positions they hold and the work they do; - sufficient in number; - provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation; - reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;	Faculty qualification summary data Pre-tenure review policy and guidelines ECP, HEO review processes Personnel & Budget committee guidelines, minutes Class size data; student/faculty ratios Integrated Postsecondary Education Data System (IPEDS) Human Resources (HR) reports Professional development funding; travel funds; PSC funds Professional Development, Center for Teaching and Learning CUNY Student Experience Survey New York State Senate Legislature, Title 7, Article 125 - Section 6208 Collective Negotiation - Section 6210 Non-Instructional Positions - Section 6212 Tenure - Section 6220 Salary Schedules in Certain Public Institutions of Higher Learning CUNY Bylaws - Article VI Instructional Staff - Article VIII Organization and Duties of the Faculty - Article IX Organization and Duties of the Faculty Departments - Article XI Duties and Qualifications of Titles in the Instructional Staff - Article XII Salary Schedule Conditions - Article XIII Instructional Staff–Miscellaneous Provisions - Article XIV The Non-Instructional Staff CUNY Manual of General Policy, Article V Faculty, Staff and Administration Agendas and minutes of CUNY Board Committee on Faculty, Staff and Administration

Criteria	Document, Processes, and Procedures
	CUNY Faculty Affairs • Faculty Development @CUNY - o Diversifying CUNY's Leadership: A CUNY-Harvard Consortium • Faculty Resources • COACHE CUNY Centers for Teaching and Learning Council CUNY Faculty Scholarship Report PSC CUNY Constitution • Faculty and Staff Rights CUNY UFS Charter Selected Support Staff/Administrator CV's/Resumes and Job Descriptions Faculty Qualifications summary data Process for Annual Performance Evaluation of Faculty Process for Peer Observations of Faculty Evaluation processes for all administrative and staff groups (ECP, HEO, civil servants) Personnel & Budget Committee Guidelines Institutional data on student-to-faculty ratios Institutional data on class size LaGuardia Student Experience Survey Results LaGuardia Institutional Profile COACHE results

Criteria	Document, Processes, and Procedures
	Performance Management Process Data on Faculty Scholarship and Creative Activity Center for Teaching & Learning Website Travel Funds Documentation CUNY Faculty Awards and Recognition LaGuardia Faculty awards and recognition Instructional Staff Handbook PSC-CUNY Contract Pre-Tenure Review Policy and Guidelines CUNY By-laws LaGuardia Governance Plan
3. academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion;	Handbooks Recruiting/advertising materials Academic Advisement documents Degree Works reports/screens showing what students see General Education site Degree/Curriculum Maps Articulation Agreements Momentum Materials, Retention and Graduation Materials CUNY University Registrar • Policies & Procedures CUNY Pathways

Criteria	Document, Processes, and Procedures
	College Catalog DegreeWorks Reports Selected Academic Program Requirements (Websites) Advisement Degree Program Maps (2 year) Selected Recruiting Materials Advisement and Transfer websites Pathways Website Consumer Information for Prospective and Current Students
4. sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress;	Course availability (including online, evening, and weekend) Library and library resources, sharing policies Writing Center, help desks, learning resource centers Career services, internships, experiential learning Early alert data, supplemental instruction reports, computer lab user information, usage analytics (library, blackboard) Space allocation policy, reports showing sufficient space LaGuardia data in "<u>Campus Statistics</u>" on the <u>Capital Budget website</u> Advisement office, materials, reports Honors programs materials and resources CUNY Manual of General Policy Article VII Student Affairs and Special Programs Policy 7.12 Retention and Graduation CUNY Office of Undergraduate Studies

