

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.

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: Not Achieved.</p> <ul style="list-style-type: none"> • New, degree-seeking student persistence rates increased 0.3%. <ul style="list-style-type: none"> ○ Fall 2009 to spring 2010: 77.8% (2,160/2,778) ○ Fall 2013 to spring 2014: 78.1% (2,630/3,369) <p>Special populations: Partially Achieved.</p> <ul style="list-style-type: none"> • Developmental student persistence rates decreased 4.0%. <ul style="list-style-type: none"> ○ Fall 2009 to spring 2010: 79.5% (1,026/1,290) ○ Fall 2013 to spring 2014: 75.5% (1,058/1,401) • Young male persistence rates decreased 6.9%. <ul style="list-style-type: none"> ○ Fall 2009 to spring 2010: 68.4% (154/225) ○ Fall 2013 to spring 2014: 61.5% (174/283) • Black non-Hispanic persistence rates increased 7.5%. <ul style="list-style-type: none"> ○ Fall 2009 to spring 2010: 70.1% (157/224) ○ Fall 2013 to spring 2014: 77.6% (156/201)
<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: Achieved.</p> <ul style="list-style-type: none"> • Developmental math success rates increased 3.1%. <ul style="list-style-type: none"> ○ Fall 2007 to spring 2010 cohort: 67.7% (779/1,150) ○ Fall 2011 to spring 2014 cohort: 70.8% (716/1,012) • Developmental reading success rates increased 13.3%. <ul style="list-style-type: none"> ○ Fall 2007 to spring 2010 cohort: 67.8% (263/388) ○ Fall 2011 to spring 2014 cohort: 81.1% (356/439) • Developmental writing success rates increased 9.9%. <ul style="list-style-type: none"> ○ Fall 2007 to spring 2010 cohort: 66.1% (254/384) ○ Fall 2011 to spring 2014 cohort: 76.0% (316/416) <p>Special populations: Partially Achieved.</p> <ul style="list-style-type: none"> • Young male <ul style="list-style-type: none"> ○ Developmental math success rates increased 0.8%. <ul style="list-style-type: none"> ▪ Fall 2007 to spring 2010 cohort: 54.3% (44/81) ▪ Fall 2011 to spring 2014 cohort: 55.1% (38/69) ○ Developmental reading success rates increased 12.4%. <ul style="list-style-type: none"> ▪ Fall 2007 to spring 2010 cohort: 47.6% (10/21) ▪ Fall 2011 to spring 2014 cohort: 60.0% (15/25) ○ Developmental writing success rates increased 23.6%. <ul style="list-style-type: none"> ▪ Fall 2007 to spring 2010 cohort: 40.0% (12/30) ▪ Fall 2011 to spring 2014 cohort: 63.6% (21/33)

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.

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 (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 20.1%. <ul style="list-style-type: none"> ▪ Fall 2007 to spring 2010 cohort: 40.9% (38/93) ▪ Fall 2011 to spring 2014 cohort: 61.0% (75/123) ○ Developmental reading success rates increased 35.7%. <ul style="list-style-type: none"> ▪ Fall 2007 to spring 2010 cohort: 30.6% (15/49) ▪ Fall 2011 to spring 2014 cohort: 66.3% (55/83) ○ Developmental writing success rates increased 28.1%. <ul style="list-style-type: none"> ▪ Fall 2007 to spring 2010 cohort: 40.8% (20/49) ▪ Fall 2011 to spring 2014 cohort: 68.9% (51/74)
<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: Not Achieved.</p> <ul style="list-style-type: none"> • Highest level of developmental math to gatekeeper math success rates increased 1.5%. <ul style="list-style-type: none"> ○ Fall 2008 to summer 2011: 56.5% (252/446) ○ Fall 2011 to summer 2014: 58.0% (242/417) • Highest level of developmental reading or writing to gatekeeper English success rates decreased 5.8%. <ul style="list-style-type: none"> ○ Fall 2008 to summer 2011: 67.4% (252/374) ○ Fall 2011 to summer 2014: 61.6% (233/378) <p>Special populations: Not Achieved.</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 decreased 7.3%. <ul style="list-style-type: none"> ▪ Fall 2008 to summer 2011: 48.0% (12/25) ▪ Fall 2011 to summer 2014: 40.7% (11/27) ○ Highest level of developmental reading or writing to gatekeeper English success rates increased 3.2%. <ul style="list-style-type: none"> ▪ Fall 2008 to summer 2011: 52.1% (25/48) ▪ Fall 2011 to summer 2014: 55.3% (26/47)
<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: Not Achieved.</p> <ul style="list-style-type: none"> • Gatekeeper math success rates decreased 6.7%. <ul style="list-style-type: none"> ○ Fall 2007 to spring 2010: 77.2% (688/891) ○ Fall 2011 to spring 2014: 70.5% (574/814) • Gatekeeper English success rates decreased 2.3%. <ul style="list-style-type: none"> ○ Fall 2007 to spring 2010: 82.6% (1,342/1,624) ○ Fall 2011 to spring 2014: 80.3% (1,256/1,565)

