



Institutional Effectiveness at Harper College measures the quality of the institution in eight categories:

- Student Progress
- Progress of Developmental Students
- Performance after Transfer
- Market Penetration
- Workforce Development
- Facilities
- Financials
- Employee Diversity

Harper College's Institutional Effectiveness Measures

Institutional effectiveness is a process that involves the entire institution in the assessment and evaluation of the College's performance on key indicators, called Institutional Effectiveness Measures (IEMs). Throughout FY11, Harper College faculty, staff and administrators collaborated with the Board of Trustees to define the College's IEMs. In April 2011, the Board of Trustees approved and adopted the Harper College IEMs.

The information provided through the IEMs, offers answers to common stakeholder questions:

- ❖ What does Harper College want to accomplish?
- ❖ Is Harper College achieving its intended outcomes?
- ❖ How can Harper College improve as an institution of higher education?

Data on the IEMs are located in a dashboard on the Harper College website at harpercollege.edu/accountability/iem. This dashboard reports trends for Harper College on the 24 selected IEMs. Where available, peer data is also provided. Measures were selected based on the following criteria:

- ❖ Alignment with Harper College mission and values
- ❖ Alignment with stakeholder expectations
- ❖ Availability of standardized data
- ❖ Availability of peer group comparison

During the 2011-2012 academic year, constituents from across the College will join in a campus conversation to set targets for the IEMs. Data on Illinois peer community colleges will be examined to determine challenging and appropriate targets. These targets will be determined by July 2012 and future reporting will include information on progress towards meeting the targets.

To learn more about the Institutional Effectiveness Measures, feel free to attend one of the following workshops:

- ❖ Tuesday, September 13th, 10-11am in A-243
- ❖ Wednesday, September 14th, 1-2pm in L-323
- ❖ Wednesday, September 14th, 4-5pm in L-304

Further Reading about Milestones and Momentum Points

Leinbach, D.T. & Jenkins, D. (2008). Using longitudinal data to increase community college student success: A guide to measuring milestone and momentum point attainment. *CCRC Research Tools No. 2*. New York: Community College Research Center, Teachers College, Columbia University.

Offenstien, J., Moore, C., & Shulock, N. (2010). Advancing by Degrees: A Framework for College Completion. Institute for Higher Education Policy and the Education Trust.

Finish What You Start Study: A Look at the Broward College Student Success Pipeline. Retrieved from: https://www.broward.edu/facts/finish_what_you_start-student-success.pdf

Institutional Surveys for 2011-2012:

- Fall 2011:
- PACE
 - Noel-Levitz
- Spring 2012:
- Community College Survey of Student Engagement (CCSSE)

Student Success Matters



this issue

- Milestones and Momentum Points P.1
- Harper Data P.2
- Harper Data P.3
- Institutional Effectiveness Measures P.4

Potential Milestones for Developmental Students

College ready (completed developmental education)

Transitioned to college-level (completed x number of college credits)

Potential Momentum Points for College-Level Students

Completed 15 college level credits

Completed 30 college level credits

Completed 30 college level credits in one year

Completed a career exploration or introduction course

For further questions, contact the Planning and Institutional Effectiveness Division at x6950

Introducing Milestones and Momentum Points

What are Milestones and Momentum Points?

Milestones are educational accomplishments that students reach along their path to degree completion. Examples of milestones may include fulfilling developmental education requirements, completing ESL coursework, or earning an Associates' Degree. Milestones include earning credentials as well as intermediate outcomes.

Momentum Points are building blocks to the completion of a milestone. For example, a developmental math student at Harper College must complete Math 060 in order to enroll in Math 080. In the preceding example the completion of Math 060 would be measured as a Momentum Point. If a student completes a momentum point, he or she is more on track towards completing a milestone.

It is important to note that different groups of students have different milestones and momentum points that can be measured based on the types of programs they are initially enrolled in, as well as their program or objective. Since there is no one standard path for student completion, it is important to identify the various milestones and momentum points as they exist for different groups of students. Examples of the different milestones and momentum points for two student groups can be seen in the column on the left.

What is the Benefit of Using a Milestones and Momentum Points Model?

The Milestones and Momentum Points model can be used as a useful framework to transform student-level data into meaningful information about student enrollment and achievement. Instead of simply assessing student achievement through persistence and completion rates, a Milestones and Momentum Points model provides more detail about the specific points at which students are being successful and which areas show gaps where students are not completing their academic goals. Being able to see these patterns allows an institution to use the data to inform policies or practices.

Who is Using this Model and How Are They Doing It?

