

Project	Performance Measure	Baseline/Target			Actual Performance Data		
		Raw	Ratio	%	Raw	Ratio	%
The Completion Project Program Goal: Students who participate in the completion project should graduate in three years or less	Three Year Graduation Rate for students expected to graduate in Spring 2015			10%	680	680:1579	43.1%
	Number of Students on Track to Graduate in Spring 2016			30%	318	318:447	92.5%
	Increase the Number of Advisement Weeks	2	2:1	100%	3	3:1	+200%
	Increase Student participation in the completion rally	3 students	Last year's baseline		15 students	15:3	+400%
	Begin to shift PBI budget items to college lines	1 item charged to college line	This year's target		2 items charged to college line	2:1	+100%
	Begin to shift PBI budget items to college lines	1 item charged to college line	This year's target		2 items charged to college line	2:1	+100%

COMPLETION PROJECT

The overall goal of the project is to increase the number of students who graduate within three years of joining the Completion Project. Students signal their participation in the project by signing the Completion Pledge. Completers are assigned Academic Advisors, Graduation Coaches and Retention Specialists who work with the student to create an academic roadmap that allows the student to graduate in three years or less. Personnel track their students on a weekly basis, offering resources, intrusive advisement, and timely interventions as required. As the objective is to help participants graduate in three years or less, this year, we did not add additional pledges. Rather, the project is focused on

- a. moving previous participants to graduation (this is the third year of the completion project)
- b. identifying best practices developed as a result of this grant, and
- c. integrating completion project best practices into our overall institutional practice and policy

In the past, we monitored fall to fall and fall to spring completion rates for our incoming cohort. As we are focused on moving existing pledge signers to completion, this year we have adjusted the performance measurements to focus on tracking graduation rates and progression towards graduation. The chart below shows the raw data for the calculations used for this grant cycle. A definition of that data legends can be found in Appendix 1.

TABLE 1: Graduation Status of Completion Project Members

Start	3yrs	Cohort	Pop	UA	CP	TotGrad	%Grad	NoGrad	30+	%OnTrack	Total OnTrack	Total OffTrack
F2012	S2015	CP14	1,579	613	67	680	43.1%	899	404	44.9%	88.0%	12.0%
F2013	S2016	CP15	447	193	4	197	44.1%	250	121	48.4%	92.5%	7.5%
F2014	S2017	CP16	1,867	153	2	155	8.3%	1,712	748	43.7%	52.0%	48.0%
F2015*												
			3,893	959	73	1036	26.5%	2,861	1,273	44.5%	72.0%	28.0%

Outcome of Graduation Status

The PBI target was to increase the three year graduation rate of program participants to 10%. The program exceeded this PBI goal.

Based on the three-year graduation period, students who joined The Completion Project in Fall of 2012 should graduate by Spring/Summer 2015. According to our statistics 43.1% (680 members) accomplished this goal. The 43.1% is well in excess of the PBI goal of 10%. Of the 899 students who did not graduate in three years, 44.9% (404) have accumulated 30 or more college credits. It is expected that these individuals would be able to graduate within one additional year. Retention specialists and graduation coaches will continue to move this cohort towards graduation in the fourth year.

Based on the three-year graduation period, students who joined The Completion Project in Fall of 2013 should graduate by Spring/Summer 2016. According to our statistics 44.1% (197 members) have already accomplished this goal. The 44.1% is well in excess of the PBI goal of 10%. The 44.1% is also already a one point increase the current report year’s performance. Of the 250 students who did not graduate, 48.4% (121) have accumulated 30 or more college credits, moving the total number of students on track to graduate to 92.5%. 92.5% is well above the 30% PBI target.

Additional Measurements: Closing the Loop

In addition to the quantitative measurements listed above regarding graduation status, we worked to demonstrate continuous improvement by implementing the “recommendations for the future” that were submitted as part of assessing outcomes of last year’s annual report. Table II summarizes these recommendations.

Table II: Recommendations for the Future (from Completion 2.0 Annual Report)

1. Increase the number of and types of advisement weeks. The new model will pilot an advisement month, in which specific targets are encouraged to register.
2. Increase student participation in the planning of the completion rally. Increasing the number of students involved in completion events, including the completion rally, will allow us to improve engagement opportunities and increase peer to peer interactions around timely completion.
3. Readjust budget to include graduation scholarships and completion rally.

Outcome of Implementation of Future Recommendations

We met or exceeded all goals listed under recommendations for the future.

