Student Success Report
2012-2013
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Executive Summary

The purpose of this document is to provide data in actionable detail for improving student success at Harper College. This report is organized around four key categories: Entering Students, Successful Progression, Completion and Transfer, and Workforce and Employment. These categories are analyzed at the aggregate level by several measures, then indicators, and finally they are disaggregated by selected target demographics. Important findings are discussed in detail below.

Entering Students

The percentage of high school graduates from our feeder districts has remained relatively stable, peaking at an all-time high in 2012. The percentage of students from our feeder high schools entering Harper College at college-level math and English increased. Particularly notable has been the 11.2% increase in the number of these students enrolling in college-level mathematics courses at Harper in just two years, largely due to our COMPASS testing and math alignment projects. The proportion of adult students (25 and over) has remained steady since 2009.

Successful Progression

Persistence

Persistence is measured in terms of the proportion of a student cohort that continues to enroll from fall to spring semester of year one and then continues to enroll from fall of year one to fall of year two. Over the time period analyzed in this report, student persistence has shown a slight but steady increase, but it has leveled off with the latest cohort. A small gap has developed over time between females and males with females persisting at a slightly greater rate than males. Persistence for black and Hispanic students lags overall college persistence, but while persistence has increased for Hispanic students, it has declined for black students. Persistence of developmental students is similar to that for the college overall, while the youngest student age group (19 and under) has the highest persistence rate of all demographic groups.

Performance in Developmental Courses

Success rates for developmental courses have remained steady over time, although the rate at which students complete a developmental course within three years has increased over time. The analysis shows that success in developmental math, writing, and reading has increased from the 2006 cohort to the 2009 cohort. Within the developmental math breakouts for the cohorts, female students and students age 25-29 tended to have the highest completion rate of any developmental math course within three years of starting at the College. An analysis of developmental course completion found that female students, Asian students, and students age 19 and under had the highest percentage rate of success in the any developmental writing course. Female students and Asian students had the highest success rate in any developmental reading course.

Progression from Developmental to Gatekeeper

The Milestones and Momentum Points models indicate that only a little more than one third of the students who pass the highest level developmental math course go on to register for a gatekeeper math course. However, of those who enroll, most are successful in the initial college-level math course. More than half of those students who pass the highest level developmental reading/English course go on to enroll in the gatekeeper English course, but fewer than half of those who do actually pass that course. With respect to developmental students who succeed in gatekeeper math, female students perform
better than male students, white students perform better than students of color, and students 19-24 do better than other age groups. As for developmental students who succeed in English 101, female students again are more successful than male students; Asian students have the highest rate of success rate amongst racial/ethnic groups; and students 25 and over are more successful than other age categories.

**Performance in College-Level Courses**

Success rates for students in the two college-level courses required for most degree-seekers, Math 103 (College Algebra) and English 101 (Composition) increased slightly during the period analyzed. With respect to Math 103, male students have improved their success rate faster than female students, but female students are still doing slightly better. Asian and black students are the most successful in Math 103 while Hispanic student success has been dropping. Students with developmental math placements perform lower than non-developmental students in Math 103, full-time students also performed better than part-time students, and students age 19-24 were more successful than students in other age groups.

**Earning Credits toward Completion**

Using the Milestones and Momentum Points model to track the 2008 and 2009 cohorts of entering students over three years reveals improved rates at which the 2009 cohort earned 15 and 30 college credits and completed credentials compared to the 2008 cohort. Students who started in developmental courses had lower rates for completing these momentum points, but those who started in developmental math were notably more likely to reach those points than those who started in developmental reading/English. Females in these cohorts reached these points at higher rates than males, white students had higher success rates than students of color though African American and Hispanic students showed improvement and students 25 and older surpassed other age groups in the 2009 cohort.

**Student Engagement**

According to the most recent Community College Survey of Student Engagement (CCSSE), Harper College was lower than the mean score on all CCSSE benchmarks. In 2012, all categories but the Student-Faculty Interaction score showed a decrease from the previous CCSSE benchmarks three years earlier.

**Completion and Transfer**

The number of credentials conferred at Harper College increased from 2,426 in 2008-09 to 4,487 in 2011-12, an 85% growth rate in just four years. This increased number of credentials puts the College more than 40% of the way toward its goal of 10,604 additional credentials awarded by 2020. This increase is largely due to our completion concierge and our efforts to stack career certificates that lead to degrees.

From 2006 through 2008, graduation rates as measured by the U.S. Department of Education also increased, while transfer rates remained stable. Female students have consistently demonstrated higher graduation rates than male students, as have white students when compared to other racial/ethnic groups. As might be expected, developmental students have lower graduation rates than non-developmental students, as is also the case for part-time students compared to full-time students. Differences in graduation rates between Pell grant recipients and non-Pell students vary only marginally.
Transfer rates for female and male students vary slightly, while those for black students are notably higher than for other racial/ethnic groups. Transfer rates are lower for developmental students than for non-developmental students. Generally, as students increase in age, the likelihood of transferring to another institution decreases.

**Workforce and Employment**

Surveys of Harper graduates indicate that the majority were working after graduation; over half were working full-time. Although Harper’s graduates experienced a decrease in employment rates during and immediately after the 2008-2009 economic recession, rates increased for the most recent set of graduates.

