

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: 2020-2021

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.

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

- **Overview of findings, recommendations and next steps:**
 - As a program, we 5323 registered students in pathways courses and 93.7% successfully completed of 3-4 credits with a C grade or better for the 2020-2021 academic year. A 3.7% increase from 2019-2020.
 - There was also a 2.7% decrease in the number of students enrolled in pathways courses probably due to the challenge presented to many students by the remote learning only option.
 - 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 2021-2022. The on-going pandemic continues to impose uncertain budgets and limited 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.

- **Measures**
 - 1. Successful course completion (Grade C or better)
 - 2. Number of students attending First Year Seminar (FYS) sections

- **Overview of findings, recommendations and next steps:**
 - Although the number of students attending the FYS sections is 27% lower than the FYS 2019-2020 enrollment total, the total enrollment exceeded the target number by 6%.
 - A 61% course completion rate was achieved as opposed to the original 85% target. We will continue with fully remote FYS sections as we did in 2020-2021 unless the Pre-College/High School student population falls under New York City's COVID-19 vaccination mandate. We believe in-person classes will bring up the completion rate, but in the meantime, will revise the new target to 75% and improve our Early-Intervention efforts to support student success in the first two weeks of classes to improve attendance and overall engagement.
 - 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 2020-2021, Early College Initiative (ECI) registered 160 students across 36 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).

Objective/outcome 1.3

Objective 3 (CN): Administer Research Assistantships through the STEM Research Academy Program for sophomore high school students.

- **Measures**
 - 1. Satisfaction and Students Learning Outcomes Survey (Spring II 2021)
 - 2. Number of students in internships per year

- **Overview of findings, recommendations and next steps**
 - We achieved 71% response rate to the student satisfaction survey and 4 students successfully completed their summer research project which culminated in a virtual poster symposium for all CUNY-STEM Research Academies at the end of August 2021.
 - 100% of the survey participants felt supported by the Instructor/Researcher and her ability to provide academic and emotionally outside classroom time.
 - More than 50% students found the recordings of live lectures served as a crucial learning tool for this biology course.

- The results demonstrate the success of the program with participation rates on target with our goal. The Pinkerton Foundation funds the participants' stipends as well as lab supplies for the Head Research Professor to conduct their research.
- In 2021-2022, the number of summer research assistants will increase to 8.

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**

- 1. Invite students to the "Day at LaGuardia" event for the academic year and prepare and distribute attendance rosters per event.

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

- In 2020-2021, we continued to host all "Day at LaGuardia" events via Zoom video conferences to abide by social distancing rules imposed by the on-going COVID19 pandemic and 350 students attended themed workshops, a 25% increase from 280 in 2019-2020. (Appendix C).
- The number of students attending the Virtual Workshops is 350, exceeding the original target by 75%. (Appendix A).
- Virtual events have enabled us to grow the attendance steadily and next year's goal will be revised.

Objective/outcome 2.2

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

- **Measures**

- 1. Successful course completion (Grade C or better)
- 2. Number of students in the summer academic programs

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

- CN: We met our target and ended up offering two sections of English I Composition again, a section of Critical Thinking, and two extra courses: Reading the Biography and Beginning Drawing with a 100% completion rate. All courses were held online as stand-alone courses. ECI: Overall enrollment increased by 100 students and although the completion rate decreased, 80% of that cohort that remained enrolled earned a C or better.
- For CN, we plan to offer four sections of stand-alone courses for College Now's Summer 2022 with virtual or hybrid instruction if the pandemic were to persist and reduced budgets as well. As for ECI, we plan to keep the enrollment target the same and lower the completion rate to 80% as a more realistic target.
- While the increased enrollment met the target goal in this specific objective, the grades were skewed on the higher end of the grade scale but the withdrawals were higher than expected. This finding indicates there is a more realistic grading metric of 80% while holding the enrollment constant.

Objective/outcome 2.3

Objective 3 (CN): Community Based Organization (CBO) collaborations to promote career explorations workshops to consider LaGuardia for future enrollment.

- **Measures**
 - 1. Satisfaction and Learning Goals Survey (Spring I 2021)
 - 2. Number of students in the spring semester in exploration workshops

- **Overview of findings, recommendations and next steps**
 - This objective and goal were to be executed in Spring 2020 and Spring 2021; however, the persistent pandemic and delayed vaccination guidance from the CUNY Leadership did not support our pursuit of this goal. Additionally, most of our student population is not under a vaccination mandate, making all dual credits were opportunities through our Career Technical Education (CTE) school partnerships not feasible through remote learning platforms. Therefore, we will not pursue this objective once again until budgets are aligned, reopening occurs, and mandates are solidified.

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 continued to endure programmatic challenges during the 2020-2021 academic year. All course offerings remained on a remote learning modality of instructions for 209 sections the entire year and so did the Pre-College Program Staff per the LaGuardia's leadership directive. Staff and Instructors were flexible and utilized all the technology available to host and teach live courses to all registered students. We met our enrollment and completion rates, and hosted virtual social events to engage with our students outside of our academic range and to abide by the pandemic social 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 2020 and Spring 2021 Campus Events
- Appendix B - ECI FYS Pass Rate 2020_2021
- Appendix C- Fall 2021 Events Calendar
- Appendix D - Spring II 2021 Pass Rate 2020_2021