



DARE TO DO MORE

**A Report on the impact of the Pandemic on Student
Outcomes: December 2021**

Office of Institutional Research and Assessment (OIRA)

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A Report on the impact of the Pandemic on Student Outcomes

The following analysis of the COVID-19 pandemic's impact on LaGuardia is based on analysis provided from several articles presenting results of recent surveys, studies, and meta-analysis about the impact of the pandemic on higher education. Addressing issues raised by the articles, the report focuses on demographics, enrollment, retention, academic outcomes, online assessment, and student experiences at LaGuardia.

Short Summaries of relevant sources

1. *Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students* (published by the Office of Civil Rights, US Department of Education)¹ includes the following findings:
 - "COVID-19 has raised new barriers for many postsecondary students, with heightened impacts emerging for students of color, students with disabilities, and students who are caregivers, both for entry into higher education and for continuing and completing their studies."
 - "Many institutions of higher education that disproportionately serve students of color and students from low-income backgrounds have seen declines in enrollment since the pandemic began". "Higher-education institutions also reported a sharp drop-off in enrollment in 2020 of students graduating from high-poverty high schools compared to pre-pandemic numbers."
2. A Brookings Institute report, *How does virtual learning impact students in higher education?* by Stephanie Riegg Cellini², published in August 2021, provides meta-analysis of relevant articles covering the following issues:
 - Evaluating online instruction in higher education: "Virtually all of these studies found that online instruction resulted in lower student performance relative to in-person instruction; Negative effects of online course-taking were particularly pronounced for males and less-academically prepared students..... A follow-up survey of students' experiences suggests that online students had trouble concentrating on their coursework and felt less connected to both their peers and instructors relative to their in-person peer".
 - Broader impacts of online learning: "These papers find common themes: Students in online courses generally get lower grades, are less likely to perform well in follow-on coursework, and are less likely to graduate than similar students taking in-person classes.... Looking at student outcomes in Spring 2020 in Virginia's community college system, [Bird et al.](#) find that the switch to online instruction resulted in an 8.5% reduction in course completion. They find that both withdrawals and failures rose. They also confirm findings in the literature that negative impacts are more extreme among less-academically-prepared students".
 - Online learning in the fall and beyond: "For now, college professors and administrators should consider that college students pushed online may be less prepared for future follow-on classes, their GPAs may be lower, course completion may suffer, and overall learning may have declined relative to in-person cohorts in previous years. These results seem particularly problematic for students with less academic preparation and those in bachelor's degree programs".

¹ (<https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>)

² <https://www.brookings.edu/blog/brown-center-chalkboard/2021/08/13/how-does-virtual-learning-impact-students-in-higher-education/>

3. The report, *Suddenly Online: National Survey of Undergraduates During the COVID-19 Pandemic*³, presents survey results of undergraduates who transitioned to online instruction in response to the COVID-19 pandemic. The survey, conducted in May and June 2020, was administered to a random national sample of 1,008 undergraduates (717 attending 4-year colleges and 271 attending 2-year colleges) taking college courses which included in-person class sessions when the pandemic hit and who had to finish the courses by learning remotely.
- About half of the students in the survey (51%) said they were “very satisfied” with their course before it went fully online. Students’ ratings of their satisfaction with their courses after moving fully online were dramatically lower- only 19%. However, the majority (59%) were at least “somewhat satisfied” with their courses after the shift to remote instruction.
 - More than three-quarters of respondents were at least “somewhat satisfied” with their instructor’s preparation for teaching the course post-COVID-19 (37% very satisfied and 39% somewhat satisfied).
 - The area in which satisfaction suffered most after COVID was how well students thought they were learning: Only 17% of respondents said they were “very satisfied” compared to pre-pandemic. Still, only 42% expressed dissatisfaction with their learning.
 - The most pervasive problem reported by students was staying motivated to do well in the course after it went online (79%): Other problems mentioned are finding a quiet place to work (55%), fitting the course in with family/home responsibilities (54%), not knowing where to go for help with the course (54%), feeling too unwell to participate (45%), and fitting the course in with a work schedule (31%).
 - On the other hand, a majority of students thought the course was about the same or better after going online, in terms of understanding what was expected in the course (64%), Instructor’s knowledge of their strengths and weaknesses (58%), and the availability of help with the course (57%).
4. An article about the impact of the pandemic on assessment⁴ published by NILOA, presents survey results of individuals with assessment as their primary responsibilities. Launched in June 2020, the assessment survey was designed to capture a snapshot of assessment-related changes made during Spring 2020 in response to the sudden shift to remote instruction and to help determine continuing professional development needs.
- Changes: 97% of respondents made changes of some kind during Spring 2020 in response to COVID-19; changes included modifying assignments and assessments, flexibility in assignment deadlines, shifting to pass/fail, and modifying assessment reporting deadlines. Other, less frequently made changes, included acceptance of alternative assignments, modifying the assessment reporting process, modifying course evaluations, shifting to credit/no credit, and modifying assessment roles and responsibilities.
 - Assessment related responses: 75% of respondents felt the changes would not negatively impact the assessment culture of their institution and that assessment-related changes were undertaken to address student needs. Concerns about students’ differential access to technology and students’ ability to learn in remote environments were determining factors in making decisions about what to change. Respondents also agreed, although less strongly, that equity concerns drove decisions.
 - Remaining professional development needs: 42% of respondents stated that all of their professional development needs had been met either in the spring or over the summer. Remaining needs included: Alternative assessment examples, best practices for assessing online, and Student Affairs assessment.

