

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: 2021-2022

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 6,866 registered students in pathways courses and 80.0 % successfully completed of 3-4 credits with a C grade or better for the 2021-2022 academic year. A 28.9% increase in enrollment from 2020-2021.
 - A 13.7% decrease in successful completion rates from 2021-2022.
 - The completion rates were 5% lower than the desired target. Students had to adjust to 100% in-person learning from fall to spring semester. Despite our programs being free of cost per course and materials; students still faced the challenging adjustment to in-person learning modality after learning remotely for a year.
 - The steep increase in enrollment in pathway courses appears to be due to a return to 100% in-person learning and students to retaking courses that they had previously withdrawn from in 2020-2021. These two factors combined created a higher enrollment with a 5% less desired successful completion rate.
 - 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, however, the pandemic posed a number of unforeseen academic challenges for our students.

- 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 is to maintain a minimum of 5000 enrollment for 2022-2023. 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:**
 - 1. A 48.0% FYS course completion rate was achieved and 44 students attended First Year Seminar sections (Appendix B). The completion rate target for the ECI FYS courses in 2021-2022 was lowered from 85% to a 75% after reviewing the 2019-2020, 2020-2021, and 2021-2022 outcomes. Despite offering more individual support for ECI students, the completion rate achieved was 48%. We will keep the target at 75% for 2022-2023.
 - 2. The number of students attending the workshop is 63.3% lower than the FYS desired enrollment target. This is a reflection of budgetary constraints to offer as many sections of FYS workshops for all ECI students. This target will be revised.
 - We will continue with our 2022-2023 activities but they will be offered fully in-person. Virtual activities will be held only if needed. We will also continue to provide one-on-one support to the ECI students through advisement session and early intervention efforts.
 - 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. 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 84% response rate to the student satisfaction survey and 4 students once again successfully completed their summer research project which culminated in a virtual poster symposium for all CUNY-STEM Research Academies at the end of August 2022.
 - 90% of the survey participants felt supported by the Instructor/Researcher and her ability to provide academic and emotionally outside classroom time and more than 65% students found the recordings of live lectures served as a crucial learning tool for this biology course.
 - 100% of the survey participants felt supported by the Instructor/Researcher and her ability to provide academic and emotionally outside classroom time and 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.
 - The results demonstrate the success of the program with participation rates on target with our goal. In 2022-2023, our goal is to increase the number of summer research assistants to 8 as originally planned for 2021-2022. We will strive to meet this goal in 2022-2023. We will continue to offer one section of SCB101: Topics in Biological Sciences to sophomore students.

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 2022-2023, we continued to host all "Day at LaGuardia" events via Zoom video conferences to abide by the COVID protocols on the LaGuardia campus. The strict visitors rules did not allow for in-person workshops and students were attending high school classes fully in-person. This yielded a decrease in attendance and in 2021-2022. Only 98 students attended themed workshops, a 72% decrease from 280 in 2020-2021 (Appendix C).
 - In Fall 1, 2019, 280 students attended themed workshops, a 60% increase from 174 in 2018-2019 (Appendix C). Virtual events then enabled us to grow the attendance steadily since everyone was learning and working remotely. For 2021-2022 our target goal was increased due to a high attendance turn out in the previous academic year (2019-2020), however, as students returned to in-person learning they also returned to extracurricular activities and their interest and availability to attend virtual events dropped, drastically.

- For 2022-2023, we will offer both 100% in-person Events/Activities as the college has reopened to the public and visitors. We will also host Virtual vents/Activities by request from our High School partners to accommodate smaller classes.

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: 44 out of 51 College Now students enrolled in Spring II 2021 courses 82.3%) achieved the desired completion rate. A decrease of 17.6% from 2020-2021.
 - CN: Due to budgetary constraints only three 3-credit course sections were offered, instead of a target of four 3-credit course sections. The sections were 100% in-person to provide students a break from online learning burn out. 51 students enrolled, 49% less than the desired target enrollment number.
 - ECI: 241 ECI students enrolled in summer courses. The desired target enrollment was met, however, only 174 (72.1%) achieved the target completion rate (Appendix D).
 - In 2021-2022, our enrollment decreased as well as the number of running sections. A section of Critical Thinking, Reading the Biography and College Algebra and Trigonometry were offered. The rising junior and seniors that joined our Summer 2022 programs shifted to a fully in-person learning modality and the completion rates results came under our target number by 17.6%.
 - ECI: Overall enrollment decreased from the year prior by 81 students. The desired enrollment target for the summer was met. A slight increase of 5.1% of completion rates was achieved, in comparison to the 2020-2021's 67% completion rate whereby those enrolled earned a C or better. The completion rate target was not met by 7.9%. Students continue to struggle with meeting academic demands of 100% in-person learning.
 - For CN, we plan to offer three sections of stand-alone courses for College Now's Summer 2022 fully in-person. As for ECI, we plan to keep the enrollment target the same and lower the completion rate to 80% as a more realistic target as it improved slightly this past Summer 2022.

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 initiative was for Spring I 2021 but due to the continuation of remote learning activities, it was again cancelled. Instead we offered career and opportunity workshops for full enrollment at LAGCC.

- 44 students from QCH were targeted and 7 students enrolled in a Pathways Gateway CN course to explore career and academic opportunities. The student interest and enrollment rate was high but the Drop (attrition rate was high) as students explored working options on their own. As a pilot, this section achieved A 71.4% Successful Completion Rate was achieved.
- Recruitment poses the hardest challenge for this type of pilot initiatives as the student population faces many challenges. The CBO's involved faced understaffing due to budget constraints and massive resignations affects the attrition rates as well.
- We will revisit this activity once budgets are stable. In-person internship opportunities for electrical engineering students continue to be unavailable. This activity has shifted into a recruitment tool.

Overall summary

In Collaboration with LaGuardia Community college, The Pre-College Programs enables the New York City (NYC) Department of Education (DOE) 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 has continued to endure programmatic challenges during since 2019-2020. The 2021-2022 academic year was no exception. All course offerings remained on a remote learning modality from Spring I 2022 through Spring II 2022. All courses shifted back to 100% in-person learning modality in 2021-2022 with the exceptions of two handful number of sections that remained either fully online or hybrid to accommodate students' schedules.

The Pre-College Program Staff has adjusted to the LaGuardia Community College's leadership mandates different modalities of instructions and workspace to maintain the success of our programs. Staff and Instructors were flexible and utilized all the technology available to host and teach live courses to all registered students when needed. Despite all the challenges we have managed to meet our enrollment rates and maintained a healthy successful course completion rate. Finally, we also managed to host virtual social events to engage with our students outside of our academic range and to abide by the pandemic social limitations and COVID vaccination protocols.

Overall future directions

Despite all the challenges we met our registration goal and managed to maintain a healthy completion rate of 80%. We will continue to move forward with our plans within the limitations posed by our budget, and hope to continue offering hybrid academic and social opportunities to our partner high schools.

Appendices

- Appendix B - ECI FYS Pass Rate 2021_2022
- Appendix C- 2021-2022 Events Calendar
- Appendix D - Spring II 2022 Pass Rate 2021_2022