

Project Outline -- First Year Seminar (FYS)

- **Introduction**

Supported with First in the World (FITW) funding, LaGuardia Community College launched *COMPLETA* in fall 2014 to improve access, learning, and success for under-represented, underprepared students—the mostly low-income, minority, and second-language learners and first generation college-goers with high levels of remedial need who enroll in large numbers at LaGuardia. As the centerpiece of *COMPLETA*, the First Year Seminar program reorganized curriculum and academic support structures, deployed new technologies, and engaged hundreds of faculty and staff in professional learning. The First Year Seminar program has enhanced instruction and academic support for more than 30,000 students over five years.

- **Resources Allocated**

1. \$2.9 million federal Department of Education grant for five years
2. Using institutional resources, LaGuardia hired approximately 30 Student SSAs a year. SSAs facilitated an average of four Studio Hours per week and received extensive training to learn ways to manage classes, use the ePortfolio, support FY students, and work with FYS faculty.
3. Using institutional resources, LaGuardia provided sustained professional development to more than 100 faculty prior to and while teaching FYS.

- **Evidence**

1. FYS Course enrollment & pass rates
2. FYS - Project COMPLETA Integrated Timeline
3. FYS Registration Tracking Reports_Fall 2020
4. FYS and Non-FYS Performance Study_Fall 2015
5. Final COMPLETA project abstract
6. Final LaGuardia COMPLETA performance narrative

- **Assessment Tools/Strategy/Methodology**

1. FYS course enrollment tracking reports, conducted by the IR office year around. These reports were designed to assist with enrollment management and class scheduling, and to provide intervention for students who have not enrolled in FYS or enrolled in wrong FYS.
 - All students FYS registration by major
 - All students FYS registration by discipline and section
 - List of continuing students who have not enrolled in FYS or enrolled in wrong FYS
 - List of all new students who have not enrolled in FYS or enrolled in wrong FYS
 - List of freshmen students who have not enrolled in FYS or enrolled in wrong FYS
 - List of new transfer students who have not enrolled in FYS or enrolled in wrong FYS
2. An internal assessment, conducted by the IR office at the end of each semester. These reports were designed to compare the outcome measures of FYS takers and Non-FYS takers. Cohorts

have also been tracked longitudinally to see whether FYS course has any long term impact on students' academic performance. The outcome measures include:

- Enrolment headcount
- Cumulative GPA
- Cumulative credits earned
- Semester to semester, year to year retention rates
- Graduation rates
- Transfer rates

3. An annual assessment, conducted by the external evaluator, Dr. Ashley Finley. The results of this assessment serves as the annual grant evaluation report to the federal DOE. This study is a quasi-experimental design with a defined intervention group for each year of the study (the students participating in the FYS program) and defined comparison groups. The comparison groups are (1) students not taking the FYS course because they are enrolled in majors not offering FYS and therefore are enrolled in courses that fall under the category of "business-as-usual" and (2) students in majors that do offer FYS course but are enrolled in another business-as-usual course and not the FYS. The analysis approach for the fidelity data will examine these data in the context of the student outcomes data. The fidelity data will be correlated with outcomes data to better understand the degree to which quality of implementation can be associated with positive student outcomes. Fidelity data will also be used to examine how particular quality elements of implementation perhaps affect student outcomes more than others. For example, we will examine the degree to which high levels of interaction in the FYS course may have a greater influence on student-level outcomes than other quality dimensions, such as public display of competence. This analysis will help project researchers and faculty to refine implementation practices to maximize student-level learning and success outcomes. The outcome measures include:

- Cumulative GPA
- Cumulative credits earned
- Retention rates
- Graduation rates
- Transfer rates

- **Findings**

1. LaGuardia's two-year graduation rate more than doubled over five years, moving from 5.5 percent for the Fall 2012 entering class to 11.6 percent for the Fall 2016 entering class.
2. LaGuardia's 3-year graduation rate has risen over the course of five years, from 16.3 percent for the entering class of Fall 2011 to 26.9 percent for the entering class of Fall 2015.
3. The percentage of full-time freshmen retained for one year as full-time students has risen from 48.6 percent for the class of Fall 2013 to 55.3 percent for the class of Fall 2017.

FYS Course Enrollment & Pass Rates

Pass Rate

TERM	BTF	CJF	CSF	ECF	EDF	HSF	LIF	LMF	MRF	NSF	SYF	TERM TOTAL
Spring 2014	86%									66%		85%
Fall 2014	90%					85%	86%			64%		86%
Spring 2015	83%					82%	86%			76%		83%
Fall 2015	83%	85%		82%		87%	84%	80%		93%	82%	84%
Spring 2016	83%	83%		82%		86%	86%	78%		68%	72%	82%
Fall 2016	82%	85%		87%		88%	83%	83%		77%	77%	84%
Spring 2017	82%	79%		80%		83%	81%	85%		80%	75%	82%
Fall 2017	83%	80%		76%		86%	86%	84%		77%	79%	83%
Spring 2018	77%	79%		81%		85%	83%	79%		69%	73%	81%
Fall 2018	80%	80%		75%		85%	84%	72%	41%	68%	76%	80%
Spring 2019	82%	77%	84%	74%		83%	79%	80%	54%	69%	76%	79%
Fall 2019	82%	81%	80%	86%	93%	85%	78%	74%	49%	67%	73%	80%
Spring 2020	76%	64%	64%	72%	72%	77%	63%	68%	65%	63%	66%	70%
COURSE TOTAL	83%	80%	73%	80%	83%	85%	82%	79%	51%	72%	75%	82%

Passed

TERM	BTF	CJF	CSF	ECF	EDF	HSF	LIF	LMF	MRF	NSF	SYF	TERM TOTAL
Spring 2014	351									25		376
Fall 2014	557					790	499			45		1,891
Spring 2015	471					584	363			62		1,480
Fall 2015	566	291		274		853	467	290		68	112	2,921
Spring 2016	409	152		234		581	357	261		44	91	2,129
Fall 2016	527	284		307		837	553	319		65	127	3,019
Spring 2017	398	192		272		418	380	287		41	88	2,076
Fall 2017	536	287		303		773	649	428		55	125	3,156
Spring 2018	245	208		228		541	362	203		46	67	1,900
Fall 2018	441	293		272		865	638	268	16	57	100	2,950
Spring 2019	274	175	63	148		503	314	164	26	50	82	1,799
Fall 2019	415	225	132	131	79	875	562	242	21	76	86	2,844
Spring 2020	225	134	148	73	59	499	204	119	15	41	75	1,592
COURSE TOTAL	5,415	2,241	343	2,242	138	8,119	5,348	2,581	78	675	953	28,133

Enrolled

TERM	BTF	CJF	CSF	ECF	EDF	HSF	LIF	LMF	MRF	NSF	SYF	TERM TOTAL
Spring 2014	406									38		444
Fall 2014	620					929	578			70		2,197
Spring 2015	570					708	421			82		1,781
Fall 2015	683	342		333		986	553	361		73	137	3,468
Spring 2016	493	184		287		678	414	334		65	126	2,581
Fall 2016	644	335		354		954	670	383		84	164	3,588
Spring 2017	485	243		338		501	467	339		51	118	2,542
Fall 2017	645	360		401		896	753	508		71	158	3,792
Spring 2018	320	263		282		639	435	256		67	92	2,354

Fall 2018	549	364		363		1017	762	373	39	84	132	3,683
Spring 2019	334	226	75	199		608	397	205	48	72	108	2,272
Fall 2019	507	279	165	152	85	1028	725	327	43	113	118	3,542
Spring 2020	295	211	230	101	82	647	326	174	23	65	113	2,267
COURSE TOTAL	6,551	2,807	470	2,810	167	9,591	6,501	3,260	153	935	1,266	34,511

Project *COMPLETA* Integrated Timeline

	Year 1	Year 2	Year 3	Year 4
Back on Track	<ul style="list-style-type: none"> • Transition staff recruited • Services designed & offered to 200 high school equivalency (HSE) students applying to LaGuardia • Modularized math units designed & piloted with 50 HSE students 	<ul style="list-style-type: none"> • Program implementation for 250 HSE students applying to LaGuardia each year 2-4 • 250 students create educational plans each year 2-4 • Modularized Math units assessed and modified; offered to 125 students each in Years 2-4 	<ul style="list-style-type: none"> • Implementation at scale for HSE students • Begin extension to all transferring ACE students 	At scale Pilot application with other students transitioning from ACE programs
First-Year Seminar (FYS)	First-Year Seminar (offered to 3,500 entering students in 3 dep'ts); 115 faculty and staff and 50 Student Success Mentors (SSMs) trained	FYS offered to 4,100 entering students in three add'l departments; 115 faculty and staff and 50 SSMs trained	At scale. All departments offer FYS (est. 5,000 entering students).	At scale (5,000 entering students).
Transformed Advisement	<ul style="list-style-type: none"> • 47 discipline-based advisement teams established; teams advise 3,000 students • Pilot testing of My Academic Plan 	120 faculty/staff trained in advising methods; teams advise 4,500 students; 4,975 students build My Academic Plan (MAP)	120 faculty/staff trained; teams advise 6,500 students; 7,000 students build MAP	120 faculty/staff trained; 10,000 students advised; 8,000 students build MAP
ePortfolio (eP)	<ul style="list-style-type: none"> • Implementation in pre-college and first-year seminar programs • Training in eP system & pedagogy integrated in pre-college and FYS programs for faculty, staff, and peer mentors 	<ul style="list-style-type: none"> • Train new pre-college & FYS faculty and staff • Integrate eP advisement processes for active teams • Train active advisement teams in eP system and pedagogy 	<ul style="list-style-type: none"> • Train new pre-college and FYS faculty, staff • Integrate eP in advisement processes w/ active teams • Training in ePortfolio system and pedagogy with active advisement teams 	Integration, training, and implementation at scale.
Restructured Assessment	<ul style="list-style-type: none"> • Design and testing of rubrics built to assess the higher-order competencies: integrative learning, global learning, and inquiry/problem solving • Map curricula, co-curricular programs, and advisement activities against the higher-order competency rubrics 	<ul style="list-style-type: none"> • Collect & score eP-based artifacts generated in pre-college, FYS, and advisement; training in assessment techniques offered to 80 faculty/staff. • Integrate findings/ recommendations into Core Activities, College Strategic Plan. 	<ul style="list-style-type: none"> • Assessment at scale; integrate results w/ annual project & institutional planning cycles • Train 80 faculty and staff 	<ul style="list-style-type: none"> • Assessment at scale; integrate results into project & institutional planning cycles • Train 80 faculty/staff
Learning Analytics	<ul style="list-style-type: none"> • Research, plan, and develop needs analysis to map a project strategy; • Select functionalities and systems integrations for dashboard platform; • Design, program, & test analytics dashboard 	<ul style="list-style-type: none"> • Provide professional development for faculty, staff, and administrators; • Stage application of dashboard into <i>COMPLETA</i> interventions 	<ul style="list-style-type: none"> • Integrate analytics into <i>COMPLETA</i> interventions • Extend application to other academic, Student Affairs, and administrative areas; • Integrate analytics data into College policy planning 	Analytics deployed at scale

