University at Albany, State University of New York Scholars Archive

Business/Business Administration

Honors College

Spring 5-2021

Information Management for UAlbany Honors College

Katelyn Almon

The University at Albany community has made this article openly available. Please share how this access benefits you.

Follow this and additional works at: https://scholarsarchive.library.albany.edu/honorscollege_business
Part of the Business Administration, Management, and Operations Commons

Information Management for UAlbany Honors College

An honors thesis presented to the Department of Business Administration, University at Albany, State University of New York in partial fulfillment of the requirements for graduation with Honors in Business Administration and graduation from The Honors College

Katelyn Almon

Research Advisor: Eliot Rich, Ph.D., M.P.P.

May 2021

Abstract

Once you attract the best students to your campus, how do you keep them? University honors programs, a common means of attracting students in the competition for excellent students, have had difficulty retaining students in completing their honors education. Given the investment into honors students, strategies to improve outcomes would focus scholarship and teaching resources on some combination of students most likely to complete the program and assist those most likely to drop out. Additionally, by identifying predictors of retention and completion, the Honors College will be able to improve its admissions process to better select students most likely to complete the program.

Strategic decisions should rest upon accurate operational data. Due to the diverse campus units handling different datasets, limited staffing, and the accumulation of historical data, the Honors College has a slow and error-prone data management process, relying on manual transcription of data across isolated and distributed data sets. The goal of this project is to provide UAlbany's Honors College with the tools necessary to efficiently manage their student records and achieve higher retention rates by 1) identifying and improving data collection and curation processes for Honors College students, 2) developing and implementing a student information system (SIS), and 3) using regression analysis to identify predictors of honors program retention and completion for honors students.

When these tasks are completed, the University will be able to deploy its resources better, intervene earlier, and increase retention of its most promising student cohort. By reducing time spent managing student records with the SIS, the administration can dedicate more time engaging with students, potentially those at a higher risk of dropping out of the program. The results of the logistic regression analysis provide insight on this, identifying which pre-entry and post-entry variables are significant predictors of retention and completion. HSGPA is the most significant pre-entry predictor for 1-Year Retention, 1-Year to 2-Year Retention, and 4-Year Completion.

Keywords: Student information system, Honors program retention rate, Honors program completion rate

Acknowledgments

I would first like to thank Dr. Eliot Rich for his willingness to advise my project and for being such a valuable resource throughout this writing process. I truly appreciate the time you have spent meeting with me every week this semester to provide guidance and feedback to help make my project the best it could be. I am grateful to have had the opportunity to collaborate with someone who has so much knowledge and expertise in information systems and business analytics.

I would also like to thank Dean Chang for her guidance and camaraderie since my very first day of college. Thank you for giving me the opportunity to work for the Honors College and for encouraging me to pursue this project. You have made such a meaningful impact on my undergraduate career and I am thankful to be part of a community as wonderful as the Honors College.

Lastly, I would like to thank my family and friends for all their support the past four years. I would especially like to thank my Dad, who shares my love for analytics. Thank you for teaching me how to make my first pivot table, showing me your coolest Microsoft Access tricks, and taking me to RPI hockey games all these years. I would not be where I am today nor going where I am headed next without you.

| Figure 1 Interest/Influence Matrix | 10 |
|--|----|
| Figure 2 System Dependencies | 17 |
| Figure 3 Student Enrollment Use Case Diagram | 31 |
| Figure 4 Student Enrollment Process Flow | 31 |
| Figure 5 Academic Performance Use Case Diagram | |
| Figure 6 Academic Performance Process Flow | 35 |
| Figure 7 Course Management Use Case Diagram | |
| Figure 8 Departmental Honors Use Case Diagram | |
| Figure 9 Departmental Honors Process Flow | |
| Figure 10 Theses & Future Plans Use Case Diagram | 40 |
| Figure 11 Event Attendance Use Case Diagram | 41 |
| Figure 12 Event Attendance Process Flow | 42 |
| Figure 13 System Updates Use Case Diagram | 44 |
| Figure 14 Entity Relationship Diagram | 47 |
| Figure 15 SIS System Architecture | 49 |
| Figure 16 1-Year Retention Rates by Term 1 GPA | 69 |
| Figure 17 1-Year to 2-Year Retention Rates by Term 1 GPA | 69 |
| Figure 18 4-Year Completion Rates by Term 1 GPA | 70 |
| Figure 19 1-Year Retention Rates by HSGPA | 71 |
| Figure 20 4-Year Completion Rates by HSGPA | 71 |
| Figure 21 1-Year Retention Rates by SAT/ACT Superscore | 73 |
| Figure 22 4-Year Completion Rates by SAT/ACT Superscore | 73 |
| Figure 23 Term 1 GPA vs. Superscore | 75 |
| Figure 24 1-Year Retention Rates by Admit Type | 76 |
| Figure 25 4-Year Retention Rates by Admit Type | 76 |
| Figure 26 Year-to-Year Retention/Completion by Gender | 78 |
| Figure 27 1-Year Retention Rates by Term 1 Major Honors Program | 79 |
| Figure 28 3-Year Retention to 4-Year Completion by Term 1 Major Honors Program | 79 |
| Figure 29 Front-End Homepage | 93 |
| Figure 30 Back-End Homepage | 93 |
| Figure 31 Student Enrollment Landing Page | 93 |
| Figure 32 Search for a Student Form | 94 |
| Figure 33 View Students by Class Query | 95 |
| Figure 34 View Active Students Query | 95 |
| Figure 35 View Enrollment Changes Query | 95 |
| Figure 36 View Students by Housing Type Query | 96 |
| Figure 37 Academic Performance Landing Page | 96 |
| Figure 38 View GPAs by Semester | 96 |
| Figure 39 View Honors Credits by Semester | 97 |

List of Figures

| Figure 40 Review Freshman Performance Query | 97 |
|---|-----|
| Figure 41 Review Sophomore Performance Query | 97 |
| Figure 42 Review Junior/Senior Performance Query | 98 |
| Figure 43 Review Graduating Seniors Query | 98 |
| Figure 44 View No Honors Credits Query | 98 |
| Figure 45 View Failing Grades | 99 |
| Figure 46 View 4.0 GPAs Query | 99 |
| Figure 47 View Students on Probation Query | 99 |
| Figure 48 View Students Abroad Query | 99 |
| Figure 49 View Students on Leave of Absence Query | 100 |
| Figure 50 Course Management Landing Page | 100 |
| Figure 51 Add New Semester Course Offerings Form | 100 |
| Figure 52 Create New Honors Course Form | 101 |
| Figure 53 Add Professor Form | 101 |
| Figure 54 View/Edit Course Catalog Form | 101 |
| Figure 55 View/Edit Professor Directory Form | 102 |
| Figure 56 View Courses by Semester Query | 102 |
| Figure 57 View Courses by Department Query | 103 |
| Figure 58 View Courses by Professor Query | 103 |
| Figure 59 View Courses by Gen Ed Query | 104 |
| Figure 60 Departmental Honors Landing Page | 104 |
| Figure 61 View Students by Major Query | 105 |
| Figure 62 Add Departmental Enrollment Form | 105 |
| Figure 63 View Departmental Enrollment Query | 106 |
| Figure 64 Add Departmental Program Form | 106 |
| Figure 65 Add Major to Program Form | 106 |
| Figure 66 View/Edit Program Information Form | 107 |
| Figure 67 Theses & Future Plans Landing Page | 107 |
| Figure 68 Add Thesis Form | 108 |
| Figure 69 Edit Theses by Semester Query | 108 |
| Figure 70 View Theses by Department Query | 109 |
| Figure 71 Add Future Plans Form | 109 |
| Figure 72 Edit Future Plans by Semester Query | 110 |
| Figure 73 View Future Plans by Type Query | 110 |
| Figure 74 Event Attendance Landing Page | 110 |
| Figure 75 View Attendance by Semester Query | 111 |
| Figure 76 View Attendance by Year Query | 111 |
| Figure 77 System Updates Landing Page | 111 |
| Figure 78 View Master Degree List Form | 112 |
| Figure 79 Add School/College Form | 112 |

| Figure 80 Add Department Form | 112 |
|--|-----|
| Figure 81 Add Major Form | 113 |
| Figure 82 Add Degree Form | 113 |
| Figure 83 View Degrees by School/College Query | 114 |
| Figure 84 Edit School/College Form | 115 |
| Figure 85 Edit Department Form | 115 |
| Figure 86 Edit Major Form | 115 |
| Figure 87 Edit Degree Form | 116 |
| Figure 88 View/Edit Term Form | 116 |
| Figure 89 Add Term Form | 116 |
| Figure 90 View General Education Form | 117 |
| Figure 91 Add General Education Form | 117 |
| Figure 92 Edit General Education Form | 117 |

| Table 1 Honors College Business Cycles | 8 |
|---|----|
| Table 2 Stakeholder Summary | 12 |
| Table 3 User Summary | 13 |
| Table 4 Summary of Key Stakeholder and User Needs | 14 |
| Table 5 Event Table | 23 |
| Table 6 Student Enrollment Use Case Descriptions | 30 |
| Table 7 Academic Performance Use Case Descriptions | 33 |
| Table 8 Course Management Use Case Descriptions | 36 |
| Table 9 Departmental Honors Use Case Descriptions | |
| Table 10 Theses & Future Plans Use Case Descriptions | 40 |
| Table 11 Event Attendance Use Case Descriptions | 41 |
| Table 12 System Updates Use Case Descriptions | 43 |
| Table 13 Null Hypotheses | 55 |
| Table 14 Independent Variable Descriptions | 58 |
| Table 15 1-Year Retention Frequencies | 59 |
| Table 16 1-Year Retention Descriptive Statistics | 59 |
| Table 17 1-Year Retention Logistic Regression | 59 |
| Table 18 1-Year Retention Significant Logistic Regression | 60 |
| Table 19 1-Year to 2-Year Retention Frequencies | 61 |
| Table 20 1-Year to 2-Year Retention Descriptive Statistics | 61 |
| Table 21 1-Year to 2-Year Retention Logistic Regression | 61 |
| Table 22 1-Year to 2-Year Retention Significant Logistic Regression | 62 |
| Table 23 2-Year to 3-Year Retention Frequencies | 63 |
| Table 24 2-Year to 3-Year Retention Descriptive Statistics | 63 |
| Table 25 2-Year to 3-Year Logistic Regression | 63 |
| Table 26 2-Year to 3-Year Significant Logistic Regression | 64 |
| Table 27 3-Year to 4-Year Completion Frequencies | 64 |
| Table 28 3-Year to 4-Year Completion Descriptive Statistics | 64 |
| Table 29 3-Year to 4-Year Completion Regression Analysis | 65 |
| Table 30 3-Year to 4-Year Completion Significant Regression Analysis | 65 |
| Table 31 4-Year Completion Frequencies | 66 |
| Table 32 4-Year Completion Descriptive Statistics | 67 |
| Table 33 4-Year Completion Regression Analysis | 67 |
| Table 34 4-Year Completion Significant Regression Analysis | 67 |
| Table 35 Data Dictionary | 90 |

List of Tables

| Abstract | ii |
|--|-----|
| Acknowledgments | iii |
| List of Figures | iv |
| List of Tables | vii |
| I. Introduction | 1 |
| II. Student Information System Design and Implementation | 4 |
| 2.1 Literature Review | 4 |
| 2.2 Positioning | 5 |
| 2.2.1 Problem Statement | 5 |
| 2.2.2 Product Position Statement | 9 |
| 2.3. Stakeholder and User Descriptions | 9 |
| 2.3.1 Stakeholders | 10 |
| 2.3.2 Users | 12 |
| 2.3.3 User Environment | 13 |
| 2.3.4 Key Stakeholder and User Needs | 14 |
| 2.3.5 Alternatives and Competition | 15 |
| 2.4 Product Perspective and Dependencies | 16 |
| 2.5 User Stories & Acceptance Criteria | 17 |
| 2.5.1 Manage Student Enrollment Records | 18 |
| 2.5.2 Review Student Academic Records | 18 |
| 2.5.3 Track Graduation Requirements Completion | 19 |
| 2.5.4 Honors Course Planning | 20 |
| 2.5.5 Track Honors Event Attendance | 20 |
| 2.6 System Features | 21 |
| 2.6.1 Functional Requirements | 21 |
| 2.6.2 Usability Requirements | 27 |
| 2.6.3 Reliability Requirements | 28 |
| 2.6.4 Performance Requirements | 28 |
| 2.6.5 Security Requirements | |
| 2.7 Use Cases | 29 |
| 2.7.1 Student Enrollment Subsystem | 29 |
| 2.7.2 Academic Performance Subsystem | 32 |
| 2.7.3 Course Management Subsystem | 36 |
| 2.7.4 Departmental Honors Subsystem | 37 |
| 2.7.5 Theses & Future Plans Subsystem | |
| 2.7.6 Event Attendance Subsystem | 40 |
| 2.7.7 System Updates Subsystem | 43 |
| 2.8 Entity Relationship Diagram | 45 |

Table of Contents

| 2.9 System Architecture and Environment | 48 |
|---|-----|
| 2.9.1 Architecture & Collaboration | 48 |
| 2.9.2 Security Measures | 49 |
| 2.9.3 Database Backups | 50 |
| 2.10 Implementation & Expected Results | 50 |
| III. Regression Analysis | 52 |
| 3.1 Literature Review | 52 |
| 3.2 Methodology | 55 |
| 3.3 Regression Results | 58 |
| 3.3.1 1-Year Retention | 58 |
| 3.3.2 1-Year to 2-Year Retention | 60 |
| 3.3.3 2-Year to 3-Year Retention | 62 |
| 3.3.4 3-Year Retention to 4-Year Completion | 64 |
| 3.3.5 4-Year Completion | 66 |
| 3.4 Implications | 68 |
| 3.4.1 Term 1 GPA | 68 |
| 3.4.2 HSGPA | 70 |
| 3.4.3 SAT/ACT Superscore | 72 |
| 3.4.4 Admission Type | 75 |
| 3.4.5 Gender | 77 |
| 3.4.6 Having an Honors Program | 78 |
| 3.4.7 Changing Majors | 80 |
| 3.5 Final Recommendations | 80 |
| 3.6 Areas for Further Research | 82 |
| IV. Conclusion | 85 |
| References | 87 |
| Appendices | 90 |
| A.1 SIS Data Dictionary | 90 |
| A.2 User Interfaces | 93 |
| A.2.1 Homepages | 93 |
| A.2.2 Student Enrollment Subsystem | 93 |
| A.2.3 Academic Performance Subsystem | 96 |
| A.2.4 Course Management Subsystem | 100 |
| A.2.5 Departmental Honors Subsystem | 104 |
| A.2.6 Theses & Future Plans Subsystem | 107 |
| A.2.7 Event Attendance Subsystem | 110 |
| A.2.8 System Updates Subsystem | 111 |

I. Introduction

Admittance to an honors college can be the deciding factor for top students to enroll in a public university over a private college. Surveys have indicated that about half of honors freshmen would have enrolled elsewhere if not offered a spot in their chosen college's honors program (as cited in Goodstein & Szarek, 2013). Honors programs can provide a myriad of benefits and privileges to students, including honors courses with exceptional faculty, undergraduate research opportunities, honors academic advising, and honors housing (National Collegiate Honors Council, 2017). When admitted to the Honors College at University at Albany (thereafter "UAlbany Honors College"), students are invited to join a "community of developing scholars," comprised of the top 5-9% of students in each entering class. In addition to the benefits previously mentioned, UAlbany honors students receive priority class registration, access to honors peer mentors, and can attend exclusive weekly social and academic events hosted by the Honors College (University at Albany, SUNY, n.d.b).

Although such benefits are successful in recruiting students to enroll in an honors program, they are typically not enough to retain most students through graduation. Long-term retention is a challenge faced by most honors programs in the United States, where the average honors program completion rate is about 30% (Goodstein & Szarek, 2013). UAlbany's Honors College is, unfortunately, no exception; out of the students admitted to the University between Fall 2013 – Fall 2016 who were admitted to the Honors College directly or after their first semester, only 25% graduated from the Honors College within four years of their admittance. Although such a low completion rate is common, it is in a program's best interest to admit students most likely to complete the program and assist those most likely to drop out, given the scholarship and teaching resources invested into honors students. As Goodstein and Szarek

(2013) note, "an opportunity cost occurs when other honors-eligible students who would have been fully participating members were not admitted to the program due to a lack of space." Given UAlbany Honors College's rapid growth during the 2020-2021 academic year, having increased honors freshman admittance by approximately 106% this past fall from the usual 125 direct admits, it is more crucial now than ever to develop strategies to improve retention and completion rates.

In addition to retaining students, the UAlbany Honors College administration is responsible for managing honors student records. Given the College's lack of an internal information system coupled with their dependency on multiple departments within the University for data about its students, maintaining and reviewing student records is a relatively time-consuming task. Furthermore, it is difficult to get a holistic view of an individual student's profile and academic progress. Information about student demographics, student housing, GPA and credits earned, and completed honors theses come from different campus units, including Undergraduate Admissions, Student Support Services, ResLife, Institutional Research, Undergraduate Education. This results in multiple workbooks that remain to be more effectively integrated. Although the Honors College has been able to maintain its non-integrated student records for the past 15 years, the rapidly growing honors student body will strain this process. More time and resources will need to be invested into maintaining these records, time which could be more valuably spent engaging directly with the student body.

The goal of this project is to provide the UAlbany Honors College with the tools necessary to efficiently manage their student records and to achieve higher retention rates by 1) identifying and improving data collection and curation processes for Honors College students, 2) developing and implementing a student information system (SIS) and 3) using regression

analysis to identify predictors of honors program retention and completion for honors students. The data referred to in this project is only the data previously stored in Excel spreadsheets and does not include other file types, including Word documents, PDFs, and images. The three tasks combine to create a rich platform for understanding the characteristics of the University's honors student pool and apply that information to the current and future pools of Honors College students. Through these tools, the University will be able to deploy its resources better, intervene earlier, and increase retention of its most promising student cohort.

II. Student Information System Design and Implementation

2.1 Literature Review

Efficient data management plays a crucial role in an organization's ability to operate. An organization's demand for an administrative information system increases as the number of processes performed grows; this allows for secure data management in daily operations and consistency in long-term planning (Gorr & Hossler, 2006). Given that colleges have been shifting to a business-like model to manage their resources, management tools have been more frequently sought out to achieve an organization's goals (Gorr & Hossler, 2006).

One of the initial decisions to make when implementing an information system is whether it will be custom built or use vendor software. Both options have their own strengths and weakness in terms of customization, implementation cost, and level of IT expertise needed in the staff, as identified by Gorr and Hossler (2006). First, homegrown systems allow for direct control over system design and significant customization, which is especially beneficial for organizations with unique functionality requirements. Additionally, having the flexibility to develop the specific desired functionalities is more cost-efficient than paying for a vendor solution with some unused functionalities. However, there is a trade-off that comes with the customization freedom of a build-your-own system – the lack of a third-party IT support team that shares the responsibility of implementing the system. Lastly, vendors often have better documentation and reduce the need for the organization's staff to have a technical skillset. Therefore, if an organization decides to build their own information system, it is crucial for there to be sufficient documentation and user training to ensure the system's long-term success.

After deciding which software type to use, the techniques and methodologies established in information systems best practices should be utilized during the design and implementation

processes. According to Sullivan and Porter (2006), some of the top key factors in implementation success include utilizing a proven implementation methodology, effectively communicating with the customer organization, and carefully managing expectations for the project's scope. Satzinger, Jackson, and Burd (2016) provide a detailed design and implementation methodology, using the system development life cycle as a framework to identify all activities involved in researching, building, deploying, and maintaining an information system. System analysis activities include information gathering, identifying user stories and use cases, determining system functionalities (FURPS), use case modeling, and domain modeling; system design activities include creating user interfaces and designing the database (Satzinger et al., 2016). In terms of communication, Satzinger et al. (2016) emphasize the value of an agile approach over a predictive approach to minimize risk and increase flexibility in a project's development. By routinely communicating with the system users and demoing the system's developmental progress, business analysts can better ensure their system is meeting the end user's needs and make necessary changes before the final product is implemented. Lastly, to manage a project's scope, it is best to rank the requested system functionalities from high to low priority based on their importance, risk, complexity, and size (Satzinger et al., 2016). This system development model recommended by Satzinger et al. is followed in the structure of this document and has been used to design and implement the SIS for UAlbany's Honors College.

2.2 Positioning

2.2.1 Problem Statement

After increasing the number of admitted honors freshmen by 106% for the 2020-2021 academic year and a continued lack of data integration, the Honors College is at risk of investing

too much time in manually updating and reviewing student records. An important responsibility of the Honors College administration is to ensure their students' success by tracking their progression towards the completion of the honors graduation requirements. Without integrated data, it can take the Dean an extended time to manually review student records at the end of each semester. Although time-consuming, this task is essential to maximizing the potential of the Honors College, as those who are not meeting the requirements are put on probation or dismissed. Student review allows the administration to identify students who need more support, as well as to redirect resources to support all students and programming.

The requirements to graduate from UAlbany's Honors College are as follows (University at Albany, SUNY, n.d.b):

- Incoming freshmen (direct admits) must earn 18 honors credits; first-year admitted students must earn 12 honors credits. Honors credits are earned by taking courses offered by departments that have been approved as honors-level by the Honors College.
- 2. Incoming freshmen must earn at least a 3.25 GPA their first semester and at least a 3.30 overall GPA for their first year. First-year admits must earn at least a 3.5 GPA spring semester. All students must earn at least a 3.50 GPA each subsequent semester after their first year, regardless of their admission time.
- 3. Students must complete an honors thesis or creative project.
- 4. Students must complete any additional requirements for their major's departmental honors program if one exists.

Additionally, to qualify for honors housing, students must meet the following requirement:

1. Attend 7+ honors events each semester (this specific number is subject to change).

Given the changing GPA requirements as one progresses through the program and the dichotomy between incoming honors freshmen and those admitted after their first or second semester, tracking students' academic progression is a rather complicated task. Additionally, given that students' honors academic requirements junior and senior year are determined by each individual departmental honors program rather than the Honors College, it is difficult to track students' progress beyond the completion of the 12/18 honors credits. Rather than wait until the end of senior year to see whether students will submit their thesis, it may be helpful to routinely receive departmental program enrollment from each director to verify whether juniors and seniors are meeting this requirement to graduate. For students without a departmental honors program, they could be required to submit a report to the Honors College regarding the project they are working on and who their faculty advisor is.

Another challenge for the Honors College administration is its reliance on multiple other departments within the University for information about its students. The Admissions Office and Residential Life annually provide the Honors College with information about the incoming class of honors freshmen, including demographic information, academic information, and housing placements. Additionally, the Dean extracts information from UAlbany's Integrated Administrative System (IAS) and consults with honors advisors, concerning honors students' academic performance at the end of each semester. In addition to these external data sources, the Honors College maintains its own internal records, such as attendance at honors events, honors thesis information, and honors courses offered each semester. A timeline of the Honors College's major business cycles is outlined in Table 1.

Table 1. Honors College Business Cycles

| Business Process | Timeframe |
|---|----------------------------|
| Receive admissions decision information | Summer |
| Receive housing placements | Summer |
| Update student majors | Beginning of semester |
| Inform honors directors of students in their department | Beginning of semester |
| Honors course scheduling | Semester-long |
| Collect theses and future plans | Semester-long |
| Record event attendance | Semester-long |
| Send ResLife list of honors housing qualifiers | Mid-semester *spring only |
| Submit a list of honors graduates to the Registrar | End of semester |
| Update student GPAs and credits | Over break (winter/summer) |
| Review and admit current UAlbany applicants | Over break (winter/summer) |
| Send honors course offerings to Registrar | Over break (winter/summer) |
| Review students' academic performance | Ongoing |

Currently, the Honors College relies heavily on numerous files to track these different pieces of information – student enrollment, housing placements, GPA and honors credits, honors event attendance, and thesis completion. Since these data sets are isolated in their respective Excel spreadsheets, it is impossible for the Dean to query the data quickly to get useful information on the entire student body or examine an individual student's overall progress. For example, if the Dean wanted to view a senior's thesis information and semester GPAs earned, then this would require looking up the student in two separate data sets. As the Honors College continues to grow, it will become increasingly time-consuming for the Dean to maintain and review student records. Therefore, it is crucial to improve the Honors College's data management system to ensure accuracy and reduce the time spent on data entry to allow the administration to invest their time into more valuable tasks.

2.2.2 Product Position Statement

After the recent influx of honors students, UAlbany's Honors College needs a more efficient and reliable data management process to maintain and review their student records. Microsoft Access is an ideal software to use to build the student information system, as the system can be custom-built at a low cost to the University. Given the uniqueness of each honors program's goals and features, UAlbany's Honors College would benefit from a custom-designed system rather than use a vendor software solution. Developing the system with UAlbany's Honors College as the only intended user will allow for specific needs to be met, such as creating academic performance review queries that filter the data based on the various academic requirements outlined in Section 2.2.1. Additionally, housing the Honors College's information system on Microsoft Access will enable the University to better utilize their subscription to Microsoft Office. Although there will be no additional costs to buy new software, the University will need to anticipate small post-implementation costs, such as training the administration to use the system.

2.3. Stakeholder and User Descriptions

The Honors College student information system will have several key stakeholders and users. Both groups have an interest and/or influence over the system, but users are the only parties that will interact directly with the system once implemented. The stakeholders of the Honors College SIS include the honors advisors, departmental honors program directors, Registrar's Office, Admissions Office, Residential Life, and honors students. The current users include the Dean of the Honors College and his/her student assistants. Identifying the relative interest and influence in the system provides a lens by which the systems functions deliver the most effect.

Figure 1. Interest/Influence Matrix



2.3.1 Stakeholders

There are currently two honors advisors who work with honors students to ensure they are on track to meet all of their honors academic requirements. Incoming honors freshmen initially have their designated honors advisor and gain a second departmental advisor once they declare a major. Since the honors advisors are housed in the Academic Support Center and are not directly supervised by the Honors College, it is challenging for Honors College's student records to match the honors advisors' records. Maintaining identical enrollment records has proven to be difficult, especially when students withdraw from the program and given the variability in whether the student notifies their advisor, the Dean, or both. Since the Honors College Administration currently stores each academic class of student records in separate Excel workbooks, it is difficult to compare the Honors College's records to the advisors', as it is not possible to query a list of active students across all classes. These workbooks are not used by the advisors, as they maintain their own records in an EAB system. Additionally, the reasons why students leave the Honors College are not well documented. Reasons are currently detailed in a "Notes" column in the Excel sheets, rather than selected from a dropdown list that could then be

filtered or queried. Due to these inconsistencies, the honors advisors have a high interest in the system, as a better alignment of student records across departments would be beneficial to ensure the advisors are only engaging with active honors students.

Similar to the honors advisors, the departmental honors program directors have a higher interest in the system than influence. Each semester, the directors receive a list via email of honors students majoring in their field. The directors can then use this list to recruit new students and strengthen their pipeline of future students. However, the current challenge is to ensure directors are receiving an accurate list of students in their major. Given the frequency of major changes among freshmen and sophomores, the students' major field should be updated at the beginning of each semester. Currently, this is a time-consuming, error-prone task that requires extracting student majors from IAS, manually decoding each student's degree plan, and then going row-by-row in the Excel sheet to identify students who have changed their major. If honors directors are given incomplete and/or incorrect student lists, then some students may miss important information about their departmental program as well as the opportunity to connect with their program director.

