

Annual Assessment Report

EXECUTIVE SUMMARY

As the final step of the AES assessment process, each AES unit is required to submit an Executive Summary. The Executive Summary is a short document which provides an overview of the unit, and the overall assessment process highlights key findings and provides recommendation and next steps.

Unit name: Pre-College Programs

Assessment year: 2019-2020

The unit's mission

In Collaboration with LaGuardia Community college, Pre-College Programs enables the NYC Department of Education high school students to develop academic momentum towards a college degree. Through advisement, college course taking, and campus exposure, students are able to make informed decisions about college and career options.

Assessment results by goal and objectives

Goal 1: Enable students to be college-ready by earning credits before high school graduation.

Supporting Strategic plan goal: 1. Build Student Access and Success, and 5. Advance Career and Workforce Development

Objective/outcome 1.1

Objective 1 (CN): To ensure juniors and seniors at partner high schools are able to complete Pathways approved 3-4 credit course per semester.

1. Successful course completion (Grade C or better)
2. Number of students attending pathway courses per year

• Measures

- Enroll public high school students into Pathways approved courses for the academic year.
- Analyze course performance data to measure course completion.

• Overview of findings, recommendations and next steps:

- As a program, we 5677 registered students, and 90% successfully completed Pathway course of 3-4 credits with a C grade or better for the 2019-2020 academic year; and of the 5677 registered, 5476 (96%) students enrolled in Pathways courses.
- Our program model has always offered a no tuition charge for college courses, including course materials, for all high school students. This model eliminates financial barriers and promotes successful program outcomes.
- To continue to support the new normal of offering remote learning college courses to high school students, we conduct all professional development sessions via Zoom to Instructors and share digital course materials at no cost to support teaching and remote learning directives.

- The next steps to maintain a minimum of 5000 enrollment for 2020-2021. The current pandemic imposes limited budgets and resources; therefore, increasing in enrollment will not be pursued.

Objective/outcome 1.2

To host themed workshops by area-specific departments (e.g., Humanities and Social Science) to discuss LaGCC major options.

1. Satisfaction and Students Learning Outcomes Survey (each semester)
2. Number of students in CTE dual internships per year

- **Measures**

- Coordinate and Enroll students in 4 to 6 First Year Seminar sections for the academic year.
- Analyze course performance data to measure course completion.

- **Overview of findings, recommendations and next steps:**

- First Year Seminars (FYS) are a powerful tool for undergraduate students to learn to navigate higher education environments. Registering Early College (ECI) Initiative students allows our non-degree students another chance at learning to navigate the academic and social aspects of college life. In 2019-2020, Early College Initiative registered 201 students across 56 First Year Seminars sections. The ECI model offers the opportunity of dual enrollment. Students have the chance to take one, or two, or more college courses while still attending high school as long as it fits their high school schedule. The college calendar determines overall registration. Students inevitably end up all across the schedule and not just for the first year seminar enrollment. The cohort model is adopted as much as possible when the budget and schedule collide successfully (Appendix B).
- The number of students attending the student themed workshop is 34% higher than our targets, demonstrating our initiatives' success. We will continue with our 2019-20 activities via live Zoom sessions in 2020-2021.

Objective/outcome 1.3

Objective 3 (CN & ECI): Administer Job Shadowing mentoring program. Articulated courses at Career Technical Education (CTE) schools

1. Satisfaction and Students Learning Outcomes Survey (each semester)
2. Number of students in CTE dual internships per year

- **Measures**

- Enroll students into CTE/dual internships with CTE partner high schools that enable students to earn dual credits per academic year.
- Develop, administer survey and analyze survey results.

- **Overview of findings, recommendations and next steps**

- This objective and goal was to be executed in Spring 2020. Due to the remote working and learning environment imposed by the COVID19 pandemic, all internships were canceled. The ECI-Energy Tech High School students slated to participate in these Job Shadowing mentoring programs

through our Career Technical Education (CTE) school partnerships were not viable within a remote learning platform in Spring 2020.

The ECI-Energy Tech High School students enroll to pursue electrical engineering degrees, and in-person shadowing and training are crucial to learning the trade. Therefore, until budgets are aligned, and social distancing mandates are in place, we will not be pursuing this objective.

Goal 2: Promote major and career exploration/ awareness

Supporting Strategic plan goal: 3 - Enrich the Student Experience

Objective/outcome 2.1

(CN & ECI): To provide high school students exposure to special programs (e.g., Accelerated Study in Associates Program (ASAP) and College Discovery (CD) related to career options.

