

2012-2013 Annual Update

Goal - Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all.

Goal targets	Status/Progress
<p>Increase semester to semester persistence</p> <ul style="list-style-type: none"> • New, degree-seeking students increase by 3% over the baseline. • Special populations (developmental, young male¹, black non-Hispanic) increase by 5% over the baseline. 	<p>New, degree-seeking students: In Progress – Needs Attention.</p> <ul style="list-style-type: none"> • New, degree-seeking student persistence rates decreased 1.1%. <ul style="list-style-type: none"> ○ Fall 2009 to spring 2010: 77.8% (2,160/2,778) ○ Fall 2011 to spring 2012: 76.7% (2,063/2,688) <p>Special populations: In Progress – Needs Attention.</p> <ul style="list-style-type: none"> • Developmental student persistence rates decreased 1.2%. <ul style="list-style-type: none"> ○ Fall 2009 to spring 2010: 79.5% (1,026/1,290) ○ Fall 2011 to spring 2012: 78.3% (971/1,240) • Young male persistence rates decreased 2.6%. <ul style="list-style-type: none"> ○ Fall 2009 to spring 2010: 68.4% (154/225) ○ Fall 2011 to spring 2012: 65.8% (144/219) • Black non-Hispanic persistence rates decreased 7.5%. <ul style="list-style-type: none"> ○ Fall 2009 to spring 2010: 70.1% (157/224) ○ Fall 2011 to spring 2012: 62.6% (181/289)
<p>Increase success in developmental course/sequence</p> <ul style="list-style-type: none"> • New, degree-seeking students increase by 3% over the baseline. • Special populations (young male¹, black non-Hispanic) increase by 5% over the baseline. 	<p>New, degree-seeking students: In Progress – On Target.</p> <ul style="list-style-type: none"> • Developmental math success rates increased 1.8%. <ul style="list-style-type: none"> ○ Fall 2007 to spring 2010 cohort: 67.7% (779/1,150) ○ Fall 2009 to spring 2012 cohort: 69.5% (764/1,100) • Developmental reading success rates increased 10.3%. <ul style="list-style-type: none"> ○ Fall 2007 to spring 2010 cohort: 67.8% (263/388) ○ Fall 2009 to spring 2012 cohort: 78.1% (338/433) • Developmental writing success rates increased 9.2%. <ul style="list-style-type: none"> ○ Fall 2007 to spring 2010 cohort: 66.1% (254/384) ○ Fall 2009 to spring 2012 cohort: 75.3% (339/450) <p>Special populations: In Progress – Needs Attention.</p> <ul style="list-style-type: none"> • Young male <ul style="list-style-type: none"> ○ Developmental math success rates increased 0.1%. <ul style="list-style-type: none"> ▪ Fall 2007 to spring 2010 cohort: 54.3% (44/81) ▪ Fall 2009 to spring 2012 cohort: 54.4% (43/79) ○ Developmental reading success rates decreased 5.5%. <ul style="list-style-type: none"> ▪ Fall 2007 to spring 2010 cohort: 47.6% (10/21) ▪ Fall 2009 to spring 2012 cohort: 42.1% (8/19) ○ Developmental writing success rates increased 8.3%. <ul style="list-style-type: none"> ▪ Fall 2007 to spring 2010 cohort: 40.0% (12/30) ▪ Fall 2009 to spring 2012 cohort: 48.3% (14/29)

Note that the small number of students in some groups increases the likelihood of variability in the data.

¹ Young male refers to students age 20-24 at the time of their first credit course enrollment at Harper College.

Goal - Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all (continued).