Criteria	Document, Processes, and Procedures
	• Academic Advisement • Information for Students (Advising Modules) • Coordinated Undergraduate Education (CUE) • Writing Across the Curriculum (WAC) • Quantitative Reasoning Fellows Program • Developmental Education and USIP CUNY Office of Special Programs • SEEK & College Discovery • TRIO Programs • Single Stop • Youth Matter • Black Male Initiative CUNY Open Educational Resources (OER) CUNY Policy Compliance with Textbook Requirements of HEOA Selected Course Syllabi Accelerated Study in Associate Programs (ASAP) Website and outcomes LaGuardia Learning Academy (BLA) website and outcomes Advisement and Transfer Center website and outcomes LaGuardia Institutional Effectiveness Plan Five-year budget/resources matrix for ASAP, BLA, and AATC College Discovery website and outcomes College Opportunity to Prepare for Employment Writing Center Webpage and Outcomes

Criteria	Document, Processes, and Procedures
	Research and Scholarly Inquiry Clinical/field Work Reports Internships and Experiential Learning Websites Career Services Website Operating Budgets for CTL Early Alert Data Student Affairs Support initiatives Brochures (Transfer Fairs, Black Male Initiative, Co-Curricular Grants) Student Workshop Offerings LaGuardia CUNY Edge Young Adult Internship Program
5. at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that: a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field; b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; and c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;	General Education (link to site, documents on how selected, local approval, selected syllabi or course outlines—ideally posted online) Assessment Leadership Team General Education outcomes data General Education assessment, mapping, annualized calendars, outcomes data Writing intensive courses, Writing Across the Curriculum Urban Studies Program and outcomes CUNY Pathways CUNY General Education Assessment General Education Learning Outcomes Pathways Website

Criteria	Document, Processes, and Procedures
	Syllabi for Selected Core Curriculum and General Education Courses General Education Outcomes Data Study Abroad Materials Writing Across the Curriculum Documentation Writing Intensive Course Requirements for Graduation Honors Program Materials Learning Matters Assignment Library Bellweather materials
6. in institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula;	Not Applicable
7. adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers; and	Not Applicable
8. periodic assessment of the effectiveness of programs providing student learning opportunities.	Institutional Effectiveness Plan Guidelines, Calendars, Results, and Reports of periodic and annual reviews for academic programs and AES units Reports from Assessment Leadership Team College's PMP Targets and Reports Manual of General Policy, Article 1 Academic Policy, Programs and Research, Policy 1.06 Academic Program Review

Criteria	Document, Processes, and Procedures
	Assessments of CUNY Programs • <u>Pathways See Year Four Data, Third-Year Review</u> • USIP Fact Book • ASAP Evaluation LaGuardia Strategic Plan Institutional Effectiveness Plan Assessment Leadership Team Reports AES Assessment Committee Reports Performance Management Process (PMP) Targets and Annual Reports Select Student Learning Outcomes assessments Periodic Program Review Guidelines and Reports AES Assessment Guide

Standard IV: Support of the Student Experience

Criteria	Document, Processes, and Procedures
1. clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including: a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds; b. a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals; c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience; d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement;	CUNY Manual of General Policy Article I Academic Policy, Programs and Research • Policy 1.01 Academic Eligibility • Policy 1.07 Baccalaureate Degree Programs • Policy 1.12 College Discovery • Policy 1.13 Cooperative Programs with Admission to the • the Department of Education • Policy 1.16 Exit from Remediation • Policy 1.26 Retention and Progress • Policy 1.27 SEEK • Policy 1.30 Writing Across the Curriculum Article VII Student Affairs and Special Programs • Policy 7.05 Financial Aid and Support • Policy 7.12 Retention and Graduation CUNY Office of Enrollment Strategy & Management CUNY University Registrar • CUNY Remedial Courses: Guidance for Designing Co-requisite Remediation at CUNY • University Definition and Configuration for Equated Credit for Non-Credit Instruction CUNY Programs • ASAP • CUNY Developmental Education and USIP • CUNY Reverse Transfer • CUNY Start • SEEK and College Discovery • School-College Partnerships (CUNY K16 Initiatives) • College Now • Early College Initiative • LINCT To Success • CUNY Explorers