Fall 2020 FYS Course Enrollment by Major

Monday, November 30, 2020

SUBJECT	MAJOR	FRESHMEN	NEW TRANSFER	CONTINUING	RE-ADMIT	NON-DEGREE	TOTAL
BTF							
	Accounting	60	19	28	6		113
	Business Administration	79	22	60	9		170
	Business Administration - Healthcare Management	68	18	11	3		100
	Computer Science	1					1
	Computer Technology	1					1
	Criminal Justice	1					1
	Liberal Arts: Social Sciences & Humanities			1	1		2
	Music Recording Technology	1					1
	Non-Degree					1	1
	Paralegal Studies	9	8	6	3		26
	Radiologic Technology			1			1
	Travel, Tourism, and Hospitality Management	27	5	5	1		38
	SUBTOTAL	247	72	112	23	1	455
CJF							
	Business Administration	2					2
	Business Administration - Healthcare Management	1					1
	Communication Studies				1		1
	Computer Technology	1					1
	Criminal Justice	199	18	75	10		302
	Paralegal Studies	1					1
	SUBTOTAL	204	18	75	11		308
CMF							
	Communication Studies	13	11		1		25
	SUBTOTAL	13	11		1		25
CSF							
	Computer Operations	5	4	10	1		20
	Computer Science	59	14	62	6		141

SUBJECT	MAJOR	FRESHMEN	NEW TRANSFER	CONTINUING	RE-ADMIT	NON-DEGREE	TOTAL
	Computer Technology	32	6	13	2		53
	Education: Childhood Education	1					1
	Energy Technician: Electrical Option	1					1
	Fine Arts: Design Studies			1			1
	Network Administration & Information Security			1			1
	Physical Therapist Assistant	1					1
	Programming & Software Development	11	6	12	1		30
	SUBTOTAL	110	30	99	10		249
ECF							
	Civil Engineering	17	11	9			37
	Computer Science	1		2			3
	Earth System Science & Environmental Engineering	12	5	4			21
	Electrical Engineering	28	4	12	2		46
	Energy Technician: Electrical Option	1					1
	Energy Technician: Mechanical Option	1					1
	Liberal Arts: Mathematics & Science	9	1				10
	Mechanical Engineering	4	6	7	2		19
	Music Recording Technology	1					1
	SUBTOTAL	74	27	34	4		139
EDF							
	Business Administration	1					1
	Education Associate: The Bilingual Child	5	2	2			9
	Education: Childhood Education	20	7	12	2		41
	Education: Early Childhood Education	28	8	19	2		57
	Education: Secondary Education	9	4	5			18
	Liberal Arts: Social Sciences & Humanities	1					1
	Psychology	1					1
	SUBTOTAL	65	21	38	4		128
ENF							
	Writing and Literature	1	1				2

SUBJECT	MAJOR	FRESHMEN	NEW TRANSFER	CONTINUING	RE-ADMIT	NON-DEGREE	TOTAL
	Writing and Literature - Creative Writing	12	3	2			17
	SUBTOTAL	13	4	2			19
FAF							
	Fine Arts	8	2	3			13
	Fine Arts: Design Studies	42	1	6			49
	SUBTOTAL	50	3	9			62
HAF							
	Commercial Photography	1			1		2
	Commercial Photography - Fine Arts	5	3	1			9
	Industrial Design	7	2	1			10
	Liberal Arts: Film and Television	1					1
	Theatre	25	1	4			30
	SUBTOTAL	39	6	6	1		52
HSF							
	Biology	1					1
	Computer Technology	1					1
	Emergency Medical Technician/Paramedic	1					1
	Human Services	27	7	14	2		50
	Liberal Arts: Mathematics & Science	3		2			5
	Liberal Arts: Social Sciences & Humanities			1	2		3
	Nursing	177	125	51	12		365
	Nutrition and Culinary Management			2			2
	Nutrition and Culinary Management - Culinary Management	8	5	3			16
	Nutrition and Culinary Management - Nutrition	7	3	10			20
	Occupational Therapy Assistant	11	27	12	1		51
	Physical Therapist Assistant	30	40	8	2		80
	Practical Nursing (Cert.)	62	39	8			109
	Public and Community Health			1			1
	Radiologic Technology	64	50	23	2		139
	Therapeutic Recreation	5	2	1			8

SUBJECT	MAJOR	FRESHMEN	NEW TRANSFER	CONTINUING	RE-ADMIT	NON-DEGREE	TOTAL
	Travel, Tourism, and Hospitality Management	1					1
	Undeclared Health	3	1				4
	Veterinary Technology	115	60	12	3		190
	Writing and Literature - Creative Writing	1					1
	SUBTOTAL	517	359	148	24		1,048
LIF							
	Accounting	1					1
	Biology	1					1
	Business Administration	2					2
	Commercial Photography	1					1
	Commercial Photography - Fine Arts	1					1
	Communication Studies			1			1
	Computer Technology	1					1
	Education: Childhood Education	4		3	1		8
	Education: Early Childhood Education	1		2	1		4
	Education: Secondary Education	3	1				4
	Electrical Engineering	1					1
	Environmental Science				1		1
	Fine Arts	1		5			6
	Fine Arts: Design Studies	1		7			8
	Liberal Arts: Deaf Studies	7	1	5			13
	Liberal Arts: Film and Television	34	5	15	2		56
	Liberal Arts: History	10	4	2	1		17
	Liberal Arts: International Studies	8	1	1			10
	Liberal Arts: Japanese	5	1	2			8
	Liberal Arts: Journalism	5	1	1			7
	Liberal Arts: Latin American Studies	1	1				2
	Liberal Arts: Mathematics & Science	1			1		2
	Liberal Arts: Music	1		3			4
	Liberal Arts: Political Science	11	9	5	1		26

SUBJECT	MAJOR	FRESHMEN	NEW TRANSFER	CONTINUING	RE-ADMIT	NON-DEGREE	TOTAL
	Liberal Arts: Social Sciences & Humanities	32	7	27	9		75
	Liberal Arts: Women, Gender & Sexuality Studies	1	2				3
	Mechanical Engineering	1					1
	Music Performance	22		5			27
	New Media Technology	37	5	15			57
	Non-Degree					47	47
	Philosophy	4		3			7
	Physical Sciences	1					1
	Psychology	1	1				2
	Spanish-English Translation	3		2			5
	Writing and Literature - Creative Writing	4			1		5
	SUBTOTAL	207	39	104	18	47	415
LMF							
	Civil Engineering	1					1
	Earth System Science & Environmental Engineering	1					1
	Education: Early Childhood Education			1			1
	Electrical Engineering	6					6
	Fine Arts: Design Studies	1					1
	Liberal Arts: Mathematics & Science	68	19	49	5		141
	Liberal Arts: Social Sciences & Humanities	2		1			3
	Mechanical Engineering			1			1
	Non-Degree					28	28
	Nursing	2					2
	Psychology	1			1		2
	Travel, Tourism, and Hospitality Management	1					1
	SUBTOTAL	83	19	52	6	28	188
MRF							
	Music Recording Technology	30	4	10	3		47
	SUBTOTAL	30	4	10	3		47
NSF							

SUBJECT	MAJOR	FRESHMEN	NEW TRANSFER	CONTINUING	RE-ADMIT	NON-DEGREE	TOTAL
	Biology	52	13	24	1		90
	Environmental Science	9	2	12			23
	Liberal Arts: Mathematics & Science	1					1
	Nursing	1					1
	Radiologic Technology	1					1
	SUBTOTAL	64	15	36	1		116
SYF							
	Criminal Justice	1					1
	Psychology	69	8	38	1		116
	SUBTOTAL	70	8	38	1		117
	GRAND TOTAL	1,786	636	763	107	76	3,368

Fall 2020 FYS Course Enrollment Overview

Monday, November 30, 2020

SUBJECT	SESSION	CLASS_NBR	CATALOG_NBR	ENRL_CAP	ENRL_TOT	SEATS AVAIL
BTF						
	1	31600	101	25	25	0
	1	31580	101	25	25	0
	1	58013	101	25	25	0
	1	34697	101	22	22	0
	1	34669	101	22	22	0
	1	32153	101	25	25	0
	1	32117	101	22	22	0
	1	31934	101	25	24	1
	1	31928	101	22	22	0
	1	31598	101	25	25	0
	1	31595	101	25	25	0
	1	31592	101	22	22	0
	1	31588	101	25	25	0
	1	31586	101	25	25	0
	1	31584	101	25	25	0
	1	31582	101	22	23	-1
	1	31932	101	25	25	0
	2	33036	101	22	22	0
	2	33117	101	25	16	9
	2	32986	101	25	16	9
	2	32961	101	25	25	0
	2	67623	101	25	1	24
CJF						
	1	32296	101	25	27	-2
	1	32365	101	18	18	0
	1	32135	101	25	26	-1
	1	32125	101	25	26	-1
	1	31730	101	25	26	-1
	1	31728	101	25	26	-1
	1	31726	101	25	26	-1
	1	31724	101	25	28	-3
	1	31722	101	18	17	1
	1	33285	101	25	25	0
	2	32969	101	25	25	0
	2	32971	101	25	25	0
	2	33113	101	25	25	0
CMF						
	1	58923	90	22	25	-3

SUBJECT	SESSION	CLASS_NBR	CATALOG_NBR	ENRL_CAP	ENRL_TOT	SEATS AVAIL
CSF						
	1	33314	101	25	25	0
	1	64018	101	25	25	0
	1	64016	101	25	25	0
	1	53555	101	25	30	-5
	1	33625	101	25	25	0
	1	33310	101	25	30	-5
	1	33308	101	25	29	-4
	1	33306	101	25	25	0
	1	33304	101	25	25	0
	1	33312	101	25	26	-1
ECF						
	1	31753	90	25	24	1
	1	31771	90	25	25	0
	1	31756	90	25	25	0
	1	31751	90	25	25	0
	1	31749	90	25	25	0
	1	31758	90	25	24	1
EDF						
	1	33410	101	24	27	-3
	1	33412	101	25	25	0
	1	33596	101	25	25	0
	1	57661	101	25	25	0
	2	33415	101	25	23	2
	2	67552	101	22	5	17
ENF						
	1	64050	101	25	20	5
FAF						
	1	58952	101	25	31	-6
	1	58954	101	25	32	-7
HAF						
	1	62564	90	25	28	-3
	1	62566	90	25	27	-2
HSF						
	1	31605	90	25	28	-3
	1	31632	90	25	26	-1
	1	31617	90	25	26	-1
	1	31615	90	25	25	0
	1	31613	90	25	25	0
	1	31611	90	25	25	0

