

Annual Assessment Report EXECUTIVE SUMMARY

Unit Name: **Pre-College Academic Programs**

Assessment year: **2019 – 2020**

Unit's Mission Statement:

The mission of the Adult Basic Skills/Bridge to College and Careers department is to build the literacy and numeracy skills in English or Spanish for our diverse adult community members whose goal is to obtain their High School Equivalency diploma through contextualized instruction and wrap around support services including advisement, college transition and referrals.

Assessment Results by Goal and Objectives

Goal 1: Students will build their literacy and numeracy skills in order to obtain their High School Equivalency (HSE) diploma.

Supporting Strategic plan goal:

- 1 - Build Student Access and Success
- 2 - Strengthen Learning for Students - and for Faculty, Staff and the College

Objective 1.1 Participants retained in the program at the end of year one (6/30/20)

Measures: Retention rates based on attendance records updated by instructors and end-of-semester survey data.

Findings and outcomes:

ABS/Bridge retained 82% of participants. 74% of polled Bridge students cited transportation time and money saved as the biggest benefit to distance learning. 24% of polled students selected reduced need for childcare as a benefit to distance learning. Student retention in HSE programs was higher than in previous semesters. Survey data shows that our efforts to reduce barriers to attendance were successful since many of our students indicated that previous barriers to attendance, such as childcare and transportation time and costs, are no longer barriers due to distance learning. However, our students still require support and community resources to persist, and we will continue our activities aimed at reducing these barriers.

Recommendations and next steps:

While we will continue to offer remote learning in Fall 2020 due to COVID-19, we may offer hybrid classes in the future to better serve our population's needs.

Objective 1.2 Percentage of testers who pass the High School Equivalency exam in the English language at the end of year one

Measures: TASC results pulled from Albany database

Findings and outcomes:

57% of the ABS/Bridge students earned their High School Equivalency diploma. Our pass rate is above our target of 50%. The High School Equivalency exam stopped being offered in March 2020 due to COVID-19, which limited our ability to carry on our support activities. New York State is currently looking into phasing in the opening of testing centers. We are continuing to work with our students to develop their literacy and numeracy skills while awaiting a testing date.

Recommendations and next steps:

Once testing centers reopen, we will focus on outreach to current/previous students so that advisors can support students through the TASC application process and help students navigate any potential new testing processes put in place due to COVID-19.

Goal 2: Support students in identifying and pursuing academic and career pathways

Supporting Strategic plan goal:

- 1 - Build Student Access and Success
- 2 - Strengthen Learning for Students - and for Faculty, Staff and the College
- 3 - Enrich the Student Experience

Objective 2.1 Percentage of diploma earners enroll in postsecondary college degree or certificate training programs at the end of year one

Measures: CUNYfirst enrollment records and student reporting enrollment to advisors

Findings and Outcomes:

58% of diploma-earners enrolled in college and/or training program in Spring 2020. We do not have Fall 2020 enrollment data as of date. The number of diploma-earners that enrolled in college and/or training program is slightly lower than initially projected based on student's interest in college as many diploma-earners reported choosing to delay pursuing post-secondary education due to COVID-19 and distance learning. Advisors are continuing to work with diploma earners to support them through the Fall 2020 post-secondary enrollment process.

Recommendation and next steps:

We can poll our current students who participated in distance learning to learn their perceived benefits. As a program, we can use students' words and perceived benefits in marketing materials.

Objective 2.2 Percentage of first-year college students who require remediation in two or more skills areas participate in a first –year student academic intervention at the end of year one

Measures: CUNYfirst coding indicators

Findings and outcomes:

90% of first-year college students who require remediation in two or more skills areas participated in a first –year student academic intervention at the end of year one. By conducting a strong campaign to enroll students into first-year academic interventions, the majority of students enrolled in these programs to support their completion of college. We will continue to promote these programs throughout the semester.

Recommendations and next steps:

Coordinate with ASAP, College Discovery and CUNY Start to have staff conduct workshops specifically for our HSE population.

Goal 3: Support students and their families by providing referrals to community services

Supporting Strategic plan goal:

Objective 3.1 Percentage of students receiving services in financial and health literacy at the end of year one, which highlight community-based resources

Measures: Participation measured by student sign-in sheets

Findings and outcomes:

Available documentation shows 61% of the target 135 students received services through Health Literacy and Financial Literacy. The results might not be comprehensive, since additional students have been served; however, sign-in sheets are at the site and the data has not been able to be entered due to the closure of the college. Closure of LaGuardia's campus and neighboring CBOs caused less students to be served via workshops than in the previous year. Last fiscal year 2018-19, we reached 100% of our targeted outcomes for Health and Financial Literacy. We are developing 5 modules on Financial Literacy to be available to students on our YouTube channel.

Recommendations and next steps:

The case manager is advising students on college transition, financial literacy, and health literacy through virtual workshops and emails. We will implement the 5 virtual modules developed on Financial Literacy to be used either in classroom or to be offered as workshop to students.

Objective 3.2 Percentage of students participate and/or are referred to community services at the end of year one

Measures: Participation in workshops and/or referrals. Attendance rosters and excel spreadsheet with student names and referrals

Findings and outcomes:

Available documentation shows 42% of the targeted 460 students received community services through Functional Literacy, Social Services, Workforce Readiness, Family Literacy, Community Involvement, School Relations, Legal Services and Citizenship. Although additional students were served; the total number is unknown since sign-in sheets are at site and have not been able to be entered due to COVID-19 closures. The data available to us prior to the closure of the school, which had been entered into our database, indicates that 42% of the participants received community services. Additional participants were served; however, we were not able to enter the information into our database prior to the school closure. Therefore, the total number of participants we serviced is potentially higher than the 42%. We plan to offer services virtually via workshops and one-on-one advisement via phone.

Recommendations and next steps:

We will continue to provide quarterly Lit Zone/Community Partner Network meetings and supporting student referrals sent by our community partners.

Overall Summary

Students provided with high school equivalency (HSE) instruction and advisement services are better able to successfully earn their HSE diploma and transition to post-secondary education (PSE). Students and their families are more aware of, and therefore able to take advantage of, community-based and LaGuardia-based resources and services. Through aiding each student's successful completion of HSE

programs and transition to post-secondary education, the department serves an essential role in the community by increasing students' economic mobility.

The results support the department's efforts to offer online HSE classes and advisement services. The department will continue to work with LaGuardia-based and community-based resources and review how these partnerships/pathways affect students' HSE completion and PSE transitions rates. Student feedback and data will be used to shape future programming.