**Conclusion**

The data in this initial Harper College Student Success Report indicate improvement in student learning over time as well as areas where more progress is needed. Over the time periods and cohorts studied, the College has successfully increased the placement levels of entering students, the success rates of students entering in developmental math and persistence rates. However, gaps remain in the progress of developmental students and between different demographic groups. As such, this report is a resource and reference guide intended to indicate where success is evident and improvement is needed as the College goes forward with its commitment to student success and carrying out its mission to serve the community.
Using This Report to Improve Student Success
Understanding the Student Success Report

This report provides our student success data in four levels to help the College focus on the institutional impact of our effects while providing the actionable detail for student success interventions. The four levels of data include Student Success Categories, Measures, Indicators, and Demographics:

- Student Success Category
  - Measure
    - Indicator
  - Demographics

What are Student Success Categories?
Harper’s Student Success report groups student success data into four topical areas representing the progression of students into and through the College and eventually into the workplace. These areas are known as Student Success Categories and define the way the College determines how well our students are performing throughout their relationship with the College. The four Student Success Categories are: Entering Students; Successful Progression; Completion and Transfer; and Workforce and Employment.

What is a Measure?
Each Student Success Category encompasses multiple measures. As used here, a measure is a conceptual definition of student progress within the general topical area. For example, Entering Students consists of two measures: District High School Students Entering Harper College and Adult Students Entering Harper College. Progression, however, is a much larger area and includes measures such as Persistence, Performance in Developmental Courses, and Performance in College-Level Courses.

What is an Indicator?
Some measures further consist of one or more indicators. An indicator is a specific operational definition of a measure and its results. For example, one of the measures under the Successful Progression category is Persistence. Persistence is broken into two indicators, Fall to Spring and Fall to Fall. Each indicator may have a slightly different outcome, population or time frame. Some indicators are more useful depictions of student success than others depending on the student success barrier you are trying to address.

Demographics
Finally, many indicators have additional demographic breakouts to help provide more in-depth descriptive information about Harper College students. Fall to Spring Persistence, for example, is provided in breakouts by gender, race/ethnicity, developmental status, full-part-time status, age group, and Pell status. This information helps the College determine whether there are any specific groups of students that need particular attention within a given measure or indicator.
Using This Report to Improve Student Success
Using Data to Improve Student Success

One of the most important functions of the Student Success Report is to explain the data underlying each indicator so that the College can address the barriers to success our students face. This data is provided as a resource to faculty, staff, and administrators at the College to help make decisions and drive improvement across all levels and areas of the institution.

Common uses for this data:
- Strategic Planning (at the College-level and for individual teams)
- Program Review
- Program Development
- Overall Institutional Effectiveness and Continuous Improvement

How, specifically, can we use data to make improvements at the College? Below is an example of how results of a recent study helped the College work with area high school districts to develop a program to improve college readiness.

Example: High School Testing and Math

In 2008, Harper College partnered with Illinois Township High School District 211 to conduct a study to assess what factors predicted math course enrollment of District 211 graduates entering Harper College in the fall term after graduating high school. The key finding of this study indicated that the most significant predictor of college-level math course enrollment at Harper was whether a student had taken a math course during their senior year of high school. Based on the findings of the study, Harper College and District 211 began to pilot Partners for Success, a high school COMPASS testing program targeted at juniors who were currently enrolled in Algebra II.

There are two major goals of Partners for Success. The first is to increase the number of students who take Algebra II as juniors to enroll in a math course their senior year, and the second is to decrease the number of students that begin math at Harper College at a developmental level. Preliminary findings presented in fall 2010 indicated that there was an 8 percent increase in the number of District 211 Algebra II students taking a math course in their senior year compared with fall 2009. These findings, paired with the formation of the Northwest Educational Council for Student Success, expanded the implementation of Partners for Success to Township High School District 214 and CUSD 220 for different groups of students.

Thus far, the results from the Partners for Success program have yielded promising results. Preliminary findings indicate that the Partners for Success program has made gains in addressing the two main objectives of the partnership. This examination of data and the development of a related project to increase college readiness of incoming freshmen serves as a concrete example of how Harper College can use findings from student success data to drive improvement at the College.

Source: Student Success Matters, Issue 2, January 2012.
Using This Report to Improve Student Success
First-Time Credit-Seeking Cohort Tracking

Cohort tracking is used to assess student success throughout the majority of this report. Cohorts are helpful when examining student success information because they allow for tracking of students over time, instead of providing snapshots of how all students are doing at a given point in time. After the initial semester of data has been determined for that specific cohort, the students are continually tracked in subsequent semesters on a variety of measures. This report uses Achieving the Dream (AtD) cohorts for the majority of cohort tracking.

The cohorts are comprised of first-time credential-seeking Harper College students enrolling in the fall term of a given year. Both full-time and part-time students are included. Although these cohorts do not include all Harper students (for example, those who first enroll in spring or are not credential-seeking), they do reveal trends in overall student progress that would not be possible without cohort tracking. Below are the demographic categories of students used in this report, based on these cohorts.