SUBJECT	SESSION	CLASS_NBR	CATALOG_NBR	ENRL_CAP	ENRL_TOT	SEATS AVAIL
	1	31607	90	25	25	0
	1	31603	90	25	26	-1
	1	31630	90	25	26	-1
	1	31609	90	25	25	0
	1	32435	90	25	26	-1
	1	31619	90	25	25	0
	1	53188	90	18	18	0
	1	33566	90	25	25	0
	1	33560	90	25	25	0
	1	33537	90	25	25	0
	1	33475	90	25	26	-1
	1	32505	90	25	25	0
	1	32433	90	25	25	0
	1	32431	90	25	27	-2
	1	32429	90	25	25	0
	1	32427	90	25	27	-2
	1	31877	90	25	25	0
	1	31646	90	25	25	0
	1	32507	90	25	28	-3
	1	31845	90	25	27	-2
	1	31638	90	25	27	-2
	1	31640	90	25	25	0
	1	31642	90	25	25	0
	1	31644	90	25	26	-1
	1	31636	90	25	25	0
	1	31634	90	25	25	0
	1	31648	90	25	27	-2
	1	31650	90	25	25	0
	1	31827	90	25	25	0
	1	31841	90	25	25	0
	1	31843	90	25	25	0
	2	33244	90	25	25	0
	2	67480	90	25	25	0
	2	67593	90	25	12	13
	2	33139	90	25	25	0
	2	32992	90	25	24	1
	2	32988	90	25	25	0
	2	32990	90	25	25	0
LIF						
	1	31983	101	25	25	0

SUBJECT	SESSION	CLASS_NBR	CATALOG_NBR	ENRL_CAP	ENRL_TOT	SEATS AVAIL
	1	33384	101	25	25	0
	1	32281	101	25	25	0
	1	32169	101	25	25	0
	1	31686	101	25	25	0
	1	32052	101	25	25	0
	1	31996	101	25	25	0
	1	31975	101	25	25	0
	1	31839	101	25	25	0
	1	31700	101	25	25	0
	1	31688	101	25	26	-1
	1	31694	101	25	25	0
	1	31672	101	25	25	0
	1	31979	101	25	26	-1
	2	33168	101	25	25	0
	2	33209	101	25	23	2
	2	67472	101	25	6	19
LMF						
	1	32222	101	25	25	0
	1	33381	101	25	25	0
	1	32172	101	25	26	-1
	1	31760	101	25	25	0
	1	31744	101	25	25	0
	1	31742	101	25	25	0
	1	31769	101	25	25	0
	1	34652	101	18	18	0
	2	33097	101	25	7	18
MRF						
	1	32478	101	25	28	-3
	2	33238	101	25	24	1
NSF						
	1	31775	101	25	26	-1
	1	63976	101	25	25	0
	1	33459	101	25	25	0
	1	31777	101	25	26	-1
	1	32422	101	15	19	-4
	2	67512	101	25	4	21
SYF						
	1	63713	101	25	25	0
	1	31732	101	25	25	0
	1	31736	101	25	25	0

SUBJECT	SESSION	CLASS_NBR	CATALOG_NBR	ENRL_CAP	ENRL_TOT	SEATS AVAIL
	1	32137	101	25	25	0
	1	33579	101	25	25	0

Fall 2020 Continuing Students FYS Registration Tracking

Monday, November 30, 2020

DEPT	MAJOR	CORRECT FYS	PASSED FYS BEFORE	WRONG FYS	NOT ENROLLED	TOTAL
Business and Technology						
	Accounting	34	279		48	361
	Business Administration	69	547		142	758
	Business Administration - Healthcare Management	14	151		46	211
	Paralegal Studies	9	51		17	77
	Travel, Tourism, and Hospitality Management	6	81		13	100
	DEPT SUBTOTAL	132	1,109		266	1,507
	DEPT ENROLLMENT RATE	9%	74%		18%	
Education and Language Acquisition						
	Education Associate: The Bilingual Child	2	19		6	27
	Education: Childhood Education	14	115	4	33	166
	Education: Early Childhood Education	21	167	4	39	231
	Education: Secondary Education	5	43		21	69
	Spanish-English Translation	2	9		3	14
	DEPT SUBTOTAL	44	353	8	102	507
	DEPT ENROLLMENT RATE	9%	70%	2%	20%	
Health Sciences						
	Emergency Medical Technician/Paramedic		2			2
	Human Services	16	147		54	217
	Nursing	63	601		141	805
	Nutrition and Culinary Management	2	11		5	18
	Nutrition and Culinary Management - Culinary Management	3	37		6	46
	Nutrition and Culinary Management - Nutrition	10	64		7	81
	Occupational Therapy Assistant	13	107		29	149
	Physical Therapist Assistant	10	146		19	175
	Practical Nursing (Cert.)	8	148		30	186
	Public and Community Health	1	26		10	37

DEPT	MAJOR	CORRECT FYS	PASSED FYS BEFORE	WRONG FYS	NOT ENROLLED	TOTAL
	Radiologic Technology	25	130	1	25	181
	Therapeutic Recreation	1	53		3	57
	Veterinary Technology	15	145		19	179
	DEPT SUBTOTAL	167	1,617	1	348	2,133
	DEPT ENROLLMENT RATE	8%	76%	0%	16%	
Humanities						
	Fine Arts	3	72	5	24	104
	Fine Arts: Design Studies	6	87	8	27	128
	Music Performance	5	30		5	40
	Music Recording Technology	13	50		40	103
	New Media Technology	15	115		33	163
	Philosophy	3	13		5	21
	DEPT SUBTOTAL	45	367	13	134	559
	DEPT ENROLLMENT RATE	8%	66%	2%	24%	
Lib Arts: Mathematics & Science						
	Liberal Arts: Mathematics & Science	54	474	3	154	685
	DEPT SUBTOTAL	54	474	3	154	685
	DEPT ENROLLMENT RATE	8%	69%	0%	22%	
Liberal Arts: Social Sciences & Humanities						
	Liberal Arts: Deaf Studies	5	38		3	46
	Liberal Arts: Film and Television	17	57		21	95
	Liberal Arts: History	3	36		11	50
	Liberal Arts: International Studies	1	29		2	32
	Liberal Arts: Japanese	2	9		3	14
	Liberal Arts: Journalism	1	34		3	38
	Liberal Arts: Latin American Studies		1			1
	Liberal Arts: Music	3	6		2	11
	Liberal Arts: Political Science	6	43		12	61

DEPT	MAJOR	CORRECT FYS	PASSED FYS BEFORE	WRONG FYS	NOT ENROLLED	TOTAL
	Liberal Arts: Social Sciences & Humanities	36	251	6	96	389
	Liberal Arts: Women, Gender & Sexuality Studies		4			4
	DEPT SUBTOTAL	74	508	6	153	741
	DEPT ENROLLMENT RATE	10%	69%	1%	21%	
MEC						
	Civil Engineering	9	100		15	124
	Computer Operations	11	48		12	71
	Computer Science	68	338	2	105	513
	Computer Technology	15	52		26	93
	Earth System Science & Environmental Engineering	4	24		3	31
	Electrical Engineering	14	78		27	119
	Energy Technician: Electrical Option		1		2	3
	Energy Technician: Mechanical Option		2		3	5
	Mechanical Engineering	9	66	1	9	85
	Network Administration & Information Security	1	16		9	26
	Programming & Software Development	13	75		21	109
	DEPT SUBTOTAL	144	800	3	232	1,179
	DEPT ENROLLMENT RATE	12%	68%	0%	20%	
Natural Sciences						
	Biology	25	160		61	246
	Environmental Science	12	31	1	9	53
	Physical Sciences				1	1
	DEPT SUBTOTAL	37	191	1	71	300
	DEPT ENROLLMENT RATE	12%	64%	0%	24%	
Social Science						
	Criminal Justice	85	496		88	669
	Psychology	39	303	1	147	490

DEPT	MAJOR	CORRECT FYS	PASSED FYS BEFORE	WRONG FYS	NOT ENROLLED	TOTAL
	DEPT SUBTOTAL	124	799	1	235	1,159
	DEPT ENROLLMENT RATE	11%	69%	0%	20%	
	GRAND TOTAL	821	6,218	36	1,695	8,770
	OVERALL ENROLLMENT RATE	9%	71%	0%	19%	

Fall 2020 New Students FYS Registration Tracking (All)

Monday, November 30, 2020

DEPT	MAJOR	CORRECT FYS	PASSED FYS BEFORE	WRONG FYS	NOT ENROLLED	TOTAL
Business and Technology						
	Accounting	79		1	21	101
	Business Administration	101	4	5	34	144
	Business Administration - Healthcare Management	86		1	22	109
	Paralegal Studies	17		1	8	26
	Travel, Tourism, and Hospitality Management	32		2	7	41
	DEPT SUBTOTAL	315	4	10	92	421
	DEPT ENROLLMENT RATE	75%				
Education and Language Acquisition						
	Education Associate: The Bilingual Child	7			3	10
	Education: Childhood Education	27	2	5	16	50
	Education: Early Childhood Education	36	1	1	21	59
	Education: Secondary Education	13	1	4	8	26
	Spanish-English Translation	3			3	6
	DEPT SUBTOTAL	86	4	10	51	151
	DEPT ENROLLMENT RATE	57%				
English						
	Writing and Literature	2			1	3
	Writing and Literature - Creative Writing	15		5	6	26
	DEPT SUBTOTAL	17		5	7	29
	DEPT ENROLLMENT RATE	59%				
Health Sciences						

DEPT	MAJOR	CORRECT FYS	PASSED FYS BEFORE	WRONG FYS	NOT ENROLLED	TOTAL
	Emergency Medical Technician/Paramedic	1			1	2
	Human Services	34			15	49
	Nursing	302	1	3	108	414
	Nutrition and Culinary Management - Culinary Management	13			8	21
	Nutrition and Culinary Management - Nutrition	10			10	20
	Occupational Therapy Assistant	38			15	53
	Physical Therapist Assistant	70	1	1	28	100
	Practical Nursing (Cert.)	101			28	129
	Public and Community Health				1	1
	Radiologic Technology	114		1	30	145
	Therapeutic Recreation	7			2	9
	Undeclared Health	4			1	5
	Veterinary Technology	175			25	200
	DEPT SUBTOTAL	869	2	5	272	1,148
	DEPT ENROLLMENT RATE	76%				
Humanities						
	Commercial Photography	1		1	6	8
	Commercial Photography - Fine Arts	8		1	21	30
	Communication Studies	24	1		10	35
	Fine Arts	10		1	7	18
	Fine Arts: Design Studies	43	1	2	35	81
	Industrial Design	9			6	15
	Music Performance	22			11	33
	Music Recording Technology	34		2	28	64