³ <https://www.everylearnereverywhere.org/resources/suddenly-online-national-undergraduate-survey/>

⁴ [Assessment During A Crisis: Responding to a Global Pandemic](#)

Data from LaGuardia

The articles quoted above indicate that the pandemic has an adverse impact on academic performance and enrollment, especially for minority and low income students. More positively, it appears that while assessment practices and processes were modified, most colleges continue to assess student learning during the pandemic.

First-year (freshmen) enrollment:

Comparably to most community colleges, new student enrollment dropped at LaGuardia. However, the decline does not appear to be disproportional for underrepresented minority - while the number of first-year Hispanic students declined considerably, Asian students had similar enrollment declines followed by white students, and there were minimal decline for Black students.

First-year Student Enrollment by Race/ethnicity and Gender

| | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 ¹ | % change F20 to F19 | % change F21 to F19 | % change F21 to F20 |
|-----------------|--------------|--------------|--------------|--------------|------------------------|------------------------|------------------------|------------------------|
| Asian | | | | | | | | |
| Male | 249 | 229 | 237 | 171 | 189 | -27.8% | -20.3% | 10.5% |
| Female | 251 | 260 | 265 | 179 | 174 | -32.5% | -34.3% | -2.8% |
| Total | 500 | 489 | 502 | 350 | 363 | -30.3% | -27.7% | 3.7% |
| Black | | | | | | | | |
| Male | 258 | 221 | 261 | 256 | 276 | -1.9% | 5.7% | 7.8% |
| Female | 340 | 316 | 367 | 372 | 363 | 1.4% | -1.1% | -2.4% |
| Total | 598 | 537 | 628 | 628 | 639 | 0.0% | 1.8% | 1.8% |
| Hispanic | | | | | | | | |
| Male | 729 | 592 | 725 | 681 | 511 | -6.1% | -29.5% | -25.0% |
| Female | 853 | 775 | 892 | 896 | 595 | 0.4% | -33.3% | -33.6% |
| Total | 1,582 | 1,367 | 1,617 | 1,577 | 1,106 | -2.5% | -31.6% | -29.9% |
| White | | | | | | | | |
| Male | 122 | 119 | 125 | 76 | 93 | -39.2% | -25.6% | 22.4% |
| Female | 126 | 107 | 111 | 94 | 105 | -15.3% | -5.4% | 11.7% |
| Total | 248 | 226 | 236 | 170 | 198 | -28.0% | -16.1% | 16.5% |
| Total* | | | | | | | | |
| Male | 1,370 | 1,176 | 1,363 | 1,203 | 1,081 | -11.7% | -20.7% | -10.1% |
| Female | 1,588 | 1,476 | 1,658 | 1,554 | 1,225 | -6.3% | -26.1% | -21.2% |
| Total | 2,958 | 2,652 | 3,021 | 2,575 | 2,306 | -14.8% | -23.7% | -10.4% |

¹Data as of 12.6.21

*Total includes American Indian and students with unknown race/ethnicity

- Enrollment for Asian and white students decreased, mainly in Fall 2020, compared to Fall 2019.
- Enrollment of Hispanic first-year students hardly declined in Fall 2020 compared to the pre-pandemic Fall 2019 enrollment (2.5%), but decreased considerably in Fall 2021 (31.6%) compared to Fall 2019 and Fall 2020. The number of Black first-year students remains similar in all three semesters.
- Enrollment for men and women entered enrolled as first-year students during the pandemic in Fall 2020 and fall 2021 is lower compared to the pre-pandemic Fall 2019 semester.

First-semester and one-year Retention:

First-time full-time first-year (freshmen):

Overall, one-year retention for the Fall 2019 cohort - which started before the pandemic but included Spring 2020 - improved compared to Fall 2018. While the Fall 2019 retention rates rebounded after a sharp decline in Fall 2018. First-semester retention for the Fall 2020 cohort, which began their enrollment during the pandemic (we do not have final one-year retention data yet), declined considerably, compared to Fall 2018 (from 80% to 73.8%).

By race/ethnicity and Gender

A considerable retention gap between underrepresented minorities, especially Black men, and to a lesser extent Hispanic men, compared to Asian and white students, especially women, is evident pre- and during the pandemic. The analysis below focuses on the differences between pre-pandemic cohorts, especially Fall 2019 which started the semester before the pandemic and the Fall 2020 cohort which started during the pandemic.

Retention of first-time full-time first-year students by race/ethnicity and gender

| | Fall 2016 | | Fall 2017 | | Fall 2018 | | Fall 2019 | | Fall 2020 |
|-----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | First term | One-year | First term | One-year | First term | One-year | First term | One-year | First term |
| Asian | | | | | | | | | |
| Male | 81.1% | 67.0% | 81.9% | 71.9% | 78.3% | 63.8% | 83.3% | 72.5% | 82.3% |
| Female | 88.6% | 75.4% | 93.1% | 82.6% | 83.5% | 74.0% | 87.7% | 78.9% | 85.7% |
| Total | 85.0% | 71.6% | 87.5% | 77.2% | 81.1% | 69.2% | 85.6% | 75.9% | 84.0% |
| Black | | | | | | | | | |
| Male | 72.7% | 55.0% | 71.6% | 56.4% | 68.8% | 51.6% | 70.6% | 49.5% | 63.3% |
| Female | 79.3% | 60.2% | 78.3% | 60.7% | 71.9% | 52.6% | 79.5% | 62.1% | 67.1% |
| Total | 76.5% | 58.0% | 75.4% | 58.9% | 70.6% | 52.2% | 76.0% | 57.1% | 65.5% |
| Hispanic | | | | | | | | | |
| Male | 75.5% | 61.4% | 70.4% | 54.1% | 70.5% | 57.7% | 79.1% | 57.5% | 71.7% |
| Female | 80.7% | 65.5% | 79.7% | 67.8% | 77.0% | 62.5% | 80.5% | 62.9% | 75.5% |
| Total | 78.4% | 63.7% | 75.4% | 61.5% | 74.2% | 60.3% | 79.9% | 60.5% | 73.9% |
| White | | | | | | | | | |
| Male | 85.3% | 67.9% | 81.7% | 69.7% | 77.7% | 63.1% | 77.8% | 60.2% | 78.6% |
| Female | 85.6% | 73.3% | 88.3% | 67.6% | 82.8% | 68.8% | 83.7% | 70.9% | 85.0% |
| Total | 85.4% | 70.4% | 85.0% | 68.6% | 80.1% | 65.8% | 80.4% | 64.9% | 82.4% |
| Total* | | | | | | | | | |
| Male | 77.0% | 62.0% | 73.7% | 59.3% | 72.6% | 58.6% | 78.2% | 59.1% | 72.0% |
| Female | 82.0% | 66.4% | 82.1% | 68.5% | 77.5% | 62.9% | 81.6% | 65.7% | 75.2% |
| Total | 79.8% | 64.4% | 78.2% | 64.2% | 75.4% | 61.1% | 80.0% | 62.7% | 73.8% |