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.

² Data for this group not available at this time.

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 (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: Not Achieved.</p> <ul style="list-style-type: none"> • Developmental <ul style="list-style-type: none"> ○ Gatekeeper math success rates for students who originally placed into developmental math decreased 2.0%. <ul style="list-style-type: none"> ▪ Fall 2007 to spring 2010: 72.3% (193/267) ▪ Fall 2011 to spring 2014: 70.3% (175/249) ○ Gatekeeper English success rates for students who originally placed into developmental reading increased 0.5%. <ul style="list-style-type: none"> ▪ Fall 2007 to spring 2010: 81.0% (209/258) ▪ Fall 2011 to spring 2014: 81.5% (190/233) ○ Gatekeeper English success rates for students who originally placed into developmental writing decreased 0.5%. <ul style="list-style-type: none"> ▪ Fall 2007 to spring 2010: 79.3% (88/111) ▪ Fall 2011 to spring 2014: 78.8% (104/132) • Young male <ul style="list-style-type: none"> ○ Gatekeeper math success rates decreased 15.6%. <ul style="list-style-type: none"> ▪ Fall 2007 to spring 2010: 66.7% (28/42) ▪ Fall 2011 to spring 2014: 51.1% (24/47) ○ Gatekeeper English success rates decreased 7.3%. <ul style="list-style-type: none"> ▪ Fall 2007 to spring 2010: 65.1% (54/83) ▪ Fall 2011 to spring 2014: 57.8% (48/83) • Black non-Hispanic <ul style="list-style-type: none"> ○ Gatekeeper math success rates increased 0.6%. <ul style="list-style-type: none"> ▪ Fall 2007 to spring 2010: 43.8% (7/16) ▪ Fall 2011 to spring 2014: 44.4% (16/36) ○ Gatekeeper English success rates increased 3.3%. <ul style="list-style-type: none"> ▪ Fall 2007 to spring 2010: 62.7% (37/59) ▪ Fall 2011 to spring 2014: 66.0% (64/97)

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.

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 (continued).

Accomplishments for FY2015

- Conducted a second trial of Engagement and Leadership Initiative to Transition Effectively (E.L.I.T.E.), providing comprehensive support for students within the program.
- Conducted a second pilot of First Year Seminar (FYS) courses, enrolling 103 students in four 3-credit-hour sections and two 1-credit-hour linked sections.
- Institutionalized Student On-Campus Employment.

Overall contributions to the 2010-2015 Strategic Plan

- Institutionalized Placement for Success, R.E.A.C.H., Early Alert and Student On-Campus Employment. These successful student-oriented initiatives achieved measurable positive results despite not directly impacting long-term goal targets.
- Conducted Accelerated Pipeline trials, designed to accelerate students through developmental courses or target specific population groups for support. Although results were mixed and the initiative was moved to inactive status, the College uses the work of the team to improve student progress within the math and English departments.
- Conducted two E.L.I.T.E. trials, targeting first-time, full-time, African American students for comprehensive support and assistance. Continued to improve and evaluate the intervention to determine potential for movement to scale.
- Oversaw the evolution and implementation of FYS, which included redevelopment of students' initial experiences at Harper and integration with their academic goals. Early results indicate that the objectives of FYS may have long-term benefits to Harper students.
- Evaluated the effects of multiple, broad interventions at achieving specific institution-level goals. Identified challenges associated with integrating results from multiple projects, even when those interventions were successful at improving other student outcomes.

Active strategies for FY2015

Diverse Student Engagement

Student On-Campus Employment

First Year Seminars