Criteria	Document, Processes, and Procedures
	CUNY Financial Aid • Applying for Financial Aid • Student Eligibility • Federal and State Grants • Scholarships • Student Loans • Tax Benefits for Higher Education • Tuition and College Costs • Financial Aid Videos • Information & Resources - o Financial Aid Calculators University Resources • CUNY Value • Financial Literacy University Tuition & Fee Manual CUNY Office of Continuing Education & Workforce Programs LaGuardia Adult and Continuing Education (A.C.E) Programs CUNYStart, CLIP, College Discovery websites Consumer Information for Prospective and Current Students Financial Aid website Selected Financial Aid information Scholarships, emergency funds, and grants websites Bursar website Selected Bursar information Admissions, registration, and records procedures College Catalog

Criteria	Document, Processes, and Procedures
	Family Educational Right to Privacy Act (FERPA) website New Student Orientation Process & New Student Guide My First Year Website Campus Life Initiatives / Co-Curricular Activities First Year Experience (FYE) courses Advisement Assessment plan Testing website/First-Year Immersion Program (FYIP) Outcomes for co-requisite courses CUNY Student Experience Survey results Transfer data College-wide Retention Agenda/Thirty-Credit Momentum Career Development materials & Workshops Leadership program materials and outcomes (e.g the President's Society) DegreeWorks sample degree audits Faculty training for advisement
2. 24policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches;	CUNY Manual of General Policy Article I Academic Policy, Programs and Research • Policy 1.071 Advanced Placement • Policy 1.14 Coursework Completed on Permit • Policy 1.192 International Baccalaureate Transfer Credit Award • Policy 1.201 Military Service • Policy 1.28 Transfers–General Education • Policy 1.29 Transfers–Other

Criteria	Document, Processes, and Procedures
	CUNY Adult Learners CUNY Experiential Learning CUNY University Registrar - ePermit CUNY Pathways - Board Resolution - Campus Guidelines - How Credits Transfer CUNY Reverse Transfer CUNY Academic Program Resources 2016 Faculty Handbook II. Preparation of Articulation DegreeWorks (documentation of degree audit functionality) Pathways website Experiential learning guidelines Reverse transfer materials and outcomes Transfer advising materials and Workshops Transfer data Articulation Agreements LaGuardia Senate ad-hoc Committee on Transfer
3. policies and procedures for the safe and secure maintenance and appropriate release of student information and records;	CUNY Legal Affairs Policies & Procedures - FERPA - FERPA Release Forms - Gramm-Leach-Bliley Information Security Program

Criteria	Document, Processes, and Procedures
	• Identity Theft Prevention Program • Records Retention and Disposition Schedule Computing & Information Services, Information Security (CIS) • CUNYFirst Security • Security Policies & Procedures CUNY Records Retention Schedule CUNY Researcher Handbook • Chapter 6: Research Agreements (Data Use Agreements, Data Transfer Agreements) CUNY Research and Sponsored Projects Compliance • CITI Training • Human Research Protection Program (HRPP) • Research and Sponsored Projects Agreements (Data Transfer Agreements, Data Use Agreements) CUNY Office of Institutional Research & Assessment (OIRA) • Data Warehouse Use & Access Agreement • Agreement state-wide data repository • University data exchange with NYC Dept of Ed Consumer Information for Prospective and Current Students Disclosure requirements Registrar release of Non-Disclosure forms Data security policy and procedures
4. if offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs;	CUNY Student Affairs • Student Life - o Residence Life - o Student Activities Fees - o CUNY Bylaws and Policies - o Activities, Clubs and Organizations - o Ernesto Malave Leadership Academy - o CUNY LGBTQI Student Leadership Program