* Total includes Native America and unknown.

- One-year retention rates for Asian first-year students were generally higher than those for men or women at the other race/ethnic groups.

- One-year retention rates are higher for women compared to men for all groups. For the Fall 2019 cohort, the smallest gender gap in retention is for Hispanic (-5.4%) and Asian students (-6.4%), and the largest for Black (-12.6%) and white students (-10.7%).
- One-year retention for the Fall 2019 is similar to the previous cohorts (starting with Fall 2016) and improved for Asian (+8.7% for men and +4.9% for women), Black women (+9.5%), and white women (+2.1%) – all compared to the Fall 2018 cohort. However, one-year retention dropped for white and Black men (-2.9% & -2.1%, respectively) - for black men it was the lowest in the last four years.
- First-semester retention rates declined by 6.2 Percentage points when the Fall 2020 cohort – which enrolled during the pandemic - is compared to the Fall 2019 cohort. The sharpest declines are for Black women (-12.4%), followed by Black and Hispanic men (-7.3% & -7.4%, respectively), and Hispanic women (-5%). First-semester retention remained relatively stable for white (2%) and Asian (-1.6%) full-time first-year students.

Retention in First Year Seminar (FYS) courses:

The following table compares the retention rates of freshmen and transfers attending FYS courses, compared those who did not attend FYS courses, and the retention rates for students enrolled before and during the pandemic.

First-semester retention rates

| | Attended FYS | | | Non-FYS students | | | Diff (FYS to Non-FYS) | | |
|------------------|--------------|----------|-------|------------------|----------|-------|-----------------------|----------|-------|
| | Freshmen | Transfer | Total | Freshmen | Transfer | Total | Freshmen | Transfer | Total |
| Fall 2020 | 72.2% | 73.5% | 72.6% | 59.4% | 64.3% | 60.9% | 12.9% | 9.3% | 11.7% |
| Fall 2019 | 73.8% | 69.4% | 72.4% | 63.3% | 61.6% | 62.6% | 10.6% | 7.9% | 9.7% |

- In both pre-pandemic (Fall 2019) and pandemic (Fall 2020) cohorts, first-year students (freshmen) and transfers enrolled in the FYS courses were retained at higher rates compared to the non-FYS students.
- Overall enrollment in FYS courses had a more positive impact on retention during the pandemic - the retention differences between FYS and non-FYS were larger for the Fall 2020 students.
- Fall 2020 freshmen retained at slightly lower rates (-1.6%) compared to Fall 2019, while transfers were retained at higher rates (+4.1%).

Performance in Key Courses: Gateway English and Math, FYS, and Popular First-year Courses:

Gateway Courses:

Overall, there was a drop in pass rates for English gateway courses. Math Gateway courses have seen an increase in pass rates.

- GPA and pass rates for English Gateway courses, especially ENA 101, dropped during the pandemic compared to the rates in the two pre-pandemic semesters. Withdrawal rates for ENA 101 slightly increased.
- In contrast, GPA and pass rates increased during the pandemic for Math Gateway courses.

End of semester course outcomes of English and Math Gateway courses pre and during covid