In contrast to the advisors and directors, the Admissions Office, Residential Life, and Registrar's Office have a low interest in the system and a great influence over some components of its design. First, the system needs to be compatible with the data Admissions and Residential Life send to the Honors College. This will require the fields in certain tables to match the fields in the data extracts these departments send, so the data can be seamlessly imported into the database. Additionally, the Dean routinely sends the Registrar's Office a list of graduating seniors at the end of each semester. The system can help support this process by verifying that the seniors have met all graduation requirements.

Lastly, the honors students have both low interest and influence over the system.

Although the students will ultimately benefit from the system's implementation and are the subject of many data points within the system, they have no direct interaction with it. The only time the students indirectly interact with the system is when they submit their theses and future plans surveys. Therefore, compared to the other stakeholders, they have relatively low interest and influence.

| Name | Description | Responsibilities |
|--|--|--|
| Honors Advisors | Work closely with honors students to ensure they complete all the requirements to graduate from the Honors College (University at Albany, SUNY, n.d.b) | Need to ensure their student enrollment records match the Honors College's records |
| Departmental Honors Program Directors | Supervise honors students' development in their chosen disciplines and offer support as they write their senior theses (University at Albany, SUNY, n.d.b) | Need an accurate list of potential future students to proactively engage with; provide the Honors College with program enrollment |
| Admissions Office | Help make Honors College admissions decisions for incoming freshmen | Annually provide data on incoming honors freshmen |
| Residential Life | Determine housing placements for honors students | Annually provide a list of incoming honors freshmen's housing placements |
| Registrar's Office | Schedules course offerings, maintains student academic records, and approves graduation requests | Schedules honors courses and verifies that students have met all requirements to graduate from the Honors College |
| Honors Students | Must meet certain academic requirements to remain an active member of and graduate from the Honors College | Will benefit from increased efficiency and accuracy within the Honors College administration |

| Table 2. | Stakeholder | Summary |
|----------|-------------|---------|
|----------|-------------|---------|

2.3.2 Users

The Honors College Dean and Student Assistants have a high interest in and influence over the student information system, as they will utilize the database daily to complete various administrative tasks. The Dean has a myriad of responsibilities regarding student records, with one of the most important being reviewing student records each semester to identify those who are not on track to meet the Honors College graduation requirements. Additionally, the Dean collects information from each Honors College graduate regarding their thesis and future plans. The Dean or his/her assistants then upload all the student theses to Scholars Archive, a university-wide repository where students' and professors' research is publicly available. Lastly, the Dean is responsible for creating the schedule of honors courses that will be offered each semester. Each of these tasks either requires or generates data, which is primarily stored in individual Excel spreadsheets.

The Honors College Student Assistants aid the Dean in his/her responsibilities, except for reviewing student records due to privacy reasons. The Dean delegates other responsibilities to the assistants as deemed necessary.

| Name | Description | Responsibilities | Represented by |
|--------------------------------------|-------------------------------|---|-------------------------|
| Honors College Dean | Primary user of the system | Maintain list of active honors students Review students' academic performance each semester Track honors event attendance | Dean Hui-Ching Chang |
| | | Upload theses to Scholars Archive Create a schedule of honors course offerings each semester | |
| Honors College Student Assistants | Secondary users of the system | • Delegated administrative tasks as deemed appropriate by the Dean | Dean Hui-Ching Chang |

Table 3. User Summary

2.3.3 User Environment

The Honors College data is currently managed by the Dean and her 1-3 student assistants. The administration primarily utilizes Excel and OneDrive to record and organize their information, respectively. Each semester, new spreadsheets are made to track honors courses offered, honors events planned, and honors event attendance. Annually, spreadsheets are received containing student enrollment information and housing placements. Student enrollment and academic information are stored in Excel sheets by academic class, which are manually updated each semester with GPAs, honors credits earned, and major changes based on data extracts from IAS. As the number of honors students continues to grow, these tasks have become increasingly time-consuming for the Dean.

Over time, the Honors College has accumulated many spreadsheets, requiring extensive file organization in OneDrive. By implementing an Access database system, data can be imported into tables within the database and significantly reduce the number of Excel files stored on OneDrive. The system will need to be compatible with the data extracts received from the Admissions Office, Residential Life, and IAS so the data can be seamlessly imported into Access via linked Excel sheets.

2.3.4 Key Stakeholder and User Needs

Key stakeholder and user needs determine the scope of the project and are ranked by their assessed priority of high, medium, or low. Priority rankings are based on the need's importance to the user and the complexity of implementing the proposed solution. Table 4 includes a list of needs, their priority, and proposed solutions.

| Need | Priority | Concerns | Current Solution | Proposed Solutions |
|-------------------------|----------|---------------------------|--------------------------|---------------------------|
| Ability to query across | High | Cannot get a single list | Student records are | Consolidate student |
| class years of student | | of all active students or | stored in separate Excel | records so they can be |
| data | | view all students by | workbooks by | queried |
| | | major | academic class year | - |
| Gain better insight on | High | Reviewing student | Dean manually updates | Create queries to filter |
| student academic | | records at the end of | an Excel sheet each | student records to those |
| progress and which | | each semester is | semester with students' | who are not meeting |
| honors requirements | | becoming increasingly | GPAs and credits | different requirements |
| have been met/not met | | time-consuming for | earned | _ |
| | | the Dean | | |
| Integrate data received | High | All student data should | Each academic year, | Store all related student |
| from Admissions, | | be integrated to get a | multiple spreadsheets | data in a single place, |
| Residential Life, and | | holistic view of | are made to track all | using a student's |

Table 4. Summary of Key Stakeholder and User Needs

| IAS with internal Honors College records | | students when necessary | these different pieces of information | UAlbany ID to link related records |
|--|--------|---|---|--|
| Establish a uniform way to track when and why students leave the Honors College | Medium | This is valuable information that could be used to analyze retention rates | Reasons for departure are listed in a "Notes" section | Distinguish students as either "Active," "Withdrew," "Transferred," "Dismissed," or "Graduated" and record which semester they left |
| Track student enrollment in departmental honors programs | Medium | Students who are not fulfilling this requirement are unlikely to graduate from the Honors College | This information is currently not collected. It is uncertain how many seniors will complete their thesis until the deadline to turn it in | Ask honors departmental directors for program enrollment and then record this data |
| Ability to query across historical honors course offerings | Medium | It would be useful to have different course views to assist with course planning | Courses information for each semester is stored in separate Excel sheets | Consolidate honors course records to support views by semester, department, professor, and gen ed requirement fulfillment |
| Ability to query across student theses and future plans | Low | It would be useful to view theses by department and graduates by those attending grad school or working full time to better utilize the alumni network | Each graduating class's thesis information and future plans are stored in individual spreadsheets | Consolidate thesis and future plan information so it can be queried |
| Establish a historical record of honors event attendance | Low | Determining who qualifies for honors housing is time- consuming when attendance records for each semester are stored in separate worksheets | Each semester has its own attendance spreadsheet | Consolidate attendance records so they can be queried |

2.3.5 Alternatives and Competition

While it has been recommended that the Honors College design a custom student information system, there are two alternatives that were taken into consideration. The first option was to continue using the current data management methods, which involves storing data in multiple isolated Excel sheets and manually entering and updating records. One benefit of this option is that no internal change would occur. The administration would not need to be trained on how to properly utilize new software and could continue confidently using their Excel sheets. However, it is worth the short-term investment of training the administration to use a new information system to reap the long-term benefits of efficiency and accuracy.

The second option was to use a vendor software solution, which is pre-designed software that can be implemented within an organization. Some examples of student information system software include Destiny One, STARS, and Workday Student. Proponents of off-the-shelf solutions argue that there is better user documentation, technological support, and accessibility to routine software updates (Gorr & Hossler, 2006). For example, it is much easier to troubleshoot an issue when there is a designated IT person from the software company on call. However, such benefits come at a price, and the Honors College does not have the funding to implement customized vendor software. Instead, designing a fully customized SIS using Access is a cheaper solution that can still ensure the Honors College's specific user needs are met.

2.4 Product Perspective and Dependencies

The student information system will be partially reliant on several other systems, integrating the Honors College's own internal records with those received from other departments and extracted from IAS. This project assumes that the departments providing the data will not change and the University will use IAS as its student information platform for the foreseeable future. Since the University will always need to track student enrollment, housing, GPAs, and credits earned, these data sets should always be available, but the source of them could change. If such changes occur, then the Dean will need to coordinate with these new departments to ensure they can send the necessary data extracts.

Currently, the Honors College receives student enrollment data from Admissions and housing placements from Residential Life each summer via email. These data sets will be copied

and pasted into an Excel sheet linked to the Access database, allowing the user to import the data through the linked tables and append the records to the main tables in the database. Since the fields in each extract could vary over time, the Honors College Administration will need to be observant of any changes and ensure the correct data is copied from the extracts into the linked Excel workbook. Each linked table in the database has a corresponding sheet in the linked Excel workbook to be used for the data imports.

Additionally, the Dean will be routinely querying student GPAs, honors credits, and majors from IAS. This data will be imported into the database with the linked Excel sheets as well. Since the standard queries available in IAS should change over time, the Dean may need to consult ITS for assistance in the future so she can continue extracting the data she needs.





2.5 User Stories & Acceptance Criteria

Based on the author's experience working as an Honors College Student Assistant and an interview with the Honors College Dean, five user stories have been identified and the acceptance criteria for each listed. User stories help highlight a task the user needs to complete and what the resulting use cases will be to accomplish the task. The acceptance criteria specify the requirements that must be met to satisfactorily complete the task.

2.5.1 Manage Student Enrollment Records

<u>User Story</u>: As the Dean, I want to maintain consolidated, detailed, and up-to-date student enrollment records to increase the administration's efficiency and accuracy.

Acceptance Criteria:

- 1. Ability to import data on student enrollment, housing, and major updates
 - Translate degree codings from IAS into major names upon import
- 2. Distinguish students as direct admits or first-year admits
- 3. Track reasons for student departure withdrawal, dismissal, transfer
- 4. Ability to search for and view/edit a single student's record
- 5. Ability to view students by University admittance term
- 6. Ability to view all active students across all academic classes
- 7. Ability to view students by housing type (living in honors housing, living in nonhonors housing, or commuting)
- 8. Track enrollment changes

| Use Cases | | Data Collection | | | Triggers | | |
|-----------|-------------------------------|-----------------|------------------------------|---|----------------------------------|--|--|
| • | Import incoming freshmen | • | Incoming freshmen | • | Students are admitted to the | | |
| • | Import first-year freshmen | | enrollment | | Honors College | | |
| • | Search for a student | ٠ | First-year admitted students | ٠ | Students are assigned housing | | |
| • | View students by class | ٠ | Housing placements | ٠ | Beginning of semester (for | | |
| • | View active students | • | Semester GPAs | | updating student majors) | | |
| • | Update student majors | ٠ | Semester honors credits | ٠ | Final course grades released | | |
| • | View enrollment changes | ٠ | Student majors from IAS | ٠ | Dean needs to update a student's | | |
| • | Import housing placements | • | Enrollment changes | | record | | |
| ٠ | View students by housing type | | | | | | |

2.5.2 Review Student Academic Records

<u>User Story</u>: As the Dean, I want to accurately and efficiently review student academic records to ensure students are meeting GPA, honors credits, and departmental honors program enrollment requirements, and decide on appropriate actions should students not meet the requirements.

Acceptance Criteria:

- 1. Ability to import data on student GPAs and honors credits earned
- 2. View students not meeting academic requirements by class
 - Freshman Requirements
 - Direct admits: 3.30+ cumulative GPA
 - First-Semester Admits: 3.5+ spring semester GPA
 - Sophomore Requirements
 - All students: 3.5+ semester GPA

- Junior and Senior Requirements
 - All students: 3.5+ semester GPA, enrollment in departmental honors program (if one exists for their major)
 - Direct Admits: 18+ honors credits
 - First-Year Admits: 12+ honors credits
- 3. View students who earned zero honors credits in a semester, except those who already earned 12/18 credits
- 4. View students who received a D+, D, D-, or E in an honors course for a given semester
- 5. View list of students who received a 4.0 GPA for a given semester
- 6. View list of students on probation
- 7. Flag students who are studying abroad or on a leave of absence

| Use Cases | Data Collection | Triggers |
|---|---|--|
| Add GPAs Add honors credits Review Freshman Performance Review Sophomore Performance Review Junior/Senior Performance View students not taking honors courses View failing grades View students with a 4.0 GPA View students on probation | Semester GPAs and credits earned from IAS Students abroad or on leave of absence | Final course grades released |

2.5.3 Track Graduation Requirements Completion

<u>User Story</u>: As the Dean, I want to track enrollment in departmental honors programs and thesis completion to ensure seniors have met all the requirements to graduate from the Honors College.

Acceptance Criteria:

- 1. View lists of students by major
- 2. Flag students that should be enrolled in a departmental honors program based on their major
- 3. Ability to add thesis and future plans records
- 4. Verify that graduating seniors have met all the graduation requirements (GPA, honors credits, departmental program enrollment, thesis completed)

| Use Cases | | Data Collection | | Triggers | | |
|-----------|-------------------------|-----------------|-------------------------|----------|------------------------------------|--|
| ٠ | View students by major | • | Program enrollment from | ٠ | All theses collected | |
| ٠ | Add program enrollment | | directors | ٠ | All future plans collected | |
| • | Add thesis | ٠ | Thesis information | ٠ | Enrollment received from directors | |
| ٠ | Add future plans | • | Future plans survey | ٠ | End of semester (for verifying | |
| ٠ | View graduating seniors | | | | graduation requirements) | |

2.5.4 Honors Course Planning

<u>User Story</u>: As the Dean, I want to maintain a historical record of honors courses offered to aid in future course planning.

Acceptance Criteria:

- 1. Create an honors course catalog
- 2. View past courses offered by semester
 - Count number of 3/4 credits and 1 credit courses, number of distinct departments, and number of distinct professors offering courses each semester
- 3. View past courses offered by department
- 4. View past courses offered by professor
- 5. View past courses offered by general education requirement fulfilled
- 6. Maintain contact information for current and past honors professors

| Use Cases | | Data Collection | | Triggers | |
|-----------|-----------------------------------|-----------------|--------------------------|----------|------------------------------|
| • | Add course | ٠ | Internal course planning | ٠ | Begin course planning |
| • | Add professor | | | ٠ | Course schedule is finalized |
| • | Add gen ed requirement | | | | |
| • | Add course offering | | | | |
| • | View course catalog | | | | |
| • | View professor directory | | | | |
| • | View courses by semester | | | | |
| • | View courses by department | | | | |
| • | View courses by professor | | | | |
| • | View courses by gen ed req filled | | | | |

2.5.5 Track Honors Event Attendance

<u>User Story</u>: As the Dean, I want to maintain a historical record of honors event attendance to measure students' engagement and identify those who are maintaining the honors housing privilege.

Acceptance Criteria:

- 1. Ability to import the number of honors events each student attended for a given semester
- 2. Ability to update the number of honors events each student attended for a given semester
- 3. View list of student attendance records for a given fall semester and following spring term

| Use Cases | Data Collection | Triggers | |
|--|--------------------|---|--|
| Add semester event attendanceUpdate semester event attendanceView event attendance by year | • Event attendance | Request from Residential Life for housing qualifiers Semester ends | |

2.6 System Features

After identifying the user stories, acceptance criteria, and resulting use cases, the system's features can be established and grouped together. A system's features include functional and non-functional requirements. Functional requirements include the activities the system will need to perform; non-functional requirements are additional system characteristics, such as usability, reliability, performance, and security requirements (Satzinger et al., 2016).

The functional requirements aim to fulfill the acceptance criteria for each user story. Most of the functionalities are implemented through a combination of user interfaces designed on forms that include query results displayed in subtables. The success of all the requirements was evaluated by the author throughout the implementation process, during which all historical Honors College data was imported into the database and each query was tested to verify accurate data was being returned. Duplicate data was also entered into the database to ensure validation errors were thrown to avoid duplicate entries.

2.6.1 Functional Requirements

The functional requirements for the Honors College SIS are divided into seven subsystems: 1) Student Enrollment, 2) Academic Performance, 3) Course Management, 4) Departmental Honors, 5) Theses & Future Plans, 6) Event Attendance, and 7) System Updates. Table 5 captures the events, triggers, and required system responses that occur within each subsystem related to these functionalities.

1) Student Enrollment

- Import new student enrollment information, housing placements, and major changes
 Convert imported degree codes into major names
- View student information by academic class
- View all active students across all academic classes

- View a single student profile at a time. The profile should include demographic information, major(s), enrollment status, semester GPAs, honors credits, housing placement, departmental honors program enrollment, thesis, and future plan information
- Record when a student profile was last updated
- View list of students with enrollment changes within a given period
- Filter student class list by housing type (honors, non-honors, or commuter)

2) Academic Performance

- Import students' semester GPA, updated cumulative GPA, and honors credits earned after final course grades are released at the end of each semester
- Edit GPA and honors credits earned by semester via query
- Review academic performance by class, filtering data to those students not meeting the class's current academic requirements (ex. freshmen need a cumulative 3.30 GPA vs. all upperclassmen need 3.5 GPA each semester)
- View a list of students who have taken zero honors courses in a semester (except students who have already completed the 12/18 credit requirement)
- View a list of students who have earned a failing grade for an honors course during a given semester (ex. a grade of D+, D, D-, E)
- View a list of students who earned a 4.0 GPA for a given semester
- Flag and view students who are on probation, studying abroad, or on academic leave
- Verify graduating seniors have met all graduation requirements via query

3) Course Management

- Add new courses to the honors course catalog
- Add new honors professors
- Add new honors course offerings each semester
- View honors course catalog
- View honors professor directory
- Provide course offering views, including courses by department, by semester, by general education requirement fulfillment, and by professor

4) Departmental Honors

- View lists of students by major
- Add new departmental honors program
- Associate majors with a departmental honors program
- View and update departmental honors program director contact information
- Add student enrollment in a departmental honors program
- Flag students whose major does not have a departmental honors program

5) Theses & Future Plans

- Add students' theses and future plans information via data entry forms
- Filter theses by department or semester
- Filter future plans by students attending graduate school, entering the workforce, volunteering, or participating in a fellowship program

6) Event Attendance

- Import semester honors event attendance
- Update semester event attendance
- View event attendance by semester
- View a list of student attendance for a selected fall term and the following spring term

7) System Updates

- Add new degrees, majors, departments, and schools
- Edit existing degrees, majors, departments, and schools
- View list of degrees
- Add term IDs and term names
- Edit term IDs and term names
- Add new general education requirement
- Edit general education requirement

Table 5. Event Table

| Student Enrollment Subsystem | | | | | | | |
|---|---|-------------------------------|--------------------------------|---|-------------|--|--|
| Event | Trigger | Source | Use Case | Response | Destination | | |
| Add incoming freshmen records | Dean receives data extract with freshmen records | Admissions | Import Incoming Freshmen | Import data and append records; label students as direct admit | N/A | | |
| Add new first-year student records | Dean admits first and second semester freshmen | Dean | Import First- Year Freshmen | Import data and append records; label students as first-year admit | N/A | | |
| Add freshmen housing placements | Dean receives data extract with housing placements | Residential Life | Import Housing Placements | Import data and append records | N/A | | |
| Update an individual student's record | Enter student's name or UAlbany ID number into the search bar | Dean/ Student Assistant | Search for a Student | Individual student's information is displayed on the form | N/A | | |

| View an entire class's records | Select class admit term from the dropdown on the form | Dean/ Student Assistant | View Students by Class | Student records filtered to selected admit term | Dean/ Student Assistant |
|--|--|-------------------------------|---|---|-------------------------------|
| View all active students | User selects "View Active Students" button | Dean/ Student Assistant | View Active Students | Student records filtered to active students | Dean/ Student Assistant |
| Update students' majors | Beginning of the semester; query majors from IAS | IAS Database | Update Student Majors | Import data and update major field | N/A |
| Send honors advisors any enrollment changes | End of week | Dean/ Student Assistant | View Enrollment Changes | A list of enrollment changes made during the current week and month is generated | Honors Advisors |
| | Ac | ademic Perfor | rmance Subsystem | L | |
| Event | Trigger | Source | Use Case | Response | Destination |
| Update student GPAs and credits earned | Course Grades Released | IAS Database | Add GPAs; Add Honors Credits | Import data and append to tables | N/A |
| Dean needs to review students who did not meet GPA or honors credit requirements | GPAs and credits updated | Dean | Review Freshman Performance; Review Sophomore Performance; Review Junior/Senior Performance | Student records filtered to those not meeting at least one academic requirement | Dean |
| Verify graduates have met all requirements before emailing their names to the Registrar | End of semester | Dean | View Graduating Seniors | Student records are filtered to those who have met all graduation requirements | Dean |
| Distribute 4.0 mugs after the semester ends | Course Grades Released | Dean | View students with a 4.0 GPA | Student records are filtered to those who earned a 4.0 | Dean |
| Update students on probation, studying abroad, or on a leave of absence | GPAs and credits updated | Dean | View Students on Probation; View Students Studying Abroad; View Students on Leave of Absence | Student records are filtered to active students who do not have a null probation term, abroad term, or leave term | Dean |

| Course Management Subsystem | | | | | | | | | |
|---|---|-------------------------------|---|---|-------------------------------|--|--|--|--|
| Event | Trigger | Source | Use Case | Response | Destination | | | | |
| Add new course offerings to the database | The honors course schedule for the upcoming semester has been finalized | Dean/ Student Assistant | Add Course offering; Add Professor; Add Course; Add Gen Ed Requirement | Open form to add course offerings | N/A | | | | |
| View the entire course catalog | User selects 'View Catalog' option from menu | Dean/ Student Assistant | View Course Catalog | Open table with all honors courses | Dean/ Student Assistant | | | | |
| View professor directory | Need a professor's contact information | Dean/ Student Assistant | View Professor Directory | Open table with all professors' contact information | Dean/ Student Assistant | | | | |
| View past courses a professor has offered | User selects a professor on the form | Dean/ Student Assistant | View Courses by Professor | A list of courses a professor has taught is generated | Dean/ Student Assistant | | | | |
| View courses offered during a specific semester | User selects a semester on the form | Dean/ Student Assistant | View Courses by Semester | A list of courses offered during a certain semester is generated | Dean/ Student Assistant | | | | |
| View past courses offered by a department | User selects a department on the form | Dean/ Student Assistant | View Courses by Department | A list of courses offered by a department is generated | Dean/ Student Assistant | | | | |
| View past courses offered by general education requirement fulfillment | User selects a gen ed on the form | Dean/ Student Assistant | View Courses by Gen Ed Req. | A list of courses offered by gen ed is generated | Dean/ Student Assistant | | | | |
| | De | epartmental H | Ionors Subsystem | - | | | | | |
| Event | Trigger | Source | Use Case | Response | Destination | | | | |
| Create lists of students by major for departmental honors program directors | Beginning of semester | Dean/ Student Assistant | View Students by Major | Filter student records based on selected major | Dean/ Student Assistant | | | | |
| Add departmental honors program enrollment | Director emails list of students enrolled | Honors Program Director | Add Program Enrollment | Open form to input program enrollment | Dean/ Student Assistant | | | | |

| Add new departmental program information | A new departmental program created | Academic Department | Add Departmental Program; Associate Major with Program | Open form to input department information | N/A |
|---|---|-------------------------------|---|--|-------------------------------|
| Look up a department program contact | Need contact information | Dean/ Student Assistant | View Department Contact Info | Open table with department contact information | Dean/ Student Assistant |
| Theses & Future Plans Subsystem | | | | | |
| Event | Trigger | Source | Use Case | Response | Destination |
| Add new thesis information | Dean has collected seniors' theses information | Dean/ Student Assistant | Import Theses | Import data and append to table | N/A |
| Add new future plans information | Dean has collected seniors' future plans surveys | Dean/ Student Assistant | Import Future Plans | Import data and append to table | N/A |
| Add new future plans information | Dean has collected seniors' future plans surveys | Dean/ Student Assistant | Import Future Plans | Import data and append to table | N/A |
| View theses completed by department | Want to view theses in a specific department | Dean/ Student Assistant | View Theses by Department | Filter thesis records by selected department | Dean/ Student Assistant |
| View alumni future plans by those attending grad school, entering work force, volunteering, or completing a fellowship | Want to view alumni connections | Dean/ Student Assistant | View Future Plans by Type | Filter student information by future plan type | Dean/ Student Assistant |
| | | Event Attenda | ance Subsystem | - | |
| Event | Trigger | Source | Use Case | Response | Destination |
| Add attendance records for a given semester | ResLife inquiries about housing qualifiers | Dean/ Student Assistant | Add Semester Event Attendance | Import data and append to table | N/A |
| Add attendance records for a given semester | ResLife inquiries about housing qualifiers | Dean/ Student Assistant | Add Semester Event Attendance | Import data and append to table | N/A |
| Update attendance records for a given semester | Semester ends | Dean/ Student Assistant | Update Semester Event Attendance | Update attendance value | N/A |
| Create a list of students who qualify to sign up for honors housing to Res Life | Attendance records have been imported | Dean/ Student Assistant | View Event Attendance by Year | A list with each student's fall and spring semester attendance records is generated | Dean/ Student Assistant |
|---|---|--|--|---|-------------------------------|
| | | System Upda | tes Subsystem | | |
| Event | Trigger | Source | Use Case | Response | Destination |
| Add new academic program information | A new degree, major, department, and/or school is created | The University | Add Degree; Add Major; Add Department; Add School /College | Open a form to input new academic program information | N/A |
| Edit academic program information | Change in University's academic program structure | The University | Edit Degree; Edit Major; Edit Department; Edit School /College | Open form to search for a specific component and edit | N/A |
| Add new terms to the database | Reach new term that is not in the database | The University' s term coding system | Add Term | Open form to input new term ID and description | N/A |
| Add or edit general education requirements | The University changes general education categories | The University | Add Gen Ed, Edit Gen Ed | Open for add/edit general education requirement information | N/A |

2.6.2 Usability Requirements

Usability requirements include attributes that enhance the end user's interaction with the system, such as user interfaces and documentation. The following will be necessary to ensure a productive user experience:

- Navigation buttons on each form
- Text boxes on each form with instructions on how to use the combo boxes to run and filter the query results
- Excel sheet templates to use for data imports; include a summary sheet with instructions on how to import the data
- Detailed documentation and instructions for the entire SIS

2.6.3 Reliability Requirements

Reliability requirements address a system's dependability, such as how a system identifies and responds to errors. The following will help prevent processing errors and alert the user of any difficulties:

- Error messages for key validation errors if a data import will create duplicate entries in a table
- Enforce referential integrity to avoid orphan rows
- Use combo boxes on forms to control inputs where applicable (ex. select a term ID or course name from the combo box)

2.6.4 Performance Requirements

Performance requirements describe the system in terms of speed and throughput. The implementation of the following requirements will be essential to ensuring the Honors College administration can efficiently use the system to complete their jobs:

- Create a front- and back-end to the database so multiple users can use the system at once
- Use linked Excel worksheets to import a maximum of approximately 500 records at a time
- Enable "Compact and Repair Database" setting upon file closure to maintain the system's speed and prevent the file size from rapidly increasing after each use

2.6.5 Security Requirements

Security requirements include how the system and its data will be stored and protected.