Criteria	Document, Processes, and Procedures
	CUNY Student Activity Fees CUNY Bylaws and Policies • CUNY Bylaws—Articles XV and XVI • City University Fiscal Handbook for the Control & Accountability of Student Activity Fees • Financial Management Guidelines—College Associations CUNY University Student Senate (USS) • Constitution and Bylaws Student Handbook Student Affairs organizational chart Peer Programs in Academic Affairs and Student Affairs Student Club/Student Government Association (S.G.A) regulations and procedures, including budget Clubs and Organizations /Campus Life Website Campus Recreation Website/Co-ed intramurals sports.
5. if applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers; and	NA
6. periodic assessment of the effectiveness of programs supporting the student experience.	Institutional Effectiveness Plan Institutional Effectiveness Report LaGuardia Strategic Plan ASAP Assessment CUNY Student Experience Survey results AES Assessment Guide describing annual and periodic assessment steps and processes Selected Annual Assessment Plans for AES Unit

Standard V: Educational Effectiveness Assessment

Criteria	Document, Processes, and Procedures
1. clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;	CUNY Pathways LaGuardia Strategic Plan Institutional Effectiveness Plan General Education Core Competencies & Communication Abilities Pathways website College Catalog Program Learning Outcomes (PLOs) Annual Student Learning Outcomes Assessment reports Periodic Program Review Guidelines and Reports General Education Assessment reports Curriculum Maps Deposit Maps Selected Course Syllabi
2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/ program goals. Institutions should: a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals; b. articulate how they prepare students in a manner consistent with their mission for successful	Consumer Information for Prospective and Current Students Manual of General Policy, Article 1 Academic Policy, Programs and Research, Policy 1.06 Academic Program Review CUNY Academic Program Resources CUNY General Education Assessment

Criteria	Document, Processes, and Procedures
careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;	CUNY Assessment Council Assessment Leadership Team Annual Strategic Plan Institutional Effectiveness Plan Performance Management Process targets and annual reports Annual Student Learning Outcomes General Education Assessment Benchmark Reading reports Periodic Program Review Guidelines and Reports General Education Assessment reports LaGuardia Assessment website LaGuardia Assessment Guide Assessment Leadership Team agendas and reports Benchmark Reading Guidelines Benchmark Reading Agenda(s) Developmental education exit rates Proficiency exam results (nursing, allied health) Internship assessments LaGuardia Factbook, LaGuardia Enrollment, Retention and Completion Report Transfer data Enrollment snapshots Performance Management Process targets and reports

Criteria	Document, Processes, and Procedures
	Learning Matters Assignment Library Notes on Benchmark Reading Reflections Selected PLO annual reports
3. consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following: a. assisting students in improving their learning; b. improving pedagogy and curriculum; c. reviewing and revising academic programs and support services; d. planning, conducting, and supporting a range of professional development activities; e. planning and budgeting for the provision of academic programs and services; f. informing appropriate constituents about the institution and its programs; g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates; h. implementing other processes and procedures designed to improve educational programs and services;	Center for Teaching and Learning CUNY Coordinated Undergraduate Education (CUE) college documents Uses and assessments of Student Technology Fees CUNY Centers for Teaching and Learning Council CUNY-wide Remediation Reform (TBD) • Strong Start to Finish Grant • Mathematics Remediation (Spencer and Teagle Foundation grants, TBD) • CUNY Office of Undergraduate Studies - o Developmental Education - o CUNY Task Force on Developmental Education - o CUNY Immersion Program Evaluation CUNY Office of Continuing Education & Workforce Programs CUNY Adult Learners CUNY Experiential Learning CUNY HR Learn & Grow CUNY Faculty Affairs • COACHE Examples of use of results: Requirement for new programs (CUNY Academic Program Resources), focus on STEM and tech, creation of new scholarships and programs (WiTNY), CUNY Service Corps, new CUNY School of Public Health Institutional Effectiveness Report Assessment website Assessment Guide

Criteria	Document, Processes, and Procedures
	Assessment Leadership Team calendars, strategic plans, and reports Benchmark Reading Guidebook and reports COACHE data Developmental education redesign documentation and outcomes Performance Management Process targets and annual reports Periodic Program Review External Evaluator reports and memos Curriculum Committee minutes Selected Departmental professional development materials LaGuardia Institutional Profile LaGuardia Enrollment, Retention and Completion Report Selected Academic Programs websites Center for Teaching and Learning Webpage Grants Administration website Report on travel funds for faculty Departmental professional development funds Allocations (focus on adjuncts) Grants Administration support for professional development College/Departmental Curriculum committee minutes