| | | Pre-Covid | | | | | | | | | | Covid | | | | | | | | | | | | | | |
|------------------------------|-------------------------------|-------------|------------|------------|------------|-------------|-------------|------------|-----------|------------|-------------|-------------|------------|-----------|------------|-------------|-------------|------------|-----------|------------|-------------|-------------|------------|-----------|------------|-------------|
| | | Spring 19 | | | | | Fall 19 | | | | | Spring 20 | | | | | Fall 20 | | | | | Spring 21 | | | | |
| Dept | Crs Desc | Enr | Pass | W | Fail | GPA | Enr | Pass | W | Fail | GPA | Enr | Pass | W | Fail | GPA | Enr | Pass | W | Fail | GPA | Enr | Pass | W | Fail | GPA |
| ENA | 101 Composition I Accelerated | 266 | 85% | 4% | 11% | 2.89 | 368 | 75% | 6% | 19% | 2.54 | 319 | 65% | 6% | 30% | 2.33 | 440 | 54% | 10% | 37% | 1.86 | 305 | 63% | 8% | 30% | 2.24 |
| ENG | 101 Composition I | 2184 | 73% | 8% | 19% | 2.56 | 3371 | 75% | 6% | 19% | 2.56 | 2138 | 68% | 8% | 24% | 2.49 | 3229 | 66% | 8% | 26% | 2.40 | 1853 | 67% | 9% | 24% | 2.45 |
| English Gateway Total | | 2450 | 74% | 8% | 18% | 2.60 | 3739 | 75% | 6% | 19% | 2.56 | 2457 | 68% | 8% | 25% | 2.47 | 3669 | 65% | 8% | 27% | 2.34 | 2158 | 67% | 8% | 25% | 2.42 |
| | | Pre-Covid | | | | | | | | | | Covid | | | | | | | | | | | | | | |
| | | Spring 19 | | | | | Fall 19 | | | | | Spring 20 | | | | | Fall 20 | | | | | Spring 21 | | | | |
| Dept | Crs Desc | Enr | Pass | W | Fail | GPA | Enr | Pass | W | Fail | GPA | Enr | Pass | W | Fail | GPA | Enr | Pass | W | Fail | GPA | Enr | Pass | W | Fail | GPA |
| MAT | 115 College Algeb & Trig | 1858 | 61% | 10% | 28% | 2.02 | 2612 | 61% | 7% | 31% | 1.88 | 1913 | 70% | 7% | 23% | 2.39 | 2207 | 72% | 7% | 21% | 2.38 | 1380 | 72% | 7% | 21% | 2.48 |
| MAT | 117 Alg and Trig | 180 | 48% | 9% | 42% | 1.17 | 209 | 53% | 9% | 36% | 1.34 | 174 | 63% | 9% | 28% | 1.88 | 273 | 59% | 7% | 33% | 1.70 | 176 | 68% | 6% | 26% | 2.06 |
| MAT | 119 Stat with Alg | 146 | 55% | 10% | 33% | 1.40 | 142 | 50% | 13% | 35% | 1.20 | 159 | 54% | 9% | 36% | 1.62 | 230 | 54% | 11% | 35% | 1.54 | 126 | 58% | 7% | 21% | 1.76 |
| MAT | 120 Elem Statistics I | 1300 | 62% | 12% | 25% | 1.98 | 1589 | 58% | 11% | 31% | 1.79 | 1241 | 65% | 10% | 25% | 2.16 | 1380 | 61% | 11% | 28% | 2.03 | 1078 | 65% | 12% | 22% | 2.26 |
| Math Gateway Total | | 3484 | 60% | 11% | 28% | 1.94 | 4552 | 59% | 9% | 31% | 1.80 | 3487 | 67% | 8% | 24% | 2.25 | 4090 | 66% | 8% | 25% | 2.17 | 2760 | 68% | 9% | 22% | 2.33 |

Enrollment does not include any student receiving a grade of WN (Withdrew Never Attended) or WD (Withdrew/Dropped within 5 days after the start of classes); Passing Grades are traditional letter grades and CR, Failing Grades are F, INC, WU,NC; GPA does not include students receiving a CR grade or students with a 'W' grade

FYS Courses

Regardless of the pandemic, FYS students earned more credits and had higher GPA compared to non-FYS students. However, credit earned and GPA scores during the pandemic declined for first-year students (freshmen) while improving for transfers, a pattern similar to FYS retention.

Academic performance before and during the pandemic

| FYS | | | NON-FYS | | | Diff (FYS to Non-FYS) | | |
|----------|----------|-------|----------|----------|-------|-----------------------|----------|-------|
| Freshmen | Transfer | Total | Freshmen | Transfer | Total | Freshmen | Transfer | Total |

Average Cumulative Equated Credits Earned (Including FYS/FSM Courses)

| | | | | | | | | | |
|------------------|------|------|------|------|-----|------|-----|-----|-----|
| Fall 2020 | 11.1 | 11.0 | 11.1 | 10.1 | 8.9 | 9.7 | 1.1 | 2.1 | 1.4 |
| Fall 2019 | 12.4 | 10.8 | 11.9 | 10.9 | 9.5 | 10.4 | 1.5 | 1.3 | 1.5 |

Average Equated GPA (Including FYS/FSM Courses)

| | | | | | | | | | |
|------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Fall 2020 | 2.1 | 2.9 | 2.3 | 1.6 | 2.5 | 1.9 | 0.5 | 0.4 | 0.4 |
| Fall 2019 | 2.2 | 2.7 | 2.4 | 1.8 | 2.3 | 2.0 | 0.4 | 0.4 | 0.4 |

Pass rates declined during the pandemic compared to the pre-pandemic semesters, although they have somewhat recovered in Spring 2021.

Pass rates for FYS courses pre-pandemic and during the pandemic

| | | | | |
|-------------|-----------|-------------|-----------|-------------|
| Spring 2019 | Fall 2019 | Spring 2020 | Fall 2020 | Spring 2021 |
| 79% | 80% | 70% | 74% | 76% |

Popular first-year courses:

The table below provides combined average pass rates and GPA information for the two most recent pre-pandemic semesters (Spring 2019 and Fall 2019), and for three pandemic semesters (Spring 2020, Fall 2020 and Spring 2021) for 20 select high enrollment courses.

- Contrary to most articles quoted above, students' academic performance (GPA and pass rates) did not decline, but were mixed during the pandemic with more positive than negative outcomes. It could be a result of the credit/no credit (CR/NC) grading options (instituted in Spring 2020).
- Most courses had a least some improvement in pass rates and GPA. The courses with the largest increases (over 10%) are: *Human Anatomy and Physiology 1* (22% in pass rates, 5% in GPA), *Fundamentals of Algebra* which is a remedial course (18% in pass rates, remedial courses have no GPA), and *Foundations of Chemistry* (18% in pass rates, 28% in GPA). Two more courses had a large increase in their GPA without a corresponding increase in their pass rate: *Principles of Accounting I* (11% increase in GPA, 3% in pass rates) and *General Psychology* (11% increase in GPA and no increase in pass rates).
- Some courses had decreased pass rates and GPAs: *Writing Through Literature* (8% in pass rates, 6% in GPA), *U.S. Power and Politics* (6% in pass rates and GPA), *Introduction to Language* (8% in pass rates, 3% in GPA), *Critical Thinking* (5% in pass rates, 1% in GPA) and *Public Speaking* (5% in pass rates, 1% in GPA).