1. Increase Advisement Weeks. The number of advisement weeks were increased from one general program to three (+200%). The advisement weeks were reorganized by student demographic. Although the total number of students advised did not increase, dividing the advisement weeks by student year greatly enhanced our ability to focus on and gather appropriate resources to respond to student needs. This was reflected in the strong registration rate for the next semester (150% for advisement conducted in F2014 and 83% for advisement conducted in S2015).
 - a. Graduate Advisement Week occurred one week prior to the opening of on-line registration, allowing participants to chose their ideal schedule and guarantee required course placement. We also worked with graduates to secure course substitutions, grade changes, and independent studies in order to finalize their graduation within the three year timeframe.
 - b. General Advisement Week was timed to coincide with the opening of on-line registration. This advisement week is the most similar to the ones conducted during previous programs. However, we focused our outreach on sophomores rather than the entire college population. Faculty from the divisions were on-hand to provide centralized advisement to their majors.
 - c. Freshman Advisement Weeks took place inside of the College Success Seminar Courses (aa 3 credit Freshman Seminar). Although CSS is not mandatory, the majority of our Freshman register for this course. Advisement took place during the last week of class so that faculty could provide input on expected grades, which assisted in the advisement process.

TABLE 2: Next Semester Retention for Advisement Week Programs

AdvSem	Cohort	Pop	UA	CP	TotGrad	%Grad	NotGrad	RegNxt	Retention	
F2014	F2016	AW7	301	115	18	133	44.2%	168	253	150.6%*
S2015	S2017	AW8	467	125	34	159	34.0%	308	255	82.8%

* Several students who had completed their degree registered for additional courses the following semester in an effort to transfer additional credits to their four-year institution.

2. Increase student participation in completion rally planning. Students were the primary participants in the completion rally program this year. The student participation increased from 3 students to 15 (400% improvement). Students conducted the skits, awarded the

prizes, and responded to audience questions. Students were also 100% responsible for building the rally set and developing characters and costumes. Although we do not have survey data, student comments after the rally indicated that they were more engaged and more entertained due to the increased student presence. In addition, traffic in the advisement center increased 10% over same time last year – which we also attribute to the positive response to the rally.

3. Readjust budgets to include graduation scholarships and completion rally. We were unable to adjust the PBI budget to accommodate these items. However, the College President recognized the importance of the completion scholarships and created a Presidential Graduation Scholarship for students who required assistance in order to complete their first year. Therefore we were able to meet the PBI goal of beginning to shift PBI budget lines to College lines.

Summary

The Completion Project exceeded all PBI performance measurements. Graduation rates for the project participants is 33.1 points above the PBI target. Retention rates for advisement weeks were improved by the additional of target-specific programs. Importantly, the College has begun to shift some of the grant-related costs to college lines. This early shift demonstrates the move to institutionalize this program.

Recommendations for the Future

We will continue to use graduation coaches and retention specialist to improve the three year graduation rate. The PBI target is to increase the graduation rate by one point to 45% for program participants.

We will continue to find ways to shift grant funding for this project to college lines in order to ensure the longevity of this successful initiative.

We will consider additional methods of advertising advisement weeks so that the number of students participating can be increased. The PBI target is to increase the overall advisement week participation by 5% while maintaining the strong retention ratio.

ATTACHMENT I: Data Definitions: Performance Measurements for Completion 3.0

CODE	DESCRIPTION	DEFINITION	FORMULA
Start	Start	The Year the student matriculated at Essex. For example F2012 began in the Fall of 2012	
3yrs	Three Years	The semester that marks the end of three years at Essex. For example, students beginning in the Fall of 2012 should graduate by the Spring/Summer of 2015	Fall/Spring/Sum (1yr) Fall/Spring/Sum (2yr) Fall/Spring/Sum (3yrs)
Cohort	Cohort	The attribute code that is assigned to this group in banner	
POP	Population	Total number of students who signed the completion pledge (unduplicated)	
UA	Undergraduate Awarded	Number of students who have been awarded an associate's degree	
CP	Completion Pending	Number of students registered for their final courses. Students will be switched to UA after successfully completing the semester.	
TotGrad	Total Graduates	Total number of students expected to have an associate's degree	$UA + CP = TotGrad$
%Grad	Percent Graduating	Percentage of Population expected to have an associate's degree	$TotGrad / POP = \%Grad$
NotGrad	Not Graduating	Total number of students who are not graduating	$POP - TotGrad = NotGrad$
30+	30 or more Credits	Number of students who have not graduated but have accumulated 30 or more college credits.	
%OnTrack	Percent on track	Percentage of students who have not graduated but have accumulated 30 or more college credits. We have designated 30 or more college credits as being on track to graduate.	$30+Cred / NotGrad = \%OnTrack$
TotOnTrack	Total On Track to Graduate	Percentage of students who have graduated or are on track to graduate by the end of the year	$\%Grad + \%OnTrack = TotOnTrack$
TotOffTrack	Total OffTrack to Graduate	Percentage of students who have yet to graduate and have less than 30 college credits	$100\% - OnTrack = TotOffTrack$