<table>
<thead>
<tr>
<th>Overall Number of Students in Cohort</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Female</td>
<td>1,365</td>
<td>51.7%</td>
<td>1,432</td>
<td>52.3%</td>
<td>1,379</td>
<td>51.2%</td>
</tr>
<tr>
<td>Male</td>
<td>1,273</td>
<td>48.3%</td>
<td>1,308</td>
<td>47.7%</td>
<td>1,314</td>
<td>48.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>College-level</th>
<th>Referred to developmental math</th>
<th>Referred to developmental reading</th>
<th>Referred to developmental writing</th>
<th>Referred to any developmental course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>279</td>
<td>10.6%</td>
<td>294</td>
<td>10.7%</td>
<td>267</td>
</tr>
<tr>
<td>Black/African American, non-Hispanic</td>
<td>153</td>
<td>5.8%</td>
<td>156</td>
<td>5.7%</td>
<td>184</td>
</tr>
<tr>
<td>Hispanic</td>
<td>334</td>
<td>12.7%</td>
<td>364</td>
<td>13.3%</td>
<td>377</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>1,600</td>
<td>60.7%</td>
<td>1,695</td>
<td>61.9%</td>
<td>1,522</td>
</tr>
<tr>
<td>Other</td>
<td>272</td>
<td>10.3%</td>
<td>231</td>
<td>8.4%</td>
<td>343</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Developmental Placement</th>
<th>Status (First Term)</th>
<th>Age Group (First Term)</th>
<th>Pell/Non-Pell (First Term)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td>Part-time</td>
<td>19 or younger</td>
</tr>
<tr>
<td>N</td>
<td>1,654</td>
<td>984</td>
<td>1,678</td>
</tr>
<tr>
<td>%</td>
<td>62.7%</td>
<td>37.3%</td>
<td>63.6%</td>
</tr>
<tr>
<td>N</td>
<td>1,749</td>
<td>991</td>
<td>1,697</td>
</tr>
<tr>
<td>%</td>
<td>63.8%</td>
<td>36.2%</td>
<td>69.1%</td>
</tr>
<tr>
<td>N</td>
<td>1,795</td>
<td>898</td>
<td>1,697</td>
</tr>
<tr>
<td>%</td>
<td>66.7%</td>
<td>33.3%</td>
<td>63.0%</td>
</tr>
<tr>
<td>N</td>
<td>1,795</td>
<td>983</td>
<td>1,697</td>
</tr>
<tr>
<td>%</td>
<td>66.6%</td>
<td>35.4%</td>
<td>63.0%</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts. Due to rounding, not all percentages will sum to 100 percent.
1. Missing demographics for students in some cohorts will result in the number of students not summing to the cohort total. Age groupings are different for data that did not come from AtD.
2. “Pell” refers to students who received a Pell grant of any amount during their first term at Harper. “Non-Pell” refers to students who did not receive a Pell grant during their first term, either because they did not apply or because they applied but did not meet grant requirements.
3. Asian includes Pacific Islander for the 2006 and 2007 cohorts.
4. Hereafter, “black/African American, non-Hispanic” is referred to as “black” and “white, non-Hispanic” is referred to as “white.”
Student Success Categories, Measures, and Indicators

Entering Students
District High School Students Entering Harper College
Percentage Share of Public High School Graduates

Over the past five years, the percentage of public high school graduates attending Harper College has remained relatively stable. However, the share entering in 2012 was 36.5 percent, the highest of all years during the period examined.

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>34.7%</td>
</tr>
<tr>
<td>2009</td>
<td>33.9%</td>
</tr>
<tr>
<td>2010</td>
<td>34.1%</td>
</tr>
<tr>
<td>2011</td>
<td>34.9%</td>
</tr>
<tr>
<td>2012</td>
<td>36.5%</td>
</tr>
</tbody>
</table>

Source: Harper College Institutional Effectiveness Measures and Institutional Research. Includes Township High School Districts 211 (Conant, Fremd, Hoffman Estates, Palatine, Schaumburg), 214 (Buffalo Grove, Elk Grove, Hersey, Prospect, Rolling Meadows, Wheeling) and CUSD 220 (Barrington).
In recent years, Harper College has been partnering with district high schools to help improve the percentage of students who are prepared for college-level courses when they enter the College. Despite a relatively low outcome for 2010, the percentage of college-ready students has been increasing over time. In 2012, 57.2 percent of students enrolling at Harper College were prepared for college-level math, an increase of more than 8 percent since 2009. During the same period, the percentage of students prepared for college-level English increased more than 3 percent, from 81.4 percent to 84.8 percent.

Source: Enrollment Services. Percentages are based on students who enrolled in either math or English. Includes Township High School Districts 211 (Conant, Fremd, Hoffman Estates, Palatine, Schaumburg), 214 (Buffalo Grove, Elk Grove, Hersey, Prospect, Rolling Meadows, Wheeling) and CUSD 220 (Barrington).
Adult student populations have dropped since fall 2009. The majority of the decrease has been seen in categories other than first-time college students and students transferring to Harper. The percentage of students transferring to Harper from other institutions has steadily increased over time.

Source: ICCB E1 files, fall 2009 to fall 2012. “Other” includes returning students, continuing students, and students who are attending exclusively for adult education or vocational course work.
Successful Progression
Persistence
Fall to Spring and Fall to Fall Persistence

Persistence measures the rate that students enroll at Harper College in the fall semester and then re-enroll in the spring semester of the same fiscal year or the fall of the following year. Although the College’s fall to spring persistence rate shows an overall upward trend, persistence for the 2011 cohort was 1.4 percent below persistence for the 2010 cohort. Fall to fall persistence also shows an upward trend, increasing by more than 3 percent from the 2006 to the 2009 and 2010 cohorts.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts.