DEPT	MAJOR	CORRECT FYS	PASSED FYS BEFORE	WRONG FYS	NOT ENROLLED	TOTAL
	New Media Technology	42			16	58
	Philosophy	4			6	10
	Theatre	26			21	47
	DEPT SUBTOTAL	223	2	7	167	399
	DEPT ENROLLMENT RATE	56%				
Lib Arts: Mathematics & Science						
	Liberal Arts: Mathematics & Science	87	3	15	59	164
	DEPT SUBTOTAL	87	3	15	59	164
	DEPT ENROLLMENT RATE	53%				
Liberal Arts: Social Sciences & Humanities						
	Liberal Arts: Deaf Studies	8			2	10
	Liberal Arts: Film and Television	39		1	7	47
	Liberal Arts: History	14			3	17
	Liberal Arts: International Studies	9				9
	Liberal Arts: Japanese	6			7	13
	Liberal Arts: Journalism	6			3	9
	Liberal Arts: Latin American Studies	2			2	4
	Liberal Arts: Music	1				1
	Liberal Arts: Political Science	20			8	28
	Liberal Arts: Social Sciences & Humanities	39	2	3	23	67
	Liberal Arts: Women, Gender & Sexuality Studies	3				3
	DEPT SUBTOTAL	147	2	4	55	208
	DEPT ENROLLMENT RATE	71%				
MEC						

DEPT	MAJOR	CORRECT FYS	PASSED FYS BEFORE	WRONG FYS	NOT ENROLLED	TOTAL
	Civil Engineering	28		1	10	39
	Computer Operations	9			8	17
	Computer Science	73	1	2	81	157
	Computer Technology	38		4	29	71
	Earth System Science & Environmental Engineering	17		1	2	20
	Electrical Engineering	32		7	22	61
	Energy Technician: Electrical Option	1		1	10	12
	Energy Technician: Mechanical Option	1			5	6
	Mechanical Engineering	10		1	6	17
	Programming & Software Development	17			12	29
	DEPT SUBTOTAL	226	1	17	185	429
	DEPT ENROLLMENT RATE	53%				
Natural Sciences						
	Biology	65	3	2	86	156
	Environmental Science	11			15	26
	Physical Sciences			1	7	8
	DEPT SUBTOTAL	76	3	3	108	190
	DEPT ENROLLMENT RATE	40%				
Social Science						
	Criminal Justice	217	2	2	105	326
	Psychology	77	1	4	144	226
	DEPT SUBTOTAL	294	3	6	249	552
	DEPT ENROLLMENT RATE	53%				

DEPT	MAJOR	CORRECT FYS	PASSED FYS BEFORE	WRONG FYS	NOT ENROLLED	TOTAL
	GRAND TOTAL	2,340	24	82	1,245	3,691
	OVERALL ENROLLMENT RATE	63%				

Fall 2020 New Students FYS Registration Tracking (Freshmen)

Monday, November 30, 2020

DEPT	MAJOR	CORRECT FYS	PASSED FYS BEFORE	WRONG FYS	NOT ENROLLED	TOTAL
Business and Technology						
	Accounting	60		1	10	71
	Business Administration	79	4	5	21	109
	Business Administration - Healthcare Management	68		1	12	81
	Paralegal Studies	9		1	4	14
	Travel, Tourism, and Hospitality Management	27		2	6	35
	DEPT SUBTOTAL	243	4	10	53	310
	DEPT ENROLLMENT RATE	78%				
Education and Language A						
	Education Associate: The Bilingual Child	5			3	8
	Education: Childhood Education	20	2	5	10	37
	Education: Early Childhood Education	28	1	1	13	43
	Education: Secondary Education	9		3	7	19
	Spanish-English Translation	3			3	6
	DEPT SUBTOTAL	65	3	9	36	113
	DEPT ENROLLMENT RATE	58%				
English						
	Writing and Literature	1			1	2
	Writing and Literature - Creative Writing	12		5	4	21
	DEPT SUBTOTAL	13		5	5	23
	DEPT ENROLLMENT RATE	57%				
Health Sciences						
	Emergency Medical Technician/Paramedic	1				1
	Human Services	27			9	36
	Nursing	177		3	32	212
	Nutrition and Culinary Management - Culinary Management	8			6	14

DEPT	MAJOR	CORRECT FYS	PASSED FYS BEFORE	WRONG FYS	NOT ENROLLED	TOTAL
	Nutrition and Culinary Management - Nutrition	7			8	15
	Occupational Therapy Assistant	11			8	19
	Physical Therapist Assistant	30	1	1	8	40
	Practical Nursing (Cert.)	62			14	76
	Radiologic Technology	64		1	11	76
	Therapeutic Recreation	5			2	7
	Undeclared Health	3				3
	Veterinary Technology	115			14	129
	DEPT SUBTOTAL	510	1	5	112	628
	DEPT ENROLLMENT RATE	81%				

Humanities

	Commercial Photography	1		1	5	7
	Commercial Photography - Fine Arts	5		1	17	23
	Communication Studies	13	1		4	18
	Fine Arts	8		1	7	16
	Fine Arts: Design Studies	42	1	2	30	75
	Industrial Design	7			4	11
	Music Performance	22			8	30
	Music Recording Technology	30		2	23	55
	New Media Technology	37			12	49
	Philosophy	4			2	6
	Theatre	25			16	41
	DEPT SUBTOTAL	194	2	7	128	331
	DEPT ENROLLMENT RATE	59%				

Lib Arts: Mathematics & S

	Liberal Arts: Mathematics & Science	68	3	14	33	118
--	-------------------------------------	----	---	----	----	-----

DEPT	MAJOR	CORRECT FYS	PASSED FYS BEFORE	WRONG FYS	NOT ENROLLED	TOTAL
	DEPT SUBTOTAL	68	3	14	33	118
	DEPT ENROLLMENT RATE	58%				
Liberal Arts: Social Science						
	Liberal Arts: Deaf Studies	7			1	8
	Liberal Arts: Film and Television	34		1	5	40
	Liberal Arts: History	10			2	12
	Liberal Arts: International Studies	8				8
	Liberal Arts: Japanese	5			5	10
	Liberal Arts: Journalism	5			3	8
	Liberal Arts: Latin American Studies	1			2	3
	Liberal Arts: Music	1				1
	Liberal Arts: Political Science	11			1	12
	Liberal Arts: Social Sciences & Humanities	32	2	3	12	49
	Liberal Arts: Women, Gender & Sexuality Studies	1				1
	DEPT SUBTOTAL	115	2	4	31	152
	DEPT ENROLLMENT RATE	76%				
MEC						
	Civil Engineering	17		1	5	23
	Computer Operations	5			3	8
	Computer Science	59	1	2	52	114
	Computer Technology	32		4	24	60
	Earth System Science & Environmental Engineering	12		1	1	14
	Electrical Engineering	28		7	17	52
	Energy Technician: Electrical Option	1		1	7	9
	Energy Technician: Mechanical Option	1			3	4
	Mechanical Engineering	4		1	5	10
	Programming & Software Development	11			10	21

DEPT	MAJOR	CORRECT FYS	PASSED FYS BEFORE	WRONG FYS	NOT ENROLLED	TOTAL
	DEPT SUBTOTAL	170	1	17	127	315
	DEPT ENROLLMENT RATE	54%				
Natural Sciences						
	Biology	52	1	2	59	114
	Environmental Science	9			9	18
	Physical Sciences			1	5	6
	DEPT SUBTOTAL	61	1	3	73	138
	DEPT ENROLLMENT RATE	44%				
Social Science						
	Criminal Justice	199	2	2	81	284
	Psychology	69	1	3	102	175
	DEPT SUBTOTAL	268	3	5	183	459
	DEPT ENROLLMENT RATE	58%				
	GRAND TOTAL	1,707	20	79	781	2,587
	OVERALL ENROLLMENT RATE	66%				

Fall 2020 New Students FYS Registration Tracking (New Transfer)

Monday, November 30, 2020

DEPT	MAJOR	CORRECT FYS	PASSED FYS BEFORE	WRONG FYS	NOT ENROLLED	TOTAL
Business and Technology						
	Accounting	19			11	30
	Business Administration	22			13	35
	Business Administration - Healthcare Management	18			10	28
	Paralegal Studies	8			4	12
	Travel, Tourism, and Hospitality Management	5			1	6
	DEPT SUBTOTAL	72			39	111
	DEPT ENROLLMENT RATE	65%				
Education and Language Acquisition						
	Education Associate: The Bilingual Child	2				2
	Education: Childhood Education	7			6	13
	Education: Early Childhood Education	8			8	16
	Education: Secondary Education	4	1	1	1	7
	DEPT SUBTOTAL	21	1	1	15	38
	DEPT ENROLLMENT RATE	55%				
English						
	Writing and Literature	1				1
	Writing and Literature - Creative Writing	3			2	5
	DEPT SUBTOTAL	4			2	6
	DEPT ENROLLMENT RATE	67%				
Health Sciences						
	Emergency Medical Technician/Paramedic				1	1
	Human Services	7			6	13
	Nursing	125	1		76	202
	Nutrition and Culinary Management - Culinary Management	5			2	7
	Nutrition and Culinary Management - Nutrition	3			2	5

DEPT	MAJOR	CORRECT FYS	PASSED FYS BEFORE	WRONG FYS	NOT ENROLLED	TOTAL
	Occupational Therapy Assistant	27			7	34
	Physical Therapist Assistant	40			20	60
	Practical Nursing (Cert.)	39			14	53
	Public and Community Health				1	1
	Radiologic Technology	50			19	69
	Therapeutic Recreation	2				2
	Undeclared Health	1			1	2
	Veterinary Technology	60			11	71
	DEPT SUBTOTAL	359	1		160	520
	DEPT ENROLLMENT RATE	69%				

Humanities

	Commercial Photography				1	1
	Commercial Photography - Fine Arts	3			4	7
	Communication Studies	11			6	17
	Fine Arts	2				2
	Fine Arts: Design Studies	1			5	6
	Industrial Design	2			2	4
	Music Performance				3	3
	Music Recording Technology	4			5	9
	New Media Technology	5			4	9
	Philosophy				4	4
	Theatre	1			5	6
	DEPT SUBTOTAL	29			39	68
	DEPT ENROLLMENT RATE	43%				

Lib Arts: Mathematics & Science

	Liberal Arts: Mathematics & Science	19		1	26	46
--	-------------------------------------	----	--	---	----	----