Criteria	Document, Processes, and Procedures
	Coordinated Undergraduate Education Reports website and Outcomes Accelerated Study in Associate Programs (ASAP) CUNYStart website and Outcomes Learning Matters Mini-Grants, Reports LMAL Showcase agendas Global Learning events Alt-Ec agendas Learning Matters Assignment Library Notes on Benchmark Reading Reflections Selected PLO annual reports Teagle Grant Foundation application and Report(s) Bellweather application Department strategic plan targets
4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and	NA
5. periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.	CUNY Manual of General Policy, Article 1 Academic Policy, Programs and Research • Policy 1.06 Academic Program Review - See 3.7 External Review CUNY Assessment Council <i>Opportunity for peer review of assessment reports</i> Assessments of CUNY Programs • Pathways See <i>Year Four Data, Third-Year Review</i> • USIP Fact Book

Criteria	Document, Processes, and Procedures
	Institutional Effectiveness Plan Institutional Effectiveness Report Assessment Leadership Team member profile and reports Benchmark Reading results Curriculum Committee Minutes Curriculum Maps Deposit Maps College Catalog Performance Management Process targets and annual reports

Standard VI: Planning, Resources, and Institutional Improvement

Criteria	Document, Processes, and Procedures
1. institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;	LaGuardia Mission and Values LaGuardia Strategic Plan LaGuardia Governance Plan Strategic Plan Outcomes & Measures Progress Reports Institutional Effectiveness Plan Learning Matters Assessment Guide Assessment Guidelines (PPR, PLO, AES) Annual and Periodic Assessment reports (Advisement, Benchmark reading, First Year Seminar, PPR, PLO, AES) AES Assessment Plans and Reports CUNY Performance Management Process (PMP) LaGuardia Preparation for Fiscal 2019 Operating Budget State Enacted/City Executive Budget University Budget Request CUNY Master Plan (2016-2020) CUNY Strategic Framework
2. clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results;	Enrollment Reports (Daily & Weekly) Institutional Profile Financial Projections Institutional Effectiveness Plan

Criteria	Document, Processes, and Procedures
	College Senate Budget and Finance Committee Regular Monitoring of and Reporting on the Strategic Plan Progress LaGuardia Governance Plan Annual and Periodic Assessment Processes and Reports Open Sessions Addresses and Presentations COACHE Campus-wide Reporting & Follow-up Initiatives and Actions LaGuardia Preparation for Fiscal 2019 Operating Budget CUNY Performance Management Process (PMP) CUNY University Faculty Senate Committees CUNY University Student Senate Committees CUNY Central and CUNY-wide Councils that Contribute to Planning and Improvement Processes: COPs, Academic Council, University Council of Admissions and Recruitment Directors, IR Council, CUNY Advisement Council CUNY Assessment Council
3. a financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives;	Institutional Effectiveness Plan College Facilities Plan / Annual Reports Student Tech Fee Plan Annual CUNY Budget Process Materials CUNY Financial Planning Guidelines State Enacted/City Executive Budget University Budget Request

Criteria	Document, Processes, and Procedures
	CUNY Audited Financial Statements CUNY Master Plan (2016-2020) CUNY Strategic Framework Academic Technology at CUNY CUNY Administrative Excellence Initiative
4. fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;	CUNY Capital Request Budget CUNY Ongoing Capital Projects Plan College Facilities Planning and Reports Space Utilization reports Student Tech Fee Plan LaGuardia Preparation for Fiscal 2019 Operating Budget CTL Programs and Initiatives Selected Professional Development Programs for Faculty and Staff IPEDS Human Resources (HR) reports LaGuardia Auxiliary Enterprises Corporation bylaws LaGuardia data in <i>"Campus Statistics" on the Capital Budget website</i> New York State Senate Legislature, Title 7, Article 125 CUNY Bylaws (Faculty, Instructional Staff, Student Activity Fee, General Policy (Faculty Staff & Administration), Board Committee Minutes, CUNY Workforce Statistics CUNY Facilities Planning, Construction and Management by the College
5. well-defined decision-making processes and clear	Institutional Effectiveness Plan