These requirements are crucial to ensuring the system's data is not lost and that the student

information within the system is protected:

• Store the Access database file on the University's V: drive. Only authorized faculty within the University have access to the V: drive, which is only accessible via the University's VPN on designated computers

- Password-protect the Access file so only authorized Honors College administration members can open the file
- Create two different front-ends to the database; one for the Dean and other administrators, and one for the student assistants. The student assistant version will not have access to forms or queries that involve student academic records
 - Each front-end will have its own unique password
- Routinely create a backup of the database on the V: drive and external drive
- Do not store a backup of the database on the Honors College OneDrive. The University does not control file sharing on OneDrive, and the database could be easily shared with unauthorized users

2.7 Use Cases

The functional requirements of a system can be depicted visually with use case diagrams, illustrating which user is associated with each use case. Since currently, the Dean and the student assistants are the only users of this system and have many use cases in common, the use case diagrams for the student information system are relatively simple. For each subsystem, a summary of the related functionalities, a table of use case descriptions, and a use case diagram are provided. Additionally, process flow diagrams have been included to depict the sequence of events required to carry out specific use cases where applicable.

2.7.1 Student Enrollment Subsystem

The Student Enrollment Subsystem encompasses all activities related to importing and updating student enrollment, housing, and major information in the SIS. The Honors College receives the initial list of incoming honors freshmen from the Admissions Office and will import this data into the SIS to establish a record for each student. Residential Life will then email a list of freshmen housing placements, which is also imported into the database so it can be tracked whether incoming students are living in honors housing, non-honors housing, or off-campus.

During the semester, the Dean will need to update student records for both major and enrollment changes. A list of current academic degree plan codes will be extracted from IAS at the beginning of each semester, imported into the SIS, and automatically decoded to the student's major. Additionally, a list of enrollment changes made each week will be queried and emailed to the honors advisors so they can ensure their own records are up to date.

At the end of each semester, the Dean will admit approximately 30-40 additional freshmen into the Honors College and will need to create new enrollment records in the SIS. It will be important to note that these are first-year admits, as different honors credit requirements will apply to them. In the linked Excel sheet, there will be separate sheets for importing direct admits and importing first-year admits, ensuring the students are correctly flagged.

| Use Cases | Description | | |
|-------------------------------|--|--|--|
| Import incoming freshmen | User runs append query to import student records; system flags students as direct admits | | |
| Import first-year freshmen | User runs append query to import student records; system flags students as first-year admits | | |
| Search for a student | User enters student's UAlbany ID or name in the search bar to open student information form | | |
| View students by class | Student records are filtered by their University admittance term; records may be edited/deleted in this view | | |
| View all active students | Student records are filtered to those whose enrollment status is "Active" | | |
| Update student majors | User runs update query that decodes degree plan and updates students' majors | | |
| View enrollment changes | Student Information records are filtered to those whose enrollment status has changed to "Withdrew," "Dismissed," "Transferred," or "Graduated." Views include changes from the current week, current month, and all-time historical record | | |
| Import housing placements | User runs append query to import student housing placements | | |
| View students by housing type | Student records are filtered by their freshman housing type; filter options include students living in honors housing, students living in non-honors housing, or commuters; records may be edited/deleted in this view | | |



Figure 3. Student Enrollment Use Case Diagram





2.7.2 Academic Performance Subsystem

The Academic Performance Subsystem includes events related to reviewing students' academic performance and ensuring graduates of the Honors College have met all the requirements. At the end of each semester, the Dean queries students' semester GPAs and honors credits earned from the IAS database. Then, students not meeting either the GPA or honors credit requirement are reviewed and put on probation or dismissed. Additionally, with the support of the new system, students' enrollment in departmental honors programs will be tracked, and a lack of enrollment can be taken into consideration when making probation and dismissal decisions. To support this functionality, majors that do have a departmental honors program are flagged in the system.

Students' academic data will be imported into the SIS at the end of each semester, as a historical record of student GPAs and honors credits earned will be needed in the future to determine whether each student has met graduation requirements. Additionally, students must complete their honors thesis and departmental honors program requirements to graduate from the Honors College. Therefore, this subsystem is reliant on the Departmental Honors and Theses & Future Plans subsystems, as these subsystems capture whether these requirements have been met. A list of students who have met all the requirements is emailed to the Registrar's office after classes end.

 Table 7. Academic Performance Use Case Descriptions

| Use Cases | Description | | |
|--|--|--|--|
| Add GPAs | User runs a macro to append semester GPAs and update cumulative GPAs | | |
| Edit GPAs by semester | GPA records filtered by semester | | |
| Add honors credits | User runs append query to import student honors credits earned for a semester | | |
| Edit honors credits by semester | Honors credit records filtered by semester | | |
| Review freshman performance | Student records filtered by selected admit term and those not meeting at least one of the freshman requirements outlined in Section 2.5.2 | | |
| Review sophomore performance | Student records filtered by selected admit term and those not meeting at least one of the sophomore requirements outlined in Section 2.5.2 | | |
| Review junior/senior performance | Student records filtered by selected admit term and those not meeting at least one of the junior/senior requirements outlined in Section 2.5.2 | | |
| View graduating seniors | Generates a list of students who have met all honors graduation requirements | | |
| View students not taking honors courses | Generates a list of students that earned a GPA for a given semester but did not earn any honors credits; students with 12/18 honors credits are excluded | | |
| View failing grades | Generates a list of students and any courses they earned a D+, D, D-, or E in during a given semester | | |
| View students with a 4.0 GPA | Generates a list of students that earned a 4.0 semester GPA for the selected term | | |
| View students on probation | Generates a list of students flagged as on probation | | |
| View students studying abroad | Generates a list of students flagged as abroad | | |
| View students on leave of absence | Generates a list of students flagged as on leave | | |



Figure 5. Academic Performance Use Case Diagram



Figure 6. Academic Performance Process Flow

2.7.3 Course Management Subsystem

The Course Management Subsystem is designed to create a catalog of honors courses and create the ability to view past course offerings by semester, department, professor, and general education requirement fulfillment. This will assist the Dean with future course scheduling and monitor the variety of course offerings available to students. The course offerings by semester view will also include a count of 3/4 credits and 1 credit courses offered, number of distinct departments offering courses, number of professors teaching, and number of courses fulfilling at least one general education requirement. This data is useful for the Honors College annual report for marketing purposes.

| Use Case | Description | | |
|----------------------------|---|--|--|
| Add course | Opens form to create a new honors course (using Catalog Number and Course Name) | | |
| Add professor | Opens form to input new professor contact information | | |
| Add Course Offering | Opens form to add new course offering during a semester | | |
| View Course Catalog | Opens table with all honors course names and catalog numbers | | |
| View Professor Directory | Opens table with all current and past honors professors and their contact information | | |
| View Courses by Department | Filters course offerings by selected department | | |
| View Courses by Semester | Filters course offerings by selected term | | |
| View Courses by Gen Ed Req | Filters course offerings by selected general education requirement | | |
| View Courses by Professor | Filters course offerings by selected professor | | |

Table 8. Course Management Use Case Descriptions

Figure 7. Course Management Use Case Diagram



2.7.4 Departmental Honors Subsystem

The Departmental Honors Subsystem's purpose is to record enrollment in each departmental honors program and record contact information for each program director. To help students establish a connection to their departments, the Honors College sends a list of freshmen and sophomore students within each department to the honors program director. In return, the directors will be asked for a list of current students enrolled in their program. Students who are not in the Honors College may apply to and enroll in departmental honors programs, so some students on the list may not be in the database. Juniors and seniors not enrolled in a program may be dismissed. When a new departmental honors program is established, it is important to make sure the appropriate majors are flagged as now having an honors program. The "Associate major with departmental program" use case accomplishes this, updating the program flag in the major table.

| Table 9. Departmenta | l Honors | Use | Case | Descriptions |
|----------------------|----------|-----|------|--------------|
|----------------------|----------|-----|------|--------------|

| Use Case | Description | | |
|---|---|--|--|
| View students by major | Generates a list of student names and emails whose primary or secondary major matches the select major filter | | |
| Add program enrollment | Opens form to associate a student with a departmental program | | |
| View program enrollment | Generates a list of active students enrolled in the selected honors program | | |
| Add departmental program | Opens a form to enter new departmental program information | | |
| Associate major with departmental program | Opens form to update a major's departmental program flag | | |
| View program contact information | Opens table containing the honors program directors' contact information | | |

Figure 8. Departmental Honors Use Case Diagram





Figure 9. Departmental Honors Process Flow

2.7.5 Theses & Future Plans Subsystem

Throughout the duration of the semester, information about each graduating senior's thesis is collected. Each thesis's title, keywords, and advisor information are required to upload the thesis to Scholar's Archive. Once all the theses have been collected and uploaded, the thesis records can then be imported into the database so it can be confirmed whether the seniors have met all of the honors graduation requirements. Seniors are also asked to fill out a future plans survey, which provides information on whether the student will be attending graduate school, entering the workforce, volunteering, or completing a fellowship. This information is valuable to the Honors College, as it can help strengthen connections between current students and alumni if students are interested in specific graduate programs or fields that honors alumni are involved in.

 Table 10. Theses & Future Plans Use Case Descriptions

| Use Case | Description | | |
|-------------------------------|---|--|--|
| Import theses | User runs append query to import thesis records | | |
| Import future plans | User runs append query to import future plan records | | |
| View theses by semester | Filters thesis records by selected semester | | |
| View future plans by semester | Filters future plan records by selected semester | | |
| View theses by department | Filters thesis records by selected department | | |
| View future plans by type | Filters future plans by type (graduate program, company, volunteer program, fellowship) | | |

Figure 10. Theses & Future Plans Use Case Diagram



2.7.6 Event Attendance Subsystem

The Event Attendance Subsystem tracks students' honors events attendance by semester. This is used to determine which students qualify to sign up for honors housing, which usually requires attending at least seven honors events each semester. However, given the variability in the number of events that may be required over time, the system will query a list of students' attendance for a select fall semester and the following spring. The Dean can then export this list and decide how to filter the data based on her chosen event attendance requirements. Since Residential Life needs the list of housing qualifiers mid-semester, the names of students who are one or two events short of meeting the requirement are still submitted under the condition they attend enough events by the end of the semester. Therefore, the event attendance will need to be updated after the last event of the semester to ensure the students who were granted honors housing fulfilled the requirement.

| Use Cases | Description |
|-------------------------------|---|
| Add semester event attendance | User runs append query to import event attendance |
| Update event attendance | User runs update query to update event attendance |
| View attendance by semester | Filters attendance records by selected semester |
| View attendance by year | Generates a list of student names and UAlbany IDs with their fall and spring event attendance |

Figure 11. Event Attendance Use Case Diagram





Figure 12. Event Attendance Process Flow

2.7.7 System Updates Subsystem

The System Updates Subsystem ensures the longevity of the student information system's use. Over time, the University will likely add new schools/colleges, departments, majors, and degrees. It is also possible that some majors could be reassigned to a different department or school. These changes will need to be recorded in the database, as this data is integrated with student majors, departmental honors programs, thesis completion, and honors course offerings. Additionally, new term ID codes will eventually need to be added to the system. Currently, the term ID codes through Fall 2030 are in the system.

| Use Cases | Description | | |
|---------------------|--|--|--|
| Add degree | Opens form to enter new degree information and associate it with a major | | |
| Edit degree | Opens form to edit degree and switch major association | | |
| Add major | Opens form to enter new major information and associate it with a department | | |
| Edit major | Opens form to edit major and switch department association | | |
| Add department | Opens form to enter new department information and associate it with a school/college | | |
| Edit department | Opens form to edit department and switch school/college association | | |
| Add school/college | Opens form to enter new school/college information | | |
| Edit school/college | Opens form to edit school/college | | |
| View degree list | Opens table to view the master list of all degrees and their major, departmental, and school/college association | | |
| Add term | Opens form to enter new term and term ID information | | |
| Edit term | Opens form to edit term | | |
| Add gen ed | Opens form to enter new general education requirement information | | |
| Edit gen ed | Opens form to select and edit a general education requirement | | |
| View gen eds | View table with general education name and last active term | | |

| Table 12. Syst | tem Update | s Use Case | Descriptions |
|----------------|------------|------------|--------------|
|----------------|------------|------------|--------------|



Figure 13. System Updates Use Case Diagram

2.8 Entity Relationship Diagram

This section includes the student information system's Entity Relationship Diagram (ERD), which visualizes the data entities, their respective attributes, and the relationships between the entities present within the system's domain. The relationships are documented using Crow's Feet notation, except for the term relationships, which have been omitted for simplicity.

The Student Table is one of the most important tables in the database. Its primary key is the students' UAlbany ID numbers, which are assigned by the University. The Dean first receives the students' UAlbany ID numbers when Admissions sends the list of incoming honors freshmen. Students who apply to the Honors College after their first or second semester on campus are required to provide their UAlbany ID on the application form.

Once a student's UAlbany ID is in the system, the student can then be associated with other entities within the database. UAlbany ID is used as a foreign key in several other tables, including Semester GPA, Honors Credits, Event Attendance, Thesis, Future Plans, and Housing. A student may have multiple records in the Semester GPA, Honors Credits, and Event Attendance tables, as the data collection for these entities happens on a semester basis. Since each student will only write one honors thesis and submit one future plans survey, these tables each have a one-to-one relationship with the Student table. The Housing table also has a one-toone relationship, as only freshmen housing placements are received from Residential Life.

A second key table in the ERD is the Course Catalog table. This table stores data on each honors course that has been offered. For example, a row in the Course Catalog table might be "1; TPSY 102; Advanced Introduction to Psychology; 4." The Catalog ID, 1, is an auto number used within the SIS and has no meaning outside of the system. The Course Catalog Number, "TPSY 102", and Course Name, "Advanced Introduction to Psychology", are how they would appear in the University's course catalog. To see which terms a course was offered, the Course Catalog

table can be queried with the Course Offering table. Since multiple professors may teach a single course, the professors who taught a specific course offering can be found in the Course Professor Table. The Course Number used to connect these tables is another autogenerated number that has no significance outside of the SIS.

Lastly, it is important to note that the Departmental Program table connects to the Major table rather than the Department table. This is because some departments have multiple programs specific to each major within the department, while other departments have one honors program that multiple majors can enroll in.



Figure 14. Entity Relationship Diagram

2.9 System Architecture and Environment

2.9.1 Architecture & User Collaboration

Since the student information system will only be housed in one physical office, the technology system architecture is relatively simple. The SIS will be stored on the University's V: drive, which is only accessible on University computers via VPN to authorized users. The Department of Undergraduate Education is responsible for granting this access and helps onboard and offboard student assistants. There are currently two designed computers for the honors student assistants and one designed for the Dean in the Honors College office.

The SIS is a local software-based application rather than a web-based application. Users can directly interact with the database through the Microsoft Access interface. Unlike other Microsoft file types that can be stored on OneDrive to provide user collaboration, Access files cannot be opened and edited in the OneDrive interface. Since user collaboration cannot be achieved on OneDrive, the SIS will be split into front-end and back-end systems to allow multiple users to interact with the front-end at once. The back-end of the system contains only the tables in the database, whereas the front-end includes the forms, queries, and reports the users directly interact with. Both the front- and back-ends will be stored on the V: drive.

This architectural design does not include any automated links to other systems, such as IAS. Rather, data is manually extracted and imported into the SIS. Although this simplifies the architecture, it does make the system vulnerable to any changes in the standard queries available in IAS. If they do change, then the Dean will need to collaborate with IAS to create custom queries.

Figure 15. SIS System Architecture



2.9.2 Security Measures

Given the sensitivity of the student academic information stored in the SIS, it is crucial to have sufficient security measures in place to ensure the Dean is preserving FERPA rules. To protect data from unauthorized access, the SIS should only be stored and backed up on the University's V: Drive. Although backups could be stored on OneDrive, this is strongly discouraged as files on OneDrive can easily be shared with personnel outside of the Honors College administration. Every student has a UAlbany email and OneDrive account, whereas only authorized users have access to the V: drive. To further restrict who has access to the SIS on the V: Drive, both the back-end and front-end of the SIS will be password protected.

Another level of security is required to ensure only the Dean and other future administrators have access to student GPAs and course grades. To restrict the student assistants from accessing this sensitive information, two different front-ends of the system will be created. The Dean and other administrators will have access to all the functionalities of the system through their version of the front-end. However, the student assistants' version will not include any forms or queries that extract student GPA or honors credit information from the tables in the back-end. Both front-ends will be password protected with different passwords. After the database is implemented, it would be beneficial to have ITS review the system to ensure its security and compatibility with FERPA regulations.

2.9.3 Database Backups

It is recommended to back up the database on a weekly basis or before any data imports to avoid the loss of existing data. A macro to create a backup file is embedded on the homepage of the SIS's back-end. A copy of the backups should also be stored on an external hard drive. Over time, an administrator will need to manually go delete old backups to save file space; it is recommended to keep the three most recent backups in case any issues with the SIS are not immediately identified. To restore the database, an administrator will need to copy the preferred back-end backup file and paste it into the folder where the main database is housed. The file name will then need to be changed to match the original back-end file's name, so it is automatically linked with the front-ends.

2.10 Implementation & Expected Results

The student information system's implementation on Microsoft Access enabled the Honors College the obtain a customized, low-cost, and user-friendly system that can be used to help them achieve their daily administrative tasks and goals. Given that the Honors College administrative team is relatively small and does not include a data analyst, the creation of userfriendly interfaces is crucial to the system's long-term success. Since the Honors College team is not specially trained in analytics or database system software, giving the SIS a website-like feel with text descriptions and buttons on the forms should help the users feel comfortable with navigating and utilizing the system. Screenshots of the user interfaces in the database can be found in Appendix A.2. By employing the student information system, the Honors College will be able to reduce time spent managing student records and ensure their records are accurate and up to date. Significant time will be saved in terms of updating majors, GPAs, and honors credits earned by using automated data imports rather than manually updating each student's record. The system will also provide more timely insight into student progress, as the academic performance queries will allow the Dean to view students not meeting one or more honors academic requirements within a matter of seconds. With this free time, the administration can dedicate more time directly engaging with students, potentially those at a higher risk of dropping out of the program. Predictors of honors retention and completion will be discussed in the next section.

III. Regression Analysis

3.1 Literature Review

Previous research on honors program completion rates has highlighted the variability in completion requirements across programs. Although the National Collegiate Honors Council has provided guidelines for a fully developed honors program, the criteria give significant autonomy to each program to decide what their requirements will be. There are no standard honors program completion criteria currently, nor are there standard admission criteria for entry into an honors program; the Council simply requires that retention and satisfactory completion criteria be clearly stated (National Collegiate Honors Council, 2017). For example, having the honors program curriculum comprise at least 20% of a student's degree program and requiring an undergraduate thesis are merely suggestions of the NCHC; these characteristics are not required for an honors program to form. As a result, there is significant variability between honors programs' graduation requirements.

Given this variability, one must be critical when comparing completion rates across honors programs. Hypothetically, the fewer requirements in a program, the easier it is for a student to complete the program (Goodstein & Szarek, 2013). However, past research has shown that there is no significant relationship between the rigor of a program's requirements and the completion rate. For example, as reported by Public University Honors, CUNY Macaulay Honors College has an extremely high completion rate of 81.5% (2020). Macaulay's program is demanding, requiring students to complete a minimum of 24 honors course credits, complete their major-specific honors requirements, maintain at least a 3.3 GPA their first three semesters and at least a 3.5 thereafter, complete a senior thesis or capstone project, and complete 30 hours of community service by graduation (Macaulay Honors College, n.d.a). In contrast, the

University of North Florida's honors curriculum is significantly less work, only requiring 14 honors course credits, a cumulative 3.0 GPA, and the completion of a capstone project (McKay, 2009). Despite this lighter course load, UNF's completion rate is only 35% (McKay, 2009).

To further complicate things, UAlbany Honors College's curriculum is more similar in rigor to Macaulay's, requiring students to complete 18 honors course credits, complete additional requirements in their departmental honors programs, earn a 3.25 GPA first semester and a 3.5 each semester thereafter, and complete an honors project or thesis ("The Honors College," n.d.b). However, UAlbany's completion rate is only around 25%, which is more similar to UNF's completion rate. A possible explanation for this discrepancy is the applicant pool size. Macaulay's application pool includes all incoming freshmen in the CUNY system, while UAlbany's application pool is restricted to UAlbany applicants, rather than the entire SUNY system (Macaulay Honors College, n.d.b).

This inconsistency between program rigor and retention rates illuminates the difficulty when comparing honors programs solely based on completion rates. Additionally, it emphasizes that lightening program requirements is not necessarily the secret to achieving high completion rates. Previous research has primarily focused on identifying which student characteristics, rather than program characteristics, predict retention and completion. One of the first studies conducted on this subject was McKay's analysis of retention predictors for the University of North Florida's Honors Program. This study focused on demographic and pre-entry admissions variables, including SAT scores, HSGPA, gender, and ethnicity. McKay's (2009) study of UNF honors students from 2002-2005 suggests that HSGPA is the best predictor of honors college program completion, and the use of SAT scores in the admissions process should be eliminated. Campbell and Fua (2008) conducted a similar study, using both pre-entry and post-entry

variables to find the best predictors of success in earning an Honors Degree at a large, Mid-Western public university. The most important predictors identified were the pre-entry variables of HSGPA, high school class rank, and gender, as well as the post-entry variables of firstsemester college GPA and whether a student initially lived in honors housing.

Expanding upon this research, Savage, Raehsler, and Fiedor conducted their own regression analysis of the Clarion University Honors program with student data from 2003-2013. Their analysis included similar variables used in McKay (2009) and Campbell and Fua's studies, such as HSGPA, verbal SAT score, mathematics SAT score, and gender. The effect of major was also examined, grouping students by their department of Arts & Sciences, Business, or Education. Similar to McKay's study, HSGPA was the strongest predictor of honors completion. When examining the effect of the department, business students had an 11.1% higher completion rate in Clarion's Honors Program than students with other majors (Savage et al., 2014).

While these insights may be useful for the individual universities where the research was conducted, these results should not be generalized given the significant variability in program features and requirements among honors programs. Although HSGPA is a likely predictor for many honors programs, given its prominent role in admissions decisions, the impacts of living in honors housing and major could greatly vary depending on the on-campus environment and the honors program's catering to specific majors, respectively. As Herron (2013) points out, "Each [honors program] is unique, with its own mission and goals relative to the mission and goals of the academic institution where it is housed." Therefore, rather than assume these predictors for other programs will hold true for UAlbany's Honors College, it would be more beneficial to conduct an analysis specific to UAlbany based on past students' successful and unsuccessful completion of the Honors College program.

3.2 Methodology

Using data provided by Institutional Research, a series of logistic regressions were conducted with the software JASP to identify predictors of honors program retention and completion over different time horizons for direct admit and first-semester admit honors students. A list of the null hypotheses being tested in each analysis is outlined in Table 13. Each model's binary dependent variable was either 1) whether the student was retained over the specified time period or 2) whether the student completed the honors program. Both pre-entry and post-entry independent variables were analyzed to help clarify whether Admissions should alter their program admissions criteria to better select students most likely to retain and complete the program. The results of the analysis will also indicate whether a student's academic plan and first-semester performance have an influence on their retention and program completion. If so, then it will be possible for the Honors College to identify and assist students at a higher risk of dropping out. The independent variables used in one or more of the regression analyses are provided in Table 14.

| Table | 13. | Null | Hypotheses |
|-------|-----|------|------------|
|-------|-----|------|------------|

| Number | Hypothesis |
|------------------|--|
| H ₀ 1 | There will be no significant prediction of 1-Year Retention by Superscore, HSGPA, Term 1 GPA, Gender, Admit Type, and Honors Program for Term 1 Major. |
| H ₀ 2 | There will be no significant prediction of 1-Year to 2-Year Retention by Superscore, HSGPA, Term 1 GPA, Gender, Admit Type, Honors Program for Term 3 Major, and Major Change from Term 1 to Term 3. |
| H ₀ 3 | There will be no significant prediction of 2-Year to 3-Year Retention by Superscore, HSGPA, Term 1 GPA, Gender, Admit Type, Honors Program for Term 5 Major, and Major Change from Term 3 to Term 5. |
| H ₀ 4 | There will be no significant prediction of 3-Year to 4-Year Completion by Superscore, HSGPA, Term 1 GPA, Admit Type, Honors Program for Term 7 Major, and Major Change from Term 5 to Term 7. |
| H ₀ 5 | There will be no significant prediction of 4-Year Completion by Superscore, HSGPA, Term 1 GPA, Gender, Admit Type, and Honors Program for Term 1 Major. |

The data set provided includes all honors students admitted to the University between Fall 2013 – Fall 2019. Three students who were not enrolled at the University consecutive semesters were removed from the dataset. The first step in preparing the data for analysis was to determine whether students were direct admits, first-semester admits, or second-semester admits by comparing their term admitted to the University and term admitted to the Honors College. The categorical variable Admittance Term indicates when a student was admitted to the Honors College. Given the low sample size of the second-semester admits (n = 19), these students were excluded from the analysis. Admittance Type is hypothesized to be a predictor of retention and completion, as students admitted after their first semester are not as well integrated into the honors community. These students did not have the opportunity to live in honors housing their first semester and take fewer honors courses than direct admits.

Next, HSGPA was converted to a 4.0 scale to be comparable with Term 1 GPA's 4.0 scale. Based on the prior research conducted by McKay (2009), Campbell and Fua (2008), and Savage et al. (2014), HSGPA and Term 1 GPA will likely be predictors of retention and completion. It is important to note that direct admissions decisions are made with HSGPA, while first-semester admission decisions are only made with Term 1 GPA. SAT/ACT Superscore is also used to make direct admission decisions. Given the recent controversy surrounding the use of standardized test scores, it is uncertain whether this variable will be a significant predictor in any of the regressions. Proponents of standardized testing have argued that the SAT and ACT provide a means for admissions to fairly compare students, given the variance in coursework rigor and grade inflation across high schools (Buckley, Letukas, & Wildavsky, 2018). However, recent research has revealed correlations between test scores and socioeconomic status, as well as performance differences across racial and ethnic groups (as cited in Buckley et al., 2018).

Depending on the results of the regression analysis, the Honors College may want to consider implementing a test-optional policy.

The effects of changing majors and having a departmental honors program are captured with dummy variables. In the data set, each student's major during Term 1, Term 3, Term 5, and Term 7 were provided, given the student was still enrolled at the University. From this information, whether a student's major changed term-to-term and whether that major has a departmental honors program was determined. The Change Major and Honors Program Boolean variables captures these attributes of each student's academic plan.

Hypothetically, students in a major with a departmental honors program may have an easier time completing the honors program, given the structure and guidance available within a program. However, it is also possible that students with a departmental honors program may drop out even earlier than those without an honors program, realizing they cannot handle the rigor of their program. Additionally, major changes could be another potential roadblock to honors program completion. The later a student changes their major, the more difficulty they may have completing their required honors coursework if they need to take extra credits from switching majors.