1. Attendance at “A Day at LaGuardia” event

- **Measures**

- Invite students to the “Day at LaGuardia” event for the academic year.
- Prepare and distribute attendance rosters per event.

- **Overview of findings, recommendations and next steps:**

- Fall 2019 provided us with the only opportunity to host “A Day at LaGuardia” Events (Appendix C). All Spring 2020 events were canceled due to the abrupt directives to move our team and courses to a remote working and learning environment imposed by the COVID19 pandemic.
- In Appendix A, we can view 280 students attended our fall events, a 60% increase from 174 in 2018-2019.
- For 2020-2021, we will host all events via Zoom video conferences and aim to host 400 students for the entire year.

Objective/outcome 2.2

(CN & ECI): To foster credit accumulation through LaGuardia college course offerings & College Now summer programs.

1. Successful course completion (Grade C or better)

2. Number of students in the summer academic programs

- **Measures**

- CN: Coordinate and enroll Summer Programs with a three-credit course and a hands-on workshop per academic year.
- ECI: Enroll students Pathways approved courses each semester to our partner high schools.
- Analyze course performance data to measure course completion.

- **Overview of findings, recommendations and next steps**

- Due to the recommendations on social distancing a shrinking budget as a result of the pandemic, we did not offer all-day programs as initially planned and instead offered two stand-alone courses: one section of Critical Thinking (HUP102) and two sections of English I Composition (ENG101). We ended with 81 students enrolled in a condensed version of our summer programs and achieving a 99% completion rate.

- While we surpassed our completion targets, the number of enrolled students was lower, therefore, the steps regarding this goal is to plan to offer two stand-alone courses for College Now's Summer 2021. The on-going threat of reduced budgets continues to dictate program planning. If the college were to re-open fully, we would consider a hybrid model of instruction for next summer
- As for ECI, the Spring II 2020 session garnered a total enrollment of 229 students with a completion rate of 82%. While our target enrollment was over by 15%, our completion target was 15% lower, therefore, for the next Spring II 2020, we plan to enroll 150 students for Spring II 2021 and aim for a realistic goal of 80% completion rate. The threat of reduced budget will also affect the enrollment number and a lower enrollment target is the best cause of action at this juncture.

Objective/outcome 2.3

(CN): Implement articulated courses at Career Technical Education (CTE) schools.

1. Satisfaction and Learning Goals Survey (each semester)
2. Number of students in CTE / dual courses

- **Measures**

- Enroll students into CTE/dual courses with CTE partner high schools per academic year
- Develop, administer survey, and analyze survey results.

- **Overview of findings, recommendations and next steps**

- This objective and goal was to be executed in Spring 2020. Due to the remote working and learning environment imposed by the COVID19 pandemic, all dual credits were opportunities through our Career Technical Education (CTE) school partnerships were not viable within a remote learning platform in Spring 2020. Until budgets are aligned, and social distancing mandates are in place, we will not be pursuing this objective.

Overall summary

In Collaboration with LaGuardia Community college, Pre-College Programs enables the NYC Department of Education high school students to develop academic momentum towards a college degree. Through advisement, college course taking, and campus exposure, students are able to make informed decisions about college and career options. As a mission, our mission drives our programming to reach the pre-college population and offer credit-bearing options while providing as many workshop opportunities to learn about managing college expectations, study tips, and time management while still in high school.

The Pre-College Programs team at LaGuardia Community College endured a challenging second half of the 2019-2020 academic year. We relocated all of our courses to remote learning modes of instructions for over 114 sections two weeks after the Spring 2020 semester began. Simultaneously, our staff began working remotely by the university directive. Staff and Instructors were flexible and utilized all the technology available to host and teach live courses to all registered students. We retained met our enrollment and completion rates, but did not host social events due to the pandemic limitations.

Overall future directions

Despite all the challenges we met our registration goal and completion rates were high and hope to maintain our enrollment at a realistic number and as supported by budget allocations.

We will continue to move forward with our plans within the limitations posed by our budget, and hope to continue offering remote academic and social opportunities to our partner high schools.

Appendices

- Appendix A - Fall 2019 Campus Events
- Appendix B - ECI FYS Pass Rate 2019_2020
- Appendix C- Fall 2020 Events Calendar
- Appendix D - Spring II 2020 Pass Rate 2019_2020