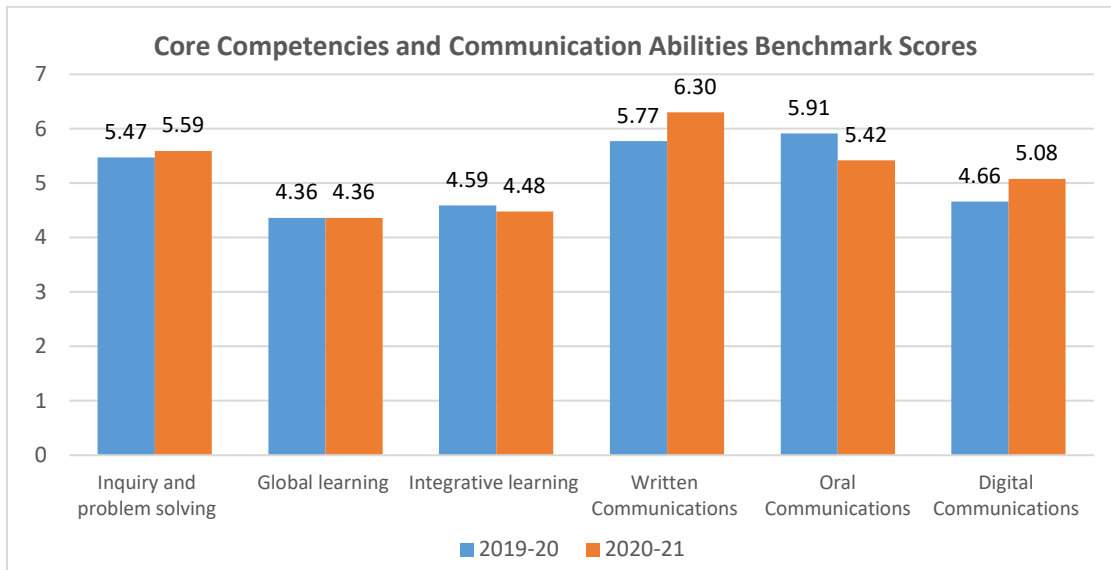
Course outcomes selected high enrollment courses pre and during covid - summary table

| Dept | Course | Pass Rate | | | Withdrawal Rate | | | Failure Rate | | | GPA | | | | |
|------|--------|-------------------------------|-----------|--------|-----------------|-----------|--------|----------------|-----------|--------|----------------|-----------|--------|-------|-------|
| | | Avg. Spring 19 | Spring 20 | Change | Avg. Spring 19 | Spring 20 | Change | Avg. Spring 19 | Spring 20 | Change | Avg. Spring 19 | Spring 20 | Change | % | |
| BTA | 111 | Principles of Accounting I | 69.4% | 72.1% | 2.7% | 9.0% | 9.1% | 0.1% | 21.0% | 17.8% | -3.2% | 2.37 | 2.63 | 0.26 | 11.0% |
| BTM | 101 | Introduction to Business | 80.5% | 79.7% | -0.8% | 4.8% | 5.3% | 0.5% | 12.5% | 11.9% | -0.6% | 2.74 | 2.93 | 0.19 | 6.9% |
| CSE | 110 | Literacy and Propaganda | 87.6% | 87.5% | -0.1% | 3.5% | 2.8% | -0.7% | 8.7% | 9.6% | 0.9% | 2.86 | 2.99 | 0.13 | 4.5% |
| ELL | 101 | Introduction to Language | 77.2% | 68.9% | -8.3% | 7.8% | 10.4% | 2.6% | 14.2% | 20.4% | 6.2% | 2.46 | 2.39 | -0.07 | -2.8% |
| ENG | 099 | Basic Writing | 70.1% | 67.8% | -2.3% | 2.2% | 2.7% | 0.5% | 14.8% | 23.7% | 8.9% | 0.00 | 0.00 | 0.00 | |
| ENG | 102 | Writing Thru Lit | 77.0% | 68.8% | -8.2% | 7.5% | 9.3% | 1.8% | 14.6% | 21.3% | 6.7% | 2.72 | 2.57 | -0.15 | -5.5% |
| ESL | 099 | English as a Second Lang IV | 79.5% | 76.2% | -3.3% | 1.0% | 1.4% | 0.4% | 3.3% | 2.5% | -0.8% | 0.00 | 0.00 | 0.00 | |
| HUC | 106 | Public Speaking | 80.1% | 75.3% | -4.8% | 7.8% | 7.4% | -0.4% | 11.7% | 16.8% | 5.1% | 2.96 | 2.82 | -0.14 | -4.7% |
| HUP | 102 | Critical Thinking | 80.2% | 75.7% | -4.5% | 4.9% | 6.0% | 1.1% | 14.2% | 18.3% | 4.1% | 2.80 | 2.78 | -0.02 | -0.7% |
| MAT | 099 | Fundamentals of Algebra | 41.8% | 60.2% | 18.4% | 6.1% | 6.4% | 0.3% | 8.8% | 11.5% | 2.7% | 0.00 | 0.00 | 0.00 | |
| MAT | 200 | Pre-calculus | 69.0% | 76.9% | 7.9% | 10.9% | 6.3% | -4.6% | 19.4% | 16.0% | -3.4% | 2.43 | 2.64 | 0.21 | 8.6% |
| SCB | 101 | Topics in Biological Sciences | 79.9% | 78.4% | -1.5% | 5.8% | 5.3% | -0.5% | 13.9% | 16.0% | 2.1% | 2.21 | 2.51 | 0.30 | 13.6% |
| SCB | 203 | Human Anatomy & Physiolog | 43.6% | 66.0% | 22.4% | 40.8% | 18.2% | -22.6% | 15.2% | 15.7% | 0.5% | 1.97 | 2.06 | 0.09 | 4.6% |
| SCC | 110 | Foundations of Chemistry | 65.3% | 76.1% | 10.8% | 15.4% | 11.4% | -4.0% | 19.2% | 12.5% | -6.7% | 2.22 | 2.85 | 0.63 | 28.4% |
| SSA | 101 | Cultural Anthropology | 79.7% | 80.2% | 0.5% | 7.2% | 5.3% | -1.9% | 12.6% | 14.4% | 1.8% | 2.68 | 2.73 | 0.05 | 1.9% |
| SSN | 187 | Urban Sociology | 77.2% | 75.3% | -1.9% | 9.7% | 9.4% | -0.3% | 9.8% | 13.7% | 3.9% | 2.74 | 2.77 | 0.03 | 1.1% |
| SSP | 101 | U.S. Power and Politics | 78.7% | 72.9% | -5.8% | 6.6% | 8.0% | 1.4% | 13.5% | 18.8% | 5.3% | 2.82 | 2.64 | -0.18 | -6.4% |
| SSS | 100 | Intro To Sociology | 74.4% | 73.3% | -1.1% | 5.2% | 5.3% | 0.1% | 14.7% | 19.7% | 5.0% | 2.46 | 2.60 | 0.14 | 5.7% |
| SSY | 101 | General Psychology | 80.4% | 80.3% | -0.1% | 6.0% | 6.3% | 0.3% | 12.6% | 12.5% | -0.1% | 2.56 | 2.85 | 0.29 | 11.3% |
| SSY | 240 | Developmental Psychology I | 84.0% | 82.4% | -1.6% | 6.8% | 5.2% | -1.6% | 7.7% | 11.0% | 3.3% | 2.95 | 2.95 | 0.00 | 0.0% |