The final variable being analyzed is gender. Historically, there have been more females than males admitted to the Honors College. Therefore, it is possible there may be a correlation between gender and retention/completion. Such a correlation would indicate whether having a more balanced male: female ratio would be worthwhile in improving retention and completion rates.

| Table 14. Indepen | dent Variable | Descriptions |
|-------------------|---------------|--------------|
|-------------------|---------------|--------------|

| Independent Variable | Description | Туре |
|---------------------------------------|---|------------|
| HSGPA | High school grade point average; converted to a 4.0 scale | Pre-entry |
| SAT/ACT Superscore | The maximum of the: ACT Composite Score converted to the SAT scoring system OR the SAT Combined score | Pre-entry |
| Gender | The student's gender; M = Male, F = Female | Pre-entry |
| Term 1 GPA | The student's GPA at the end of their first semester | Post-entry |
| Admission Type | When the student was admitted to the Honors College; Direct = Directly admitted, FirstSem = After the first semester, SecondSem = After the second semester | Post-entry |
| Major Change from Term 1 to Term 3 | Whether the student changed their major between Term 1 and Term 3 | Post-entry |
| Major Change from Term 3 to Term 5 | Whether the student changed their major between Term 3 and Term 5 | Post-entry |
| Major Change from Term 5 to Term 7 | Whether the student changed their major between Term 5 and Term 7 | Post-entry |
| Honors Program for Term 1 Major | Whether a student's Term 1 Major has an honors program | Post-entry |
| Honors Program for Term 3 Major | Whether a student's Term 3 Major has an honors program | Post-entry |
| Honors Program for Term 5 Major | Whether a student's Term 5 Major has an honors program | Post-entry |
| Honors Program for Term 7 Major | Whether a student's Term 7 Major has an honors program | Post-entry |

3.3 Regression Results

3.3.1 1-Year Retention

The 1-Year Retention regression analysis includes all 1002 students admitted to the University between Fall 2013 – Fall 2019 that were either directly admitted to the Honors College or after their first semester on campus. The independent variables analyzed include SAT/ACT Superscore, HSGPA, Term 1 GPA, Gender, Admittance type, and Honors Program for Term 1 Major. The dependent variable is whether a student was retained for one year (Yes) or not (No).
 Table 15.
 1-Year Retention Frequencies

| Group | Sample Size |
|------------------------------------|-------------|
| Males | 398 |
| Females | 604 |
| Direct Admit | 865 |
| First Semester Admit | 137 |
| Honors Program for Term 1 Major | 648 |
| No Honors Program for Term 1 Major | 354 |

Table 16. 1-Year Retention Descriptive Statistics

| Variable | Mean | Standard Deviation | Minimum | Maximum |
|------------|----------|---------------------------|---------|---------|
| SAT/ACT | 1328.022 | 88.264 | 1010 | 1590 |
| Superscore | | | | |
| HSGPA | 3.810 | 0.135 | 3.200 | 4.000 |
| Term 1 GPA | 3.709 | 0.395 | 0.000 | 4.000 |

First, a logistic regression using the Enter method was run, so all variables are included in a single block. Logistic regressions are used for all the analyses, as the dependent variable of retention/completion is a categorical variable. The results of this regression are in Table 17. Next, a backwards regression was run to identify which variables are significant predictors of 1-Year Retention. The results indicated that HSGPA, Term 1 GPA, and Honors Program for Term 1 Major were predictors. However, once these three variables alone were rerun, Honors Program for Term 1 Major was shown to not be a predictor with a *p*-value of 0.111. As a result, this variable is removed from the final regression shown in Table 18.

 Table 17. 1-Year Retention Logistic Regression

| Variable | Coefficient | Odds Ratio | Wald Stat | <i>p</i> -Value |
|---|-------------|-------------------|-----------|-----------------|
| Superscore | 0.001 | 1.001 | 0.544 | 0.461 |
| HSGPA | 1.643 | 5.168 | 4.646 | 0.031 |
| Term 1 GPA | 2.536 | 12.63 | 87.363 | < .001 |
| Gender (M) | 0.104 | 1.11 | 0.254 | 0.614 |
| Admit Type (FirstSem) | -0.142 | 0.868 | 0.161 | 0.688 |
| Honors Program for Term 1 Major (No) | 0.316 | 1.372 | 2.305 | 0.129 |

Year 1 Retention level "Yes" coded as class 1

| Variable | Coefficient | Odds Ratio | Wald Stat | <i>p</i> -Value |
|------------|-------------|-------------------|-----------|-----------------|
| HSGPA | 1.831 | 6.241 | 6.841 | 0.009 |
| Term 1 GPA | 2.451 | 11.605 | 96.538 | <.001 |

Table 18. 1-Year Retention Significant Logistic Regression

Year 1 Retention level "Yes" coded as class 1

The results in Table 18 confirm that Term 1 GPA and HSGPA are the only significant predictors of one-year retention in the Honors College, as all their *p*-values are less than 0.1. However, Term 1 GPA is a much stronger predictor than HSGPA, given its significantly higher Wald Statistic value. Additionally, it is noteworthy that Superscore is not a predictor of one year retention, even though it is currently used in Honors College direct admissions decisions. Rather, HSGPA is the best predictor of one year retention out of the pre-entry variables, affirming its value in direct admissions decisions.

Based on the final regression analysis results in Table 18, the following model can be used to determine the odds of a direct or first-semester admit's one year retention in the Honors College:

ln(odds of 1-Year Retention) = -14.85 + 1.831(HSGPA) + 2.451 (Term 1 GPA)

Holding all else constant, for every 0.1 point increase in HSGPA, the odds of the student being retained one year increases by 0.6241. Additionally, for every 0.1 increase in Term 1 GPA, the odds of the student being retained one year increases by 1.1605, holding all else constant.

3.3.2 1-Year to 2-Year Retention

The 1-Year to 2-Year Retention regression analysis's population is 732. This includes all students admitted to the University between Fall 2013 – Fall 2018 who were either direct or first semester admits to the Honors College and already retained through Term 3. The independent variables analyzed include SAT/ACT Superscore, HSGPA, Term 1 GPA, Gender, Admittance Type, Honors Program Term 3 Major, and Major Change from Term 1 to Term 3. The dependent variable is whether a student was retained two years (Yes) or not (No).

| Table 19. 1-Year | to 2-Year Retention | I Frequencies |
|------------------|---------------------|---------------|
|------------------|---------------------|---------------|

| Group | Sample Size |
|---|-------------|
| Males | 291 |
| Females | 441 |
| Direct Admit | 626 |
| First Semester Admit | 106 |
| Honors Program for Term 3 Major | 483 |
| No Honors Program for Term 3 Major | 249 |
| Changed Major from Term 1 to Term 3 | 192 |
| Didn't Change Major from Term 1 to Term 3 | 540 |

Table 20. 1-Year to 2-Year Retention Descriptive Statistics

| Variable | Mean | Standard Deviation | Minimum | Maximum |
|------------|----------|--------------------|---------|---------|
| SAT/ACT | 1327.445 | 90.073 | 1030 | 1590 |
| Superscore | | | | |
| HSGPA | 3.817 | 0.134 | 3.200 | 4.000 |
| Term 1 GPA | 3.774 | 0.279 | 0.000 | 4.000 |

First, a logistic regression using the Enter method was run, so all variables are included in a single block. The results of this regression are in Table 21. Next, a backwards regression was run to identify which variables are significant predictors of 1-Year to 2-Year Retention. The backwards regression indicated that Term 1 GPA, Admit Type, and Major Change from Term 1 to Term 3 were predictors. However, when these three variables were isolated in a second regression, both Admit Type and Major Change from Term 1 to Term 3 had *p*-values greater than 0.1 and were therefore removed from the final model in Table 22.

Table 21.
 1-Year to 2-Year Retention Logistic Regression

| Variable | Coefficient | Odds Ratio | Wald Stat | <i>p</i> -Value |
|---------------------------|-------------|------------|-----------|-----------------|
| Superscore | -0.001 | 0.999 | 0.438 | 0.508 |
| HSGPA | 0.461 | 1.586 | 0.371 | 0.542 |
| Term 1 GPA | 1.774 | 5.894 | 23.784 | < .001 |
| Gender (M) | 0.132 | 1.142 | 0.454 | 0.501 |
| Admit Type (FirstSem) | -0.418 | 0.659 | 1.668 | 0.196 |
| Honors Program for Term 3 | 0.145 | 0.865 | 0.534 | 0.465 |
| Major (No) | -0.143 | 0.805 | 0.334 | 0.403 |
| Major Change from Term 1 | 0.324 | 1 383 | 2 183 | 0.14 |
| to Term 3 (Yes) | 0.324 | 1.305 | 2.105 | 0.14 |

Year 2 Retention level "Yes" coded as class 1

Table 22. 1-Year to 2-Year Retention Significant Logistic Regression

| Variable | Coefficient | Odds Ratio | Wald Stat | <i>p</i> -Value |
|---|-------------|-------------------|-----------|-----------------|
| Term 1 GPA | 1.594 | 4.925 | 21.726 | < 0.001 |
| Vear 2 Retention level "Ves" coded as class 1 | | | | |

Year 2 Retention level "Yes" coded as class 1

Term 1 GPA is the only significant predictor of 1-Year to 2-Year Retention, as confirmed by the *p*-value result in Table 22. Interestingly, none of the pre-entry variables are predictors. Although HSGPA may not be valuable beyond a student's first year to predict retention, the significance of Term 1 GPA creates a window of opportunity for the Honors College to increase retention by assisting students who may be struggling academically after their first semester.

Based on the final regression analysis results in Table 22, the following model can be used to determine the odds of a direct or first-semester admit's 1-Year to 2-Year Retention in the Honors College:

ln(odds of 1-Year to 2-Year Retention) = -4.672 + 1.594(Term 1 GPA)

Holding all else constant, for every 0.1 point increase in Term 1 GPA, the odds of the student being retained another year increases by 0.4925.

3.3.3 2-Year to 3-Year Retention

The 466 students in the population for 2-Year to 3-Year Retention were admitted to the University between Fall 2013 – Fall 2017. All students included were either admitted directly into the Honors College or after their first semester and retained through Term 5. The independent variables analyzed include SAT/ACT Superscore, HSGPA, Term 1 GPA, Gender, Admittance Type, Honors Program for Term 5 Major, and Major Change from Term 3 to Term 5. The dependent variable is whether a student was retained three years (Yes) or not (No).
Table 23. 2-Year to 3-Year Retention Frequencies

| Group | Sample Size |
|---|-------------|
| Males | 188 |
| Females | 278 |
| Direct Admit | 404 |
| First Semester Admit | 62 |
| Honors Program for Term 5 Major | 283 |
| No Honors Program for Term 5 Major | 183 |
| Changed Major from Term 3 to Term 5 | 76 |
| Didn't Change Major from Term 3 to Term 5 | 390 |

Table 24. 2-Year to 3-Year Retention Descriptive Statistics

| Variable | Mean | Standard Deviation | Minimum | Maximum |
|------------|----------|---------------------------|---------|---------|
| SAT/ACT | 1326.953 | 89.198 | 1030 | 1590 |
| Superscore | | | | |
| HSGPA | 3.823 | 0.129 | 3.200 | 4.000 |
| Term 1 GPA | 3.796 | 0.225 | 2.600 | 4.000 |

First, a logistic regression using the Enter method was run, so all variables are included in a single block. The results of this regression are in Table 25. Next, a backwards regression was run to identify which variables are significant predictors of 2-Year to 3-Year Retention. The results indicated that only Major Change from Term 3 to Term 5 was a predictor. Although this variable was still significant when it was isolated in the final regression, it should be noted that this model does not have a strong goodness of fit; the McFadden R² value is an extremely low value of 0.006. Therefore, there is no recommended model available for the administration to use to try to predict retention rates from year 2 to year 3.

| Variable | Coefficient | Odds Ratio | Wald Stat | <i>p</i> -Value |
|---|-------------|-------------------|-----------|-----------------|
| Superscore | 0.001 | 1.001 | 0.199 | 0.656 |
| HSGPA | 1.016 | 2.761 | 1.461 | 0.227 |
| Term 1 GPA | -0.023 | 0.977 | 0.002 | 0.96 |
| Gender (M) | -0.027 | 0.973 | 0.017 | 0.897 |
| Admit Type (FirstSem) | 0.282 | 1.325 | 0.602 | 0.438 |
| Honors Program for Term 5 Major (No) | 0.09 | 1.094 | 0.189 | 0.663 |
| Major Change from Term 3 to Term 5 (Yes) | 0.588 | 1.8 | 3.863 | 0.049 |

 Table 25. 2-Year to 3-Year Logistic Regression

Year 3 Retention level "Yes" coded as class 1

| Table 26. 2 Year to 3 | Year Significant | Logistic Regression |
|-----------------------|------------------|---------------------|
|-----------------------|------------------|---------------------|

| Variable | Coefficient | Odds Ratio | Wald Stat | <i>p</i> -Value |
|------------------------|-------------|-------------------|-----------|-----------------|
| Major Change from Term | 0.523 | 1.687 | 3.247 | 0.072 |
| 3 to Term 5 (Yes) | | | | |
| | 1 1 1 4 | | | |

Year 2 Retention level "Yes" coded as class 1

3.3.4 3-Year Retention to 4-Year Completion

The 3-Year Retention to 4-Year Completion regression analysis's population is 251. This includes all students admitted to the University between Fall 2013 – Fall 2016 who were either direct or first semester admits to the Honors College that were already retained through Term 7. Only students who completed their honors thesis within four years of their admit term were flagged as "Yes" for graduating from the Honors College. The independent variables analyzed include SAT/ACT Superscore, HSGPA, Term 1 GPA, Gender, Admittance Type, Honors Program for Term 7 Major, and Major Change from Term 5 to Term 7. The dependent variable is whether a student graduated from the Honors College within four years (Yes) or not (No).

 Table 27. 3-Year to 4-Year Completion Frequencies

| Group | Sample Size |
|---|-------------|
| Males | 101 |
| Females | 150 |
| Direct Admit | 222 |
| First Semester Admit | 29 |
| Honors Program for Term 7 Major | 156 |
| No Honors Program for Term 7 Major | 95 |
| Changed Major from Term 5 to Term 7 | 22 |
| Didn't Change Major from Term 5 to Term 7 | 229 |

Table 28. 3-Year to 4-Year Completion Descriptive Statistics

| Variable | Mean | Standard Deviation | Minimum | Maximum |
|------------|----------|---------------------------|---------|---------|
| SAT/ACT | 1335.179 | 89.797 | 1040 | 1590 |
| Superscore | | | | |
| HSGPA | 3.831 | 0.126 | 3.400 | 4.000 |
| Term 1 GPA | 3.795 | 0.240 | 2.740 | 4.000 |

First, a logistic regression using the Enter method was run, so all variables are included in a single block. The results of this regression are in Table 29. Next, a backwards regression was run to identify which variables are significant predictors of 3-Year Retention to 4-Year Completion. Then, a final regression using the Enter method was run only using the variables identified as significant in the backwards regression: Gender and Honors Program for Term 7 Major. The results of the final regression are shown in Table 30.

| Variable | Coefficient | Odds Ratio | Wald Stat | <i>p</i> -Value |
|------------------------|-------------|-------------------|-----------|-----------------|
| Superscore | 0 | 1 | 0.021 | 0.885 |
| HSGPA | 1.636 | 5.135 | 2.036 | 0.154 |
| Term 1 GPA | 0.511 | 1.667 | 0.776 | 0.378 |
| Gender (M) | -0.466 | 0.628 | 2.706 | 0.1 |
| Admit Type (FirstSem) | 0.415 | 1.515 | 0.673 | 0.412 |
| Honors Program for | 0.454 | 1 574 | 2 459 | 0.102 |
| Term 7 Major (Yes) | 0.434 | 1.374 | 2.038 | 0.105 |
| Major Change from Term | 0.262 | 0.607 | 0 566 | 0.452 |
| 5 to Term 7 (Yes) | -0.302 | 0.097 | 0.300 | 0.432 |
| | | | | |

 Table 29. 3-Year to 4-Year Completion Regression Analysis

4-Year Completion level "Yes" coded as class 1

Table 30. 3-Year to 4-Year Completion Significant Regression Analysis

| Variable | Coefficient | Odds Ratio | Wald Stat | <i>p</i> -Value |
|-------------------------|-------------|-------------------|-----------|-----------------|
| Gender (M) | -0.503 | 0.605 | 3.575 | 0.059 |
| Honors Program for Term | 0.463 | 1.589 | 2.960 | 0.085 |
| 7 Major (Yes) | | | | |

4-Year Completion level "Yes" coded as class 1

The results of the final model confirm that Gender and Honors Program for Term 7

Major are the only significant predictors of 3-Year Retention to 4-Year Completion, given that their *p*-values are less than 0.1. This is the first significant model to not include Term 1 GPA as a predictor, which could be a result of this model having the smallest Term 1 GPA range. It is also noteworthy that this is the first time gender and having an honors program have been significant variables.

Based on the final regression analysis results in Table 30, the following model can be used to determine the odds of a direct or first-semester admit's 3-Year Retention to 4-Year Completion in the Honors College:

ln(odds of 3-Year Retention to 4-Year Completion) = -0.309 - 0.503(Gender)

+ 0.463(Honors Program for Term 7 Major)

Holding all else constant, males are 1.653 times more likely to not finish the honors program within one year than females. Additionally, students who have a departmental honors program senior year are 1.589 times more likely to finish the honors program than students who do not have a departmental honors program, holding all else constant.

3.3.5 4-Year Completion

The 4-Year Completion regression analysis includes all 556 students admitted to the University between Fall 2013 – Fall 2016 that were either directly admitted to the Honors College or admitted after their first semester on campus. Similar to the 1-Year Retention regression analysis, this analysis only includes pre-entry variables and post-entry variables from freshman year. As a result, this model should only be used to make completion predictions for students who have just completed their freshman year. The dependent variable is whether students completed the honors program within four years (Yes) or not (No).

| T-LL 01 | 4 37 | C | F |
|------------|---------|--------------------|-------------|
| Lable M | 4-Year | C ompletion | Frequencies |
| I ubic 01. | i i cui | completion | requeiteres |

| Group | Sample Size |
|------------------------------------|-------------|
| Males | 237 |
| Females | 319 |
| Direct Admit | 492 |
| First Semester Admit | 64 |
| Honors Program for Term 1 Major | 361 |
| No Honors Program for Term 1 Major | 195 |

| Variable | Mean | Standard Deviation | Minimum | Maximum |
|------------|----------|---------------------------|---------|---------|
| SAT/ACT | 1332.158 | 87.244 | 1040 | 1590 |
| Superscore | | | | |
| HSGPA | 3.814 | 0.131 | 3.200 | 4.000 |
| Term 1 GPA | 3.695 | 0.398 | 0.000 | 4.000 |

Table 32. 4-Year Completion Descriptive Statistics

First, a logistic regression using the Enter method was run, so all variables are included in

a single block. The results of this regression are in Table 33. Next, a backwards regression was

run to identify which variables are significant predictors of 4-Year Completion. Then, a final

regression using the Enter method was run only using the variables identified as significant in the

backwards regression: HSGPA, Term 1 GPA, and Gender,

| Variable | Coefficient | Odds Ratio | Wald Stat | <i>p</i> -Value |
|-----------------------|-------------|-------------------|-----------|-----------------|
| Superscore | 0 | 1 | 0.086 | 0.769 |
| HSGPA | 1.728 | 5.627 | 3.822 | 0.051 |
| Term 1 GPA | 1.932 | 6.905 | 17.763 | <.001 |
| Gender (M) | -0.551 | 0.576 | 6.311 | 0.012 |
| Admit Type (FirstSem) | -0.216 | 0.806 | 0.309 | 0.578 |
| Honors Program for | 0.079 | 1.082 | 0.135 | 0.713 |
| Term 1 Major (Yes) | 0.072 | 1.002 | 01100 | 0.710 |

 Table 33. 4-Year Completion Regression Analysis

4-Year Completion level "Yes" coded as class 1

 Table 34.
 4-Year Completion Significant Regression Analysis

| Variable | Coefficient | Odds Ratio | Wald Stat | <i>p</i> -Value |
|------------|-------------|-------------------|-----------|-----------------|
| HSGPA | 1.873 | 6.506 | 5.298 | 0.021 |
| Term 1 GPA | 1.857 | 6.404 | 17.904 | < .001 |
| Gender (M) | -0.57 | 0.566 | 7.074 | 0.008 |

4-Year Completion level "Yes" coded as class 1

When only looking at a student's high school and freshman year performance, the significant predictors of 4-Year Completion are HSGPA, Term 1 GPA, and Gender. However, similarly to the 1-Year Retention analysis, Term 1 GPA is a much stronger predictor than HSGPA and Gender, given its significantly higher Wald Statistic value. Additionally, Superscore is still insignificant, making HSGPA the better academic pre-entry predictor.

Based on the final regression analysis results in Table 34, the following model can be used to determine the odds of a direct or first-semester admit graduating from the Honors College within four years of their University admit term:

$$ln(\text{odds of 4-Year Completion}) = -14.996 + 1.873(\text{HSGPA}) + 1.857(\text{Term 1 GPA})$$

- 0.570(Gender)

Holding all else constant, for every 0.1 point increase in HSGPA, the odds of the student achieving four year completion increases by 0.6506. Additionally, for every 0.1 increase in term 1 GPA, the odds of the student achieving four-year completion increases by 0.6404, holding all else constant. Lastly, males are 1.767 times more likely than females to not achieve four-year completion, holding all else constant.

3.4 Implications

3.4.1 Term 1 GPA

Term 1 GPA is the strongest predictor of 1-Year Retention, 1-Year to 2-Year Retention, and 4-Year Completion. The majority of students who earn a 3.25 GPA or higher first semester are retained at least one year, with a peak retention of 91% in the 3.75-4.0 GPA bracket. However, the retention reaches a nearly 50%-50% split in the 3-3.24 GPA bracket. This tipping point is where the Honors College may be able to take the most action to improve retention rates solely based on GPA. If the group of students who are on the edge of meeting the minimum cumulative GPA requirement to remain in the Honors College are given extra support in their freshman spring semester, they may be able to increase their GPA over the 3.30 threshold. Additional support could be provided in the form of reminding students of the tutoring resources on campus and connecting them with upperclassmen honors peer mentors. Out of those students retained one year, the percentage of students within each GPA bracket that are retained a second year is fairly similar in shape; over 80% of students who earn a 3.75-4.0 GPA are retained, and the 50-50 retention tipping point decreases one bracket to the 2.75-2.99 range.



Figure 16. 1-Year Retention Rates by Term 1 GPA

Population: Direct admits and first semester admits admitted to the University between Fall 2013 - Fall 2019



Figure 17. 1-Year to 2-Year Retention Rates by Term 1 GPA

Population: Direct admits and first semester admits admitted to the University between Fall 2013 – Fall 2018, who were previously retained one year in the Honors College

Despite the initial promising outlook for those students earning at least a 3.25 GPA in Term 1, only 12% of students earning a 3.25-3.50 GPA and 30% of students earning a 3.50 GPA or higher finish the honors program. Although increasing resources pushed to students earning a 3.0-3.24 GPA in Term 1 may have the most promising return potential on improving 1-Year and 1-Year to 2-Year Retention, the students earning a 3.50-4.0 ultimately have the highest 4-year completion rates. Therefore, they should not be overlooked despite their initially strong academic performance, as these students may be a better long-term investment in terms of boosting completion rates.





Population: Direct admits and first semester admits admitted to the University between Fall 2013 – Fall 2016, who graduated from the Honors College within four years of their admissions to the University

3.4.2 HSGPA

Although it is not as strong of a predictor as Term 1 GPA, HSGPA is the most significant pre-entry predictor for 1-Year Retention and 4-Year Completion. Currently, the Honors College typically accepts students who earn a 90 (3.6 on a 4-point scale) average or higher in the core subjects of math, English, science, history, and foreign language (University at Albany, SUNY,

n.d.a). As a result, there is a significant drop in the sample size below the 3.60-3.69 bracket. Excluding those who earned below a 3.60 HSGPA due to the low sample sizes, the higher the HSGPA bracket, the higher the percentage of students retained one year and the higher the percentage of students who graduated from the Honors College in four years.



Figure 19. 1-Year Retention Rates by HSGPA

Population: Direct admits and first semester admits admitted to the University between Fall 2013 – Fall 2019 who submitted HSGPAs



Figure 20. 4-Year Completion Rates by HSGPA

Population: Direct admits and first semester admits admitted to the University between Fall 2013 – Fall 2016, who graduated from the Honors College within four years of their admissions to the University and reported a HSGPA

Given that there is no sharp decline in one year retention rates between any of the HSGPA brackets above 3.6, the HSGPA admissions criterion does not necessarily need to be altered. Rather, the administration should be aware that students on the lower end of the HSGPA range are more likely to drop out than those in the 3.8-4.0 range. Therefore, it may be beneficial to review the academic performance of those students with a 3.5-3.8 HSGPA after their first semester to see whether additional academic support should be provided.

3.4.3 SAT/ACT Superscore

Despite the reliance on SAT/ACT Superscore to make Honors College admissions decisions, the regression analysis results indicate that Superscore is not a predictor of retention or completion. Superscore consistently had one of the lowest Wald Statistic values across the five regressions, indicating that it is one of the worst predictors. Given this knowledge, the Admissions Office and Honors College should reconsider how strongly SAT/ACT Superscore weighs on their admissions decisions. Historically, students earning at least a 1310 SAT/ACT Superscore are admitted to the Honors College (University at Albany, SUNY, n.d.a). However, given that the retention and completion percentages are fairly equal across the range of Superscore brackets, 1310 does not necessarily need to be the cutoff point. Out of the 333 students admitted with less than a 1310 Superscore, 85.6% retained one year, which is slightly better than the 83.4% retained of the 668 students admitted with a Superscore of 1310 or higher.



Figure 21. 1-Year Retention Rates by SAT/ACT Superscore

Population: Direct admits and first semester admits admitted to the University between Fall 2013 – Fall 2019 that reported a SAT or ACT score



Figure 22. 4-Year Completion Rates by SAT/ACT Superscore

Population: Direct admits and first semester admits admitted to the University between Fall 2013 – Fall 2016, who graduated from the Honors College within four years of their admissions to the University and reported a SAT or ACT score

These results indicate those prospective students with low superscores, but otherwise academically strong applications, are just as likely to be successful in the Honors College and should be considered for admittance. Although prior research has indicated that SAT scores can be useful in predicting college grades, this does not mean that SAT scores will be useful to the Honors College in predicting student retention and completion, despite their significant relationship with Term 1 GPA. Given the variability in course content and rigor, Sackett and Kuncel (2018) argue that a correlation of at least 0.35 between standardized test scores and college GPA indicates usefulness in SAT scores for making admissions decisions. While being able to predict students' performance would be useful to the Honors College, as students must maintain a certain GPA, there is no significant relationship between past direct admit honors students' Superscore and Term 1 GPA. Figure 23 illustrates the weak relationship between Term 1 GPA and Superscore, which has an \mathbb{R}^2 value of 0.0075. This may be due to honors students typically landing in the higher SAT percentiles, whereas University-wide admissions encounter a much larger range of SAT percentiles. Therefore, while SAT/ACT Superscore may be useful for initial University admission decisions, it does not appear to be valuable in Honors College admissions decisions in terms of predicting honors students' academic performance.



Figure 23. Term 1 GPA vs. Superscore

Population: Direct admits admitted to the University between Fall 2013 – Fall 2019 who reported a SAT or ACT score

3.4.4 Admission Type

Admission type was not a significant predictor of retention or completion in any of the regression models. The retention and completion rates of direct admits and first semester admits have been fairly similar and remained relatively constant over time, as illustrated in Figure 24 and Figure 25. Such similarities indicate that first-year admits are not negatively impacted from missing out on opportunities direct admits had during their first semester, such as living in honors housing, participating in the Honors College summer orientation, and taking more honors courses. Therefore, admitting students after their first semester on campus has proven to be a worthwhile investment for the Honors College.



