

2014-2015 Annual Outcomes Report

Strategic Direction - **Completion** - Increase completion and achievement of all students with a focus on underperforming student groups.

Goal - Increase the percentage of first-time, full-time freshmen from our sender high school districts who begin in credit-bearing courses.

Goal targets

60% of all first-time, full-time students from our sender high schools will enter Harper in credit-bearing course work.

Status/Progress

Achieved. In fall 2014 and spring 2015, 71.2 % (1,395/1,960) of first-time Harper students from sender high schools entered in credit-bearing courses, an increase from 51.0% (1,099/2,157) in fall 2010 and spring 2011.

- In fall 2014 and spring 2015, 69.1% (969/1,403) of first-time students from sender high schools entered Harper math in credit-bearing courses, an increase from 45.2% (751/1,660) in fall 2010 and spring 2011.
- In fall 2014 and spring 2015, 87.7% (1,365/1,556) of first-time students from sender high schools entered Harper English in credit-bearing courses, an increase from 78.7% (1,332/1,693) in fall 2010 and spring 2011.

Note: These numbers exclude dual-credit students.

Accomplishments for FY2015

- Conducted a second pilot of Adelante Academy in summer 2014 with 23 students completing the program. The program is a joint project with Barrington High School focused on Hispanic students who may place into developmental college-level course work and need extra assistance in order to be successful in more rigorous course work.
- Conducted the second pilot of Project Excel in summer 2014. The program is a summer experience developed in conjunction with Palatine High School, aimed at helping to improve college readiness for underrepresented students. Students targeted by the program are already in Advanced Placement (AP) and/or honors courses in high school but need help navigating the college experience. The second pilot was altered to include more rigorous course work in sociology, chemistry and English.

Overall contributions to the 2010-2015 Strategic Plan

- Assisted the College in meeting its objective of increasing the percentage of first-time, full-time freshmen that enter the institution in credit-bearing course work.
- Collaborated with area high school partners to develop summer intervention/bridge programs that resulted in additional students placing into credit-bearing course work upon entering Harper College.
- Piloted bridge programs that vary in need, scope and population, leading to better definitions of summer interventions to support students that are close to placing into college-level courses.
- Used feedback to improve the quality of the summer bridge programs. Recruited experienced Harper faculty for all content area and support positions, improved math instruction, and completed intense curricular planning and faculty development specific to the contextualized approach and student population.

Active strategies for FY2015

Adelante Academy
Project Excel