DEPT	MAJOR	CORRECT FYS	PASSED FYS BEFORE	WRONG FYS	NOT ENROLLED	TOTAL
	DEPT SUBTOTAL	19		1	26	46
	DEPT ENROLLMENT RATE	41%				
Liberal Arts: Social Sciences & Humanities						
	Liberal Arts: Deaf Studies	1			1	2
	Liberal Arts: Film and Television	5			2	7
	Liberal Arts: History	4			1	5
	Liberal Arts: International Studies	1				1
	Liberal Arts: Japanese	1			2	3
	Liberal Arts: Journalism	1				1
	Liberal Arts: Latin American Studies	1				1
	Liberal Arts: Political Science	9			7	16
	Liberal Arts: Social Sciences & Humanities	7			11	18
	Liberal Arts: Women, Gender & Sexuality Studies	2				2
	DEPT SUBTOTAL	32			24	56
	DEPT ENROLLMENT RATE	57%				
MEC						
	Civil Engineering	11			5	16
	Computer Operations	4			5	9
	Computer Science	14			29	43
	Computer Technology	6			5	11
	Earth System Science & Environmental Engineering	5			1	6
	Electrical Engineering	4			5	9
	Energy Technician: Electrical Option				3	3
	Energy Technician: Mechanical Option				2	2
	Mechanical Engineering	6			1	7
	Programming & Software Development	6			2	8

DEPT	MAJOR	CORRECT FYS	PASSED FYS BEFORE	WRONG FYS	NOT ENROLLED	TOTAL
	DEPT SUBTOTAL	56			58	114
	DEPT ENROLLMENT RATE	49%				
Natural Sciences						
	Biology	13	2		27	42
	Environmental Science	2			6	8
	Physical Sciences				2	2
	DEPT SUBTOTAL	15	2		35	52
	DEPT ENROLLMENT RATE	29%				
Social Science						
	Criminal Justice	18			24	42
	Psychology	8		1	42	51
	DEPT SUBTOTAL	26		1	66	93
	DEPT ENROLLMENT RATE	28%				
	GRAND TOTAL	633	4	3	464	1,104
	OVERALL ENROLLMENT RATE	57%				

Average Cumulative Equated Credits Earned (Including FYS/FSM Courses), Fall 2019 Cohort

Dept	Gender	FYS			NON-FYS			Diff (FYS to Non-FYS)		
		Freshmen	Transfer	Total	Freshmen	Transfer	Total	Freshmen	Transfer	Total
BTF	F	14.0	14.1	14.1	10.9	9.9	10.5	3.1	4.2	3.5
	M	13.6	13.9	13.7	11.8	9.7	10.9	1.8	4.2	2.8
Dept Total		13.8	14.0	13.9	11.3	9.8	10.7	2.5	4.2	3.2
CJF	F	13.3	11.1	13.0	10.6	9.3	10.2	2.7	1.8	2.7
	M	12.4	11.7	12.3	8.8	10.3	9.1	3.6	1.4	3.2
Dept Total		12.9	11.5	12.6	9.7	9.7	9.7	3.2	1.8	2.9
CSF	F	14.3	11.3	13.4	13.6	11.0	12.8	0.7	0.3	0.7
	M	14.5	13.3	14.0	12.8	12.6	12.7	1.7	0.7	1.3
Dept Total		14.4	13.1	13.9	13.0	12.3	12.7	1.5	0.8	1.2
ECF	F	19.3	11.6	15.4	13.5	9.3	12.4	5.8	2.3	3.1
	M	13.9	13.0	13.7	10.9	11.2	11.0	3.0	1.8	2.7
Dept Total		14.4	12.8	13.9	11.3	10.9	11.2	3.1	1.8	2.7
EDF	F	14.1	13.8	14.0	12.1	9.5	11.1	2.0	4.3	2.8
	M	13.8	9.3	13.1	11.2	5.9	9.2	2.6	3.4	3.9
Dept Total		14.0	13.3	13.8	12.0	9.1	10.9	2.0	4.2	2.9
HSF	F	10.7	8.2	9.6	9.6	7.5	8.3	1.1	0.7	1.3
	M	10.4	8.5	9.6	9.2	9.9	9.5	1.2	-1.4	0.1
Dept Total		10.7	8.3	9.6	9.5	8.0	8.6	1.1	0.3	1.0
LIF	F	13.7	13.8	13.7	10.3	8.8	9.8	3.3	4.9	3.9
	M	12.3	11.7	12.2	9.7	10.1	9.8	2.6	1.6	2.3
Dept Total		13.0	12.7	12.9	10.0	9.5	9.8	3.0	3.2	3.1
LMF	F	12.5	12.0	12.3	11.4	8.8	10.4	1.1	3.2	1.9
	M	11.1	9.7	10.4	10.6	9.4	10.3	0.5	0.3	0.2
Dept Total		11.9	10.5	11.3	11.0	9.1	10.3	0.9	1.5	1.0
MRF	F	12.6		12.6	11.4	8.8	10.6	1.2		2.0
	M	10.6	11.5	10.7	10.6	9.4	10.3	-0.1	2.1	0.4
Dept Total		10.9	11.5	11.0	10.8	9.3	10.4	0.2	2.2	0.7
NSF	F	14.3	14.1	14.3	12.8	10.1	11.8	1.5	4.0	2.5
	M	11.3	14.3	11.8	11.6	7.0	10.4	-0.3	7.3	1.4
Dept Total		13.5	14.2	13.6	12.3	9.2	11.3	1.3	5.0	2.3
SYF	F	11.6	14.2	12.2	10.9	10.9	10.9	0.8	3.3	1.3
	M	10.6	10.3	10.5	9.1	9.8	9.3	1.4	0.6	1.2
Dept Total		11.4	13.6	11.9	10.4	10.5	10.4	1.0	3.0	1.4

Average Cumulative Equated Credits Earned (Including FYS/FSM Courses), Fall 2019 Cohort										
Dept	Gender	FYS			NON-FYS			Diff (FYS to Non-FYS)		
		Freshmen	Transfer	Total	Freshmen	Transfer	Total	Freshmen	Transfer	Total
Grand Total		12.4	10.8	11.9	10.9	9.5	10.4	1.5	1.3	1.5

Note: Course enrollment as of Fall 2019.

Average Cumulative Equated GPA (Including FYS/FSM Courses), Fall 2019 Cohort

Dept	Gender	FYS			NON-FYS			Diff (FYS to Non-FYS)		
		Freshmen	Transfer	Total	Freshmen	Transfer	Total	Freshmen	Transfer	Total
BTF	F	2.6	2.9	2.7	2.1	2.5	2.3	0.5	0.4	0.5
	M	2.1	2.6	2.3	1.8	2.3	2.0	0.3	0.3	0.3
Dept Total		2.4	2.8	2.5	2.0	2.4	2.2	0.4	0.4	0.4
CJF	F	2.2	2.1	2.2	1.5	1.4	1.5	0.6	0.7	0.7
	M	2.1	2.3	2.1	1.3	1.5	1.3	0.8	0.8	0.8
Dept Total		2.1	2.2	2.1	1.4	1.4	1.4	0.7	0.8	0.7
CSF	F	3.0	3.0	3.0	2.4	2.3	2.4	0.6	0.7	0.6
	M	2.5	2.7	2.6	2.3	2.5	2.4	0.3	0.1	0.2
Dept Total		2.6	2.7	2.7	2.3	2.5	2.4	0.3	0.2	0.3
ECF	F	2.9	3.0	3.0	2.3	2.2	2.3	0.6	0.9	0.7
	M	2.6	2.5	2.6	2.0	2.5	2.1	0.6	0.0	0.4
Dept Total		2.6	2.6	2.6	2.0	2.5	2.2	0.6	0.1	0.5
EDF	F	2.7	3.0	2.8	2.1	2.0	2.0	0.6	1.1	0.7
	M	2.4	2.2	2.4	2.3	1.8	2.1	0.1	0.4	0.3
Dept Total		2.6	2.9	2.7	2.1	1.9	2.1	0.5	1.0	0.6
HSF	F	2.3	2.8	2.5	1.8	2.5	2.2	0.4	0.3	0.3
	M	2.2	2.7	2.4	1.5	2.4	2.0	0.7	0.3	0.4
Dept Total		2.3	2.8	2.5	1.7	2.5	2.2	0.5	0.3	0.3
LIF	F	2.4	3.1	2.6	1.8	2.2	2.0	0.6	0.9	0.6
	M	2.1	2.7	2.2	1.6	2.4	2.0	0.5	0.3	0.2
Dept Total		2.2	2.9	2.4	1.7	2.3	2.0	0.5	0.6	0.4
LMF	F	2.3	2.5	2.3	2.2	2.4	2.3	0.1	0.0	0.0
	M	1.8	1.7	1.7	1.9	2.0	1.9	-0.1	-0.3	-0.2
Dept Total		2.0	2.0	2.0	2.1	2.2	2.1	0.0	-0.2	-0.1
MRF	F	2.0		2.0	0.7	2.4	1.2	1.4		0.8
	M	1.4	1.6	1.4	1.2	1.6	1.3	0.2	0.1	0.1
Dept Total		1.5	1.6	1.5	1.1	1.7	1.3	0.4	-0.1	0.2
NSF	F	2.2	2.9	2.3	2.1	2.1	2.1	0.1	0.7	0.2
	M	1.9	2.4	1.9	1.6	1.7	1.6	0.3	0.7	0.3
Dept Total		2.1	2.7	2.2	1.9	2.0	1.9	0.2	0.7	0.3
SYF	F	2.1	2.6	2.2	1.8	2.3	1.9	0.3	0.3	0.2
	M	1.4	2.7	1.6	1.4	2.2	1.6	0.0	0.5	0.0
Dept Total		1.9	2.6	2.1	1.7	2.2	1.9	0.2	0.3	0.2

Average Cumulative Equated GPA (Including FYS/FSM Courses), Fall 2019 Cohort										
Dept	Gender	FYS			NON-FYS			Diff (FYS to Non-FYS)		
		Freshmen	Transfer	Total	Freshmen	Transfer	Total	Freshmen	Transfer	Total
Grand Total		2.2	2.7	2.4	1.8	2.3	2.0	0.4	0.4	0.4

Note: Course enrollment as of Fall 2019.