Figure 24. 1-Year Retention Rates by Admit Type







Population: Direct admits and first semester admits admitted to the University between Fall 2013 – Fall 2016, who graduated from the Honors College within four years of their admission to the University

3.4.5 Gender

Although gender is not a predictor of retention, it is a significant predictor of 3-Year Retention to 4-Year Completion and 4-Year Completion. For honors students admitted to the University between Fall 2013 – Fall 2016, the ratio of males to females is 43:57. Out of those students who graduated from the Honors College within four years, the male to female ratio increased to 30:70. The biggest change in the male-to-female ratio occurs during senior year. The retention rates of males and females year-to-year are nearly identical from 1-Year Retention to 2-Year to 3-Year Retention, as depicted in Figure 26. Out of the females retained three years, 58% graduated from the Honors College within the following year. However, out of the males retained three years, only 37% graduated from the Honors College within the following year.

It is uncertain why such a trend would occur. Previously literature has explained why gender gaps occur in higher education, such as women having greater non-cognitive skills, including following directions, working in groups, paying attention in class, and organizing materials (Jacob, 2002). While this may account for the Honors College's gender gap, it does not explain why males have such a lower completion rate than females. This could be a possible area for future research to determine why males have a significantly lower 3-Year Retention to 4-Year Completion and 4-Year Completion rate than females.



Figure 26. Year-to-Year Retention/Completion by Gender

Population: Direct admits and first semester admits admitted to the University between Fall 2013 – Fall 2016, who graduated from the Honors College within four years of their admission to the University

3.4.6 Having an Honors Program

Whether a student's major has a departmental honors program is not a predictor of retention for any of the time frames analyzed. As depicted in Figure 27, there is only a miniscule difference in the retention rates for freshmen with a departmental honors program vs. without a departmental honors program. In terms of completion rates, however, not having an honors program is a significant predictor. For students who retained three years and do not have an honors program, only 37% graduated from the Honors College within a year. Meanwhile, 50% of students with an honors program who retained three years did graduate from the Honors College within a year. This indicates that having an honors program with additional requirements does not necessarily deter students from completing the program. Rather, the structure and support of a program may make a significant difference in students' abilities to complete their honors thesis or creative project during their senior year.



Figure 27. 1-Year Retention Rates by Term 1 Major Honors Program

Population: Direct admits and first semester admits admitted to the University between Fall 2013 - Fall 2019





Population: Direct admits and first semester admits admitted to the University between Fall 2013 – Fall 2016, who graduated from the Honors College within four years of their admission to the University

3.4.7 Changing Majors

Changing majors was hypothesized to be a predictor of honors retention and completion, assuming that the later into college one changes their major, the more difficult it may be to fulfill all of the new major's requirements and the Honors College's requirements. If a student changes their major junior or senior year, then it may be too late to apply to a departmental honors program and fulfill their graduation requirements. However, changing majors was not significant in any of the regression analyses. Therefore, it seems that major changes at any point in a student's collegiate career does not interfere with meeting Honors College graduation requirements.

3.5 Final Recommendations

Based on the findings from the regression analyses and data visualizations, there are two key recommendations that can be made to the Admissions Office and Honors College administration to improve retention and completion rates. Although the predictors identified for each year of retention will be helpful in monitoring students' paths to success as they progress through the honors program, the ultimate key to success in increasing retention and completion rates may lie in the criteria used to admit students to the Honors College and the timing of admission.

First, given that SAT/ACT Superscore is not a significant predictor of retention or completion, the weight it is given in making admissions decisions for the Honors College should be reevaluated. Not admitting otherwise academically strong students due to a low SAT/ACT Superscore could be unintentionally isolating certain groups of students, such as those who are not strong standardized test-takers. The weak relationship between Superscore and Term 1 GPA

reaffirms the idea that Superscore is not a strong predictor of neither academic performance nor retention and completion specifically for honors students.

A second recommendation is to consider shifting the Honors College admissions model to better utilize Term 1 GPA in admissions decisions. Currently, most honors students are admitted directly to the Honors College before beginning their first semester on campus. Out of the honors students admitted to the University between Fall 2013 – Fall 2019, 83.9% were direct admits, 13.4% were admitted after their first semester, and 2.7% were admitted after their second semester. As a result, most admissions decisions are being made using HSGPA, which is not nearly as strong of a predictor as Term 1 GPA, and SAT/ACT superscore, which is not a significant predictor at all.

If the Honors College were to admit less students directly and more after their first semester, they will be able to make better-informed admissions decisions, utilizing Term 1 GPA to identify students most likely to be successful in the honors program. Since admittance type does not have an impact on retention and completion rates, admitting more students after the first semester should not negatively affect these rates. Additionally, if more students were admitted after their first semester, then the University would have the opportunity to market the Honors College to freshmen when they arrive on campus. This may help spark more interest in the program and even deter some people from applying if they have a better understanding of the program and can recognize it is not the best fit for them.

Before implementing such a change, the University should determine what percentage of incoming honors students would not have committed to UAlbany without their direct acceptance to the Honors College. As mentioned in the introduction of this project, previous research has indicated that approximately half of honors freshmen would have matriculated elsewhere if not

accepted to their college's honors program (as cited in Goodstein & Szarek, 2013). Since this is a general figure, it would be worthwhile to survey UAlbany honors students to determine what influenced their enrollment decision.

Even if the results of such a survey indicate that a high percentage of students would not have enrolled at UAlbany without a spot in the Honors College, it may be possible to find a middle ground. Historically, about 125 freshmen have been directly admitted to the Honors College. This past Fall 2020, however, this figure was nearly doubled to 257 students, with the goal to grow the Honors College. If the University were to revert to admitting only 125 students directly and waited to admit an additional 100-125 after their first semester, this could help achieve the University's goal to continue growing the honors student body, while also increasing the likelihood of student retention and completion by using Term 1 GPA as an admissions factor for nearly half the students. Additionally, if incoming freshmen are aware that nearly half of UAlbany's honors students are not admitted until after their first semester, then more students may apply to join the Honors College once they settle into the University. Overall, changes to the admissions model that increase the use of Term 1 GPA may be beneficial to the Honors College's retention and completion rates, but should not be done without considering other extraneous factors, such as the effect of direct admission on a student's decision to commit to the University.

3.6 Areas for Further Research

The scope of this project is limited to only analyzing one facet of honors student success – retention and completion of the honors program. However, success for honors students can take a variety of forms, with some ultimately preventing a student from completing the honors program. For example, students who graduate early, take on multiple majors, or study for

professional entrance exams may not have enough time to meet their honors program requirements (Goodstein & Szarek, 2013). These students' inability to complete the honors program should not detract from their other successes. Rather, it confirms that the admissions criteria used to admit these students were accurate in selecting high-achieving students. Unfortunately, not all high-achieving students will benefit as much from the Honors College as they will from pursuing these other opportunities, depending on their field of study and future goals. Although it will be impossible for any honors program to achieve 100% retention, it may be beneficial to conduct additional research on which honors students are most likely to experience success in other ways than completing the program. However, even if these students are identified, they should not necessarily be rejected from the Honors College. The benefit honors students receive may be crucial in helping them experience success in other ways, and these successes ultimately boost the University's reputation.

One "success" that may be beneficial to conduct additional research on is identifying students who transfer to another university. Although successful honors students who do not ultimately complete the honors program still benefit the Honors College and University's image, students who transfer out do not. Out of the 556 direct and first semester admits admitted to UAlbany between Fall 2013-2016, 413 did not graduate from the Honors College. Out of the students who did not graduate, 16% did not complete their degree at UAlbany. Identifying whether there are any predictors of honors students leaving the University may help further refine admissions criteria. However, making any admission changes based on the findings should not be done in isolation, as there is a myriad of reasons why a student could transfer out of the University.

Another area where additional research could be conducted is the significance of GPAs over time. Since Term 1 GPA was the strongest predictor of retention and completion, a follow-up study could examine correlations with Term 2 and Term 3 GPAs. Given that a student's academic performance can vary semester to semester, being able to analyze students' GPA performance over time might be an even stronger predictor of year-to-year retention and completion than Term 1 GPA on its own. Additionally, as it was previously mentioned in Section 3.4.5, it may be worthwhile to investigate why there is such a high dropout rate among males during their senior year.

Lastly, it is important to note the influence COVID-19 will have on future research conducted in this area. Most of the data used in this project was collected before COVID-19; the most recent degree completion term in the data set is Winter 2020, and the most recent last active Honors College term is Spring 2021. As a result of the pandemic, many students opted to live off-campus this past academic year of 2020-2021. For students who did live on-campus, there was a significant reduction in on-campus instruction. These changes could negatively affect the Honors College's retention and completion rates. Honors freshmen may have had difficulty connecting with the Honors College community while living off-campus, which could result in a lower retention rate. Additionally, some students may have had difficulty completing their honors thesis or project without access to campus. Therefore, if any future research is conducted that utilizes student data from 2020-2021, then these additional external factors need to be taken into consideration when analyzing retention and completion.

IV. Conclusion

Through the implementation of the student information system and utilization of the regression analysis findings, the Honors College will be able to manage their student records more efficiently and accurately, as well as take actions that could help improve retention and completion rates, respectively. The SIS will allow the Honors College to consolidate and integrate all their student data, providing the functionalities to import data, update data, and extract different views of the data. Significant time that was previously spent manually updating student records and reviewing student performance can now be spent on more valuable activities, such as fundraising and supporting students' pursuit of nationally competitive scholarships. Additionally, the system will enhance the Honors College's course planning process, providing multiple views of past course offerings that will be insightful for future planning. Lastly, the system will help better utilize the Honors College's alumni network. By consolidating all of the data from the future plans surveys, views can now be accessed that group the alumni by those who entered the work force, went on the graduate school, joined a volunteer program, or joined a fellowship program.

Based on the results of the regression analysis, it has been recommended that the Honors College consider reevaluating their admissions criteria and the timing of admittance. Across all five regression analyses, SAT/ACT superscore was one of the worst predictors of retention and completion. Additionally, there is no correlation between honors students' SAT/ACT Superscore and Term 1 GPA. Therefore, since Superscore provides no insight on a student's first semester performance nor the likelihood of their retention and completion within the Honors College, it is recommended to not weigh Superscore as heavily when considering applicants for admission.

Doing so could exclude students who are not strong standardize test takers and may otherwise have great potential to complete the honors program.

Second, it is suggested that the Honors College consider admitting less students directly to the program and admit more after their first semester. Since Term 1 GPA was the strongest predictor of 1-Year Retention, 1-Year to 2-Year Retention, and 4-Year Completion, using this factor in a higher percentage of admissions decisions may have a positive impact on honors retention and completion. Most students are currently directly admitted, with HSGPA and Superscore used as considerations for admittance. Only the small percentage of students admitted after their first or second semester have their Term 1 GPA included with their applications. Since the results of the regression analysis also indicated that there is no significant difference in the retention and completion rates of direct admits vs. first semester admits, it may be worthwhile to consider admitting more students later.

References

- Buckley, J., Letukas, L., & Wildavsky, B. (2018). The future of college admissions. In J.
 Buckley, L. Letukas, & B. Wildavsky (Eds.), *Measuring success: Testing, grades, and the future of college admissions* (pp. 309-312). Johns Hopkins University Press.
- Campbell, K. C., & Fuqua, D. R. (2008). Factors predictive of student completion in a collegiate honors program. *Journal of College Student Retention*, 10(2), 129-153. https://doi.org/10.2190/CS.10.2.b
- Goodstein, L., & Szarek, P. (2013). They come but do they finish? Program completion for honors students at a major public university, 1998-2010. *Journal of the National Collegiate Honors Council, 14*(2), 85-104.
 https://digitalcommons.unl.edu/nchcjournal/398/
- Gorr, W., & Hossler, D. (2006). Why all the fuss about information systems? Or information systems as golden anchors in higher education. In D. Hossler (Ed.), *Building a student information system: Strategies for success and implications for campus policy makers* (pp. 7-20). Wiley Periodicals, Inc.
- Herron, J. (2013). Notes toward an excellent Marxist-Elitist honors admissions policy. *Journal of the National Collegiate Honors Council*, 14(2), 17-44. https://digitalcommons.unl.edu/nchcjournal/390/
- Jacobs, B. A. (2002). Where the boys aren't: Non-cognitive skills, returns to school and the gender gap in higher education. *Economics of Education Review*, 21(6), 589-598. https://doi.org/10.1016/S0272-7757(01)00051-6

- Macaulay Honors College. (n.d.a). *Good standing and graduation requirements*. Macaulay Student Handbook. https://community.macaulay.cuny.edu/handbook/policies/good-standing-and-graduation-requirements/
- Macaulay Honors College. (n.d.b). *Prospective students*. https://macaulay.cuny.edu/prospectivestudents/
- McKay, K. (2009). Predicting retention in honors programs. *Journal of the National Collegiate Honors Council*, *10*(1), 77-88. https://digitalcommons.unl.edu/nchcjournal/253/
- National Collegiate Honors Council. (2017). *Basic characteristics of a fully developed honors college*. https://www.nchchonors.org/uploaded/NCHC_FILES/PDFs/ NCHC_Basic_Characteristics-Program_2017.pdf
- Public University Honors. (2020, July 15). *Honors completion rates: Leading honors colleges and programs*. https://publicuniversityhonors.com/2020/07/15/honors-completion-ratesleading-honors-colleges-and-programs/
- Sackett, P. R., & Kuncel, N. R. (2018). Eight myths about standardized admissions testing. In J. Buckley, L. Letukas, & B. Wildavsky (Eds.), *Measuring success: Testing, grades, and the future of college admissions* (pp. 13-39). Johns Hopkins University Press.
- Satzinger, J., Jackson, R., & Burd, S. (2016). *Systems analysis and design in a changing world*. Cengage Learning.
- Savage, H., Raehsler R.D., & Fiedor, J. (2014). An empirical analysis of factors affecting honors program completion rates. *Journal of the National Collegiate Honors Council*, 15(1), 115-128. https://digitalcommons.unl.edu/nchcjournal/428/

- Sullivan, L., & Porter, R. (2006). Implementing student information systems. In D. Hossler
 (Ed.), *Building a student information system: Strategies for success and implications for campus policy makers* (pp. 35-51). Wiley Periodicals, Inc.
- University at Albany, SUNY. (n.d.a). *Admissions*. The Honors College. https://www.albany.edu/honors-college/admissions
- University at Albany, SUNY. (n.d.b). *Home*. The Honors College. https://www.albany.edu/honors-college

Appendices

A.1 SIS Data Dictionary

Table 35. Data Dictionary

| Field | Definition |
|-------------------------------|--|
| Abroad Term | Indicates the semester a student went abroad; if field is blank, then they have not gone abroad |
| Address | A student's address post-graduation |
| Admit Term | Semester the student was admitted to the University |
| Admittance Type | Indicates when the student was admitted to the Honors College (Direct = as an incoming freshman, First-Year = during their first year on campus) |
| Advisor Email | Thesis advisor's email |
| Alum Email | A student's email post-graduation |
| Building | Dorm hall a student is assigned to freshman year |
| Can we contact you? | Indicates whether a student wishes to be contacted after graduation by the Honors College (Yes or No) |
| Certificate of Completion? | Indicates whether a student has turned in their Certificate of Completion (Yes or No) |
| Company | The company a graduating senior will be working for |
| Company Time | Indicates how many hours a week a student is working (full-time or part- time) |
| Course Catalog Number | Code used to identify a course's name and department (ex: BITM 215) |
| Course Name | Full name of a course |
| Course Number | Autogenerated number to identify unique course offerings |
| Credits | Number of credit hours a course is worth |
| Cum GPA | The student's cumulative GPA |
| Date Modified | The date a student's record in the student enrollment primary form was last updated |
| Date Uploaded to SA | The date the thesis was uploaded to Scholars Archive |
| Day/Time | The days of the week and times a class was offered |
| Degree Code | Unique code used to identify a degree assigned by the University (Ex: BUS-INT) |
| Degree Name | The degree name |

| Department ID | Auto number used to uniquely identify a department |
|---------------------------|--|
| Department Name | The name of an academic department |
| Director | The name of the departmental program director |
| Director Email | The departmental program director's email |
| Director Updated | The date the director contact information was last updated |
| Enrollment Status | Indicates whether a student is still enrolled in the Honors College; Active = currently enrolled, Withdrew = student voluntarily left program but still attends UAlbany, Dismissed = student failed to meet program requirements, Transferred = student no longer attends UAlbany |
| Fellowship Program | Name of the fellowship program a senior will be attending |
| First Name | The student's first name |
| General Education ID | Auto number used to uniquely identify a general education requirement |
| General Education Name | The name of the general education requirement |
| Gender | Indicated a student's gender (Male, Female, Other) |
| GPA | The student's semester GPA |
| Grad Program | The name of the graduate program a student will be enrolling in |
| Grad School | The name of the college or university a student will be attending post- graduation |
| Grad School Time | Indicates how many hours a week a student is attending grad school (full-time or part-time) |
| Grade | The grade a student earned in a class |
| HC Admit Term | The term a student was admitted to the Honors College |
| HC Last Term | The last term a student was active in the Honors College |
| Honors Program ID | Auto number used to uniquely identify an honors program |
| Housing Type | Indicates a student's freshman housing type; Honors = lived in honors housing (Steinmetz or Melville), Non-Honors = lived on-campus in non- honors housing; Commuter = lives off-campus |
| Key Words | The key words associated with a student's thesis |
| Last Name | The student's last name |
| Leave of Absence Term | Indicates the semester a student was on leave; if the field is blank, then they have not taken a leave of absence |

| Location | The classroom a course was taught in |
|---------------------|---|
| Major ID | Auto number used to uniquely identify a major |
| Major Name | The name of a major |
| Major1 | The student's primary major |
| Major2 | The student's secondary major (if applicable) |
| Notes | Additional notes taken on a student |
| Number of Events | The number of honors events a student attended in a given semester |
| Personal Email | A student's personal email provided by the Admissions Office |
| Phone Number | The student's phone number |
| Position | The student's position in the company |
| Probation Term | Indicates the semester a student was on probation; if the field is blank, then they have not been on probation |
| Professor Email | The professor's email |
| Professor ID | Auto number used to uniquely identify a professor |
| Professor Name | The name of the professor |
| Program Name | The name of the graduate program a student in enrolling in |
| SA Status | Indicated whether a thesis has been published, removed, or should not be uploaded |
| School ID | Auto number used to uniquely identify a school/college |
| School/College Name | Name of the school/college |
| Term | The semester name (season – year) |
| Term ID | ID used to distinguish semesters, assigned by the University |
| Term Inactive | Indicates when a general education requirement was retired; 10000 = still active |
| Thesis Advisor | Name of a student's thesis advisor |
| Thesis Notes | Additional notes on a student's thesis |
| Thesis Title | Title of the thesis |
| Time | Full or part time for work or grad school |

| Time Modified | The time a student's record in the student enrollment primary form was last updated |
|---------------------------|---|
| UAlbany Email | The student's institutional email |
| UAlbanyID | The student's unique ID number assigned by UAlbany (Format: 00XXXXXXX) |
| Volunteer Organization | The name of the organization a student is volunteering with |

A.2 User Interfaces

A.2.1 Homepages

Figure 29. Front-End Homepage



Figure 30. Back-End Homepage



A.2.2 Student Enrollment Subsystem

Figure 31. Student Enrollment Landing Page

| UAlbany Honors College Student Enrollment | | |
|--|-------------------------------|---|
| Student | Profiles | Instructions: |
| Add Students | View Students | 1. For all Import and Update buttons, make sure the records you want to |
| Import Incoming Freshmen | Search for a Student | import have been pasted into the appropriate sheet in the linked Excel. Once you click on the button, it will import the records. |
| Import First-Year Freshmen | View Students by Class | 2. All the Search and View buttons will bring you to another form with |
| | View Active Students | further instructions. |
| Academic I | nformation | 3. If any data is mistakenly imported, you can edit/delete records through the "View Students by Class" and "View Students by Kausing Type" |
| Update Majors | View Enrollment Changes | the view students by class and view students by nousing type |
| Hou | ising | |
| Import Housing Placements | View Students by Housing Type | |
| Return to F | lomepage | |

Figure 32. Search for a Student Form

| - | | | | | | | | | | | |
|---------------------------------|--|----------|---------------------------------------|---------------------------|-------------------------------|--------------|--|---------------|------------------------------|---------|-----------|
| Student Enro Student Informa | | | ĨĨ | | | | | | | | |
| | | | | | | | | | | | |
| Search Almo | in v | | | | | | | | | | |
| Constant Info | | | | | | | | | | | |
| Enrollment Info | ormation | | | | | | | | | | |
| UAlbanyID | Contractor | | UAlbany Email | kalmon@al | bany.edu | | Freshman Hous | ing Type H | onors | \sim | |
| First Name | Katie | _ | Personal Email | Lately mina | - C | - | Abroad Flag | | | ~ | |
| Last Name | Almon | | Admit Term | Fall 2017 | | ~ | Probation Flag | | | ~ | |
| Constant I | | _ | | | | | | | | - | |
| Gender | Female | ~ | HC Admit Term | Fall 2017 | | \vee | Leave of Absen | ce Flag | | ~ | |
| Enrollment Statu | Active | ~ | HC Last Term | Spring 2021 | | \sim | | | | | |
| Notes | | | | | | | Date Modified | 5/12/2021 | | | |
| | | | | | | | Time Modified | 2:28:22 PM | | | |
| | | | | | | | Save Changes | Close Form | | | |
| L | | | | | | _ | and an | | | | |
| Academic Per | formance | | | | | | | | | | |
| Academic Per | Torritance | | | | | | | | | | |
| Cumulative GPA | 4.0 | | | | | | | | | | |
| Semester GPAs | | | | | | | | | | | |
| Term | GPA | * | Course Catalog • | | 0 | ourse | Name | | Term • | Grade • | Credits • |
| Fall 2017 Series 2018 | 4.0 | | TUNI 101 TPSV 102 | Honors Edu Advanced In | cation: Histo | ry, The | bolom | | Fall 2017 | A | 1 |
| # | 4.0 | | TPHI 210 | Introduction | n to Logic | orsyc | 1000 BY | | Fall 2017 | A | 3 |
| | | | TUNI 110 | Honors Writ | ting and Criti | cal Inq | uiry | | Spring 2018 | A | 3 |
| | | | TEAS 250 | China's Con | fucian Tradit | ion | | | Fall 2018 | s | 3 |
| | | | TUNI 150 | Honors Top | ics: A Non-N n to Sociolog | latherr v | atical Introducti | on to Game Th | e Spring 2019 Spring 2019 | A | 1 |
| | | | TPSY 316 | Moral Psych | n to sociology | y . | | | Fall 2019 | A | 3 |
| | | | * | | | | | | | | |
| Barneth 14 4 1 of 2 | | 2. | Record 14 4 7 of 8 | 5 N 80 S | Zhio Ellior | oserb | | | | | |
| Passarde 14 - 1412 | | 100 | NACOLA 14 4 7 01 0 | | Num num 14 | and the | | | | | |
| | | | | | | | | | | | |
| Major Informa | ation | | | | | | | | | | |
| Primary Major | | Busine | ess Administration | Secon | dary Major | | | | | | |
| Primary Major Hor | nors Program | N/A | | Secon | idary Major | Honor | s Program | | | | |
| Honors Program E | inrollment: | Indep | endent Program | | | | | | | | |
| | | | | | | | | | | | |
| Thesis Information | <u>n</u> | | | | | | | | | | |
| Thesis Title | | Inform | nation Management | for UAlbany | 's Honors Co | ollege | | | | | |
| Department Name | e | Busine | ess Administration | | Thesis Adv | isor | | Eliot Rich | | | |
| Key Words | | studer | nt information syste | m | Advisor Em | ail | | erich2@alb | anv.edu | | |
| | | | , | | Certificate | of Cor | moletion? | Vor | | | |
| | | | | | Uniterstand | or con | dere derblig 2 | Tes | | | |
| | | | | | Uploaded | o scho | olars Archive? | Yes | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| Future Plans | | | | | | | | | | | |
| Alum Frendil | A | | | | Notor | | | | | | |
| Alum Email | Correspondences | ene | · · · · · · · · · · · · · · · · · · · | | Notes | | | | | | |
| Address | 100 - 200 | | Court of the Ar | | - | | | | | | |
| Can we contact w | 1002 Ver | | on Maculaneers 77. | 4 | - | | | | | | |
| can we contact y | res | | | | | | | | | | |
| Time | Full-Tin | ne | | | | | | | | | |
| Grad School | RPI | | | | 1 | | | | | | |
| Grad Program | Busines | s Analyt | tics | | | | | | | | |
| Company | 3M | | | | | | | | | | |
| Position | Health | are Data | Analyst Intern | | | | | | | | |
| | | | | | | | | | | | |

Figure 33. View Students by Class Query

| Student Enrollme Class Rosters | ent | ñ | | | | | | | |
|---|---|--|---|---|-------------------|---------------------|-------------------|----------------|---------------|
| Select the class's admittan | ce term to the University | y to view the class ros | ters (Ex: Class of 2 | 022 was admitted Fall 2018) | | | | | |
| This list includes all studer Records can be edited in t | its who were admitted, r nis view, except for majo | regardless of whether ors. Majors should be u | they are still activ updated using the | ve students in the Honors College "Update Majors" button | | | | | |
| Admittance Term Fall 201 | Cle | ose Form | | | | | | | |
| ∠ UAlbanyID - First | Name - Last Nar | me 🚽 UAlba | any Email 🔹 | Primary Major - | Secondary Major - | Enrollment Status • | Admittance Type - | Date Modific - | Time Modifi 🔺 |
| 13 B | | | bany.edu | campus-wide | | Withdrew | Direct | | |
| 13 N | | | bany.edu | Public Policy & Management | | Graduated | Direct | | |
| 13 B | | | bany.edu | Economics | | Withdrew | First Year | | |
| 13 K | | | bany.edu | Business Administration | | Graduated | Direct | 5/12/2021 | 2:58:40 F |
| 13. J | |) | any.edu | Public Policy & Management | Public Health | Active | First Year | | |
| 13. N | | 3 | any.edu | Computer Science | | Dismissed | Direct | | |
| 13 P | | 1 | @albany.edu | | | Dismissed | Direct | | |
| 13 J | | | bany.edu | Chemistry | | Dismissed | Direct | | |
| 13 C | | | lbany.edu | Accounting | | Active | Direct | | |
| 13. C | | 3 | any.edu | English | | Withdrew | Direct | | |
| 13 J | |) | any.edu | _ | | Dismissed | Direct | | |
| 13 N | | 1 | albany.edu | Information Security and Digital Fo | | Active | Direct | | |
| 13 J | | | any.edu | Biology | | Withdrew | First Year | | |
| 13 Y | | | any.edu | Sociology | | Withdrew | Direct | | |
| 13 K | | | lbany.edu | Psychology | | Dismissed | Direct | | |
| 13 T | - L | | albany.edu | Political Science | | Dismissed | Direct | | |

