

The City College of New York (CCNY) – a flagship campus of the City University of New York (CUNY) system - proposes the restructuring and expansion of existing programs in the Colin Powell School for Civic and Global Leadership (CPS) into **WELCOME** (*Welcoming Experiences and Learning Communities to Maximize Early Success*). WELCOME will test whether the Open Doors study at Kingsborough Community College (a fellow CUNY campus) can be replicated in a similar population in a 4-year setting, and research the potential for scalability from a large unit of the college to the whole campus. The Open Doors study was reviewed against What Works Clearinghouse criteria and demonstrated strong evidence.

The Office for Experiential Learning will lead the implementation of the interventions in partnership with CPS - the largest division on campus – which makes it possible to meet the RFP's minimum sample size of 2,000 students over the span of the grant. Existing programs including the *Bridges to Success* course and *Freshman Inquiry Writing Seminar* will be adjusted to incorporate cohort-based learning, with groups of students taking these two courses as well as a third, major-focused course together as a unit. Additional advising and dedicated tutoring will be offered, and instructors will collaborate on reviewing student progress. Students will also receive a small stipend to support participation in the study and their courses. The goal is to study whether the intervention increases credit accumulation rates, retention, persistence and graduation rates, and to examine the characteristics of exactly who benefits (and who does not) from the intervention and whether the effects are significant; results will be disaggregated into subgroups to better understand the intervention's impacts to different subpopulations. Ultimately the data will also be used to gauge the cost effectiveness of implementing the intervention across the College as a whole. The CCNY study will also contribute to the broader student success literature by analyzing the impacts of the Open Doors model in a 4-year campus setting.