Focus on Graduation Goal* given many existing efforts to address Basic Skills and GED goals which will also contribute to graduation goal.

Achieve GED and Basic Skills Goals – GED goals mostly being solved through curriculum development and College Transition Initiative; Basic Skills through an array of programs and interventions in Math and English.

Decrease Fragmentation of Services so that students know where and how to obtain the services they need to stay on track.

Create a Coherent System for students, faculty and staff that never lose sight of the individual student.

Understand what are the hurdles and road blocks at every stage.

* For more information, visit http://www.globalskillssc.org/about/
• **Engage the College in Achieving Our Goals***—involve students, faculty and staff in understanding how to improve student success.

• **Deepen Our Inquiry By:**

  Mining the Data and Looking for Evidence

  Undertaking an Inventory and Analysis of Student Success Programs

• **Avoid duplication with LaGuardia’s accreditation process by Middle States—immense amount of data being collected**

• **ATD will turn its eye on this data in spring 2011 looking at student success programs, particularly the linkages between services.**

• **Oversee the design and piloting of My LaGuardia Journey**

*For more information, refer to [Findings, Recommendations and Actions](#).
Development of MLJ led to a new analysis of a student’s path through the college through the development of the milestones

—Milestones and Common Questions

- Milestones are providing a new and different way of examining the student experience of the College. Rather than looking at a program or service in isolation, attempting to look at how certain programs and services are aligned to meet student needs to reach the next milestone
Inquiry Process for each Milestone:

1. Data Collection and Analysis

2. Discussion/focus groups with current and former students

3. Structured interviews with key players (e.g., registrar, advisors)

   • Better understanding the obstacles by engaging students, talking to experts (eg-Transfer Office); reviewing data

   • Expectation that will reveal ways of better linking services, identify obstacles that can be removed

   • Develop policy, organizational and procedure recommendations that can improve student’s path through the College. These recommendations will be shared with senior leadership for review and potentially implemented immediately (where possible) and incorporated into strategic plan.
45 Credit Example

- Why do we lose students in 45th credit? What obstacles do students face then?

1. Have they exhausted financial aid?

2. What was their GPA?
3. Are they transferring before graduating?

4. Did they change major?

5. What obstacles do students face then? (e.g., Intent to Graduate; exhaustion of TAP; getting needed courses, co-op internship requirements)
6. What services are crucial? (e.g., transfer office; career office; scholarships;)

7. What data do we need to understand why students leave?

8. Who needs to be part of the conversation?
• We lose students with different credits—surprising to see that xx% of students leave with no credits and xx% with more than 45 credits. Of course, a higher proportion leave to transfer.

• Next shows what happens to the 45 credit students—where they go and in what “condition”

• Next shows the impact on our graduation rate if we are to “fix” each of these problems—just for 45 credit students