Figure 34. View Active Students Query

| St Vie | udent Em ew Active St | ollment udents | | Ĩ | ſ | | | | | |
|-----------|--------------------------|-------------------|--------------|----------|------|-------------------|---|---------------------|------------|-------|
| Bel | ow is a list of a | ll current act | ive students | Close | | | | 1 | 1 | |
| \angle | UAlbanyID 👻 | First N | ame 👻 | Last Nar | me 🚽 | UAlbany Email | * | Enrollment Status 👻 | Admit Term | -¥ĭ ≜ |
| | 13: | Katie | | Almon | | kalmon@albany.edu | | Active | Fall 2017 | |
| | 132 | Ju | | | | any.edu | | Active | Fall 2017 | |
| | 132 | Ci | | | | lbany.edu | | Active | Fall 2017 | |
| | 13: | N | | | | albany.edu | | Active | Fall 2017 | |
| | 132 | Si | | | | lbany.edu | | Active | Fall 2017 | |
| | 13: | N | | | | albany.edu | | Active | Fall 2017 | |
| | 13: | Jc | | | | any.edu | | Active | Fall 2017 | |
| | 13: | K | | | | lbany.edu | | Active | Fall 2017 | |
| | 134 | Sé | | | | albany.edu | | Active | Fall 2017 | |
| | 13: | A | | | | Ibany.edu | | Active | Fall 2017 | |
| | 134 | Ji | | | | bany.edu | | Active | Fall 2017 | |



| Stude View E | ent Enro Inrollment | llment Changes | ĨĨ | | | | | | | | | | | |
|-----------------------|----------------------------|---|--|--|--|---|----------------------------|--------------------------------|--------------|--------|-------|----------------|---------------------------------------|----------------------|
| These th (All Enro | ree queries Ilment Char | show the list of stud ages). The results are | ents whose enrollm filtered to students | ent record has been upd who had an enrollment | lated during the current change to "Dismissed", | week, month, or has b "Withdrew", "Transfe | been chang erred", or " | ed at any point Graduated." | in time | | | | | |
| Enrollm | ent Changes | from the Current We | eek: Clo | ose Form | | | All | Enrollment Ch | anges: | | | | | |
| UA | lbanyID - | First Name - | Last Name | - UAlbany Email - | Enrollment Status • | Date Modified • | 1 | UAlbanyID • | First Name • | Last N | ame • | UAlbany Email | Enrollment Status | Date Modified A |
| | 13 | Katie | Almon | kalmon@albanv.edu | Graduated | 5/12/2021 | | 10 | M | | , | v@albany.edu | Graduated | |
| * | | | | | | | | 10 | Ja | | | jalbany.edu | Dismissed | |
| | | | | | | | | 11 | Ga | | | albany.edu | Graduated | |
| | | | | | | | | 11/ | M | | ky | sky@albany.edu | Dismissed | |
| | | | | | | | | 11/ | Sa | | | albany.edu | Graduated | |
| | | | | | | | | 11/ | Ja | | | j albany.edu | Withdrew | |
| | | | | | | | | 11/ | El | | | albany.edu | Dismissed | |
| | | | | | | | | 11/ | Th | | | t bany.edu | Withdrew | |
| | | | | | | | | 11/ | Gi | | | @albany.edu | Withdrew | |
| | | | | | | | | 11/ | N | | 1 | @albany.edu | Withdrew | |
| | | | | | | | | 11/ | Ha | | | Ibany.edu | Graduated | |
| Record: In | 1 of 1 | 🕨 🕂 🛤 🏹 No Filter | Search | | | | | 11/ | M | | | @albany.edu | Dismissed | |
| | | | | | | | | 11/ | Pi | | | any.edu | Graduated | |
| Enrollm | ent Changes | from the Current Mo | onth: | | | | | 11/ | JO | | | albany.edu | Withdrew | |
| | | | | | | | | 11/ | Ke | | | lbany.edu | Graduated | |
| Z UA | lbanyID 🔹 | First Name | Last Name | UAlbany Email | Enrollment Status • | Date Modified • | | 11 | Va | | 1 | @albany.edu | Withdrew | |
| | 13 | Katie | Almon | kalmon@albany.edu | Graduated | 5/12/2021 | | 11 | Di | | | bany.edu | Graduated | |
| * | | | | | | | | 11 | M | | | o@albany.edu | Graduated | |
| | | | | | | | | 11 | Ev | | n | n@albany.edu | Withdrew | |
| | | | | | | | | 11 | M | | | albany.edu | Withdrew | |

Figure 36. View Students by Housing Type Query

| St Ho | Student Enrollment Housing Types | | | | | | | | | | |
|---|-------------------------------------|--------------|-------------|-------------------|------------|--------------|--|--|--|--|--|
| Select a housing type to generate a list of active students with that placement: Housing Type Honors Close Form | | | | | | | | | | | |
| 4 | UAlbanyID 👻 | First Name 🔹 | Last Name 🚽 | UAlbany Email 🔹 | Building - | Housing Type | | | | | |
| | 11-1005 | Katie | Almon | kalmon@albany.edu | Steinmetz | Honors | | | | | |
| | 8372938 | W | J | wj@albany.edu | Steinmetz | Honors | | | | | |
| | 4823948 | В | J | bj@albany.edu | Steinmetz | Honors | | | | | |
| | 4829372 | E | R | er@albany.edy | Steinmetz | Honors | | | | | |
| | 3947290 | D | S | ds@albany.edu | Melville | Honors | | | | | |
| * | | | | | | | | | | | |
| | | | | | | | | | | | |

A.2.3 Academic Performance Subsystem

Figure 37. Academic Performance Landing Page

| UAlbany Honors College Academic Performance | Î | |
|--|---|---|
| Import Academic Information Add GPAs View GPAs by Semester Add Honors Credits View Credits by Semester <u>Misc.</u> View Students on Probation View Students on Leave of Absence | Review Performance Review Freshman Performance Review Sophomore Performance Review Junior/Senior Performance View Graduating Seniors View No Honors Credits View Failing Grades View 4.0 GPAs | Instructions: 1. For all Imports, make sure the records you want to import have been pasted into the appropriate sheet in the linked Excel. Once you click on the button, it will import the records. 2. All Review and View buttons will open another form with additional instructions. 3. If any data is mistakenly imported, you can edit/delete data through the "View GPAs by Semester" and "View Credits by Semester" |
| Return to Ho | mepage | |





Figure 39. View Honors Credits by Semester

| UAlbany Honors College Honors Credits Table | | | | | | | | | | |
|--|-----------|--------------------------------|-------------|-----------|-------------------------|------------------------------|---------|------------------|--|--|
| Select a term to view the student honors credits records Semester Fall 2017 Close Form | | | | | | | | | | |
| 2 | UAlbanyID | First Name | Last Name 🔹 | Term • | Course Catalog Number 🔸 | Course Name 🗸 | Grade 🔸 | Credits Earned 👻 | | |
| | 13 | 3 Katie | Almon | Fall 2017 | TPSY 102 | Advanced intro to psych | A | 4 | | |
| | 13 | 3 Katie | Almon | Fall 2017 | TUNI 110 | Writing and critical inquiry | A | 3 | | |
| * | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

Figure 40. Review Freshman Performance Query

| UAlbany Honors College Review Freshmen Performance | Ĩ | | | | | | | | | |
|--|-------------------------------|--------------------|-------------------------|--------------------|-------------------|----------------|--|--|--|--|
| This table will show Honors College freshmen who have not met either of the following criteria: A. Direct Admit students with less than a 3.30 cumulative GPA B. First Year Admit students with less than a 3.50 semester GPA Total Honors Credits and Semester Honors Credits earned is also provided for reference ***These totals exclude grades of U, W, I, E Note: It is best to run this query at the end of spring semester after semester and cumulative GPAs have been updated 1. Select the freshman admit term 2. Select the Semester to review Admit Term Fail 2017 S. Click Refresh to update results: Refresh Close Form | | | | | | | | | | |
| 🗾 UAlbanyID 👻 First Name 👻 Last Name | UAlbany Email Admittance | e Type • Cum GPA • | Semester GPA 🔹 GPA Term | Cum Honors Credits | Semester Honor: • | Credits Term • | | | | |
| 2923820 L Q | lq@albany.edu Direct | 3.3 | | 3 | 3 | 2179 | | | | |
| 9928339 F S | fs2@albany.edu First Year | 3.8 | 3.4 2179 | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

Figure 41. Review Sophomore Performance Query

| UAlbany Honors Review Sophomore F | College Performance | Î | | | | | | | | |
|--|--------------------------|-----------------------|-----------------|-------------------|--------------|-----------|----------------|------------|--------|--|
| This table will show Honors College sophomores who have not met the following criteria: A. Semester GPA >= 3.50 Cumulative GPA, Total Honors Credits, and Semester Honors Credits are also provided for reference **These totals exclude grades of U, W, I, E | | | | | | | | | | |
| 1. Select the freshman ad | mit term 2. | Select the Semester t | o review | | | | | | | |
| Admit Term Fall 2017 | ✓ Se | mester Fall 2017 | ~ | | | | | | | |
| 3. Click Refresh to update | results: Refre | close Form | | | | | | | | |
| 🖉 UAlbanyID 👻 🛛 F | irst Name 🔹 | Last Name 🔹 | UAlbany Email 🔹 | Admittance Type • | Admit Term 🔹 | Cum GPA 🕞 | Semester GPA 🔹 | GPA Term 🔹 | Cum Ho | |
| 9928339 F | : | S | fs2@albany.edu | First Year | Fall 2017 | 3.8 | 3.4 | 2179 | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

Figure 42. Review Junior/Senior Performance Query

| UAlbany Honors College Review Junior/Senior Performance | n - | | | | | | | | | |
|--|-----------------------|-----------------|-------------------|--------------|-----------|---------------|------------|-----------|--|--|
| Cumulative GPA and Semester Honors Credits earned are also provided for reference **These totals exclude grades of U, W, I, E | | | | | | | | | | |
| 1. Select the freshman admit term 2. Select t | he Semester to review | | | | | | | | | |
| Admit Term Fall 2017 Semaster | Fall 2017 | | | | | | | | | |
| Fail 2017 | raii 2017 | | | | | | | | | |
| 3. Click Refresh to update results: | Close Form | | | | | | | | | |
| | close rom | | | | | | | | | |
| UAlbanyID 🔹 First Name 🔹 | Last Name 🔹 | UAlbany Email 🔹 | Admittance Type 🔹 | Admit Term 🔹 | Cum GPA 🔹 | Semester GF 🔹 | GPA Term 🔹 | Cum Honor | | |
| 2923820 L | Q | lq@albany.edu | Direct | 2179 | 3.3 | | | 3 | | |
| 2930229 S | S | ss2@albany.edu | First Year | 2179 | 3.0 | 3.6 | 2179 | | | |
| 3947202 S | 0 | so@albany.edu | Direct | 2179 | 3.7 | | | | | |
| 3947290 D | S | ds@albany.edu | Direct | 2179 | 4.0 | | | | | |
| 4823948 B | J | bj@albany.edu | Direct | 2179 | 3.4 | | | | | |
| 4829372 E | R | er@albany.edy | Direct | 2179 | 3.5 | | | | | |
| 8247293 X | I | xi@albany.edu | Direct | 2179 | 3.9 | | | | | |
| 9324002 F | S | fs1@albany.edu | First Year | 2179 | 2.75 | | | | | |
| | | | | | | | | | | |
| 9448202 S | S | ss1@albany.edu | First Year | 2179 | 3.4 | | | | | |

Figure 43. Review Graduating Seniors Query

| UAlbany Honors College View Graduating Seniors | | | | | | | | | |
|---|-------------|-------------------|-------------------|--------------|-----------|-------------------|--------------------------------|---------------------|--|
| This table will show Honors College seniors who have met all of the following graduation requirements: A. Direct Admit students with at least 12 honors credits B. First Year Admit students with at least 12 honors credits C. Completed an honors thesis or projet D. Enrolled in a departmental honors program (or independently completed thesis) Please note: only one freshman admit term 1. Select the freshman admit term Admit Term Fail 2017 v Close Form | | | | | | | | | |
| Z UAlbanyID • First Name • | Last Name • | UAlbany Email 🔹 | Admittance Type • | Admit Term 🔹 | Cum GPA 🔹 | Cum Honors Cred • | Thesis Title 🔹 | Program Name 🔹 | |
| 13 Katie | Almon | kalmon@albany.edu | Direct | 2179 | 4.0 | 18 | Information Management for UAI | Independent Program | |
| | | | | | | | | | |

Figure 44. View No Honors Credits Query

| UA Vie | Albany Honors Col w No Honors Credits | lege | Ĩ | | | | | | | | |
|---------------------|---|-------------------------------|----------------|-----------------|--------------|----------------------|---------------------------|---------------|-------------------|--|--|
| Thi: *St *St | This table will show all active honors students who have earned zero honors credits in the selected semester *Student who already earned 12/18 credits are filtered out *Study Abroad and Leave of Absence flags are included to provide context where applicable | | | | | | | | | | |
| 1. S Sen 2. C | elect the Semester to review nester Fall 2017 Click Refresh to update results | × Refresh | Close Form | | | | | | | | |
| 1 | UAlbanyID 🔹 First Name | Last Name | UAlbany Email | Admittance Type | Admit Term 🔹 | Cum Honors Credits • | Semester Honors Credits • | Abroad Term • | Leave of Absenc - | | |
| | 2930229 S | S | ss2@albany.edu | First Year | Fall 2017 | | | | | | |
| | 9928339 F | S | fs2@albany.edu | First Year | Fall 2017 | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
Figure 45. View Failing Grades

| UA View | lbany v D or E | Ho Gra | nors Coll ades | lege | ĥ | | | | | | | | |
|----------------|----------------------------|-----------|------------------------|-----------|----------------|-----------------------------------|---|-------------|---------------------------|-----------|---|-------|----------------|
| Select Seme | t a term to ster | viev | v the students 2017 | who recei | ived a low gra | v Close Form | | | | | | | |
| / U | AlbanyID | • | First Name | • La: | st Name | UAlbany Email | - | Course Ca • | Course Name | Term | - | Grade | Credits Earl + |
| * | 29238 | 20 L | | Q | | lq@albany.edu | | TSOC 115 | Introduction to Sociology | Fall 2017 | | D | 3 |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

Figure 46. View 4.0 GPAs Query

| UAlbany 4.0 GPAs | Honors College | ñ | | | | |
|-------------------------------------|--------------------------------|------------------|-----------------------------------|---------|-----------|--|
| Select a term to Semester | view the students who rea | eived a 4.0 GPA: | Close Form | | | |
| _ UAlbanyID | First Name | Last Name | UAlbany Email | • GPA • | Term | |
| 1002 | C) Katie | Almon | kalmon@albany.edu | 4 | Fall 2017 | |
| * | | | | | | |
| | | | | | | |
| | | | | | | |

Figure 47. View Students on Probation Query

| Academic Performance View Probation | N | | | | | | | | |
|--|--|-----------------|-----------|---------------------|----------------|--------------|----------------|-------|---|
| Select a semester to view students on | Select a semester to view students on probation during that term | | | | | | | | |
| Term Fall 2017 🗸 | Close Form | | | | | | | | |
| ∠ UAlbanyID 👻 First Name | Last Name | UAlbany Email 🔹 | Cum GPA 🔹 | Enrollment Status • | Admittance · • | Admit Term 🔹 | Probation Te • | Notes | × |
| 1231242 J | W | jw@albany.edu | 3.2 | Active | Direct | 2179 | 2179 | | |
| * | | | | | | | 2179 | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

Figure 48. View Students Abroad Query

| Academic Perfor View Study Abroad | mance | ſ | | | | | | |
|--------------------------------------|---|--------------------|--------------------|--------------------------------|-----------------------|-----------------|--|--|
| Select a semester to view s | elect a semester to view students studying abroad that term | | | | | | | |
| Term Fall 2017 | ✓ Close Form | | | | | | | |
| ∠ UAlbanyID + Fir | st Name 🔹 Last Nam | ne 🔹 UAlbany Email | Cum GPA Enrol | Iment Status • Admittance Type | • Admit Term • Abroad | Terrr • Notes • | | |
| 1231242 J | W | jw@albany.edu | 3.2 Active | Direct | 2179 | 2179 | | |
| * | | | | | | 2179 | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Figure 49. View Students on Leave of Absence Query

| Academic Performant View Leave of Absence | ce n | | | | | | | |
|--|---------------------------|------------------------------------|-----|-----------------------|---------------------|-----------------|----------------------------|-------|
| Select a semester to view students | on leave during that term | | | | | | | |
| | Close Form | LIABLE IN FILE | C | En al la catalitation | Adaptation of Trans | A desite Torono | 1 | Neter |
| 1231242 J | Last Name W | • UAlbany Email • iw@albany.edu | 3.2 | Active | Direct | Admit Term - | Leave of Absence • 2179 | Notes |
| * | | 1 | | | | | 2179 | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

A.2.4 Course Management Subsystem

Figure 50. Course Management Landing Page

| UAlbany Honors College Course Management | ĥ | |
|---|----------------------------|--|
| Courses and Professors | Course Views | Instructions: |
| | View Courses by Semester | An buttons win open another form with additional instructions. |
| Add New Semester Course | , | |
| ······································ | View Courses by Department | |
| View/Edit Course Catalog | , , | |
| | View Courses by Professors | |
| View/Edit Professor Directory | , | |
| | View Courses by Gen Ed | |
| | | |
| Return to Hor | nepage | |

Figure 51. Add New Semester Course Offerings Form

| Add Course Offering | |
|--|---|
| For honors courses previously offered before, please follow the steps below: **It is recommended to look up each course name in the catalog and each professor in the directory to make sure they exist in the system. If they do not, first use the two forms on the side to add new courses and professors. 1. Please select the course number/name pair from the dropdown: Course: | For a new honors course, please first fill out the Course Catalog Form below: Course Catalog Form If you cannot find the professor's name, please add the new professor to the directory: Professor Form |
| 2. Select the course term the course is being offered: | |
| Term | |
| 3. Enter Day/Time and Location Information: Day/Time | |
| Location | |
| 4. Add Professor(s): | |
| Add Professors Professor Name | |

Figure 52. Create New Honors Course Form

| Course Management Create New Honors Course | |
|---|---|
| 1. Add Course Information: | |
| Course Catalog Number | Ex: TPSY 102 |
| Course Name | Ex: Advanced Intro to Psychology |
| Credits | |
| 2. Select Department(s) Offering Course: *To add a new department, click <u>here</u> | Select Gen Ed Requirement(s) Fulfilled (please put N/A if none): *To add a new gen ed, click <u>here</u> |
| Z Department Name | General Education Name |
| ₩ Record: I I of 1 ▶ ▶ No Filter Search | * ✓ Record: I ▲ 1 of 1 ▶ I ▶ X X No Filter |
| Add Record Undo Record Close Form | |

Figure 53. Add Professor Form

| Course Ma Add Professor | nagement | ĨĨ | |
|----------------------------|-------------|------------|--|
| Professor Name | | | |
| Professor Email | | | |
| Add Professor | Undo Record | Close Form | |



| Course Management Course Catalog | ñ | | | |
|-------------------------------------|---|---|---------|--|
| Close Form | | | | |
| Course Catalog Number 👻 | Course Name | * | Credits | |
| AANT 266H | Making Babies: Anthropologists Look at New Reproductive Technologies | 3 | | |
| ACLA 209H | Imperialism and the Defense of the Roman Empire | 3 | | |
| ACLA 250H | Imperialism and the Defense of the Roman Empire | 3 | | |
| AEAS 105H | Traditional China and Its Modern Fate | 3 | | |
| AENG 102H | Introduction to Creative Writing | 3 | | |
| AENG 144H | Reading Shakespeare | 3 | | |
| AENG 202H | Introduction to Studies in Rhetoric and Poetics: Public Argumentation | 3 | | |
| AENG 240H | Growing Up in America | 3 | | |
| AENV 175H | Dinosaurs in Jurassic Environments | 3 | | |
| AHIS 131H | Modern Western Civilization II: A Multidisciplinary Approach | 3 | | |
| AHIS 158H | The World in the Twentieth Century | 3 | | |
| AJST 299H | Coming to Terms with the Past: Germans and the Holocaust in Comparative Perspective | 3 | | |
| ALCS 203H | Afro-Latin America | 3 | | |

| Figure 55. | View/Edit | Professor | Directory | Form |
|------------|-----------|-----------|-----------|------|
| | | | | |

| T |
|----------|
| |
| I. |
| |
| u |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| y.edu |
| |
| |