Graduation Rate, Fall 2015 Cohort

Dept	Gender	FYS			NON-FYS			Diff (FYS to Non-FYS)		
		Freshmen	Transfer	Total	Freshmen	Transfer	Total	Freshmen	Transfer	Total
BTF	F	40%	50%	44%	29%	33%	31%	11%	16%	13%
	M	33%	44%	36%	13%	27%	19%	20%	17%	17%
Dept Total		36%	48%	40%	20%	30%	25%	16%	17%	15%
CJF	F	42%	26%	40%	7%	14%	8%	36%	12%	32%
	M	36%	50%	40%	0%	17%	3%	36%	33%	38%
Dept Total		40%	40%	40%	3%	15%	5%	37%	24%	35%
ECF	F	65%	42%	56%	25%	14%	21%	40%	27%	35%
	M	24%	28%	25%	15%	27%	20%	10%	1%	6%
Dept Total		28%	30%	29%	16%	25%	20%	12%	5%	9%
HSF	F	23%	30%	25%	5%	25%	14%	18%	5%	11%
	M	12%	32%	17%	7%	6%	6%	5%	26%	11%
Dept Total		20%	30%	23%	6%	21%	12%	15%	9%	11%
LIF	F	40%	40%	40%	33%	33%	33%	7%	6%	7%
	M	29%	43%	33%	21%	31%	24%	8%	11%	9%
Dept Total		36%	41%	38%	28%	33%	30%	8%	8%	8%
LMF	F	37%	19%	28%	10%	17%	15%	27%	2%	12%
	M	22%	13%	18%	17%	13%	15%	5%	-1%	4%
Dept Total		31%	17%	24%	13%	16%	15%	17%	2%	9%
NSF	F	63%	33%	58%	33%	50%	41%	29%	-17%	17%
	M	33%	60%	40%	11%	50%	23%	22%	10%	17%
Dept Total		53%	45%	52%	22%	50%	33%	31%	-5%	18%
SYF	F	32%	57%	37%	38%	25%	35%	-6%	32%	1%
	M	36%	57%	40%	14%	0%	11%	22%	57%	29%
Dept Total		34%	57%	38%	30%	15%	26%	4%	42%	11%
Grand Total		31%	35%	32%	18%	25%	21%	13%	9%	11%

Retention Rate, Fall 2019 Cohort

Dept	Gender	FYS			NON-FYS			Diff (FYS to Non-FYS)		
		Freshmen	Transfer	Total	Freshmen	Transfer	Total	Freshmen	Transfer	Total
BTF	F	85%	87%	86%	74%	74%	74%	10%	13%	11%
	M	65%	84%	72%	58%	60%	59%	7%	24%	13%
Dept Total		75%	86%	79%	67%	67%	67%	8%	18%	12%
CJF	F	83%	75%	82%	63%	65%	64%	20%	10%	19%
	M	79%	50%	74%	50%	62%	52%	29%	-12%	22%
Dept Total		81%	61%	78%	57%	64%	58%	25%	-3%	20%
CSF	F	100%	75%	93%	81%	80%	81%	19%	-5%	12%
	M	83%	64%	74%	78%	69%	75%	5%	-6%	0%
Dept Total		86%	65%	77%	79%	71%	76%	7%	-6%	1%
ECF	F	80%	80%	80%	82%	50%	74%	-2%	30%	6%
	M	76%	68%	74%	63%	85%	69%	13%	-16%	5%
Dept Total		76%	70%	74%	65%	80%	70%	11%	-10%	5%
EDF	F	82%	80%	81%	73%	62%	69%	9%	18%	13%
	M	100%	50%	92%	70%	67%	69%	30%	-17%	23%
Dept Total		87%	76%	84%	72%	63%	69%	14%	14%	15%
HSF	F	70%	67%	69%	50%	55%	53%	20%	12%	16%
	M	60%	56%	58%	47%	52%	49%	13%	5%	9%
Dept Total		68%	65%	67%	49%	54%	52%	19%	11%	14%
LIF	F	78%	79%	78%	62%	63%	62%	16%	17%	16%
	M	69%	69%	69%	59%	55%	57%	10%	14%	12%
Dept Total		73%	74%	73%	60%	58%	59%	13%	16%	14%
LMF	F	72%	72%	72%	74%	63%	70%	-1%	9%	3%
	M	67%	51%	59%	59%	45%	55%	7%	6%	4%
Dept Total		70%	59%	65%	66%	55%	62%	4%	4%	3%
MRF	F	60%		60%	29%	100%	50%	31%		10%
	M	55%	50%	54%	30%	17%	27%	24%	33%	27%
Dept Total		56%	50%	55%	30%	33%	31%	26%	17%	24%
NSF	F	89%	100%	90%	62%	80%	69%	27%	20%	22%
	M	69%	33%	63%	70%	44%	64%	-2%	-11%	-1%
Dept Total		83%	80%	83%	66%	69%	67%	18%	11%	16%
SYF	F	83%	60%	78%	70%	67%	69%	13%	-7%	9%
	M	54%	67%	56%	67%	47%	60%	-13%	20%	-4%
Dept Total		77%	61%	73%	69%	60%	66%	8%	1%	7%

Retention Rate, Fall 2019 Cohort

Dept	Gender	FYS			NON-FYS			Diff (FYS to Non-FYS)		
		Freshmen	Transfer	Total	Freshmen	Transfer	Total	Freshmen	Transfer	Total
Grand Total		74%	69%	72%	63%	62%	63%	11%	8%	10%

Abstract

LaGuardia Community College mobilized a sweeping program to improve learning and success for its under-represented, under-prepared and low-income students. Project *COMPLETA* met all targets and measurably improved student achievement, retention, and progress to the degree.

By reorganizing curriculum and academic support structures, deploying new technologies, and engaging hundreds of faculty and staff in professional learning, Project *COMPLETA* enhanced instruction and academic support for more than 30,000 students over five years. Moreover, *COMPLETA*'s activities demonstrated statistically significant difference for students. Focused on the project's centerpiece, an innovative First Year Seminar program now at scale, the Evaluator's Report concluded that her evaluation findings are "important for gaining a better understanding of the enduring effects of high-impact practices, both at LaGuardia and nationally":

Overall, the results indicate that the connections students make in the FYS course through development of ePortfolios; introduction to their chosen major; team-based and peer advising; development of an education plan; and co-curricular experiences are creating lasting impacts on their progress toward their degrees and academic achievement. Though it is not known if any one of these elements is more powerful than the others, the combined effect of this multifaceted intervention is significant.

LaGuardia's student body is overwhelmingly first-generation college-goers; many are low-income, under-represented, and second-language learners with high levels of remedial needs. *COMPLETA* was designed to strengthen engagement from pre-enrollment through the first college year and beyond, creating a comprehensive support structure to speed students to graduation. With a broad effort to focus the College on student success, *COMPLETA* supported three interlocking *Core Activities*:

1. **Back on Track**, a program supported 1,600 high-risk students as they move from LaGuardia's non-credit programs to academic enrollment.
2. **Rethink the First Year Seminar**, integrating new discipline-based curriculum with co-curricular innovation to launch more than 30,000 new students towards graduation.
3. **Transform Advisement for all LaGuardia Students** by training and activating College-wide faculty, staff, and peer mentor teams.

Project COMPLETA incorporated three digitally-enhanced support systems to strengthen its Core Activities. ePortfolio was deployed across Activities, linking the disciplines to career and education planning. We recast our digitally-supported outcomes assessment structure to focus curricular and co-curricular learning on 21st century learning skills. And we used new learning analytics to guide students, faculty, advisors, and college leadership. Informing a campus-wide focus on student success, these systems combine to support a guided pathways approach.

Overall, *COMPLETA* improved a range of student outcomes, from matriculation of high school equivalency (HSE) students, to pass rates for remedial mathematics, as well as college-credit accumulation, persistence, and graduation. The program increased student satisfaction with advisement, and the College built or enhanced digital advisement tools to improve communication and student support.

Final Performance Report -- P116F140213

**Project *COMPLETA*: Comprehensive Support for Student Success
LaGuardia Community College, CUNY**

FINAL PERFORMANCE REPORT -- P116F140213
LaGuardia Community College, CUNY

Supported with First in the World (FITW) funding, LaGuardia Community College launched *COMPLETA* in fall 2014 to improve access, learning, and success for under-represented, underprepared students—the mostly low-income, minority, and second-language learners and first generation college-goers with high levels of remedial need who enroll in large numbers at LaGuardia. Finishing four years of funded activity and a no-cost extension year, *COMPLETA* met all of its targets and improved student achievement, retention, and progress to the degree through measurable indicators. Applying an “integrated design approach” that deployed multiple interventions unified by shared commitment to a common vision,¹ the collective work of faculty, staff, and peer mentors has enhanced success for more than 30,000 students by re-organizing curriculum and academic support structures, deploying new technologies, and engaging hundreds of faculty and staff in sustained professional development.

Rigorous research supported by FITW shows that *COMPLETA*’s activities have made a statistically significant difference for student learning, retention, and completion. Focused on *COMPLETA*’s innovative First Year Seminar (FYS) program, the *Year 5 Evaluator’s Report* concluded that students who took FYS in the first semester had higher levels of retention, cumulative credits, and cumulative GPA compared with students who did not. The report also indicated that this positive effect often lasted beyond the first semester, “up to three (3) and four (4) semester post-treatment and in some cases up to six (6) semesters”:

High-impact practices, such as first-year seminars (FYS), are susceptible to being effective only in the short-term because as the amount of time from a student’s engagement in an experience (or intervention) increases, the effects from that initial exposure are at risk of waning or disappearing altogether. However, students who took the LaGuardia FYS course still tended to demonstrate higher outcomes across successive semesters after participating in the FYS. This finding is important for gaining a better understanding of the enduring effects of high-impact practices, both at LaGuardia and nationally.

Bolstering a broad effort to focus the entire College on student success, *COMPLETA* advanced three interlocking Core Activities:

1. **Back on Track**, a pilot program supporting more than 1,500 high-risk students as they move from LaGuardia’s non-credit programs to academic enrollment.
2. **Rethink the First Year Seminar**, integrating new discipline-based curriculum with co-curricular innovation to launch more than 25,000 new students toward graduation.
3. **Transform Advisement for all LaGuardia students** by training and activating College-wide faculty/staff/peer mentor teams.

COMPLETA also connected three digitally-enhanced systems to strengthen its Core Activities. Informing a campus-wide focus on student success, the systems combined a guided pathways

¹Braxton, J. M., et al. (2014). *Rethinking college student retention*. San Francisco: Jossey-Bass.

approach to support curricular pathways, improved advisement, and engaging pedagogy.² With the FITW funding, LaGuardia made incredible advances around student success in key areas:

- ✓ LaGuardia’s two-year graduation rate more than doubled over five years, moving from 5.5 percent for the Fall 2012 entering class to 11.6 percent for the Fall 2016 entering class.
- ✓ LaGuardia’s 3-year graduation rate has risen over the course of five years, from 16.3 percent for the entering class of Fall 2011 to 26.9 percent for the entering class of Fall 2015.
- ✓ The percentage of full-time freshmen retained for one year as full-time students has risen from 48.6 percent for the class of Fall 2013 to 55.3 percent for the class of Fall 2017.

Following FITW guidelines, our final narrative report focuses on *COMPLETA*’s Core Activities. For each Core Activity, the report summarizes goals, program activities, and progress towards targets; previous reports provide greater detail in each area. We offer the most substantial detail on Core Activity 2, including highlights from the Evaluator’s Report, and highlight the project’s three support structures: ePortfolio, Outcomes Assessment, and Learning Analytics. The Evaluator’s Report and a Budget Narrative are submitted as Appendix A and B, respectively.

I. CORE ACTIVITY #1: BACK ON TRACK

Core Activity 1 of Project *COMPLETA* addressed the pipeline from LaGuardia’s pre-college High School Equivalency (HSE) programs into college degree programs. Applying Castleman’s strategy for reducing “summer melt,” Back on Track used “nudges” and intrusive advising to guide students through matriculation; at the same time, it prepared them for success by reducing remedial needs in mathematics.