LINKS TO RELATED FIGURES:
- Fall to Spring Persistence by Gender Page 26
- Fall to Spring Persistence by Race/Ethnicity Page 27
- Fall to Spring Persistence of Developmental Students Page 28
- Fall to Spring Persistence of Full-/Part-Time Status Page 29
- Fall to Spring Persistence by Age Group Page 30
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- Fall to Fall Persistence by Age Group Page 36
- Fall to Fall Persistence by Pell Status Page 37
Successful Progression
Performance in Developmental Courses
Course Success: Developmental Courses

Course success rates in developmental courses have remained stable since the 2007-08 academic year. These rates are approximately 4-7 percent lower than overall Harper College course success rates.

<table>
<thead>
<tr>
<th>% successful completions</th>
<th>65.8%</th>
<th>66.9%</th>
<th>65.9%</th>
<th>65.7%</th>
<th>66.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td># successful completions</td>
<td>6,818</td>
<td>6,644</td>
<td>6,558</td>
<td>6,546</td>
<td>6,002</td>
</tr>
<tr>
<td># course enrollments</td>
<td>10,358</td>
<td>9,927</td>
<td>9,951</td>
<td>9,968</td>
<td>9,091</td>
</tr>
</tbody>
</table>

Source: Harper College Cognos ODS [Student Detail] Package. Successful completions include those earning a C or better in a course.
Successful Progression
Performance in Developmental Courses
Success in Developmental Math

Developmental math cohort success rates have increased over time, from 66.7 percent for the 2006 cohort to 69.5 percent for the 2009 cohort. Success is measured over a period of three years; students attempting developmental math courses (those numbered below 90 at the College) are included as being successful if they passed any single developmental math course with a C or better during this time period. Thus, these numbers do not represent overall success rates in developmental math, but instead show the percentage of students who are able to successfully complete a developmental math course within three years.

These success rates take into account only those students who are attempting developmental courses. Students who placed into developmental courses but did not attempt a developmental course during their first three years at Harper are not included in this figure.

<table>
<thead>
<tr>
<th>% successfully completed any dev. math</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>N successfully completed any dev. math</td>
<td>66.7%</td>
<td>67.7%</td>
<td>70.2%</td>
<td>69.5%</td>
</tr>
<tr>
<td>N attempted any dev. math</td>
<td>1,048</td>
<td>1,150</td>
<td>1,080</td>
<td>1,100</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Developmental math attempts include all students who were enrolled in developmental math courses numbered below 90. Successful completions include those earning a C or better in one of those courses within three years.

LINKS TO RELATED FIGURES:

- [Success in Developmental Math by Gender](#)
- [Success in Developmental Math by Race/Ethnicity](#)
- [Success in Developmental Math by Full-/Part-Time Status](#)
- [Success in Developmental Math by Age Group](#)
- [Success in Developmental Math by Pell Status](#)
Successful Progression
Performance in Developmental Courses
Success in Developmental Writing

Developmental writing cohort success rates have also increased over time, from a low of 66.1 percent for the 2007 cohort to 75.3 percent for the 2009 cohort. Success is measured over a period of three years; students attempting developmental writing courses (English courses numbered 100 and below at the College) are included as being successful if they passed any single developmental writing course during this time period with a C or better. Thus, these numbers do not represent overall success rates in developmental writing, but instead show the percentage of students who are able to successfully complete a developmental writing course within three years.

These success rates take into account only those students who are attempting developmental writing courses. Students who placed into developmental courses but did not attempt a developmental writing course during their first three years at Harper are not included in this figure.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Developmental writing attempts include all students who were enrolled in developmental writing courses including English 100. Successful completions include those earning a C or better in one of those courses within three years.

<table>
<thead>
<tr>
<th>Year</th>
<th>% successfully completed any dev. writing</th>
<th>N successfully completed any dev. writing</th>
<th>N attempted any dev. writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>70.0%</td>
<td>296</td>
<td>423</td>
</tr>
<tr>
<td>2007</td>
<td>66.1%</td>
<td>254</td>
<td>384</td>
</tr>
<tr>
<td>2008</td>
<td>74.4%</td>
<td>311</td>
<td>418</td>
</tr>
<tr>
<td>2009</td>
<td>75.3%</td>
<td>339</td>
<td>450</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Developmental writing attempts include all students who were enrolled in developmental writing courses including English 100. Successful completions include those earning a C or better in one of those courses within three years.
Successful Progression
Performance in Developmental Courses
Success in Developmental Reading

Developmental reading cohort success rates have also increased over time, from a low of 67.8 percent for the 2007 cohort to 78.1 percent for the 2009 cohort. Success is measured over a period of three years; students attempting developmental reading courses (those numbered below 100 at the College) are included as being successful if they passed any single developmental reading course during this time period with a C or better. Thus, these numbers do not represent overall success rates in developmental reading, but instead show the percentage of students who are able to successfully complete a developmental reading course within three years.

These success rates take into account only those students who are attempting developmental reading courses. Students who placed into developmental courses but did not attempt a developmental course during their first three years at Harper are not included in this figure.