Figure 56. View Courses by Semester Query

| Please select the semester you would like to view from the dropdown below: Spring 2021 Total Number of Courses Offered 34 Number of Professors 33 # of 3/4 Credit Courses 27 Number of Departments 15 **Please note a course may appear twice in table if it had more than one professor or department: Close Form Course Catalog Number + Course Catalog Number + Course Name Professor Name + Credits * Term Department Name TOKI 3 Advanced General Chemistry II Professor Name + Credits * Term Department Name TISE 3 Advanced General Chemistry II Professor Name + Credits * Term Department Name TISE 30 Confurct anism and the Samural Ethic Susana Fessiter 3 Spring 2021 East Asian Studies TING 272 Technologies of the Books Helene Scheck 3 Spring 2021 Communication TILS/TIMUS 216< | Course Management View Courses by Semester | r III | | | | | |
|---|---|---|-----------------------|-----------|-------------|----------------------------------|--|
| Semester Spring 2021 Total Number of Courses Offered 34 Number of Professors 33 # of 3/4 Credit Courses 27 Number of Departments 15 # of 1 Credit Courses 7 Number of Departments 15 **Please note a course may appear twice in table if it had more than one professor of department: Close Form Close Form Course Catalog Number 1 Course Name 1 Credits Term Department Name TEMS 130 Advanced General Chemistry II Priyantha Sugathapala 3 Spring 2021 Chemistry TENS 190 Confucianism and the Samural Ethic Susana Fessler 3 Spring 2021 East Asian Studies TENS 722 Technologies of the Boots Helene Scheck 3 Spring 2021 Communication TLRS/TMUS 216 Music and Society in Latin America Max Lifchitz 3 Spring 2021 Music & Theatre TMAT 119 Honors Calculus II John Tambroni 4 Spring 2021 Music & Theatre TPH 230 Human Freedom and Human Action Ariel Zylberman 3 Spring 2021 Music & Theatre TNUS 223 | Please select the semester you | u would like to view from the dropdown below: | | | | | |
| Total Number of Courses Offered 34 Number of Professors 33 # of 3/4 Credit Courses 27 Number of Departments 15 # of 1 Credit Courses 7 Test State Course Catalog Number of Course Name Professor Name Credits • Term Department Name TCHM 131 Advanced General Chemistry II Privantha Sugathapala Spring 2021 Chemistry TEAS 190 Confucianism and the Samurai Ethic Susana Fessler 3 Spring 2021 English THN 5158 The Past as Present: The World since 1900 Ryan Irwin 3 Spring 2021 English TILGS/TMUS 216 Music and Society in Latin America Max Lifchitz 3 Spring 2021 Latin American Caribbean & US Latin American Caribbean & | Semester Spring 2021 | ~ | | | | | |
| # of 3/4 Credit Courses 27 Number of Departments 15 * of 1 Credit Courses 7 *Please note a course may appear twice in table if it had more than one professor or department: Close Form Course Catalog Number rl Course Name rl Credits - Term Department Name TCHM 131 Advanced General Chemistry II Priyantha Sugathapala 3 Spring 2021 Chemistry TEAS 150 Confucianism and the Samurai Ethic Susanna Fessler 3 Spring 2021 English TINIS 158 The Past as Present: The World since 1900 Ryan Irwin 3 Spring 2021 Latin American TLCS/TMUS 216 Music and Society in Latin America Max Lifchitz 3 Spring 2021 Music & Theatre TMAT 119 Honors Calculus II John Tambroni 4 Spring 2021 Mathematics & Statistics TPH1 20 Introduction to Logic Bradley Armour-Garb 3 Spring 2021 Philosophy TPH1 210 Introduction to Logic Bradley Armour-Garb 3 Spring 2021 Philosophy TPH1 230 Human Freedom and Human Action Ariel Zylberman 3 Spring 202 | Total Number of Courses Offer | red 34 Number of Professors 33 | | | | | |
| # of 1 Credit Courses 7 *Please note a course may appear twice in table if it had more than one professor or department: Close Form *Please note a course may appear twice in table if it had more than one professor or department: Close Form Course Catalog Number *I Advanced General Chemistry II Privantha Sugathapala Spring 2021 Chemistry TEAS 190 Confucianism and the Samurai Ethic Susanna Fessler 3 Spring 2021 East Asian Studies TEAS 190 Confucianism and the Samurai Ethic Susanna Fessler 3 Spring 2021 East Asian Studies TIRL 100 Intro to Journalism Elaine Salisbury 3 Spring 2021 Communication TLCS/TMUS 216 Music and Society in Latin America Max Lifchitz 3 Spring 2021 Music & Theatre TMAT 119 Honors Calculus II John Tambroni 4 Spring 2021 Music & Theatre TPH1 220 Human Freedom and Human Action Artiel Zylberman 3 Spring 2021 Philosophy TPSY 214 Introduction to Logic Evan and Human Action Artiel Zylberman 3 Spring 2021 Physics TPSY 214 Introduction to Behavioral Neurosci | # of 3/4 Credit Course | ies 27 Number of Departments 15 | | | | | |
| *Please note a course may appear twice in table if it had more than one professor or department: Close Form Course Catalog Number +1 Course Name Professor Name Credits Term Department Name TCHM 131 Advanced General Chemistry II Privpantha Sugathapala 3 Spring 2021 East Asian Studies TEAS 190 Confucianism and the Samural Ethic Susanan Fessler 3 Spring 2021 East Asian Studies TENG 272 Technologies of the Books Helene Scheck 3 Spring 2021 History TJRL 100 Intro to Journalism Elaine Salisbury 3 Spring 2021 Latin American Caribbean & US La TLCS/TMUS 216 Music and Society in Latin America Max Lifchitz 3 Spring 2021 Music & Theatre TMAT 119 Honors Calculus II John Tambroni 4 Spring 2021 Music & Theatre TMUS 223 Modern Jazz: Bebop to Free Jazz and Beyond Robert Gluck 3 Spring 2021 Music & Theatre THU 20 Introduction to Logic Bradley Armour-Garb 3 Spring 2021 Philosophy TPH1 230 Human Freedom and Human Action Ariel Zylberman 3 | # of 1 Credit Courses | š 7 | | | | | |
| Course Catalog Number +1Course NameProfessor NameCreditsTermDepartment NameTCHM 131Advanced General Chemistry IIPriyantha Sugathapala3Spring 2021ChemistryTEAS 190Confucianism and the Samurai EthicSusanna Fessler3Spring 2021East Asian StudiesTENG 272Technologies of the BooksHelene Scheck3Spring 2021EnglishTHIS 158The Past as Present: The World since 1900Ryan Irwin3Spring 2021CommunicationTLCS/TMUS 216Music and Society in Latin AmericaMax Lifchitz3Spring 2021Latin American Caribbean & US LaTLCS/TMUS 216Music and Society in Latin AmericaMax Lifchitz3Spring 2021Music ArtheatreTMUS 223Modern Jazz: Bebop to Free Jazz and BeyondRobert Gluck3Spring 2021Music & TheatreTPH1 210Introduction to LogicBradley Armour-Garb3Spring 2021PhilosophyTPH1 230Human Freedom and Human ActionAriel Zylberman3Spring 2021PhilosophyTSOC 240Contemporary Immigration and the 2nd GenerationAngie Chung3Spring 2021PhysicollegeTSW 299Multiculturalism in a Global SocietyBlanca Ramos3Spring 2021Social WelfareTUNI 100Honors Writing and Critical InquiryCourtney Ryan3Spring 2021Writing and Critical InquiryTUNI 110Honors Writing and Critical InquiryEvelyn Baldwin3Spring 2021Writing and Criti | *Please note a course may appe | ear twice in table if it had more than one professor or departm | nent: Close Form | | | | |
| TCHM 131Advanced General Chemistry IIPriyantha Sugathapala3Spring 2021ChemistryTEAS 190Confucianism and the Samurai EthicSusanna Fessler3Spring 2021East Asian StudiesTENG 272Technologies of the BooksHelene Scheck3Spring 2021East Asian StudiesTHIS 158The Past as Present: The World since 1900Ryan Irwin3Spring 2021HistoryTJRL 100Intro to JournalismElaine Salisbury3Spring 2021Latin American Caribbean & US LaTLCS/TMUS 216Music and Society in Latin AmericaMax Lifchitz3Spring 2021Music & TheatreTMAT 119Honors Calculus IIJohn Tambroni4Spring 2021Music & TheatreTMUS 223Modern Jazz: Bebop to Free Jazz and BeyondRobert Gluck3Spring 2021Music & TheatreTPH1 210Introduction to LogicBradley Armour-Garb3Spring 2021PhilosophyTPH1 230Human Freedom and Human ActionAriel Zylberman3Spring 2021PhilosophyTPH2 151Honors Physics II: ElectromagnetismVivek Jain3Spring 2021PhysicsTSOC 240Contemporary Immigration and the 2nd GenerationArgie Chung3Spring 2021Social WelfareTSW 299Multiculturalism in a Global SocietyBlanca Ramos3Spring 2021Social WelfareTUNI 100Honors Writing and Critical InquiryCourtey Ryan3Spring 2021Writing and Critical InquiryTUNI 110 <t< td=""><td>🖉 Course Catalog Number 🚽</td><td>Course Name 🔹</td><td>Professor Name 🚽</td><td>Credits 👻</td><td>Term 🔻</td><td>Department Name</td><td></td></t<> | 🖉 Course Catalog Number 🚽 | Course Name 🔹 | Professor Name 🚽 | Credits 👻 | Term 🔻 | Department Name | |
| TEAS 190Confucianism and the Samurai EthicSusanna Fessler3Spring 2021East Asian StudiesTENG 272Technologies of the BooksHelene Scheck3Spring 2021EnglishTHIS 158The Past as Present: The World since 1900Ryan Irwin3Spring 2021CommunicationTIRL 100Intro to JournalismElaine Salisbury3Spring 2021Latin American Caribbean & US LaTLCS/TMUS 216Music and Society in Latin AmericaMax Lifchitz3Spring 2021Music & TheatreTMAT 119Honors Calculus IIJohn Tambroni4Spring 2021Music & TheatreTMUS 223Modern Jazz: Bebop to Free Jazz and BeyondRobert Gluck3Spring 2021Music & TheatreTPHI 210Introduction to LogicBradley Armour-Garb3Spring 2021PhilosophyTPH1 230Human Freedom and Human ActionAriel Zylberman3Spring 2021PhysicsTPY 151Honors Physics II: ElectromagnetismVivek Jain3Spring 2021PhysicsTSW 299Multiculturalism in a Global SocietyBlanca Ramos3Spring 2021Social WelfareTUNI 100Honors Writing and Critical InquiryCourtney Ryan3Spring 2021Writing and Critical InquiryTUNI 110Honors Writing and Critical InquiryEvelyn Baldwin3Spring 2021Writing and Critical Inquiry | TCHM 131 | Advanced General Chemistry II | Priyantha Sugathapala | 3 | Spring 2021 | Chemistry | |
| TENG 272Technologies of the BooksHelene Scheck3Spring 2021EnglishTHIS 158The Past as Present: The World since 1900Ryan Irwin3Spring 2021HistoryTJRL 100Intro to JournalismElaine Salisbury3Spring 2021Latin American Caribbean & US LatinTLCS/TMUS 216Music and Society in Latin AmericaMax Lifchitz3Spring 2021Music & TheatreTLCS/TMUS 216Music and Society in Latin AmericaMax Lifchitz3Spring 2021Music & TheatreTMAT 119Honors Calculus IIJohn Tambroni4Spring 2021Music & TheatreTMUS 223Modern Jazz: Bebop to Free Jazz and BeyondRobert Gluck3Spring 2021Music & TheatreTPHI 210Introduction to LogicBradley Armour-Garb3Spring 2021PhilosophyTPHI 230Human Freedom and Human ActionAriel Zylberman3Spring 2021PhilosophyTPSY 214Introduction to Behavioral NeuroscienceEwan McNay3Spring 2021PhysicsTSOC 240Contemporary Immigration and the 2nd GenerationAngie Chung3Spring 2021SociologyTSW 299Multiculturalism in a Global SocietyBlanca Ramos3Spring 2021Honors Clical InquiryTUNI 100Honors Writing and Critical InquiryCurtney Ryan3Spring 2021Writing and Critical InquiryTUNI 110Honors Writing and Critical InquiryEvelyn Baldwin3Spring 2021Writing and Critical Inquiry | TEAS 190 | Confucianism and the Samurai Ethic | Susanna Fessler | 3 | Spring 2021 | East Asian Studies | |
| THIS 158The Past as Present: The World since 1900Ryan Irwin3Spring 2021HistoryTJRL 100Intro to JournalismElaine Salisbury3Spring 2021CommunicationTLCS/TMUS 216Music and Society in Latin AmericaMax Llfchitz3Spring 2021Music & TheatreTLCS/TMUS 216Music and Society in Latin AmericaMax Llfchitz3Spring 2021Music & TheatreTMAT 119Honors Calculus IIJohn Tambroni4Spring 2021Music & TheatreTMUS 223Modern Jazz: Bebop to Free Jazz and BeyondRobert Gluck3Spring 2021Music & TheatreTPHI 210Introduction to LogicBradley Armour-Garb3Spring 2021PhilosophyTPHI 230Human Freedom and Human ActionAriel Zylberman3Spring 2021PhilosophyTPSY 214Introduction to Behavioral NeuroscienceEwan McNay3Spring 2021PhysicsTSOC 240Contemporary Immigration and the 2nd GenerationAngie Chung3Spring 2021Social WelfareTUNI 102Introduction to Honors ResearchHui-Ching Chang3Spring 2021Honors CollegeTUNI 100Honors Writing and Critical InquiryCourtney Ryan3Spring 2021Writing and Critical InquiryTUNI 110Honors Writing and Critical InquiryEvelyn Baldwin3Spring 2021Writing and Critical Inquiry | TENG 272 | Technologies of the Books | Helene Scheck | 3 | Spring 2021 | English | |
| TIR. 100Intro to JournalismElaine Salisbury3Spring 2021CommunicationTLCS/TMUS 216Music and Society in Latin AmericaMax Lifchitz3Spring 2021Latin American Caribbean & US LaTLCS/TMUS 216Music and Society in Latin AmericaMax Lifchitz3Spring 2021Music Arn Acribbean & US LaTMAT 119Honors Calculus IIJohn Tambroni4Spring 2021Music & TheatreTMUS 223Modern Jazz: Bebop to Free Jazz and BeyondRobert Gluck3Spring 2021Music & TheatreTPHI 210Introduction to LogicBradley Armour-Garb3Spring 2021PhilosophyTPHI 230Human Freedom and Human ActionAriel Zylberman3Spring 2021PhilosophyTPHY 151Honors Physics II: ElectromagnetismVivek Jain3Spring 2021PhysicsTSOC 240Contemporary Immigration and the 2nd GenerationAngie Chung3Spring 2021SociologyTSSW 299Multiculturalism in a Global SocietyBlanca Ramos3Spring 2021Honors CollegeTUNI 100Honors Writing and Critical InquiryCourtney Ryan3Spring 2021Writing and Critical InquiryTUNI 110Honors Writing and Critical InquiryEvelyn Baldwin3Spring 2021Writing and Critical InquiryTUNI 110Honors Writing and Critical InquiryEvelyn Baldwin3Spring 2021Writing and Critical Inquiry | THIS 158 | The Past as Present: The World since 1900 | Ryan Irwin | 3 | Spring 2021 | History | |
| TLCS/TMUS 216Music and Society in Latin AmericaMax Lifchitz3Spring 2021Latin American Caribbean & US Latin American Caribbean | TJRL 100 | Intro to Journalism | Elaine Salisbury | 3 | Spring 2021 | Communication | |
| TLCS/TMUS 216Music and Society in Latin AmericaMax Lifchitz3Spring 2021Music & TheatreTMAT 119Honors Calculus IIJohn Tambroni4Spring 2021Mathematics & StatisticsTMUS 223Modern Jazz: Bebop to Free Jazz and BeyondRobert Gluck3Spring 2021Music & TheatreTPHI 210Introduction to LogicBradley Armour-Garb3Spring 2021PhilosophyTPHI 230Human Freedom and Human ActionAriel Zylberman3Spring 2021PhilosophyTPHY 151Honors Physics II: ElectromagnetismVivek Jain3Spring 2021PhysicsTSOC 240Contemporary Immigration and the 2nd GenerationAngie Chung3Spring 2021SociologyTSNW 299Multiculturalism in a Global SocietyBlanca Ramos3Spring 2021Honors CollegeTUNI 102Introduction to Honors ResearchHui-Ching Chang3Spring 2021Writing and Critical InquiryTUNI 110Honors Writing and Critical InquiryCourtney Ryan3Spring 2021Writing and Critical InquiryTUNI 110Honors Writing and Critical InquiryEvelyn Baldwin3Spring 2021Writing and Critical Inquiry | TLCS/TMUS 216 | Music and Society in Latin America | Max Lifchitz | 3 | Spring 2021 | Latin American Caribbean & US La | |
| TMAT 119Honors Calculus IIJohn Tambroni4Spring 2021Mathematics & StatisticsTMUS 223Modern Jazz: Bebop to Free Jazz and BeyondRobert Gluck3Spring 2021Music & TheatreTPHI 210Introduction to LogicBradley Armour-Garb3Spring 2021PhilosophyTPHI 230Human Freedom and Human ActionAriel Zylberman3Spring 2021PhilosophyTPHY 151Honors Physics II: ElectromagnetismVivek Jain3Spring 2021PhysicsTPSY 214Introduction to Behavioral NeuroscienceEwan McNay3Spring 2021PsychologyTSOC 240Contemporary Immigration and the 2nd GenerationAngie Chung3Spring 2021SociologyTSSW 299Multiculturalism in a Global SocietyBlanca Ramos3Spring 2021Honors CollegeTUNI 102Introduction to Honors ResearchHui-Ching Chang1Spring 2021Honors CollegeTUNI 110Honors Writing and Critical InquiryCourtney Ryan3Spring 2021Writing and Critical InquiryTUNI 110Honors Writing and Critical InquiryEvelyn Baldwin3Spring 2021Writing and Critical Inquiry | TLCS/TMUS 216 | Music and Society in Latin America | Max Lifchitz | 3 | Spring 2021 | Music & Theatre | |
| MUIS 223Modern Jazz: Bebop to Free Jazz and BeyondRobert Gluck3Spring 2021Music & TheatreTPHI 210Introduction to LogicBradley Arnour-Garb3Spring 2021PhilosophyTPHI 230Human Freedom and Human ActionAriel Zylberman3Spring 2021PhilosophyTPHI 230Honors Physics II: ElectromagnetismVivek Jain3Spring 2021PhysicsTPSY 214Introduction to Behavioral NeuroscienceEwan McNay3Spring 2021PhysicsTSOC 240Contemporary Immigration and the 2nd GenerationAngie Chung3Spring 2021SociologyTSSW 299Multiculturalism in a Global SocietyBlanca Ramos3Spring 2021Honors CollegeTUNI 102Introduction to Honors ResearchHui-Ching Chang1Spring 2021Honors Critical InquiryTUNI 110Honors Writing and Critical InquiryCourtney Ryan3Spring 2021Writing and Critical InquiryTUNI 110Honors Writing and Critical InquiryEvelyn Baldwin3Spring 2021Writing and Critical InquiryTUNI 110Honors Writing and Critical InquiryEvelyn Baldwin3Spring 2021Writing and Critical Inquiry | TMAT 119 | Honors Calculus II | John Tambroni | 4 | Spring 2021 | Mathematics & Statistics | |
| TPHI 210 Introduction to Logic Bradley Armour-Garb 3 Spring 2021 Philosophy TPHI 230 Human Freedom and Human Action Ariel Zylberman 3 Spring 2021 Philosophy TPHY 151 Honors Physics II: Electromagnetism Vivek Jain 3 Spring 2021 Physics TPSY 214 Introduction to Behavioral Neuroscience Ewan McNay 3 Spring 2021 Psychology TSOC 240 Contemporary Immigration and the 2nd Generation Angie Chung 3 Spring 2021 Sociology TSSW 299 Multiculturalism in a Global Society Blanca Ramos 3 Spring 2021 Honors College TUNI 102 Introduction to Honors Research Hui-Ching Chang 1 Spring 2021 Writing and Critical Inquiry TUNI 110 Honors Writing and Critical Inquiry Courtney Ryan 3 Spring 2021 Writing and Critical Inquiry TUNI 110 Honors Writing and Critical Inquiry Evelyn Baldwin 3 Spring 2021 Writing and Critical Inquiry | TMUS 223 | Modern Jazz: Bebop to Free Jazz and Beyond | Robert Gluck | 3 | Spring 2021 | Music & Theatre | |
| TPHI 230 Human Freedom and Human Action Ariel Zylberman 3 Spring 2021 Philosophy TPHY 151 Honors Physics II: Electromagnetism Vivek Jain 3 Spring 2021 Physics TPSY 214 Introduction to Behavioral Neuroscience Ewan McNay 3 Spring 2021 Psychology TSOC 240 Contemporary Immigration and the 2nd Generation Angie Chung 3 Spring 2021 Sociology TSSW 299 Multiculturalism in a Global Society Blanca Ramos 3 Spring 2021 Social Welfare TUNI 102 Introduction to Honors Research Hui-Ching Chang 1 Spring 2021 Honors College TUNI 110 Honors Writing and Critical Inquiry Allison Craig 3 Spring 2021 Writing and Critical Inquiry TUNI 110 Honors Writing and Critical Inquiry Courtney Ryan 3 Spring 2021 Writing and Critical Inquiry TUNI 110 Honors Writing and Critical Inquiry Evelyn Baldwin 3 Spring 2021 Writing and Critical Inquiry | TPHI 210 | Introduction to Logic | Bradley Armour-Garb | 3 | Spring 2021 | Philosophy | |
| TPHY 151 Honors Physics II: Electromagnetism Vivek Jain 3 Spring 2021 Physics TPSY 214 Introduction to Behavioral Neuroscience Ewan McNay 3 Spring 2021 Psychology TSOC 240 Contemporary Immigration and the 2nd Generation Angie Chung 3 Spring 2021 Sociology TSSW 299 Multiculturalism in a Global Society Blanca Ramos 3 Spring 2021 Social Welfare TUNI 102 Introduction to Honors Research Hui-Ching Chang 1 Spring 2021 Honors College TUNI 110 Honors Writing and Critical Inquiry Allison Craig 3 Spring 2021 Writing and Critical Inquiry TUNI 110 Honors Writing and Critical Inquiry Courtney Ryan 3 Spring 2021 Writing and Critical Inquiry TUNI 110 Honors Writing and Critical Inquiry Evelyn Baldwin 3 Spring 2021 Writing and Critical Inquiry | TPHI 230 | Human Freedom and Human Action | Ariel Zylberman | 3 | Spring 2021 | Philosophy | |
| TPSY 214 Introduction to Behavioral Neuroscience Ewan McNay 3 Spring 2021 Psychology TSOC 240 Contemporary Immigration and the 2nd Generation Angie Chung 3 Spring 2021 Sociology TSSW 299 Multiculturalism in a Global Society Blanca Ramos 3 Spring 2021 Social Welfare TUNI 102 Introduction to Honors Research Hui-Ching Chang 1 Spring 2021 Honors College TUNI 100 Honors Writing and Critical Inquiry Allison Craig 3 Spring 2021 Writing and Critical Inquiry TUNI 110 Honors Writing and Critical Inquiry Courtney Ryan 3 Spring 2021 Writing and Critical Inquiry TUNI 110 Honors Writing and Critical Inquiry Evelyn Baldwin 3 Spring 2021 Writing and Critical Inquiry | TPHY 151 | Honors Physics II: Electromagnetism | Vivek Jain | 3 | Spring 2021 | Physics | |
| TSOC 240 Contemporary Immigration and the 2nd Generation Angie Chung 3 Spring 2021 Sociology TSSW 299 Multiculturalism in a Global Society Blanca Ramos 3 Spring 2021 Social Welfare TUNI 102 Introduction to Honors Research Hui-Ching Chang 1 Spring 2021 Honors College TUNI 100 Honors Writing and Critical Inquiry Allison Craig 3 Spring 2021 Writing and Critical Inquiry TUNI 101 Honors Writing and Critical Inquiry Courtney Ryan 3 Spring 2021 Writing and Critical Inquiry TUNI 110 Honors Writing and Critical Inquiry Evelyn Baldwin 3 Spring 2021 Writing and Critical Inquiry | TPSY 214 | Introduction to Behavioral Neuroscience | Ewan McNay | 3 | Spring 2021 | Psychology | |
| TSSW 299 Multiculturalism in a Global Society Blanca Ramos 3 Spring 2021 Social Welfare TUNI 102 Introduction to Honors Research Hui-Ching Chang 1 Spring 2021 Honors College TUNI 100 Honors Writing and Critical Inquiry Allison Craig 3 Spring 2021 Writing and Critical Inquiry TUNI 100 Honors Writing and Critical Inquiry Courtney Ryan 3 Spring 2021 Writing and Critical Inquiry TUNI 110 Honors Writing and Critical Inquiry Evelyn Baldwin 3 Spring 2021 Writing and Critical Inquiry | TSOC 240 | Contemporary Immigration and the 2nd Generation | Angie Chung | 3 | Spring 2021 | Sociology | |
| Image: TUNI 102 Introduction to Honors Research Hui-Ching Chang Spring 2021 Honors College TUNI 100 Honors Writing and Critical Inquiry Allison Craig Spring 2021 Writing and Critical Inquiry TUNI 110 Honors Writing and Critical Inquiry Courtney Ryan Spring 2021 Writing and Critical Inquiry TUNI 110 Honors Writing and Critical Inquiry Evelyn Baldwin Spring 2021 Writing and Critical Inquiry | TSSW 299 | Multiculturalism in a Global Society | Blanca Ramos | 3 | Spring 2021 | Social Welfare | |
| TUNI 110 Honors Writing and Critical Inquiry Allison Craig 3 Spring 2021 Writing and Critical Inquiry TUNI 110 Honors Writing and Critical Inquiry Courtney Ryan 3 Spring 2021 Writing and Critical Inquiry TUNI 110 Honors Writing and Critical Inquiry Evelyn Baldwin 3 Spring 2021 Writing and Critical Inquiry | TUNI 102 | Introduction to Honors Research | Hui-Ching Chang | 1 | Spring 2021 | Honors College | |
| TUNI 110 Honors Writing and Critical Inquiry Courtney Ryan 3 Spring 2021 Writing and Critical Inquiry TUNI 110 Honors Writing and Critical Inquiry Evelyn Baldwin 3 Spring 2021 Writing and Critical Inquiry | TUNI 110 | Honors Writing and Critical Inquiry | Allison Craig | 3 | Spring 2021 | Writing and Critical Inquiry | |
| TUNI 110 Honors Writing and Critical Inquiry Evelyn Baldwin 3 Spring 2021 Writing and Critical Inquiry | TUNI 110 | Honors Writing and Critical Inquiry | Courtney Ryan | 3 | Spring 2021 | Writing and Critical Inquiry | |
| | TUNI 110 | Honors Writing and Critical Inquiry | Evelyn Baldwin | 3 | Spring 2021 | Writing and Critical Inquiry | |
| TUNI 110 Honors Writing and Critical Inquiry Heather Duncan 3 Spring 2021 Writing and Critical Inquiry | TUNI 110 | Honors Writing and Critical Inquiry | Heather Duncan | 3 | Spring 2021 | Writing and Critical Inquiry | |
| TUNI 110 Honors Writing and Critical Inquiry Jeff Janssens 3 Spring 2021 Writing and Critical Inquiry | TUNI 110 | Honors Writing and Critical Inquiry | Jeff Janssens | 3 | Spring 2021 | Writing and Critical Inquiry | |

Figure 57. View Courses by Department Query

| lourse Manage iew Courses by De | eme epart | nt filment | | | | | |
|------------------------------------|--------------|--|-----|---------|-------------|---|-------------------|
| epartment | Politi | cal Science | | | ~ | | |
| ichool/College Name | Rock | efeller College | | | | | Close Form |
| Department Name | Ŧ | Course Name 🗸 | 0 | Credits | Term | Ŧ | Professor Name |
| Political Science | | Comparative and International Politics: Honors | 11 | | Fall 2007 | | David Rousseau |
| Political Science | | Research & Methods in Political Science | 3 | | Fall 2007 | | Barbara Wilkinson |
| Political Science | | Research & Methods in Political Science | 3 | | Fall 2007 | | Victor Asal |
| Political Science | | American Politics: Honors Discussion Sections (1 | l 1 | | Fall 2007 | | Bruce Miroff |
| Political Science | | Comparative & International Politics | 3 | | Fall 2008 | | Victor Asal |
| Political Science | | Violent Political Conflict | 3 | | Fall 2009 | | Victor Asal |
| Political Science | | International Political Economic Crises | 3 | | Spring 2010 | | Greg Nowell |
| Political Science | | Identities, Boundaries, & Mobilization | 3 | | Spring 2010 | | Meredith Weiss |
| Political Science | | Identities, Boundaries, & Mobilization | 3 | | Spring 2011 | | Meredith Weiss |
| Political Science | | Violent Political Conflict | 3 | | Spring 2011 | | Victor Asal |
| Political Science | | Violent Political Conflict | 3 | | Spring 2012 | | Victor Asal |
| Political Science | | Race and the American Empire | 3 | | Fall 2012 | | Pedro Caban |
| Political Science | | Ethnicity and Ethnic Conflict | 3 | | Fall 2012 | | Victor Asal |
| | | | • | | C | | Kensten Alest |

Figure 58. View Courses by Professor Query

| Course Mar View Courses | nageme by Profes | ent ssor | | | | | |
|----------------------------|---------------------|---|-----------|-------------|---------|--------------|---|
| Professor Name | Hui-Ching C | Chang ~ | | | | | |
| Professor Email | hchang3@ | albany.edu | | | | Close Form | |
| ✓ Course Catalog | Number + | Course Name 👻 | Credits 🚽 | Term | ⇒t Pro | ofessor Name | |
| TCPY 110 | | Honors Education: History, Theory, & Practice | 1 | Fall 2014 | Hui-Chi | ng Chang | |
| TCPY 111 | | Introduction to Honors Research | 1 | Spring 2015 | Hui-Chi | ng Chang | |
| TCPY 112 | | Careers and Families | 1 | Fall 2015 | Hui-Chi | ng Chang | |
| TUNI 101 | | Honors Education: History, Theory, & Practice | 1 | Fall 2017 | Hui-Chi | ng Chang | |
| TUNI 150 | | Honors Topics: Engaging the Forerunners: Insights into Professior | 1 | Spring 2018 | Hui-Chi | ng Chang | |
| TUNI 102 | | Introduction to Honors Research | 1 | Spring 2018 | Hui-Chi | ng Chang | |
| TUNI 101 | | Honors Education: History, Theory, & Practice | 1 | Fall 2018 | Hui-Chi | ng Chang | |
| TUNI 150 | | Honors Topics: Engaging the Forerunners: Insights into Professior | 1 | Fall 2018 | Hui-Chi | ng Chang | |
| TUNI 102 | | Introduction to Honors Research | 1 | Spring 2019 | Hui-Chi | ng Chang | |
| TUNI 101 | | Honors Education: History, Theory, & Practice | 1 | Fall 2019 | Hui-Chi | ng Chang | |
| TUNI 101 | | Honors Education: History, Theory, & Practice | 1 | Fall 2021 | Hui-Chi | ng Chang | |
| * | | | | | | | - |
| Record: I + 1 of 11 | ► ►I ► × | No Filter Search | | | | • | · |

Figure 59. View Courses by Gen Ed Query

| Course Management View Courses by Semester | | | | | | | | |
|---|--|------------------------|--------------------------|---------|--|--|--|--|
| Select the Gen Ed from the drop | down below to see a historical list of course offerings fu | filling this requireme | nt. | | | | | |
| General Education Name | h and Statistics | | | | | | | |
| Term Inactivated | /e | Close Form | | | | | | |
| Course Catalog Number | Course Name | Term • | General Education Name 👻 | Credits | | | | |
| AMAT 119H | Honors Calculus II | Spring 2007 | Math and Statistics | 4 | | | | |
| AMAT 118H | Honors Calculus I | Fall 2007 | Math and Statistics | 4 | | | | |
| AMAT 119H | Honors Calculus II | Fall 2007 | Math and Statistics | 4 | | | | |
| AMAT 119H | Honors Calculus II | Spring 2008 | Math and Statistics | 4 | | | | |
| TMAT 119 | Honors Calculus II | Fall 2008 | Math and Statistics | 4 | | | | |
| TPHI 210 | Introduction to Logic | Fall 2008 | Math and Statistics | 3 | | | | |
| TMAT 118 | Honors Calculus I | Fall 2008 | Math and Statistics | 4 | | | | |
| TMAT 214 | Honors Calculus of Several Variables | Fall 2008 | Math and Statistics | 4 | | | | |
| TMAT 214 | Honors Calculus of Several Variables | Spring 2009 | Math and Statistics | 4 | | | | |
| TMAT 119 | Honors Calculus II | Spring 2009 | Math and Statistics | 4 | | | | |
| TMAT 119 | Honors Calculus II | Fall 2009 | Math and Statistics | 4 | | | | |
| TMAT 118 | TMAT 118 Honors Calculus I | | Math and Statistics | 4 | | | | |
| TMAT 218 | Honors Calculus of Several Variables | Spring 2010 | Math and Statistics | 4 | | | | |
| TMAT 118 | Honors Calculus I | Fall 2010 | Math and Statistics | 4 | | | | |

A.2.5 Departmental Honors Subsystem

Figure 60. Departmental Honors Landing Page

| UAlbany Honors College Departmental Honors | |
|---|---|
| Students by Major Reports | Instructions: All buttons will open another form with additional instructions. |
| Add Departmental Enrollment | |
| View Departmental Enrollment | |
| Add Departmental Program | |
| Add Major to Program | |
| View/Edit Program Info | |
| Return to Homepage | |

Figure 61. View Students by Major Query

| Departmenta Students by Majo | l Honors or | | | | |
|---------------------------------|---------------------------|----------------|---------------------|-----------------|-------------------------|
| Select the major from | n the dropdown box below: | Honors Prog | ram Contact Info | : | |
| Major Name | Business Administration | ✓ Honors Progr | am <mark>N/A</mark> | Last Update | d: |
| Department Name | Business Administration | Director | N/A | Email | N/A |
| List of active honors s | students: | | | | |
| 🕗 UAlbanyID 👻 | First Name 🔹 | Last Name | * | UAlbany Email 🔹 | Major Name |
| Kat | tie | Almon | kalmon | @albany.edu | Business Administration |
| * | | | | | Business Administration |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Record: I 4 4 1 of 1 | No Filter Search | • | | | |
| Close Form | | | | | |