In five years, Back on Track has proven successful in reducing barriers to college enrollment and persistence for HSE students. Roughly a third of LaGuardia’s matriculating students first come to campus to take non-credit courses through Adult and Continuing Education (ACE)—courses in language development, workplace education, and HS Equivalency. Many of these students aspire to a college degree, and even apply for admission, but most fail to transition to post-secondary education. Work in Years 1-5 grew to scale as staff informed a division-wide movement to cultivate an aspirational college-going culture, and use the project’s lessons learned and best practices to assess and improve transition services across all ACE programs.

Over the five project years, activities in the Back on Track helped hundreds of LaGuardia’s HSE students make a stronger start in college. The program served 1,621 HSE students, 671 over the cumulative target. Through workshops and integrated classroom activities, Back on Track exposed students to LaGuardia’s First Year Seminar practices, where they completed Graduation Plans. In Year 5 alone, 75 students worked on a robust ePortfolio, thus preparing them for the use of this tool in their college courses. These efforts have increased the percentage of HSE completers who matriculate in college by 22 percentage points (Table 1).

Equally exciting are gains in math. *COMPLETA* support led to significant gains in pre-admissions pass rates on math placement tests and completion of developmental math courses by

² Bailey, T., Jaggars, S. S., & Jenkins, D. (2015). *Redesigning America’s community colleges: A clearer path to student success*. Cambridge, MA: Harvard University Press.

the end of the first semester. The five-year cumulative Math Basic Skills completion rate is 23 percentage points over the baseline and three percentage points over the project target. The impact of Core Activity 1 on reducing the need for remediation is even more dramatic. In the spring of Year 5, 45% of Back on Track students passed out of remedial math, which is 37 percentage points above the baseline of 8%. The average cumulative gains over the baseline for all five years was 26 percentage points (+6 points vs. target).

Table 1: Core Activity 1 Summary

4 Yr Cumulative Goals	5 Yr Cumulative Outcomes
<i>Increase matriculation rates of HSE applicants by 15% over four years (baseline= 45%).</i>	The cumulative average matriculation rate for HSE applicants is 22 percentage points over the baseline (7 points over four-year target).
<i>Increase pass rate of HSE students on at least one CUNY Math placement exam prior to matriculation by 10% over four years (baseline= 8%).</i>	Average 5-year gains over baseline is 26 percentage points (+16% percentage points vs. four-year target).
<i>Increase rate of completion of Math Basic Skills requirements by end of 1st semester (post admissions) by 20% over four years (baseline= 24%).</i>	Average cumulative gains over baseline is 23 percentage points (+3% percentage points vs. 4-year target) .

Core Activity 1 was a modestly sized pilot serving an average of over 300 students a year. But the insights it generated are already shaping broader college initiatives around recruitment and enrolment practices. With the use of personalized emails, text messages, phone calls, and targeted in-person advisement, the Back on Track team improved college matriculation rates. This workgroup continues to set high matriculation goals and uses timely, actionable data and checklists to meet those goals. They have employed multiple interventions unified by a common vision: supporting high-risk students as they move from LaGuardia’s non-credit programs to academic enrollment. The lessons that we learned have turned into best practices among all ACE programs. By building the capacity of ACE staff, students will continue to have early and continuous exposure to college and careers, educational planning, and student success stories which will maintain a supportive, college-going culture.

II. CORE ACTIVITY #2: RETHINKING THE FIRST YEAR SEMINAR

To support its high-risk students’ transition to college more effectively, *COMPLETA* introduced a new credit-bearing First Year Seminar that integrates discipline-based curriculum with an introduction to college, advisement, and co-curricular innovation. Through fall 2019, the FYS enrolled nearly 31,000 students, far surpassing the project’s target of 17,600.

COMPLETA’s evaluator, Dr. Ashley Finley, completed a rigorous evaluation of Core Activity 2, Re-Thinking the First Year Seminar. The attached Evaluation Report details her methodology and findings, indicating that LaGuardia’s FYS is highly effective. Comparing outcomes for students served by the new FYS with a matched set of students not served by FYS, Dr. Finley focused on academic achievement (cumulative GPA), progress towards the degree (speed of credit accumulation), and retention. As the report details, she found that participants in FYS had higher levels of achievement on every outcome measured. Dr. Finley also noted that “effect sizes

largely indicated the magnitude of these relationships was moderate to strong; the majority of effect sizes exceeded the What Works Clearinghouse’s (WWC) definition of substantive importance ($g=.25$).” For example, analyzing retention for a combined cohort of FYS students from Fall 2014 through Fall 2018, she found that:

- FYS students had one-semester retention rates 16 points higher ($p<.001$) than a matched set of students from the same department who did not take FYS. The effect size (Hedges g) was 3.60, a very high indication of meaningful statistical power.
- Similarly, FYS students had two-semester retention rates 14 percentage points higher ($p<.001$) than non-FYS students. The effect size stood at 2.84.

Other outcomes were equally striking, particularly the increased rate of progress towards the degree, as measured by credit accumulation. She indicates that after four semesters:

- FYS students had accumulated an average of 40.15 credits; the average for non-FYS students was 34.53. The gain attributed to FYS was nearly six credits ($p<.001$), or the equivalent of two additional 3-credit courses toward the degree. The effect size was also considered high at 1.94.

Dr. Finley concluded:

- Overall, the results indicate that the connections students make in the FYS course through development of ePortfolios; introduction to their chosen major; team-based and peer advising; development of an education plan; and co-curricular experiences are creating lasting impacts on their progress toward their degrees and academic achievement. Though it is not known if any one of these elements is more powerful than the others, the combined effect of this multifaceted intervention is significant. Persistent differences in accomplishment between students who are and who are not engaged in the FYS course suggest that FYS students are far more likely to succeed.

Highlights from the evaluation support our project goals (Table 2). We contextualize these findings with a brief description of the FYS intervention here, identifying high impact components such as ePortfolio, professional development, and peer mentors. We also discuss how the FYS has catalyzed college-wide change by sparking the revival of a broader First Year Experience, which has mobilized and linked an array of co-curricular processes designed to support LaGuardia students as they make the transition to college.

Table 2: Core Activity 2 Summary

4 Yr Cumulative Goals	5 Yr Cumulative Outcomes
<i>Increase first to second year retention by 5% over four years (baseline 65.7%).</i>	1-year retention rates for FYS students are 14 percentage points higher than students in the same major not taking the FYS ($p<.001$).
<i>Increase average first semester credit accumulation by 25% (baseline 6.6 credits).</i>	FYS students accumulated 11.35 credits on average in the first semester.

Research has established structured first year experiences as a High Impact Practice and an important vehicle for achieving the learning and developmental objectives of undergraduate

education. With support from *COMPLETA*, LaGuardia faculty and staff used this research to create a new course that replaced a generic, zero-credit “New Student Seminar” that was largely ineffective. The new FYS integrates an introduction to key concepts and careers in the major with intensive advisement, co-curricular engagement, peer mentoring, and an introduction to LaGuardia’s technology suite – email, Blackboard, ePortfolio and DegreeWorks.

Based on a 2012-13 collaboration with the Institute for Excellence in the First College Year, LaGuardia identified a set of design features for its new First Year Seminar (FYS). As outlined in our proposal, these features included:

- Course design focused on delivery by discipline-area faculty, supported by Student Affairs professionals and peer mentors.
- An integrated curriculum featuring introduction to college and to the major, intensive educational planning and advisement, training on LaGuardia’s technology suite, and a required tutorial hour facilitated by peer mentors.
- Full integration of ePortfolio, a longitudinal record of learning and academic identity, and the Graduation Plan, a student self-assessment and planning tool.
- Gathering of data and student learning artifacts to provide evidence for institutional outcomes assessment, and continuous improvement.

To ensure effectiveness and faculty ownership of FYS, we engaged discipline faculty in designing courses that incorporated these features, adapted to the needs of the discipline. To facilitate course scheduling and registration processes, we grouped majors into disciplines for the course design process – for example, Accounting, Business Management, Paralegal, Travel and Tourism and other majors in the Business and Technology Department were joined together.

Rather than mandate a simultaneous college-wide adoption of the FYS, the Provost invited departments to volunteer. As each department moved forward, they identified faculty course design teams. Supported by *COMPLETA* and the Center for Teaching and Learning (CTL), these teams studied best practices and designed courses for their discipline. Proposals submitted to departmental and college-wide governance went to CUNY Central for final approval. Passage through governance was a critical step for sustainability and moving FYS toward scale. Currently, 11 unique FYS courses are running at scale, with the final academic programs beginning to design an FYS. Including Fall 2019, more than 31,000 entering LaGuardia students have enrolled across a total of 1,468 FYS sections. Each year of the grant, enrollment surpassed cumulative targets. All courses incorporated the design features noted above and included a tutorial period, called the Studio Hour, facilitated by peer mentors. Most of the courses offer two or three credits, depending on the availability of credits in the majors. Two courses (HSF090 and ECF090) are zero credit, due to professional accreditation requirements of the relevant majors. We include brief description of FYS elements here:

- **Advisement and Co-Curricular Activity:** To help faculty embed advisement and co-curricular learning in the new FYS courses, Student Affairs advisement staff worked with each design team to help faculty think about ways to approach all aspects of students’ lives, addressing affective and developmental processes as well as academic content and introduction to campus clubs, activities, and services.

- **ePortfolio:** Course design teams also drew on LaGuardia’s successful history of integrative ePortfolio practice to help students examine their own process of transition, learning, growth, and change. Data documenting the impact of the ePortfolio Graduation Plan on the FYS learning experience are highly positive, with student surveys revealing that building an ePortfolio helped them think more deeply about course content and education planning³.
- **Professional Development (PD):** *COMPLETA* provided sustained PD to more than 100 faculty prior to and while teaching FYS. LaGuardia’s Center for Teaching & Learning (CTL) has contributed to a robust college PD culture; as part of *COMPLETA*, CTL partnered with faculty during course design and to design and lead *New to College: Rethinking the First Year Seminar*. Seminar surveys suggest FYS faculty found the process increasingly sophisticated, a tribute to the on-going learning of faculty and staff seminar leaders. For example, rating the seminar’s effectiveness in addressing key goals, where 5 was Excellent/Highly Valuable, 3 was Good, and 1 was Poor/Not at All Valuable, faculty indicated a positive experience. [See Table 3 from project years 1 (2014-15), 2 (2015-2016) and 3 (2016-2017).]