There are a number of colleges and universities that are using this model to track student achievement and completion. Broward College in Florida has created a "Student Pipeline" that tracks students' progression through segments of their educational pipeline and also helps identify "leakage points" when a student leaves the college before completing their educational goal. The California Community College system uses Milestones to track their student data and draw conclusions about rates of credit accumulation, and specific demographic achievement gaps. The Washington State Board for Community and Technical Colleges (SBCTC) used Milestones and Momentum Points to answer questions about which students are dropping out before they make it to the "tipping point," which they have defined for their college as at least a year of college and an occupational credential.

What is a cohort?

The Credential Seeking Cohort is defined as students who are:

Degree or Certificate seeking;

Full and Part-time; and

First-time enrolled at Harper College

Year of cohort is defined by the fall in which the student initially enrolled (i.e. 2008 cohort first enrolled in fall 2008)

Harper's Journey into Milestones and Momentum Points



Harper College is in the process of implementing a Milestones and Momentum Points pipeline. The pipeline tracks individuals from the point at which they are a prospect to enroll at Harper College until the point when the student completes their educational goal(s).

In this newsletter we present a framework for quantifying the segments of the pipeline (input segments, progress segments, and output segments) to inform the college on patterns of student progression and achievement over time. With this understanding, the college will be able to develop strategies and interventions to address the gaps or "leakage points" in the pipeline where a student leaves the college prior to completing their goals.

This newsletter features five milestones:

- Persistence percentage from first fall term enrolled to the first spring term
- Persistence percentage from first fall to the fall of the second year
- Percentage of students that earn 15 credits within three years
- Percentage of students that earn 30 credits within three years
- Percentage of students that earn a degree or certificate within three years

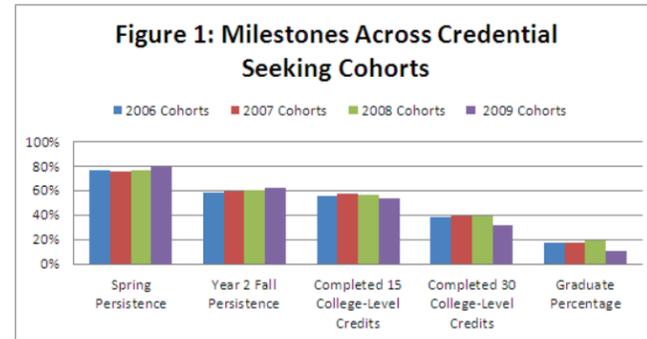


Figure 1 shows the percentage of Credential Seeking (CS) students across four cohorts who achieved different milestones within three years. Across all five milestones there are very little differences between cohorts. In an effort to examine a more comprehensive analysis of differences that may not be apparent when viewing the milestones across cohorts, socio-demographic variables will be assessed in the figures that follow.

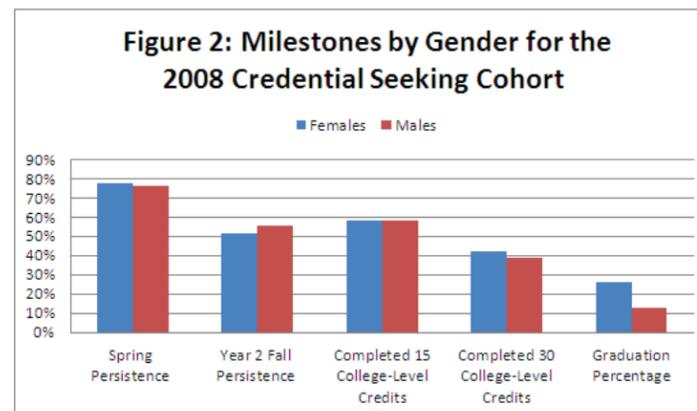


Figure 2 shows the percentage of Credential Seeking (CS) students by gender in the 2008 cohort who achieved different milestones within three years. When comparing gender in the CS cohort, women and men have relatively equal persistence rates for their first spring semester and the fall of the second year. Similarly, there are little differences in the percentage of women and men that earn 15 college-level credit hours within their first three years of enrollment. The greatest milestone gender percentage difference appears when comparing graduation rates. Women graduate 13 percentage points higher than men within the first three years of enrollment.