Goal targets	Status/Progress
<p>Increase success in developmental course/sequence (continued)</p> <ul style="list-style-type: none"> Special populations (young male¹, black non-Hispanic) increase by 5% over the baseline. 	<ul style="list-style-type: none"> Black non-Hispanic <ul style="list-style-type: none"> Developmental math success rates increased 5.9%. <ul style="list-style-type: none"> Fall 2007 to spring 2010 cohort: 40.9% (38/93) Fall 2009 to spring 2012 cohort: 46.8% (59/126) Developmental reading success rates increased 29.4%. <ul style="list-style-type: none"> Fall 2007 to spring 2010 cohort: 30.6% (15/49) Fall 2009 to spring 2012 cohort: 60.0% (48/80) Developmental writing success rates increased 17.9%. <ul style="list-style-type: none"> Fall 2007 to spring 2010 cohort: 40.8% (20/49) Fall 2009 to spring 2012 cohort: 58.7% (44/75)
<p>Increase success rate of students who enter gatekeeper from developmental courses.</p> <ul style="list-style-type: none"> New, degree-seeking students increase by 3% over the baseline. Special populations (young male^{1,2}, black non-Hispanic) increase by 5% over the baseline. 	<p>New, degree-seeking students: In Progress – On Target.</p> <ul style="list-style-type: none"> Highest level of developmental math to gatekeeper math success rates increased 2.8%. <ul style="list-style-type: none"> Fall 2008 to spring 2011: 57.6% (200/347) Fall 2009 to spring 2012: 60.4% (206/341) Highest level of developmental reading or writing to gatekeeper English success rates increased 4.3%. <ul style="list-style-type: none"> Fall 2008 to spring 2011: 66.1% (115/174) Fall 2009 to spring 2012: 70.4% (126/179) <p>Special populations: In Progress – Needs Attention.</p> <ul style="list-style-type: none"> Black non-Hispanic <ul style="list-style-type: none"> Highest level of developmental math to gatekeeper math success rates increased 6.2%. <ul style="list-style-type: none"> Fall 2008 to spring 2011: 68.8% (11/16) Fall 2009 to spring 2012: 75.0% (12/16) Highest level of developmental reading or writing to gatekeeper English success rates increased 0.6%. <ul style="list-style-type: none"> Fall 2008 to spring 2011: 53.6% (15/28) Fall 2009 to spring 2012: 54.2% (13/24)
<p>Increase success in gatekeeper courses</p> <ul style="list-style-type: none"> New, degree-seeking students increase by 3% over the baseline. 	<p>New, degree-seeking students: In Progress – Needs Attention.</p> <ul style="list-style-type: none"> Math 103 success rates decreased 0.8%. <ul style="list-style-type: none"> Fall 2007 to spring 2010: 71.4% (314/440) Fall 2009 to spring 2012: 70.6% (298/422) English 101 success rates decreased 1.5%. <ul style="list-style-type: none"> Fall 2007 to spring 2010: 82.6% (1,342/1,624) Fall 2009 to spring 2012: 81.1% (1,383/1,706)

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² Data for this group not available at this time.

Goal - Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all (continued).

Goal targets	Status/Progress
<p>Increase success in gatekeeper courses (continued)</p> <ul style="list-style-type: none"> Special populations (developmental, young male¹, black non-Hispanic) increase by 5% over the baseline. 	<p>Special Populations: In Progress – Needs Attention.</p> <ul style="list-style-type: none"> Developmental <ul style="list-style-type: none"> Math 103 success rates for students who originally placed into developmental math decreased 0.4%. <ul style="list-style-type: none"> Fall 2007 to spring 2010: 67.6% (92/136) Fall 2009 to spring 2012: 67.2% (82/122) English 101 success rates for students who originally placed into developmental reading increased 0.2%. <ul style="list-style-type: none"> Fall 2007 to spring 2010: 81.0% (209/258) Fall 2009 to spring 2012: 81.2% (229/282) English 101 success rates for students who originally placed into developmental writing increased 1.8%. <ul style="list-style-type: none"> Fall 2007 to spring 2010: 79.3% (88/111) Fall 2009 to spring 2012: 81.1% (120/148) Young male <ul style="list-style-type: none"> Math 103 success rates increased 6.4%. <ul style="list-style-type: none"> Fall 2007 to spring 2010: 71.4% (15/21) Fall 2009 to spring 2012: 77.8% (14/18) English 101 success rates decreased 1.7%. <ul style="list-style-type: none"> Fall 2007 to spring 2010: 65.1% (54/83) Fall 2009 to spring 2012: 63.4% (59/93) Black non-Hispanic <ul style="list-style-type: none"> Math 103 success rates increased 15.0%. <ul style="list-style-type: none"> Fall 2007 to spring 2010: 60.0% (6/10) Fall 2009 to spring 2012: 75.0% (12/16) English 101 success rates increased 0.5%. <ul style="list-style-type: none"> Fall 2007 to spring 2010: 62.7% (37/59) Fall 2009 to spring 2012: 63.2% (67/106)

Overall accomplishments

- Completed year two of the Early Alert pilot. The team’s request to institutionalize this strategy was approved at the May 2013 Champion Team meeting. Early Alert will be implemented for additional students on a gradual basis.
- Developed a trial for E.L.I.T.E. to address needs of underrepresented students.
- Planned a First Year Seminar pilot program.

Active strategies associated with this goal

Accelerated Pipeline
 Early Alert
 Diverse Student Engagement
 Student On-Campus Employment
 First Year Seminars

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