Table 3. New to College Faculty Feedback

	Y1	Y2	Y3
<i>How valuable was the New to College seminar in....</i>	Mean Score		
A. Helping you understand the design and purpose of the First Year Seminar	3.89	4.56	4.68
B. Providing essential support for your effort to integrate disciplinary perspectives, "College 101" and education planning	3.50	4.08	4.33
C. Preparing you to address the needs, dispositions and skill levels of FY Students	3.49	4.05	4.14
D. Advancing your skills and abilities around educational planning and advisement	3.50	4.22	4.29
E. Providing essential support for implementing ePortfolio in FYS	3.31	4.03	4.38
F. Understanding, identifying, and accessing co-curricular resources	3.06	4.24	4.19
G. Building a supportive relationship between faculty and student peer mentors	3.49	4.37	4.24
H. Encouraging thoughtful professional reflection about engaging FY students	3.74	4.31	4.52
	N=36	N=41	N=22

- **Student Success Mentors (SSMs):** LaGuardia has long experience hiring current students and recent graduates to provide a range of supports to other students. In the FYS component of *COMPLETA*, we hired peer Student Success Mentors (SSMs) to facilitate all Studio Hours for FYS courses. Using institutional resources, LaGuardia hired approximately 30 Student SSMs a year. SSMs facilitated an average of four Studio Hours per week and received extensive training to learn ways to manage classes, use the ePortfolio, support FY students, and work with FYS faculty.

In the Spring 2016 FYS Core Survey, 84% of students Agreed or Strongly Agreed that “My FYS Peer Mentor helped me to understand what I needed to do in this course.” The same

³ Bhika, R., Quish, E. & Hofmann, E. (2018). Critical junctures: Professional development in an evolving ePortfolio landscape. In Eynon, B. and Gambino, L. (Eds.) *Catalyst in action: Case studies of high-Impact ePortfolio practice*. Sterling, VA: Stylus, pp. 125-140.

percentage also Agreed or Strongly Agreed that “My FYS Peer Mentor helped me to understand what it takes to be a successful college student.” Because SSMs are integral elements of the FYS model and critical to its effectiveness, we have noted activity in this area although it was left unfunded by FIPSE administrators concerned that funding for these positions might be considered a scholarship, which was not allowed under grant guidelines.

The College brought FYS to scale by year four, but several University changes necessitated revisions to all courses. Over the grant period, the success of FYS led to further developments at LaGuardia that have deepened student learning, such as linking first-year and capstone courses; the design of a discipline-specific core ePortfolio; and the creation of new learning competencies and communication abilities to assess general education. *COMPLETA* leaders see all aspects of the FYS as works in progress, with each semester an opportunity to support broad faculty learning, as well as to improve student success. The work of faculty and staff will continue in deepening the FYS through ongoing inquiry, reflection, and collaboration.

III. CORE ACTIVITY #3: TRANSFORMED ADVISEMENT

Core Activity 3 picks up students after they exit the FYS and provides them with enhanced guidance and support. In 2013, LaGuardia began re-organizing its advisement structures, seeking to overcome fragmentation by establishing discipline-based teams of faculty, staff, and peer mentors. *COMPLETA*'s Core Activity 3 supported this effort with professional development and digital tools designed to guide students as they move from second semester to graduation.

Core Activity 3 enhanced advisement for more than 30,000 thousand students over the course of the project, far above the initial goal of 24,000. We designed Core Activity 3 to improve the advisement experience for our students, and we see evidence of progress towards that goal in data collected by the Community College Survey of Student Engagement (CCSSE). CCSSE data on advisement questions over time offers evidence of improvement. There was a dramatic increase of the percentage of students who state that they talk about career plans with instructors or advisors often or very often from 24% in 2012 to 69% in 2016. At the same time, from 2012 to 2016 there was a 14 percentage point increase in students' level of satisfaction with academic advising, which had already exceeded our 4-year goal of 8%. (See Table 3. The University discontinued use of the CCSSE after 2016.)

Table 4: Core Activity 3 Summary

4 Yr Cumulative Goals	5 Yr Cumulative Outcomes
<i>Increase student satisfaction with advisement by 8% over four years.</i>	Student satisfaction with advising increased 14 percentage points from 68% to 82% in Year 3, the final year CUNY administered the national survey.
<i>Increase 6-year graduation rate by 10% (baseline 27.1%)</i>	The 6-year graduation rate for full-time first-time students who started in Fall 2012 was 34.1%, a 25.8% and 7.0 point increase.

In Year 3 of Project *COMPLETA*, the College's leadership initiated a new model for advising at LaGuardia. In 2016-17, a team of faculty, staff and executive leaders launched Advisement 2.0, aiming to build on previous initiatives and strengthen the advisement provided to LaGuardia students. In 2018-19, this comprehensive advising initiative that brings together key units and divisions across the College to support student success wrapped up its second full year.

Piloted in Fall 2017, Advisement 2.0 employs a tiered model whereby students most in need of support are assigned to Professional Advisors; students with moderate needs are assigned to Faculty or Peer Advisors; and students who are performing better are connected to digital tools and nudges, with advisor support available as needed. Advisement teams across all departments now work together to design, customize and implement our enhanced, tiered services model, to ensure that all students experienced more intrusive and holistic advisement contacts according to need and following a caseload model.

The Center for Teaching & Learning used its advisement-related seminars to help more than 200 faculty and staff understand the *guided pathways* approach and Advisement 2.0. The Peer Advisor Academy was strengthened and played a key role in seeing high performing students one-on-one in Advisement 2.0. In addition, Advisement 2.0 professional development was embedded in monthly department meetings.

Advisement 2.0 advanced the integration and use of two home-grown digital tools that come together to create an IPASS-type system to support the work of faculty, students, staff and peers: Connect to Completion and the Student Success Plan (originally the “Graduation Plan”):

- **Connect to Completion (C2C).** Developed by LaGuardia’s IT department and modeled on IPASS tools used at colleges nationwide, C2C has facilitated collaboration by helping faculty and staff advisors communicate with students and with each other. C2C also expands LaGuardia’s analytics capacities, with sophisticated tracking tools and dashboards.
- **The Student Success Plan.** Completing the SSP embedded in ePortfolio helps students develop purposeful plans for their education – and makes those plans available to advisors. By Year 3 of *COMPLETA*, we were able to plan carefully how to integrate C2C and the ePortfolio for maximum use across all users.

Our data shows that we are continuing to advise more students compared to our pre-Advisement 2.0 baseline. In Spring 2016, 56% of our highest-need students were being advised. By Fall 2018, a year into Advisement 2.0, this figure jumped to 69%, a 13-point gain. The impact of advisement is significant. The most recent data highlights the impact of advisement on next semester retention:

- ✓ Students not advised returned at a rate of only 54%.
- ✓ Students who were advised with a Student Success Plan (an advising form that provides students with referrals and plans of action to succeed) were retained at a rate of 84%.
- ✓ Students who were advised without the connected support of the Student Success Plan, were retained at a rate 75%.

This data underscores the power of advisement but also the value of our new digital advising tool for advancing quality and deepening impact. Additional points include:

- In Spring 2019, the initiative scaled up from four academic departments to all departments and majors; all 8,000 LaGuardia students not part of a separate advising support structure (such as ASAP) are now included in integrated, tiered advisement.

- With support from the CTL, 136 additional full-time faculty members were brought on board in 2018-19 with professional development and support to advise students.
- With external funding, LaGuardia also built and deployed a new mobile app that connects students seamlessly to advising – including electronic notifications, easy access to make advising appointments, financial planning tools, and more. There were 1,256 downloads of the app from March through May 2019.

A thorough review of data related to *Core Activity 3: Transformed Advisement* demonstrates *COMPLETA*'s significant progress toward improved advisement. We met or exceeded all our initial targets for the grant. Due to the updates in the model through Advisement 2.0, we have also seen how crucial our work is for helping students stay on their academic path.

IV. CROSS-CUTTING DIGITAL SUPPORT SYSTEMS

As each Core Activity moved forward, *COMPLETA*'s cross-cutting digital support systems linked and informed these initiatives with data-based insights:

- Integrative ePortfolio practice, now incorporating educational and career planning, strengthens learning and advisement in each component of *COMPLETA*, creating opportunities for greater continuity and more cohesive team approaches.
- Digitally-supported outcomes assessment now guides the development of curricular and co-curricular learning in the first college year; it helps students begin to build LaGuardia's 21st century learning competencies; and it strengthens LaGuardia's ability to "close the loop."
- A new analytics system developed by the College through *COMPLETA* tracks student engagement with advisement—online, in events, and in faculty and staff offices. OIRA has begun to use this data for predictive modeling, informing the College as it develops plans and systems for the next phase of strengthening our advisement process. Working with the LaGuardia Office of Institutional Research, *COMPLETA* leaders developed a new analytics backend in Fall 2017. The analytics provided to advisors and students in the Advisement Dashboard now indicate a student's Momentum Score that alerts students to their progress toward their degree. Bolstered by this information, advisement conversations now include targeted conversation about the steps students must take to increase their likelihood of completing the degree and moving to the next stage of their professional or academic career.

V. STUDENT LEARNING: ASSESSMENT & ePORTFOLIO

Over its 50-year history, LaGuardia has been known as an innovative learning organization experimenting with and improving upon a range of High Impact Practices, curriculum and classroom practices, and co-curricular supports to provide learning that connects with students' personal experiences while preparing them for the next opportunity professionally or academically. Over the course of *Project COMPLETA*, the College as a whole continued to innovate in the area of student learning in order to promote this important pillar of the guided pathways model for students.

First, in 2014, hundreds of faculty and staff gathered to re-consider our learning outcomes assessment process by revising our Core Learning Competencies & Communication Abilities, which are introduced, reinforced, and strengthened across key courses in every major and our General Education core courses. Our process of using authentic student work to assess 21st Century college and career competencies and abilities, such as Global Learning, Inquiry & Problem Solving, and Digital Communication, has been recognized by national higher ed organizations. LaGuardia was also selected as one of ten Legacy Award finalists for the 2019 *Community College Futures Assembly* in recognition of this work. Our outcomes assessment is closely tied to our First Year Seminar, where students are introduced to the Core Competencies and Communication Abilities.

FYS also introduces students to our nationally-recognized ePortfolio practice. In Fall 2017—the third year of *COMPLETA*—LaGuardia launched the Next Generation ePortfolio—an engaging new ePortfolio interface with a new learning architecture consisting of a longitudinal, discipline-based “Core ePortfolio” and modular units that can be used by any individual faculty member, in any course. Our students now have a primary ePortfolio they can use to document, reflect on, and deepen their learning across semesters, in multiple courses and co-curricular experiences, using a dynamic new interface that allows for easy mobile usage and integration with dozens of multimedia tools and platforms.

Our work with high school equivalency students, our First Year Seminar practice across all majors, and our tiered college-wide advisement model are all continuing at scale as a result of the work started through *First in the World*. The demonstrated impact of these comprehensive efforts reminds college leaders that there is no single approach to student success; only a carefully-designed and integrated approach along a guided pathway will yield these outcomes. And only a shared vision of faculty, staff, and administrators can bring these gains to fruition. We thank the Department for its support and input along the way to help more LaGuardia students reach their goals.

List of Appendices

- A. Final Project Abstract
- B. Budget Summary
- C. Evaluation Report
- D. Evaluation Report Tables