

2014-2015 Annual Outcomes Report

Strategic Direction - Completion - Increase completion and achievement of all students with a focus on underperforming student groups.	
Goal - Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all.	
Strategy - Diverse Student Engagement	
Intended outcomes	Status/Progress
Conduct trial of the Engagement and Leadership Initiative to Transition Effectively (E.L.I.T.E.), the leadership program for African American students, for a second year with 15 new full-time students.	Completed. The second E.L.I.T.E. cohort began in fall 2014 with 16 first-time, full-time, African American students.
Track persistence of E.L.I.T.E. cohort from fall to spring, credit hours taken, and GPA, as well as engagement levels with faculty mentors, counselors and program coordinators.	Completed. Of the 16 students in the E.L.I.T.E. cohort, 100% (16/16) completed the fall semester and enrolled as full-time students in the spring. A total of 75% of students (12/16) obtained a fall and spring GPA of 2.0 or higher. All 16 students met regularly with faculty mentors and counselors during both the fall and spring semesters, while the E.L.I.T.E. coordinators managed the program.
Assist students with employment on and off campus via career seminars and coaching.	Completed. A career workshop was provided to help E.L.I.T.E. students identify majors. Career assessments were utilized to assist the students in further exploration of their chosen career paths. 31% of E.L.I.T.E. students (5/16) obtained on-campus employment.
Assist students with the development of personal and professional short-term and long-term goals.	Completed. The E.L.I.T.E. cohort attended workshops focusing on leadership, academic/career topics and cultural enrichment. Additionally, students' individual progress toward goals was tracked in 1.5 hour monthly meetings with E.L.I.T.E. counselors.
Revise E.L.I.T.E. contract components, and track and monitor engagement levels.	Completed. Several components of the E.L.I.T.E. contract were revised to help improve intended program outcomes. Of the 16 students in the cohort, 100% completed a first-year success course. Students achieved increased engagement levels through attendance at workshops, monitoring usage of meal cards and tracking in the Early Alert system.
Track and monitor overall effectiveness of E.L.I.T.E. program. Submit recommendation for E.L.I.T.E. to be piloted or moved to inactive status.	Completed. A focus group was conducted for E.L.I.T.E. students at the end of the spring semester. After considering trial results and potential for scalability, a recommendation to discontinue the E.L.I.T.E. program was submitted and approved.

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Strategy - Diverse Student Engagement (continued)

Accomplishments for FY2015

- Led a second trial of the E.L.I.T.E. program with 16 students. Program participants achieved a fall to spring persistence rate of 100%.
- Conducted a focus group, which revealed overall positive results for program participants. The planned engagement activities, including meetings with mentors and counselors, along with monthly workshops, received the most positive feedback in assisting with successful transitions during students' first year at Harper.
- Implemented the use of debit meal cards by E.L.I.T.E. members; feedback was positive, and more than 70% of the total meal card budget was spent.
- Improved the connection with the Student On-Campus Employment strategy, with five E.L.I.T.E. students obtaining on-campus employment. Mentors served a role by hiring students in their departments.

Overall contributions to the 2010-2015 Strategic Plan

- Investigated strategies to increase retention and completion of African American students at Harper, including research of best practices (locally, regionally and nationally).
- Conducted trials of support programs for underrepresented men (M.A.L.E. Institute) and women (Sistertalk for the Soul). These groups were moved out of the Strategic Plan and continue to support students at the College.
- Conducted three Black Teen Leadership Symposia; the event continues annually at the College.
- Developed and implemented the E.L.I.T.E. program and related outcomes. These high-impact practices (contract components) have been researched across two-year and four-year institutions as being effective and impactful with underrepresented students.
- Conducted two trials of the E.L.I.T.E. program.
- Revised contract components between first and second E.L.I.T.E. trials.
- Gathered focus group feedback after the second E.L.I.T.E. trial, which indicated that the contract components centering on transitional and college readiness skills, campus engagement, and mentoring relationships provide the needed support for students to understand college-level expectations and have a sense of belonging. Lessons learned from the E.L.I.T.E. trials will be used to inform future projects that focus on improving outcomes for underrepresented student groups.