Enrollment does not include any student receiving a grade of WN (Withdrew Never Attended) or WD (Withdrew/Dropped within 5 days after the start of classes); Passing Grades are traditional letter grades and CR, Failing Grades are F, INC, WU,NC; GPA does not include students receiving a CR grade or students with a 'W' grade; Remedial Courses do not have a GPA as they carry no credits.

General Education

Results appear in the Strategic Plan monitoring report on the Institutional Effectiveness website⁵, and in the *Inaugural Report of the Assessment Leadership Team Fall 2021*.



- Analysis of pre-pandemic (2019-20) and during pandemic (2020-21) general education benchmark scores indicates that, generally, student learning outcomes were not negatively impacted by the pandemic. Benchmark Readings scores at 45+ credits increased in *Integrative and Problem Solving*, *Written Communications*, and *Digital Communication*. The *Global Learning* score is the same as last year. Scores decreased for *Integrative Learning* and *Oral Communication*.

Academic Performance after Transferring to Senior Colleges

The academic performance of LaGuardia's recent graduates who transferred to CUNY senior colleges before the pandemic (Fall 2018) is compared with their performance during the pandemic (Fall 2020). Note that both groups studied at LaGuardia before the pandemic - Fall 2018 transfers graduated in 2017-18 and those who transferred in Fall 2020 graduated in 2019-20. We need to wait for 2021-22 transfer data to examine the performance of graduates who attended LaGuardia during the pandemic.

Overall, the academic performance in the first transfer semester of LaGuardia graduates is slightly better during the pandemic.

- LaGuardia graduates who first enrolled in Fall 2020 during the pandemic attempted and earned slightly more credits. Additionally, their course completion rates (credits earned/ attempted) is 1% higher.
- While the GPA at graduation was identical for both groups, the GPA in the first transfer semester was higher during the pandemic (2.8 vs. 3.2).

⁵ <https://www.laguardia.edu/ie/>

Academic performance of LaGuardia graduates in the first semester of transfer: pre-covid and during covid

| First Transfer Semester | Fall 2018 (pre-covid) | Fall 2020 (during covid) | F20-F18 Difference | % change |
|---------------------------------------|--------------------------|-----------------------------|--------------------|----------|
| Academic Performance | | | | |
| Equated credits attempted | 12.0 | 12.3 | 0.3 | 2.9% |
| Equated credits earned | 9.9 | 10.4 | 0.5 | 4.8% |
| Completion rate (earned/attempted) | 82.8% | 83.9% | 1.1% | 1.4% |
| Average semester GPA | 2.8 | 3.2 | 0.4 | 14.3% |
| Average GPA at graduation* | 3.2 | 3.2 | 0.0 | 1.4% |

* Fall 18 are 17-18 LaGuardia graduates (Fall 17, Spring 18 or Fall 18); Fall 20 are 19-20 LaGuardia Graduates (Fall 19, Spring 20 or Fall 20)

By Gender:

Regardless of their gender, LaGuardia graduates who transferred earned more credits, had higher course completion rates and higher GPAs when their first transfer semester was during the pandemic (Fall 2020), compared to the pre-pandemic semester (Fall 2018).