Criteria	Document, Processes, and Procedures
assignment of responsibility and accountability;	LaGuardia Organizational Chart LaGuardia Governance Plan Personnel and Budget Committee Reports Evaluation Procedures for All Faculty and Staff Groups CUNY Budget & Finance Leadership
6. comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes;	LaGuardia Strategic Plan Annual Progress Reports LaGuardia Technology Fee Reports CUNY Capital Request Budget Space Utilization reports LaGuardia Auxiliary Enterprises Corporation bylaws LaGuardia data in <i>"Campus Statistics"</i> on the <i>Capital Budget website</i> CUNY Master Plan (2016-2020) CUNY Five Year Capital Budget Request CUNY Facilities Planning, Construction and Management CUNY Computing & Information Services / Academic Technology
7. an annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter;	Audit Report from CUNY LaGuardia Budget Audit Reports Audited Financial Statements of College Foundation, Student Associations, Auxiliary Enterprises CUNY Audited Financial Statements CUNY Research Foundation Annual Reports and Financial Statements

Criteria	Document, Processes, and Procedures
8. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals;	Institutional Effectiveness Plan Strategic Plan Outcomes and Measures Progress Report Annual Budget Process / Reports LaGuardia Preparation for Fiscal 2019 Operating Budget Space Utilization reports CUNY Administrative Excellence Initiative University Budget Request / CUNY Budget Administration CUNY HR Information Systems/Workforce Statistics CUNYfirst Planning / Budgeting – Forecasting and Tracking Personnel, Expenses and Income PSC-CUNY Contract Article 15: Workload
9. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	Institutional Effectiveness Plan Strategic Plan Outcomes & Measures, Annual Progress Reports Annual & Periodic Assessment Reports / Plans, Including General Education, Student Learning Outcomes, Academic programs and AES Student Technology Fee Reporting LaGuardia Enrollment Reports Comparing FTE Enrollment to the FTE Required for Operation CUNY Budget Administration CUNY Performance Management Process (PMP) CUNY Operating Budget Process

Standard VII: Governance, Leadership, and Administration

Criteria	Document, Processes, and Procedures
1. a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students;	LaGuardia Mission and Goals LaGuardia Governance Plan Personnel & Budget Committee Guidelines LaGuardia Organizational Chart LaGuardia Handbooks (Adjunct Instructional Staff, Instructional Staff, Student) Academic Senate Charge and Guidelines Executive Council Mission, Charge and Guidelines LaGuardia Foundation Bylaws CUNY Conflict of Interest Policy LaGuardia Legal Affair Policies (Multiple Position, Ethics, Conflict of Interest, FERPA, Non-discrimination) LaGuardia Auxiliary Enterprises Corporation Bylaws CUNY Executive Salary and Compensation Plan New York State Education Department Institutional Compliance Report New York State Senate Legislature, Title 7, Article 125 CUNY Bylaws • Article II Officers of the Board • Article III Committees of the Board • Article IV Council of Presidents • Article VIII Organization and Duties of the Faculty - o Section 8.11 College Governance Plans • Article IX Organization and Duties of Faculty Departments • Article X The Central Office

Criteria	Document, Processes, and Procedures
	• Article XI Duties and Qualifications of Titles in the Instructional Staff - o Section 11.2 Chancellor - o Section 11.3 Senior University Staff - o Section 11.4 The President • Article XV Students • CUNY Manual of General Policy - o Article II Board of Trustees - o Article V Faculty, Staff and Administration - o CUNY Board of Trustees Handbook CUNY Administration CUNY University Faculty Senate CUNY University Student Senate PSC CUNY Constitution CUNY Legal Affairs - Governance Plans Research Foundation Governance
2. legally constituted governing body that: a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal wellbeing of the institution; b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities; c. ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution;	New York State Senate Legislature, Title 7, Article 125 CUNY Conflict of Interest Policies CUNY Board of Trustees Handbook CUNY Bylaws • Article II Officers of the Board • Article III Committees of the Board • Article IV Council of Presidents • Article VIII Organization and Duties of the Faculty • Article IX Organization and Duties of Faculty Departments • Article X The Central Office • Article XI Duties and Qualifications of Titles in the Instructional Staff