<table>
<thead>
<tr>
<th>Year</th>
<th>% successfully completed any dev. reading</th>
<th>N successfully completed any dev. reading</th>
<th>N attempted any dev. reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>72.0%</td>
<td>286</td>
<td>397</td>
</tr>
<tr>
<td>2007</td>
<td>67.8%</td>
<td>263</td>
<td>388</td>
</tr>
<tr>
<td>2008</td>
<td>72.7%</td>
<td>314</td>
<td>432</td>
</tr>
<tr>
<td>2009</td>
<td>78.1%</td>
<td>338</td>
<td>433</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Developmental reading attempts include all students who were enrolled in developmental reading courses (those numbered below 100 at the College). Successful completions include those earning a C or better in one of those courses within three years.

LINKS TO RELATED FIGURES:
Successful Progression
Developmental Students Moving to Gatekeeper Course Work and Completion
The Milestone and Momentum Points Model

The Milestones and Momentum Points model can be used as a 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 a cohort of students is 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.

Harper College has implemented the Milestones and Momentum Points student pipelines model as a way to depict and measure student progress. The pipelines document the enrollment, completion, and degree attainment for a 2009 cohort of credential-seeking students within three years. With this understanding, the College can use the pipelines to help develop strategies and interventions to address the gaps or “leakage points” where a student leaves the College prior to completing their goals.
Successful Progression
Developmental Students Moving to Gatekeeper Course Work and Completion
Students Starting in any Developmental Math Course Completing Developmental and Gatekeeper Math

What follows are several pipelines developed for Harper College for college-level credential-seeking students, all credential-seeking developmental students, credential-seeking developmental math students, and credential-seeking developmental English students.

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. The figure below shows a pipeline for the 2009 cohort of credential-seeking students enrolled in any developmental math. Of the initial group of 675 students, 50.5 percent were successful in attaining the momentum point of completing the highest level of developmental math. Of the entire cohort, 30.5 percent completed gatekeeper math within three years. The figure also shows that 20.3 percent of credential-seeking students achieved the milestone of graduation within 150 percent of normal time. The numbers below the pipeline highlight the proportion of students from the 2009 cohort who did not reach each of the momentum points within three years.

See [Developmental Students Moving to Gatekeeper Course Work and Completion: Math](#) section of the report for information comparing pipeline data from year to year and across demographic groups.

Source: Harper College Cognos ODS [Student Detail] Package. Developmental math student definition: students in 2009 credential-seeking cohort that enrolled in at least one developmental math course (those numbered below 90 at the College) through year three.
Successful Progression
Developmental Students Moving to Gatekeeper Course Work and Completion
Students Starting in any Developmental Reading/Writing Course Completing Developmental and Gatekeeper English

The figure below shows a pipeline for the 2009 cohort of credential-seeking students enrolled in any level of both developmental reading and writing. Of the initial group of 287 students, 62.4 percent were successful in attaining the momentum point of completing the highest level of developmental English or reading. At the next momentum point, 43.9 percent successfully completed gatekeeper English (English 101). The figure also shows that 9.4 percent of credential-seeking students achieved the milestone of graduation within 150 percent of normal time. The numbers below the pipeline highlight the proportion of students from the 2009 cohort who did not reach each of the momentum points within three years.

See Developmental Students Moving to Gatekeeper Course Work and Completion: English section of the report for information comparing pipeline data from year to year and across demographic groups.

Source: Harper College Cognos ODS [Student Detail] Package. Developmental English/reading student definition: students in 2009 credential-seeking cohort that enrolled in at least one developmental reading (below 100) or English (100 and below) course through year three.
Successful Progression
Performance in College-Level Courses
Course Success: All Credit Courses

Overall course success rates have shown slight improvement over time, from 70.3 percent during the 2007-08 academic year to 73.3 percent during the 2011-12 academic year.

<table>
<thead>
<tr>
<th>% successful completions</th>
<th>70.3%</th>
<th>71.2%</th>
<th>72.0%</th>
<th>70.9%</th>
<th>73.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td># successful completions</td>
<td>66,224</td>
<td>70,007</td>
<td>76,278</td>
<td>75,278</td>
<td>73,239</td>
</tr>
<tr>
<td># course enrollments</td>
<td>94,181</td>
<td>98,276</td>
<td>105,901</td>
<td>106,105</td>
<td>99,916</td>
</tr>
</tbody>
</table>

Source: Harper College Cognos ODS [Student Detail] Package. Successful completions include those earning a C or better in a course.
Successful Progression
Performance in College-Level Courses
Success in Math 103

Although Math 103 completion rates have increased slightly (3.6 percent) since the 2006 cohort, the trend for Math 103 success has varied over time.

The number of students attempting and completing Math 103 remains fairly low in relation to the size of the overall cohort. For the 2009 cohort, 422 students (15.2 percent of the cohort) attempted a Math 103 course within their first three years at Harper College.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Math 103 was the only gatekeeper course tracked for these cohorts. Successful completions include those earning a C or better in that course.

<table>
<thead>
<tr>
<th>% successfully completed Math 103</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>N successfully completed Math 103</td>
<td>256</td>
<td>314</td>
<td>259</td>
<td>298</td>
</tr>
<tr>
<td>N attempted Math 103</td>
<td>382</td>
<td>440</td>
<td>396</td>
<td>422</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Math 103 was the only gatekeeper course tracked for these cohorts. Successful completions include those earning a C or better in that course.

