

Annual Assessment Report EXECUTIVE SUMMARY

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

Assessment year: **2020 – 2021**

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 (6/30/21)

Measures

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

Findings and Outcomes

During Fall 2020 there was a 96% retention in Bridge and an average 89% retention in grant funded program. The program retention for Bridge and ABS grant funded was strong for Spring 21 with retention at 95%.

Student retention in HSE programs was higher than in previous semesters and exceeded our targets. Many of students' previous barriers to success such as transportation costs and childcare were no longer major barriers to their attendance 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. Due to COVID and reduced staffing issues, we did not conduct an end of year survey this year but will reintroduce it next year.

Recommendations and Next Steps

While we will continue to offer remote learning in the Fall due to COVID-19, we may offer hybrid classes in the future to better serve our population's needs. Looking for a future retainment level of 70%.

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 (SLO)

Findings and Outcomes

The pass rates had exceeded our targets. We began offering the TASC exam in February 2021, so we cannot compare this to previous years. In addition to taking the exam, students who had previously taken either the GED or TASC and passed 3 or more subjects, and were enrolled in an HSE Preparation course, were able to earn their diploma through a TASC waiver exemption as per NYSED.

Recommendations and Next Steps

The TASC waiver initiative ended 6/30/21. LaGuardia's TASC Center is open and testing on a limited basis. When and if capacity increases, we will be able to test all the students that are eligible to take the exam.

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 % of diploma earners enrolled in postsecondary programs

Findings and Outcomes

147 diploma-earners enrolled in college and/or training program in Fall20/Spring21; 70 applications for Fall 21.

Recommendation and Next Steps

39% of the students who earned a HSE diploma have applied for college or training programs approaching the 40% targets. Advisors are continuing to work with diploma earners to support them through the Fall 2021 post-secondary enrollment process.

While we will continue to offer remote learning in the Fall 21 due to COVID-19, we may offer hybrid classes in the future to better serve our population's needs.

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 for the % 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

Findings and Outcomes

50% 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.

Recommendations and next steps:

The program achieved its target. 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.

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:

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

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

80% of the students received services in Health Literacy and Financial Literacy.

Recommendations And Next Steps

The objective was achieved exceeding its 75% target. This past fiscal year all our workshops were conducted virtually.

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

55% of our students enrolled in our programs, received community services through Functional Literacy, Social Services, Workforce Readiness, Family Literacy, Community Involvement, School Relations, Legal Services and Citizenship.

Recommendations And Next Steps

The objective was achieved exceeding its 50% target. All our services were virtual via workshops and one-on-one advisement via phone.

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.

The conclusion of the TASC waivers for students during the pandemic will make it difficult for students but ACE's Pre-College programs will continue to assist students.