Criteria	Document, Processes, and Procedures
d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management; e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution; f. appoints and regularly evaluates the performance of the Chief Executive Officer; g. is informed in all its operations by principles of good practice in board governance; h. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest; supports the Chief Executive Officer in maintaining the autonomy of the institution;	- o Section 11.2 Chancellor - o Section 11.3 Senior University Staff - o Section 11.4 The President • Article XV Students • CUNY Manual of General Policy - o Article II Board of Trustees - o Article V Faculty, Staff and Administration CUNY Board of Trustees Handbook CUNY Administration CUNY University Faculty Senate CUNY University Student Senate PSC CUNY Constitution CUNY Legal Affairs Research Foundation Governance
3. a Chief Executive Officer who: a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body; - b.. has appropriate credentials and professional experience consistent with the mission of the organization; c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission; d. has the assistance of qualified administrators,	

Criteria	Document, Processes, and Procedures
sufficient in number, to enable the Chief Executive Officer to discharge his/ her duties effectively; and is responsible for establishing procedures for assessing the i. organization's efficiency and effectiveness;	
4. an administration possessing or demonstrating: a. an organizational structure that is clearly documented and that clearly defines reporting relationships; b. an appropriate size and with relevant c. experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities; d. members with credentials and professional experience consistent with the mission of the organization and their functional roles; e. skills, time, assistance, technology, and information systems expertise required to perform their duties; f. regular engagement with faculty and students in advancing the institution's goals and objectives; systematic procedures for evaluating administrative units and for using assessment data to enhance operations; and	LaGuardia Governance Plan LaGuardia Organizational Charts (Overall and by Unit) Top Management Chart CVs of the Executive Council Members LaGuardia CEO Job Descriptions LaGuardia CEO Qualifications CUNY presidential Search Process Guideline and Material CUNY Chancellor and Presidents, Review and Assessment CUNY Process for ECP Evaluation CUNY Executive Compensation Plan Executive Search and Evaluation for LaGuardia President CUNY Bylaws Article XI Duties and Qualifications of Titles in the Instructional Staff • Section 11.2 Chancellor • Section 11.4 The President CUNY Manual of General Policy, Article II Board of Trustees • Policy 2.03 Chancellor Searches • Policy 2.08 Governance of the University, 3.1 The President • Policy 2.12 Presidential Searches
5. periodic assessment of the effectiveness of Governance, leadership, and administration	Organizational Charts LaGuardia Executive Job Descriptions

Criteria	Document, Processes, and Procedures
	CVs of the Executive Council Members Documents Showing Appropriate Size (Comparative Analysis with Other CUNY Colleges) The Strategic Planning Process and Forums (JAM) Involving All College Stakeholders COACHE Survey Results, Taskforce Reports and Follow-up Steps Planned 2020 HR Survey of All Staff Members CUNY Student Experience Survey Findings Opening Sessions Addresses and Presentations AES Annual and Periodic Assessment Plans, Reports and Next Steps CUNY Research Foundation Guidelines CUNY Administration: Top Executives in the CUNY Central Office and College Presidents
	Institutional Effectiveness Plan Regular Monitoring and Progress Reports of LaGuardia's Strategic Plan Annual Performance Review Forms and Protocols Annual and Periodic Assessments and Reports of AES Units COACHE Findings, Reports, and Follow-up Initiatives and Activities Planned 2020 HR Staff Survey CUNY Performance Management Process (PMP) CUNY Faculty Affairs