

## Annual Assessment Report EXECUTIVE SUMMARY

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

Assessment year: **2021-2022**

### **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 the year (June 2022)

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

#### **Findings and Outcomes:**

The average retention rate for ABS grant funded and fee-based classes was an overall 88%.

#### **Recommendations and Next Steps:**

Student retention in HSE programs was higher than in previous semesters, and exceeded the 70% target. 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.

All our classes last fiscal year were remote. This fiscal year we are planning to initiate hybrid classes for both the grant funded and fee-based programs.

**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:**

54 students earned their High School Equivalency Diploma this past fiscal year.

**Recommendations and Next Steps:**

The TASC was offered through December 2021. As of January 2022, NYSED is offering only the GED exam. The transition to offer GED computer-based testing is in process. This limited the opportunity for our students to take the GED exam. We were only able to offer a limited number of paper-based exams in June to students. Our students are reluctant to take the GED at sites other than LaGuardia. We are in the process of receiving approval to offer computer-based testing at LaGuardia.

Upon final approval, we will be able to offer computer-based GED testing in one of the 3 approved computer labs at LaGuardia. That will allow us the capacity needed to test our students on a regular basis moving forward.

**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
- 5 - Advance Career and Workforce Development

**Objective 2.1** Increase diploma earners enrolled in postsecondary college degree or certificate training programs

**Measures:** Percentage of diploma earners enroll in postsecondary college degree or certificate training programs at the end of year one (based on CUNYFirst enrollment records and student reporting enrollment to advisors)

**Findings and Outcomes:**

In Fall 2021, 67 students enrolled in post-secondary; 14 in CUNY/MATH Start; 9 in CLIP and 44 in college credit courses. In Spring 2022, 36 students enrolled in post-secondary; 2 in CUNY/MATH Start, 4 in CLIP and 11 in credit college courses; 17 students are pending registration.

66% of students who earned a High School Equivalency Diploma this past fiscal year enrolled in college, exceeding the 40% target. Advisors worked with diploma earners to support them through the Fall 2021 and Spring 2022 post-secondary enrollment process.

**Recommendation and Next Steps:**

Coordinating within the ACE division to develop a process to code ACE students who earned an HSE to better follow them during their first year in college.

**Objective 2.2** Increase the proportions of first-year college students who require remediation in two or more skills areas who participate in a first –year student academic intervention

**Measures:** 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 (CUNYFirst coding indicators)

**Findings and Outcomes:**

34% of the students who applied to LaGuardia participated in either CUNY/MATH Start or CLIP programs in Fall 2021; in Spring 2022 17% of the students thus far are enrolled in CUNY/MATH Start or CLIP. The participation rates did not meet the 50% target.

By conducting a strong campaign to enroll students into first-year academic interventions, many 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** Increase participation of students receiving services in financial and health literacy at the end of year one, which highlight community-based resources.

**Measures:** Percentage of students receiving services in financial and health literacy at the end of year one, which highlights community-based resources.

**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

**Findings and Outcomes:**

90% of the students received services in Health Literacy and Financial Literacy, exceeding the 75% targets.

**Recommendations and Next Steps:**

n/a

**Objective 3.2** Increase participation in workshops and/or referrals.

**Measures:** Percentage of students participate and/or are referred to community services at the end of year one to be measured by attendance rosters and excel spreadsheet with student names and referrals

**Findings and Outcomes:**

70% 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. The participation/referral rates by the end of year one exceed the 50% target.

**Recommendations and Next Steps:**

n/a

**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 area awaits a decision about the GED and will adapt to provide our students with the support needed earn their HSE diploma.