LINKS TO RELATED FIGURES:
- Success in Math 103 by Gender
- Success in Math 103 by Race/Ethnicity
- Success in Math 103 by Developmental Placement
- Success in Math 103 by Full-/Part-Time Status
- Success in Math 103 by Age Group
- Success in Math 103 by Pell Status
Successful Progression
Performance in College-Level Courses
Success in English 101

Student success in English 101 has remained relatively steady over time. Within three years of beginning course work at Harper College, approximately 80 percent of students attempting English 101 are successful in English 101.

Approximately 55 to 60 percent of Harper’s credential-seeking students attempt English 101 within their first three years at the College. For the 2009 cohort, 1,706 students (61.4 percent) attempted English 101.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Successful completions include those earning a C or better in that course.

<table>
<thead>
<tr>
<th>% successfully completed English 101</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>80.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>82.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>79.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>81.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>N successfully completed English 101</th>
<th>1,231</th>
<th>1,342</th>
<th>1,312</th>
<th>1,383</th>
</tr>
</thead>
<tbody>
<tr>
<td>N attempted English 101</td>
<td>1,521</td>
<td>1,624</td>
<td>1,644</td>
<td>1,706</td>
</tr>
</tbody>
</table>

LINKS TO RELATED FIGURES:

- Success in English 101 by Gender
  - Page 82
- Success in English 101 by Race/Ethnicity
  - Page 83
- Success in English 101 by Developmental Placement
  - Page 84
- Success in English 101 by Full-/Part-Time Status
  - Page 85
- Success in English 101 by Age Group
  - Page 86
- Success in English 101 by Pell Status
  - Page 87
Successful Progression
Earning Credits Toward Completion
Earning 15 and 30 College Credits: All Credential-Seeking Students

The figure below illustrates the differences between pipelines for all credential-seeking students in the 2008 and 2009 cohorts. The 2009 cohort performed slightly better than the 2008 cohort for all four momentum points as well as the final milestone of earning a credential. Overall, Harper’s credential-seeking students beginning in fall 2009 earned degrees and certificates at a rate 3.3 percent higher than the 2008 cohort.

![Chart illustrating differences between pipelines for all credential-seeking students in 2008 and 2009 cohorts.]

Source: Harper College Cognos ODS [Student Detail] Package. Years are based on pipeline cohorts; results are through year three.

Links to Related Figures:
- Earning 15 and 30 College Credits: Female Students Page 88
- Earning 15 and 30 College Credits: Male Students Page 89
- Earning 15 and 30 College Credits: Asian Students Page 90
- Earning 15 and 30 College Credits: Black Students Page 91
- Earning 15 and 30 College Credits: Hispanic Students Page 92
- Earning 15 and 30 College Credits: White Students Page 93
- Earning 15 and 30 College Credits: Developmental Students Page 94
- Earning 15 and 30 College Credits: College-Level Students Page 95
- Earning 15 and 30 College Credits: Students Age 18 and Under Page 96
- Earning 15 and 30 College Credits: Students Age 19-24 Page 97
- Earning 15 and 30 College Credits: Students Age 25 and Over Page 98
Successful Progression  
Earning Credit Toward Completion  
Earning 15 and 30 College Credits: Students Starting in Credit Courses

In the figure below, the 2009 cohort includes only credential-seeking first-time in Harper students with no developmental placements. Of this group of students, 56.9 percent were successful in attaining the initial momentum point, earning 15 college credits. However, only 39.6 percent successfully completed at least 30 college credits. The numbers below the pipeline highlight the proportion of students from the 2009 credit student cohort who did not reach each of the momentum points within three years. The figure also shows that 22.9 percent of credential-seeking students achieved the milestone of graduation within 150 percent of normal time.

Source: Harper College Cognos ODS [Student Detail] Package. College-level student definition: Students in 2009 credential-seeking cohort that only enrolled in one or more one college-level credit courses during 3-year tracking period (i.e., did not enroll in any developmental courses during that period).
Successful Progression
Earning Credits Toward Completion
Earning 15 and 30 College Credits: Students Starting in any Developmental Course

The figure below shows a pipeline for the 2009 cohort of credential-seeking students enrolled in any developmental course. Of this group of students, 59.4 percent were successful in attaining the initial momentum point, completing 15 college credits. 39.9 percent of the cohort successfully completed at least 30 college credits. The numbers below the pipeline highlight the proportion of students from the 2009 cohort of all developmental students who did not reach each of the momentum points within three years.

The figure also shows that 16.7 percent of credential-seeking developmental students achieved the milestone of graduation within 150 percent of normal time. According to the National Center for Education Statistics, 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 (2003). These facts highlight 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. These pipelines allow Harper staff to see patterns and be able to use the data to inform policies or practices.

See Earning 15 and 30 College Credits: Developmental Students section of the report for information comparing pipeline data from year to year.

Source: Harper College Cognos ODS [Student Detail] Package. Developmental student definition: students in 2009 credential-seeking cohort that enrolled in at least one developmental course (math below 90, reading below 100, or English 100 and below) through year three.
Successful Progression
Earning Credits Toward Completion
Earning 15 and 30 College Credits: Students Starting in any Developmental Math Course

The figure below shows a pipeline for the 2009 cohort of credential-seeking students enrolled in any level of developmental math. Of the initial group of 675 students, 69.3 percent were successful in attaining the momentum point of completing 15 college credits. By contrast, only 49.2 percent successfully completed at least 30 college credits. The numbers below the pipeline highlight the proportion of students from the 2009 cohort who did not reach each of the momentum points within three years.