- Both groups successfully completed their courses and earned more credits in Fall 2020, but the increases were higher for men.
- Improvements in GPAs during the pandemic compared to the pre-pandemic semester were similar for men and women.

| Transfer Semester | At the transfer college | | | | At LaGuardia |
|--------------------|---------------------------|------------------------|---------------------------------------|----------------------|----------------------------|
| | Equated credits attempted | Equated credits earned | Completion rate (earned/attempted) | Average semester GPA | Average GPA at graduation* |
| Women | | | | | |
| Fall 2020 | 12.1 | 10.3 | 84.3% | 3.3 | 3.2 |
| Fall 2018 | 12.0 | 10.0 | 83.8% | 2.8 | 3.1 |
| F20-F18 Difference | 0.2 | 0.3 | 0.5% | 0.4 | 0.1 |
| % change | 1.5% | 3.2% | 0.6% | 15.0% | 2.0% |
| Men | | | | | |
| Fall 2020 | 12.6 | 10.6 | 83.3% | 3.2 | 3.2 |
| Fall 2018 | 12.1 | 9.9 | 81.3% | 2.8 | 3.2 |
| F20-F18 Difference | 0.6 | 0.7 | 2.0% | 0.4 | 0.0 |
| % change | 4.6% | 6.9% | 2.5% | 13.0% | 0.6% |

* Fall 18 are 17-18 LaGuardia graduates (Fall 17, Spring 18 or Fall 18); Fall 20 are 19-20 LaGuardia Graduates (Fall 19, Spring 20 or Fall 20)

By Race/ethnicity:

GPA scores where the first transfer semester took place during the pandemic were higher for all race/ethnic groups. However, the results for credit completion were mixed for different race/ethnic groups.

| Transfer Semester | At the transfer college | | | | At LaGuardia |
|---------------------------|---------------------------|------------------------|------------------------------------|----------------------|----------------------------|
| | Equated credits attempted | Equated credits earned | Completion rate (earned/attempted) | Average semester GPA | Average GPA at graduation* |
| Fall 2020 | | | | | |
| Hispanic | 12.4 | 10.2 | 81.5% | 3.1 | 3.1 |
| Asian/Pacific Islander | 12.3 | 10.9 | 88.4% | 3.3 | 3.3 |
| Black | 12.2 | 9.6 | 78.4% | 3.1 | 3.1 |
| White | 12.2 | 10.7 | 87.1% | 3.3 | 3.3 |
| Fall 2018 | | | | | |
| Hispanic | 12.1 | 10.0 | 81.9% | 2.8 | 3.0 |
| Asian/Pacific Islander | 12.1 | 9.9 | 82.2% | 2.9 | 3.4 |
| Black | 11.8 | 9.8 | 83.0% | 2.8 | 3.0 |
| White | 11.7 | 10.2 | 86.5% | 3.0 | 3.3 |
| F20-F18 Difference | | | | | |
| Hispanic | 0.3 | 0.3 | -0.4% | 0.4 | 0.1 |
| Asian/Pacific Islander | 0.2 | 1.0 | 6.2% | 0.5 | -0.1 |
| Black | 0.3 | -0.2 | -4.6% | 0.4 | 0.1 |
| White | 0.5 | 0.5 | 0.6% | 0.3 | 0.0 |
| % change | | | | | |
| Hispanic | 2.3% | 2.6% | -0.5% | 13.6% | 2.3% |
| Asian/Pacific Islander | 1.8% | 10.5% | 7.6% | 16.5% | -1.6% |
| Black | 2.8% | -2.4% | -5.5% | 13.1% | 3.4% |
| White | 4.5% | 4.6% | 0.7% | 10.2% | 0.2% |

Excluding groups with 10 or less transfers

* Fall 18 are 17-18 LaGuardia graduates (Fall 17, Spring 18 or Fall 18); Fall 20 are 19-20 LaGuardia Graduates (Fall 19, Spring 20 or Fall 20)

- Transfers from all race/ethnic groups had higher GPAs in Fall 2020 compared to Fall 2018.
- Asian transfers earned more credits and had higher completion rates in Fall 2020 than in Fall 2018, followed by white transfers. In Fall 2020, Black transfers attempted more credits but earned slightly fewer credits and their credits completion rates were 5% lower compared to Fall 2018. Hispanic transfers attempted and earned more credits, although their completion rate was slightly lower.

By CUNY colleges:

Colleges are sorted by the number of transfer students – Queens, John Jay, Baruch and Hunter had the highest enrollments in both Fall 2020 and Fall 2018. Note that due to the size of the table, only the Fall 2020 to Fall 2018 difference are presented, not % change.

- The first-semester GPA at all colleges was higher in Fall 2020 compared to Fall 2018. The highest differences are for City College, Queens, and Brooklyn and the lowest for NYCCT and SPS.
- In Fall 2020 transfers to Baruch, Hunter and Queens attempted and earned more credits and their completion rates were higher compared to Fall 2018.
- Compared to Fall 2018, Fall 2020 transfers to City College, Lehman and John Jay earned less credits and had lower completion rates. Fall 2020 transfers to SPS, attempted close to two more credits and earned one more credit compared to Fall 2018, but their completion rate is 8% less lower.