Figure 62. Add Departmental Enrollment Form

| Departmental HonorsAdd Honors Program Enrollment | |
|---|-----------------|
| Select the Honors Program: *For students without a program but still completing their thesis, select | t "Independent" |
| Honors Program | |
| 2. Select the Student in the progam: | |
| Student 🗸 | |
| Save Record Undo Record Add Another Record | |
| Close Form | |

Figure 63. View Departmental Enrollment Query

| De Vie | epartme ew Progra | m m | tal Honors Enrollment | | R | | | | | |
|-----------|----------------------|--------|----------------------------|-----------|-----------------|-----|-------------------|---|------------|---------------|
| Sele | ect a progra | m t | o view a list of active ho | nors stud | lents enrolled: | | | | | |
| Prog | ram Name | In | dependent Program | | ~ | Clo | ose Form | | | |
| 1 | UAlbanyID | Ŧ | First Name | + | Last Name | * | UAlbany Email | * | Admit Term |) |
| | 133 | 3 | Katie | | Almon | | kalmon@albany.edu | | Fall 2017 | |
| * | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| Baca | and Inf. 4 1 of | 1 | | Search | | | | | | |
| Reco | | 1 | X NO FILLER | Jearch | | | | | | |

Figure 64. Add Departmental Program Form

| Departmental Honors Add Departmental Program | |
|--|--|
| Add Program Name and Chair Information (if available): | |
| Program Name | |
| Chair | |
| Email | |
| Save Record Undo Record Next: Add Majors to Program | |
| Close Form | |

Figure 65. Add Major to Program Form

| Departmental Add Major to Pro | Honors gram |
|----------------------------------|------------------------------|
| 1. Select Major that's | associated with the program: |
| Major Name | Africana Studies 🗸 |
| 2. Select Departmenta | Il Honors Program: |
| Honors Program | Africana Studies 🗸 |
| Save Record Undo | Record |
| Close Form | |

Figure 66. View/Edit Program Information Form

| Departmental Honors Departmental Program Info | h | | | | | |
|--|-------|----|-------|---|---------|-----|
| Close Form | | | | | | |
| Program Name 👻 | Chair | Ψ. | Email | Ŧ | UPDATED | - × |
| Actuarial Science & Mathematics | | | | | | |
| Africana Studies | | | | | | |
| Anthropology | | | | | | |
| Art (Studio) | | | | | | |
| Art History | | | | | | |
| Atmospheric Science | | | | | | |
| Biochemistry & Molecular Biology | | | | | | |
| Chemistry | | | | | | |
| Communication | | | | | | |
| Computer Science | | | | | | |
| Computer Science & Applied Mathematics | | | | | | |
| Criminal Justice | | | | | | |

A.2.6 Theses & Future Plans Subsystem

Figure 67. Theses & Future Plans Landing Page

| UAlbany Honors College Theses and Future Plans | ħ | |
|---|--|---|
| Add Thesis (Single) Add Thesis (Bulk) | Add Future Plans (Single) Add Future Plans (Bulk) | Instructions: All buttons will open another form with additional instructions. |
| Edit Theses by Semester View Theses by Department Return to Hor | Edit Future Plans by Semester View Future Plans by Type nepage | |

Figure 68. Add Thesis Form

| Theses and Future Add Thesis | Plans |
|----------------------------------|--------------------|
| Select Student | ~ |
| Term Completed | ~ |
| Department | ~ |
| Thesis Title | |
| Thesis Advisor | |
| Advisor Email | |
| Key Words | |
| Certificate of Completion | ~ |
| Uploaded to Scholar's Archive | ~ |
| Notes | |
| | |
| Save Record Undo Record | Add Another Record |
| Close Form | |

Figure 69. Edit Theses by Semester Query

| Theses an Edit Theses | nd Fu ; | ture Plans | S | Ĩ | | | | | |
|--------------------------|------------|---------------|--------|-------------------------|--|----------------|---------------|-----------|----|
| Select a seme | ster to vi | ew the theses | compl | leted that term: | | | | | |
| | | | | | | | | | |
| Semester | Sprin | g 2017 ~ | * | Close Form | | | | | |
| / First Nar | me • | Last Name | *1 | Department Name | •1 Thesis Title • | Thesis Advisor | Advisor Email | Key Words | |
| R | | | | Accounting & Law | Equite Sell Disciplines Across the Style Box | | | | |
| A | | _ | | Accounting & Law | Follow-Up to an Early Intervention for Parents of Young Children With or At-Risk for Autism Spectrum Disorder | | | | |
| Di | | | | Anthropology | Changes in Body Fatness among Mohawk Youth from 1979 to 1996-2000 | | | | _ |
| A | | | | Anthropology | Determinants of Profitability: Empirical Evidence from the Largest Global Banks | | | | |
| Ri | | | | Anthropology | Waiting and Menstruation: A Look at Homeless and At-Risk Women's Experiences | | | | |
| H | | | | Anthropology | Synthesis of Bifunctional Macrocycle | | | | |
| Br | 1 | | | Biology | Irrational Eigenvalues of the Discrete Laplacian: A Study of Simplical Complexes | | | | |
| Ci | 1 | | | Biology | Investigating the Roles of Felt Obligation and Politics in the Context of Procedural Justice-Outcome Relationshi | | | | |
| Cl | 4 | | | Biology | Cooperation Between Top-Down and Low-Level Markov Chains for Generating Rock Drumming | | | | |
| D | 1 | | | Biology | BHLHE40-AS1 a Long-Noncoding RNA Regulates DEC1 on Breast Cancer Progression | | | | |
| Ci | 1 | | | Biology | The Intrinsic Motivation of Immigrant Women in Male-Dominated Fields of Study | | | | |
| Q | 4 | | | Biology | Exploration of the Interactions between amyloid-Beta Protein and Insulin in Various Ionic Conditions | | | | |
| Cl | n I | | | Biology | Transcriptional Regulation of dksA P3 Promoter in Escherichia coli | | | | |
| Ci | | | | Biology | The Rise of Artificial Intelligence: An Analysis on the Future of Accountancy | | | | |
| JI | 1 | | | Biology | The Essential Oil of Lippia Alba Affects Drosophila Behavior and Physiology | | | | |
| M | | | | Biology | Mulitmodal Molecular Mechanisms Control Germline Stem Cell Differentiation in Drosophila | | | | |
| w | 4 | | | Business Administration | The Impact of Leverage on Hedge Fund Performance | | | | |
| JC | | | | Business Administration | Leadership and Performance in Various Group Dynamics | | | | |
| M | 1 | | | Business Administration | Do Corporate Managers Time Stock Repurchases Effectively? | | | | |
| Cc | 1 | | | Business Administration | The Relationship Between Defense Expenditures and Economic Growth: A Granger Causality Approach | | | | |
| M, | 1 | | | Chemistry | Design, Synthesis and Characterization of New Analogs of Tetraiodothyroactic acid (Tetrac) as Novel Angiogene | | | | Ψ |
| Record: I4 4 | of 42 | 🖌 🛏 🕺 🏹 No | Filter | Search 4 | | | | | P. |

Figure 70. View Theses by Department Query

| Theses and Fu Theses by Departm | ture Plans nent | ĥ | | | |
|---|--------------------|------------------|---|-------------------------|----------------|
| Select a department to | view its theses: | | | | |
| Department Name | Business Admin | istration ~ | Close Form | | |
| 🛛 First Name 📼 | Last Name 🕞 | Term Completed , | Thesis Title 🔹 | Thesis Advisor , | Ke 🔺 |
| 4 | | Spring 2020 | Derivatives Use and Risk Taking: Evidence from Alternative Mu | Ying Wang | Alternative |
| E | | Spring 2020 | The Use of Derivatives by Corporate Bond Mutual Funds | Ying Wang | Corporate B |
| F | | Spring 2020 | An Examination of the Financial Sensitivity of the Defense Ind | Raymond K. Van Ness, Ph | Military Spe |
| F | | Spring 2020 | An Analysis of Hedge Fund Performances During Periods of Re | Hany Shawky, Ph.D. | Hedge Fund |
| P | | Spring 2019 | Impact of the Global Financial Crisis on Developing and Advance | Rita Biswas | reserves, fir |
| k | | Spring 2019 | You Might Just Surprise Yourself: When Will Consumers Purcha | Aleksandra Kovacheva | self-gifts, su |
| J | | Spring 2019 | Hedge-Fund-Like Strategies for Retail Investors: Alternative M | Ying Wang | Alternative |
| F | | Spring 2019 | Does Turnover Matter for the Performance of Fixed Income ET | Ying Wang | Turnover, e |
| Ν | | Spring 2019 | The Relationship Between Manager Tenure and Corporate Bon | Ying Wang | Manager tei |
| 1 | | Fall 2018 | Removing Prejudice from Online Job Applications | Raymond K. Van Ness | Employmen |
| L | | Spring 2018 | Relation Between Inward FDI Flows and Stock Market Develop | | |
| F | | Spring 2018 | Revisiting Wealth Effects and Merger Premium Determinants i | | |
| F | | Spring 2018 | The Impact of Labor Rights on Equity Returns: A Cross-Country | | |
| F | | Spring 2018 | Alzheimer's and the legal effects on patients (working title) | | |
| D | | Spring 2017 | Do Corporate Managers Time Stock Repurchases Effectively? | | |
| J | | Spring 2017 | Leadership and Performance in Various Group Dynamics | | |
| (| | Spring 2017 | The Relationship Between Defense Expenditures and Economi | | |
| N I I I I I I I I I I I I I I I I I I I | | Spring 2017 | The Impact of Leverage on Hedge Fund Performance | | |
| Emily | | Spring 2016 | Increasing User Engagement on Social Media | | |

Figure 71. Add Future Plans Form

| Theses and Future Plans Add Future Plans | | |
|---|---------------------------------|---|
| Select Student | Term Graduated Phone Number | × |
| Address | | |
| Grad School | Company | |
| Program | Position | |
| Grad School Time | ✓ Company Time | ~ |
| Volunteer Organization | Other | |
| Fellowship Program | | |
| Can we contact you? | ~ | |
| Save Record Undo Record Add Anot | her | |
| Close Form | | |

Figure 72. Edit Future Plans by Semester Query

| Theses Edit Futu | | l Future P ^{ans} | | ĥ | | | | | | | | | | |
|---------------------|--------|------------------------------|-----------------|------------------|-------------|------|--------------|---|-----------|------------------------|-----------------|--------------------------------|----------------|-----------------------------------|
| Select a sem | nester | to view the fu | ture plans subm | itted that term: | | | | | | | | | | |
| Semester | [| Spring 2019 | ~ | Close Form | | | | | | | | | | |
| / UAlbany | / ID + | First Name | Last Name | - Ema | ii - | | Phone Number | | Address - | Grad School • | Grad School Tir | Program • | Company | Company Tir + |
| 10 | | T N | | | @gmail.com | 518 | 7 | N | | Columbia University | | MA in Mathematics of Finance | | |
| 11 | |) C | 1 | 4 | mail.com | (518 | 20 | 6 | | University at Albany | | Psychology | | |
| 11 | | i P | 1 | | rr.com | 518- | 2 | 2 | | Cornell University | | Master of Healthcare Administr | | |
| 12 | | K | | 1 | mail.com | 516 | 7 | 1 | | Molloy College | | Dual Degree Nursing Program | | |
| 12 | | I A | 1 | 4 | .com | N/A | | 8 | | University at Albany | | Combined B.S./M.S. in Chemistr | | |
| 12 | | гв | 1 | 1 | /.edu | 914 | | 3 | | | | | | |
| 12 | |) C | 1 | | @gmail.com | (207 | 35 | 5 | | | | | | |
| 12 | | I S | 1 | 1 | 7@gmail.com | 347- | 8 | 1 | | | | | Speciatly Case | |
| 12 | |) D | 1 | | any.edu | 347 | 16 | 1 | | University at Albany | | Masters in Mental Health Couns | | |
| 12 | | / F | 4 | 1 | com | 929- | 2 | P | | | | | | |
| 12 | | I C | 1 | (| .com | 516 | | 3 | | Hofstra University | | JD/MBA Program | | |
| 12 | | 5 N | 1 | 1 | ok.com | 631 | 6 | 3 | | | | | | |
| 12 | | l Je | 1 | J | t.net | 508· | 3 | 1 | | University of Oklahoma | | Masters in Meteorology | | |
| 12 | | i N | 1 | | edu | 518- | 2 | 4 | | | | | | |
| 12 | | P | £ | 1 | gmail.com | 518 | | 1 | | | | | Zeem Solutions | |
| 12 | |) K, | heim | L | l.com | 516 | | 7 | | | | | | |

Figure 73. View Future Plans by Type Query

| Theses and Future Plans View Future Plans by Type | | | | | | |
|---|---------------------------|-------------------|---------------------------------|--------------------------------------|--------------------|-----------------------|
| Scroll down to view alumni by those who 1) Attended graduate school 2) Entered the workforce 3) Participated in a volunteer program 4) Participated in a fellowship 5) Other Graduate School: Close Form | | | | | | |
| UAlbanviD - First Name - Last Name | Email | Graduation Term - | Grad School -1 | Program + | Grad School Time - | Can we contact you 🔺 |
| 1 3(| @gmai | Spring 2020 | Albany Law | Juris Doctrite | 1 | 'es |
| 1 12 1 | mail.co | rr Spring 2020 | Albany Law | Juris Doctrite | | 'es |
| 1 71 | ıv.edu | Spring 2019 | Albany Law School | Juris Doctor Program | 1 | 'es |
| 171 | @gmai | I. Spring 2019 | Albany Law School | J.D. Program | 1 | 'es |
| 1 11 (| du | Spring 2020 | Albany Medical College | Doctoral Program in the Departr | | 'es |
| 1 21 | ogmail. | o Spring 2019 | Albany Medical College | Medicine MD | | /es |
| 1 11 (| ail.com | Fall 2019 | Columbia University | Vagelos College of Physicians a | | No |
| 1 71 | (@gma | il Spring 2019 | Columbia University | MA in Mathematics of Finance | 1 | /es |
| 1 161 | r.com | Spring 2019 | Cornell University | Master of Healthcare Administr | | /es |
| 1 3 (| mail.co | n Spring 2019 | Denver Seminary | Master of Divinity | | No |
| 1. 31 | mail.co | or Spring 2019 | Goldman Sachs | Banking Analyst | | No |
| 1 13 (| com | Spring 2019 | Hofstra University | JD/MBA Program | | |
| 1 2 (| izen@i | r Spring 2019 | Indiana University | Civil Rights Law | | /es |
| 1 191 | mail.co | n Spring 2019 | Molloy College | Dual Degree Nursing Program | | les l |
| 12/39/2 Katherine | Zu ipnouinka@gmail.com | n Spring 2020 | North Carolina State University | PhD Atmospheric Science | | Ves T |
| Record: H 4 1 of 37 + H +2 T Unfiltered Search 4 | Loronomika(segman.com | 11 Opting 2020 | Horth curoning state on tersity | The Adhesion of Cherry | | • |
| Work Force: | | | | | | |
| ∠ UAlbanvID + First Name + Last Name | • Email | Graduation Term | Company + | Position + | Company Time 🔹 | Can we contact you? 🔹 |
| 11 (1 | a@gmail. | c Fall 2018 | Emergency Medical Associates, | Clinincal Infromation Manager | Y | 'es |
| 12 . 1 | Paol.com | Fall 2018 | VCA Animal Hospitals, applying | Veterinary Assistant | 1 | 10 |
| 1, 15 | 197@gma | il Spring 2019 | Speciatly Case | Clinical Technician | 1 | 10 |
| 11 11 11 | mail.com | Fall 2018 | PwC | Risk Assurance Associate | | |
| 1. 1 | @gmail.c | o Spring 2019 | Zeem Solutions | Sales Associate | ١ | 'es |
| 1 | ey@gmail | . Spring 2019 | Department of State in Washing | Officer Candidate School of the | 1 | 'es |
| 1. 1 | i@gmail. | c Spring 2019 | Correctional Facility | Investigator | 1 | lo |
| 1. Steven engenardt | rdt2020@ | g Spring 2019 | KPMG | Risk Advisory Associate | ١ | 'es |

A.2.7 Event Attendance Subsystem

Figure 74. Event Attendance Landing Page

| UAlbany Honors College Event Attendance | Ĩ |
|--|---|
| Add Event Attendance | Instructions: 1. Click the "Add Event Attendance" to add event attendance for a semester |
| UPDATE Event Attendance | **it is okay to import data halfway through the semester |
| View Attendance by Semester | Use the "UPDATE Event Attendance" if you are importing data for the same semester an additional time |
| View Attendance by Year | "View Attendance by Semester" allows you to view/edit a list of all students and their attendance during one semester |
| Return to Homepage | 4. "View Attendance by Year" will run a query to list each student's fall and spring semester attendance for a given year. The results can be exported and then filtered based on the current event attendance rules. |

Figure 75. View Attendance by Semester Query

| Event Attendance View Attendance by Semester | | | | | | | | |
|--|-----------------------------------|-------------|--------------------|--|--|--|--|--|
| Select a term to view the attendance records for that semester | | | | | | | | |
| Term | Fall 2017 🗸 | | Close Form | | | | | |
| 🛛 UAlbanyID 👻 | First Name 🔹 | Last Name 🔹 | Number of Events 🔹 | | | | | |
| 13: 3 K | atie | Almon | 10 | | | | | |
| * | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| Record: I4 4 1 of 1 | I I I I I I I I I I I I I I I I I | 1 | Þ | | | | | |
| | IX TO THE SCORE | | | | | | | |

Figure 76. View Attendance by Year Query

| Ev Ac | vent Atten ademic Year | dance Attendance | | ĥ | | | |
|----------|---------------------------|---------------------|------------------|-------------------|-------------------|-------------------|---|
| | Export | Close Form | | | | | |
| 2 | UAlbanyID 🔹 | First Name 👻 | Last Name 🔹 | Email 👻 | Fall Attendance 🔹 | Spring Attendance | |
| | 133 3 | Katie | Almon | kalmon@albany.edu | 10 | | 7 |
| * | 0 | | | | 0 | | 0 |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | _ |
| Rec | cord: I4 🕂 1 of 1 | ► ►I ► <u>₩</u> | No Filter Search | | | | |

A.2.8 System Updates Subsystem

Figure 77. System Updates Landing Page

| UAlbany Honors College System Updates | Ĩ | | |
|--|--------------------------------|-----------------|------------------------|
| Academic Progra | im Information | Semesters | General Education |
| View Master Degree List | View Degrees by School/College | View/Edit Terms | View General Education |
| Add School/College | Edit School/College | Add Term | Add General Education |
| Add Department | Edit Department | | Edit General Education |
| Add Major | Edit Major | | |
| Add Degree | Edit Degree | | |
| Return to Hon | nepage | | |

Figure 78. View Master Degree List Form

| ystem Up iew Degrees, | dates Major, Department | Ĩ | | |
|--------------------------|------------------------------|--------------------------------|-------------------------------------|---|
| Close Form | | | | |
| Degree Code 🚽 | Degree Name | Major Name | Department Name | School/College Name |
| AAS-BA | Africana Studies | Africana Studies | Africana Studies | College of Arts & Sciences |
| AAS-BAH | Africana Studies (Honors) | Africana Studies | Africana Studies | College of Arts & Sciences |
| AAS-INT | Africana Studies (intended) | Africana Studies | Africana Studies | College of Arts & Sciences |
| AAS-NON | Africana Studies (nondegree) | Africana Studies | Africana Studies | College of Arts & Sciences |
| AAS-XMAJ | Africana Studies | Africana Studies | Africana Studies | College of Arts & Sciences |
| AAS-XMAJH | Africana Studies (Honors) | Africana Studies | Africana Studies | College of Arts & Sciences |
| ACC-BS | Accounting | Accounting | Accounting & Law | School of Business |
| ACC-INT | Accounting (intended) | Accounting | Accounting & Law | School of Business |
| ACC-NON | Accounting (nondegree) | Accounting | Accounting & Law | School of Business |
| ACC-NONTAX | Accounting-Taxation (nondeg) | Accounting | Accounting & Law | School of Business |
| ACC-XMAJ | Accounting | Accounting | Accounting & Law | School of Business |
| ANT-BA | Anthropology | Anthropology | Anthropology | College of Arts & Sciences |
| ANT-BAH | Anthropology (Honors) | Anthropology | Anthropology | College of Arts & Sciences |
| ANT-INT | Anthropology (intended) | Anthropology | Anthropology | College of Arts & Sciences |
| ANT-NON | Anthropology (nondegree) | Anthropology | Anthropology | College of Arts & Sciences |
| ANT-XMAJ | Anthropology | Anthropology | Anthropology | College of Arts & Sciences |
| ANT-XMAJH | Anthropology (Honors) | Anthropology | Anthropology | College of Arts & Sciences |
| ARI-BA | Art History | Art History | Art and Art History | College of Arts & Sciences |
| ARI-BAH | Art History (Honors) | Art History | Art and Art History | College of Arts & Sciences |
| ARI-INT | Art History (intended) | Art History | Art and Art History | College of Arts & Sciences |
| ARI-XMAJ | Art History | Art History | Art and Art History | College of Arts & Sciences |
| ARI-XMAJH | Art History (Honors) | Art History | Art and Art History | College of Arts & Sciences |

Figure 79. Add School/College Form

| System U ₁ Add School/0 | pdates College | n |
|---------------------------------------|-----------------------|---|
| Enter new Scho School/College N | ol/College Name: | |
| Undo Record | Next: Add Departments | |
| Close Form | 1 | |

Figure 80. Add Department Form

| System Updates Add Department | N |
|---|----------|
| 1. Enter new Department Name: | |
| Department Name | |
| 2. Select School/College it is a part of: | |
| School/College: | ~ |
| Undo Record Add Another Department | |
| Next: Add Majors | |
| Close Form | |

Figure 81. Add Major Form

| System Updates Add Major | |
|---------------------------------------|--|
| 1. Enter new major name: | |
| Major Name | |
| 2. Select Department it is a part of: | |
| Department: | |
| Undo Record Add Another Major | |
| Next: Add Degrees | |
| Close Form | |

Figure 82. Add Degree Form

| System U Add Degree | Podates |
|------------------------|---------------------|
| 1. Enter new de | gree code and name: |
| Degree Code | |
| Degree Name | |
| 2. Select Major | it is a part of: |
| Major: | ~ |
| Undo Record | Add Another Degree |
| Close Form | |

Figure 83. View Degrees by School/College Query

| System Updates | Majors and Degrees | |
|------------------------------|---|--------|
| This form is to view the de | | |
| No data entry is possible, t | this is just to be used as an administrative search tool. | onege. |
| 1. Select the school/colleg | e's name below: | |
| School/College Name | villege of Arts & Sciences | |
| 2. Click on a department to | o update major table below: | |
| 12 | Department Name | |
| Africana Studies | | |
| Anthropology | | |
| Art and Art History | | |
| Atmospheric and Enviro | onmental Science | |
| Biology | | |
| Chemistry | | |
| | V | |
| Record: I 4 3 of 21 | No Filter Search | |
| 3. Click on a major to upda | ate degree table below | |
| | Major Name 🔹 | |
| Art History | | |
| Art | | |
| Classical Civilizations | | |
| * | | |
| | | |
| | | |
| | | |
| Record: I4 4 1 of 3 FI | No Filter Search | |
| 4. View degrees | | |
| Z Degree Code | Degree Name | |
| ARI-BA | Art History | |
| ARI-BAH | Art History (Honors) | |
| ARI-INT | Art History (intended) | |
| ARI-XMAJ | Art History | |
| ARI-XMAJH | Art History (Honors) | |
| * | | |
| Record: I4 4 1 of 5 | No Filter Search | |
| | Close Form | |

Figure 84. Edit School/College Form

| System Updates Edit School/College | R | |
|--|------|--|
| 1. Use dropdown to search for school/college n | ame: | |
| School ID 8 ~ | | |
| 2. Edit School/College Name: | | |
| School/College Name School of Business | | |
| Save Record Close Form | | |

Figure 85. Edit Department Form

| System Updates Edit Department | F | |
|---|------------------------------|--|
| 1. Use dropdown to search for department name: Department ID 6 2. Edit Department name and Change School/College Association: | | |
| Department Name Biology | | |
| School/College Name | College of Arts & Sciences 🗸 | |
| Save Record Close For | rm | |

Figure 86. Edit Major Form

| System Upo Edit Major | lates | |
|--------------------------|----------------------------|--------------|
| 1. Use dropdown to | search for major name | |
| Major ID | 5 ~ | |
| 2. Edit Major name | and Change Department Name | Association: |
| Major Name | Art | |
| Department Name | Art and Art History | ~ |
| Save Record Cl | ose Form | |

Figure 87. Edit Degree Form

| System Updates Edit Degree | | |
|--|-------------------------|--------|
| 1. Search for De | egree Code/Name to edit | |
| Degree Code | ANT-BAH | \sim |
| 2. Edit Degree Name and Change Major Name Association: | | |
| Degree Name | Anthropology (Honors) | |
| Major Name | Anthropology | \sim |
| Save Record | Close Form | |

Figure 88. View/Edit Term Form

| 2 | System Updates View/Edit Terms | | | |
|---|-----------------------------------|-------------|--|--|
| | Close Form | | | |
| | Z Term ID | Term | | |
| | 2073 | Spring 2007 | | |
| | 2079 | Fall 2007 | | |
| | 2083 | Spring 2008 | | |
| | 2089 | Fall 2008 | | |
| | 2093 | Spring 2009 | | |
| | 2099 | Fall 2009 | | |
| | 2103 | Spring 2010 | | |
| | 2109 | Fall 2010 | | |
| | 2113 | Spring 2011 | | |
| | 2119 | Fall 2011 | | |

Figure 89. Add Term Form

| System Updates Add Term | | | |
|----------------------------|-------------|-------|---|
| Term ID | 0 | |] |
| Term Add Term | Undo Record | Close | |

Figure 90. View General Education Form

| ew Gen Eds | |
|---------------------------------|--------------------------------------|
| lose Form | |
| General Education Name | Term Inactivated |
| Arts | Active |
| Challenges for the 21st Century | Active |
| Foreign Languages | Active |
| Global & Cross-Cultural | Fall 2012 |
| Humanities | Active |
| Information Literacy | Fall 2010 |
| International Perspectives | Active |
| Math and Statistics | Active |
| N/A | Active |
| Natural Sciences | Active |
| Oral Discourse | Fall 2013 |
| Regions Beyond Europe | Fall 2011 |
| Social Sciences | Active |
| U.S. Diversity | Fall 2012 |
| U.S. History | Active |
| Writing and Critical Inquiry | Active |
| Writing Intensive | Fall 2013 |

Figure 91. Add General Education Form



Figure 92. Edit General Education Form

| System UpdatesEdit General Education | | |
|--|------------|--|
| 1. Search for General Education to Edit: | | |
| General Education ID | 5 ~ | |
| 2. Edit Gen Ed Name and Change Term Inactivated: | | |
| General Education Name | Humanities | |
| Term Inactivated | Active | |
| Save Record Close Form | | |