The figure also shows that 20.3 percent of developmental credential-seeking students achieved the milestone of graduation within 150 percent of normal time. On a national level, math is the subject that requires more remedial assistance than any other subject (Adelman, 2004). Specifically, 28 percent of community college students take at least one remedial course in any level of mathematics (Attewell, Lavin, Domina, and Levey, 2006). This fact highlights the need to work more closely with high schools to develop strategies that will better prepare students, specifically in the subject of mathematics.

Source: Harper College Cognos ODS [Student Detail] Package. Developmental math student definition: students in 2009 credential-seeking cohort that enrolled in at least one developmental math course (those numbered below 90 at the College) through year three.
Successful Progression
Earning Credits Toward Completion
Earning 15 and 30 College Credits: Students Starting in any Developmental Reading/Writing Course

The figure below shows a pipeline for the 2009 cohort of credential-seeking students enrolled in any level of both developmental reading and writing. Of the initial group of 287 students, 47.0 percent were successful in attaining the momentum point of completing 15 college credits. By contrast, only 24.0 percent successfully completed at least 30 college credits. The figure also shows that 9.4 percent of credential-seeking students achieved the milestone of graduation within 150 percent of normal time. The numbers below the pipeline highlight the proportion of students from the 2009 cohort who did not reach each of the momentum points within three years.

Source: Harper College Cognos ODS [Student Detail] Package. Developmental English/reading student definition: students in 2009 credential-seeking cohort that enrolled in at least one developmental reading (below 100) or English (100 and below) course through year three.
Harper College administers the Community College Survey of Student Engagement (CCSSE) every three years. The most recent survey was administered in spring 2012 and includes benchmarks against three years of colleges participating in the survey. According to CCSSE:

Benchmarks are groups of conceptually related items that address key areas of student engagement. CCSSE’s five benchmarks denote areas that educational research has shown to be important in quality educational practice. The benchmarks are active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners.

Every college has a score for each benchmark, computed by averaging the scores on survey items that comprise that benchmark. Benchmark scores are standardized so that the mean — the average of all participating students — always is 50 and the standard deviation is 25. The most valuable use of benchmarks is to see an individual college’s deviation from the mean, and the standardized score provides an easy way to assess whether an individual college is performing above or below the mean (50) on each benchmark. (Source: http://www.ccsse.org/benchmarkpopup.html)

Harper College was lower than the mean score on all CCSSE benchmarks in 2012. Additionally, all but one score showed a decrease since both the 2006 and 2009 surveys were conducted. Student-Faculty Interaction scored slightly higher than in 2009, but continues to fall below 2006 benchmark levels.

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>2006</th>
<th>2009</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active and Collaborative Learning</td>
<td>48.0</td>
<td>46.2</td>
<td>45.6</td>
</tr>
<tr>
<td>Student Effort</td>
<td>48.0</td>
<td>48.4</td>
<td>47.6</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>50.2</td>
<td>50.3</td>
<td>49.6</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>48.6</td>
<td>47.9</td>
<td>48.0</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>49.5</td>
<td>49.2</td>
<td>47.7</td>
</tr>
</tbody>
</table>

Source: CCSSE 2006, 2009, and 2012 Institutional Reports
Completion and Transfer
Credentials and Completers
Number of Credentials Conferred

In 2010, Harper College adopted a new Strategic Plan with a primary focus of degree and certificate completion. Through the Strategic Plan, the College began several new initiatives focused on helping students complete degrees and certificates. These initiatives led to a large increase in the number of credentials conferred in 2010-11 and 2011-12.

Source: Enrollment Services
Completion and Transfer
Credentials and Completers
Number of Completers

A completer is a student who earned a degree and/or certificate within a given year. A single completer can earn multiple degrees and/or certificates each year, giving the College a higher number of completions than completers each year. However, the number of completers has also increased over time. The number of completers grew by nearly 45 percent from 2008-09 to 2011-12.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>2,128</td>
</tr>
<tr>
<td>2009-10</td>
<td>2,255</td>
</tr>
<tr>
<td>2010-11</td>
<td>2,534</td>
</tr>
<tr>
<td>2011-12</td>
<td>3,822</td>
</tr>
</tbody>
</table>

Source: Institutional Research.

LINKS TO RELATED FIGURES:
- Number of Completers by Gender Page 100
- Percentage of Completers by Gender Page 101
- Number of Completers by Race/Ethnicity Page 102
- Percentage of Completers by Race/Ethnicity Page 103
Harper College’s three-year graduation rate increased from 14.8 percent for the 2006 IPEDS cohort to 19.0 percent for the 2008 IPEDS cohort. Current IPEDS graduation cohorts, unlike the AtD cohorts used throughout most of this report, include only full-time students (those who attend 12 or more credit hours) during their first semester at the College. Like AtD cohorts, only students beginning at the College during a fall semester are included.

Transfer rates remained fairly stable over the three years that were examined; approximately one third of Harper’s first-time full-time degree-seeking students transfer out of the College instead of obtaining a degree or certificate. In total, approximately 50 percent of first-time full-time credential-seeking students do not receive a credential or transfer out of Harper College within three years of beginning their course work at the College.