Harper's Journey into Milestones and Momentum Points

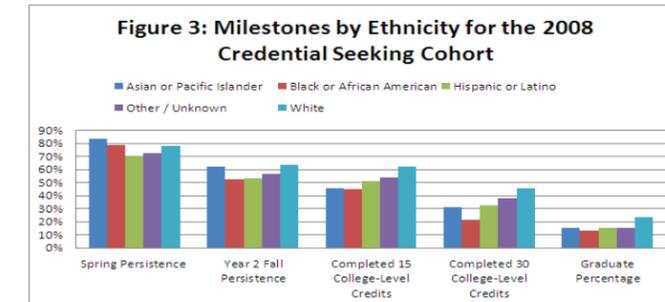
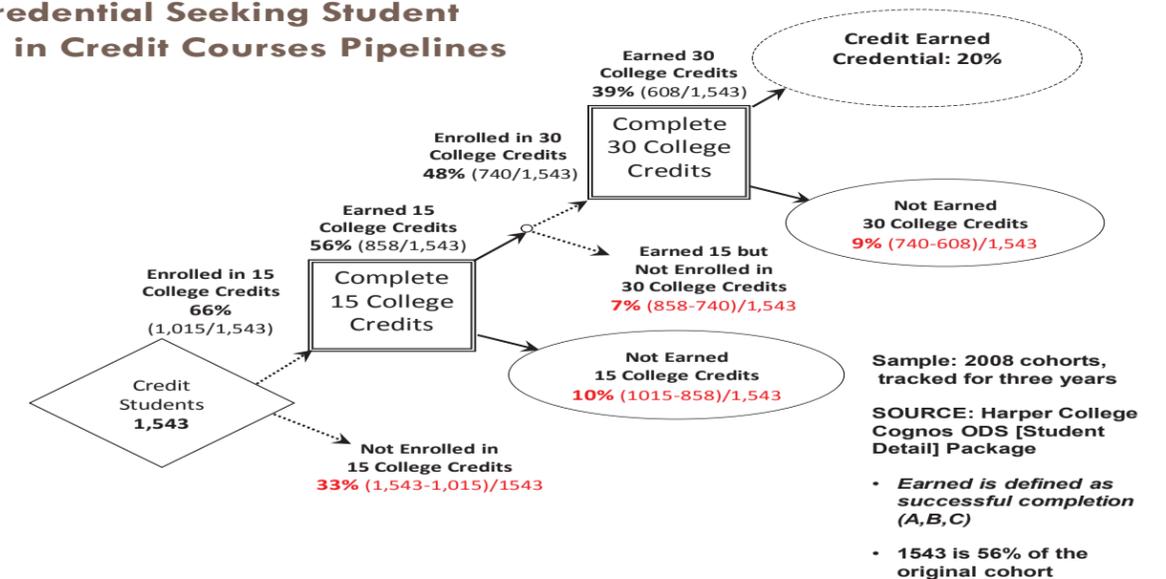


Figure 3 displays the percentage of Credential Seeking (CS) students by ethnicity in the 2008 cohort who achieved different milestones within three years. When comparing ethnic differences among the CS cohort, there are marginal differences between four of the five ethnic groups, with Hispanic students having the lowest persistence rates for the spring semester. Similar patterns are found when comparing attainment of 15 and 30 college-level credit hours within Hispanic students' first 3 years of enrollment. Specifically, African-American students have the lowest level of credit attainment at 15 and 30 college-level milestone points. The milestone gap that is apparent when comparing the completed college-level credits continues for graduation. Asian, Hispanic, and Other/Unknown have similar graduation rates when comparing rates across ethnicities. African-American students have the lowest graduation level percentage at ten percent.

A Harper College Student Pipeline

2008 Credential Seeking Student Starting in Credit Courses Pipelines



Using the Milestones and Momentum Points model as a framework, student success pipelines were developed. Displaying the student-level data graphically provides clear insight into the areas of success and opportunities for improvement. In the figure above, the starting cohort of 1,543 represents slightly more than half of the original 2008 cohort and includes only credential seeking FTIH (first-time in Harper) students with no developmental placements. Of this group of students, 56% were successful in attaining the initial momentum point, completing 15 college credits. Nearly 40% successfully completed at least 30 college credits. Conversely, approximately one-third of the starting cohort did not enroll in at least 15 credit hours.

The figure also shows that 20% of credential seeking students achieved the milestone of graduation within 150% of normal time, which is five percentage points above the overall Harper College graduation rate. According to the National Center for Education Statistics data, one-third of students entering postsecondary education are required to take remedial courses in at least one subject; at community colleges, nearly half of these students fail to matriculate to the second year due to a lack of preparation to engage in college-level courses. This highlights the need to work more closely with high schools to develop strategies that will better prepare students, moving them towards college readiness and ultimately college completion.