| Colleges* | At the transfer college | | | | | At LaGuardia |
|---|-------------------------|---------------------------|------------------------|------------------------------------|----------------------|---------------------------|
| | Total enrolled | Equated credits attempted | Equated credits earned | Completion rate (earned/attempted) | Average semester GPA | Average GPA at graduation |
| Fall 2020 | | | | | | |
| Queens | 231 | 12.94 | 10.99 | 83.3% | 3.18 | 3.16 |
| John Jay | 200 | 13.01 | 10.92 | 83.2% | 3.25 | 3.02 |
| Baruch | 169 | 12.03 | 10.58 | 86.3% | 3.19 | 3.49 |
| Hunter | 151 | 12.19 | 10.52 | 86.8% | 3.24 | 3.32 |
| City | 85 | 11.74 | 8.84 | 74.6% | 3.25 | 3.33 |
| Brooklyn | 65 | 13.06 | 10.80 | 82.0% | 3.20 | 3.03 |
| Lehman | 61 | 11.84 | 9.71 | 83.5% | 3.44 | 3.11 |
| York | 59 | 12.03 | 10.81 | 88.7% | 3.12 | 3.08 |
| New York City College of Technology (NYCCT) | 57 | 11.86 | 10.23 | 87.5% | 3.13 | 3.19 |
| School of Professional Studies (SPS) | 38 | 8.13 | 6.63 | 85.3% | 3.69 | 3.24 |
| Fall 2018 | | | | | | |
| Queens | 246 | 12.62 | 9.98 | 78.8% | 2.66 | 3.15 |
| John Jay | 176 | 13.09 | 11.39 | 86.3% | 2.85 | 2.98 |
| Baruch | 142 | 11.18 | 9.01 | 79.4% | 2.75 | 3.45 |
| Hunter | 135 | 11.70 | 9.42 | 80.6% | 3.00 | 3.38 |
| City | 100 | 11.80 | 9.44 | 79.6% | 2.72 | 3.26 |
| Brooklyn | 84 | 12.30 | 10.13 | 81.8% | 2.71 | 3.06 |
| Lehman | 78 | 11.95 | 10.53 | 88.2% | 3.13 | 3.02 |
| York | 67 | 12.10 | 10.70 | 89.0% | 2.67 | 3.02 |
| New York City College of Technology (NYCCT) | 51 | 11.49 | 10.16 | 88.7% | 3.10 | 2.97 |
| School of Professional Studies (SPS) | 27 | 6.44 | 5.67 | 93.5% | 3.56 | 3.16 |
| F20-F18 Difference | | | | | | |
| Queens | -15 | 0.31 | 1.01 | 4.5% | 0.51 | 0.01 |
| John Jay | 24 | -0.08 | -0.47 | -3.1% | 0.40 | 0.04 |
| Baruch | 27 | 0.85 | 1.57 | 6.9% | 0.45 | 0.04 |
| Hunter | 16 | 0.49 | 1.09 | 6.1% | 0.24 | -0.06 |
| City | -15 | -0.06 | -0.60 | -5.0% | 0.52 | 0.07 |
| Brooklyn | -19 | 0.76 | 0.68 | 0.2% | 0.49 | -0.03 |
| Lehman | -17 | -0.11 | -0.82 | -4.8% | 0.30 | 0.09 |
| York | -8 | -0.06 | 0.11 | -0.4% | 0.45 | 0.06 |
| New York City College of Technology (NYCCT) | 6 | 0.37 | 0.07 | -1.2% | 0.03 | 0.22 |
| School of Professional Studies (SPS) | 11 | 1.69 | 0.96 | -8.2% | 0.13 | 0.08 |

Student Experience⁶

Several surveys were conducted by LaGuardia and CUNY about student experiences during the pandemic.

- While 64% of LaGuardia students preferred in-person or hybrid courses, only a third preferred exclusively in-person courses (results are similar for all community colleges).
- More than third of LaGuardia (35%) and all community college (37%) respondents reported learning **less** in distance learning compared to in person classes, while about a quarter (24% LaGuardia; 23% all community colleges) reported learning **more**.

⁶ Results appear under the survey tab <https://www.laguardia.edu/ir/> on the OIRA website.

- Seventy percent of LaGuardia’s respondents (and 69% of community college respondents) reported knowing what and when they are supposed to be doing and what it takes to get good grades in their classes (**all** classes (45%) and **most** classes (25%)).
- The biggest challenges for respondents were *paying attention and feeling motivated*, and *finding quite spaces* (about 60% for both LaGuardia and all community college respondents).

Assessment practices

Changes to assessment practices similar to those reported in the NILOA survey of assessment professional (referred to above) occurred at LaGuardia as well.

- It appears that the transition to distance learning did not negatively impact assessment at LaGuardia – benchmark scoring, PPRs, PLOs and AES assessment all continued.
- Similarly to the responses in the survey, some flexibility and changes occurred in assessment practices, in extending timelines, and in switching to online assessment measures.
- Significant emphasis in CTL was placed on professional development and supporting faculty transition to online teaching, including assessment. Survey results show that close to 99% of the CTL participants surveyed indicated “application of learning” (a Strategic Plan measure).

Summary

The pandemic impact on enrollment and retention is notably negative with a significant drop in first-year student enrollment, although - unlike the national data quoted in this report - the decline was not disproportional for minority students. Retention rates declined during the pandemic for all gender and race/ethnic groups. However, it should be noted that the retention rate gaps between underrepresented minority and Asian and white students - which were evident before the pandemic - are also evident in during the pandemic.

The pandemic related literature quoted above reported an adverse impact on student academic performance. However, the results from LaGuardia are different. For most first-year courses, LaGuardia students did not fail at higher proportions during the pandemic and their GPAs and course completion rates did not decrease (although performance in English Gateway courses worsened while improving for Math). Additionally, with the exception of course completion rate for Black transfers, the academic performance of LaGuardia transfers to senior colleges has mostly improved. A possible explanation for the results is the CR/NC policy which was instituted in Spring 2020 and alleviated the pandemic’s potential negative impact.

Finally, it appears that student experiences at LaGuardia are similar to student experiences nationally. The majority of respondents reported satisfaction their instructors and their classes, although they indicated they felt that their online learning experiences was diminished compared to in-person experiences and that remote leaning generated additional challenges (especially with their ability to pay attention and stay motivated, and to find a quiet place to study).