<table>
<thead>
<tr>
<th>Year</th>
<th>% completed</th>
<th>N completed</th>
<th>% transferred</th>
<th>N transferred</th>
<th>% completed or transferred</th>
<th>N completed or transferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>14.8%</td>
<td>251</td>
<td>32.3%</td>
<td>548</td>
<td>47.1%</td>
<td>799</td>
</tr>
<tr>
<td>2007</td>
<td>13.9%</td>
<td>236</td>
<td>35.7%</td>
<td>607</td>
<td>49.6%</td>
<td>843</td>
</tr>
<tr>
<td>2008</td>
<td>19.0%</td>
<td>311</td>
<td>33.2%</td>
<td>545</td>
<td>52.2%</td>
<td>856</td>
</tr>
</tbody>
</table>

Source: IPEDS. Includes only students who transferred without completing. See Appendix for full IPEDS definition of transfer.
Workforce and Employment
Employment in Field Related to Harper Program of Study

Career graduate employment was measured via the ICCB graduate survey question “How closely is your present job related to your former community college program?” (Related, Not related). Harper’s current employment in related field (47.1 percent) is slightly higher than the 5-year low hit in 2011. Harper’s rate is currently below the national median provided by NCCBP (60.5 percent).

<table>
<thead>
<tr>
<th>Year</th>
<th>% Employed in Related Field</th>
<th>N Employed in Related Field</th>
<th>N Completers Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006 graduates</td>
<td>62.4%</td>
<td>391</td>
<td>627</td>
</tr>
<tr>
<td>2007 graduates</td>
<td>65.0%</td>
<td>502</td>
<td>772</td>
</tr>
<tr>
<td>2008 graduates</td>
<td>58.7%</td>
<td>422</td>
<td>719</td>
</tr>
<tr>
<td>2009 graduates</td>
<td>45.9%</td>
<td>195</td>
<td>425</td>
</tr>
<tr>
<td>2010 graduates</td>
<td>45.1%</td>
<td>294</td>
<td>652</td>
</tr>
<tr>
<td>2011 graduates</td>
<td>47.8%</td>
<td>508</td>
<td>1062</td>
</tr>
</tbody>
</table>

Source: NCCBP. One-year lag in data (data reported in 2011 is actual 2010 data) and ICCB Graduate Survey item “How closely is your present job related to your former community college program?” (Related, Not related). Percentage calculated on number of students responding “related” to this item, divided by the total number of students completing the survey.
Workforce Preparation and Employment Outcomes

Employment Status

The majority of 2011 career graduate survey respondents (76.2 percent) were working either full-time (49.5 percent) or part-time (26.7 percent) after they left Harper. Although the proportion of graduates who reported themselves as employed full- or part-time has increased since the survey of 2010 graduates, the 76.2 percent employment rate is still below the employment rates of 2006 to 2008 respondents to this survey.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed full-time – 30 hours or more per week*</td>
<td>62.2%</td>
<td>65.4%</td>
<td>59.8%</td>
<td>47.3%</td>
<td>40.0%</td>
<td>49.5%</td>
</tr>
<tr>
<td>Employed part-time – less than 30 hours per week</td>
<td>23.2%</td>
<td>19.3%</td>
<td>23.1%</td>
<td>26.1%</td>
<td>31.6%</td>
<td>26.7%</td>
</tr>
<tr>
<td>Unemployed, seeking employment</td>
<td>6.1%</td>
<td>7.6%</td>
<td>9.9%</td>
<td>15.3%</td>
<td>11.0%</td>
<td>12.4%</td>
</tr>
<tr>
<td>Unemployed, not seeking employment</td>
<td>8.5%</td>
<td>7.7%</td>
<td>7.1%</td>
<td>11.3%</td>
<td>17.3%</td>
<td>11.4%</td>
</tr>
<tr>
<td>Number of respondents</td>
<td>625</td>
<td>767</td>
<td>714</td>
<td>425</td>
<td>652</td>
<td>1056</td>
</tr>
</tbody>
</table>

Females and males persist from fall to spring at similar rates, although male persistence tends to fall slightly below female persistence. Males 20-24, a group of students of focus for the Harper College Strategic Plan, have a significantly lower persistence rate than the overall College rate. The male 20-24 fall to spring persistence rate falls approximately 8-12 percent below the College’s overall fall to spring persistence rate.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts. Missing responses are included in the overall total.
Successful Progression
Persistence
Fall to Spring Persistence by Race/Ethnicity

Black and Hispanic students persist at rates below the College’s overall fall to spring persistence rates. Hispanic student persistence has increased over time, from a low of 65.3 percent for the 2006 cohort to 73.1 percent for the 2011 cohort. This rate now falls approximately 3-4 percent below the overall Harper College fall to spring persistence rate. Black student persistence is more variable, likely due to the relatively small number of students included in this group. However, over time black student persistence is continually lower than overall Harper persistence. This difference was largest for the 2011 cohort, when black persistence was 14.1 percent lower than the overall Harper College fall to spring persistence rate.

![Graph showing persistence rates by race/ethnicity]

<table>
<thead>
<tr>
<th>Year</th>
<th>Asian % Persisting</th>
<th>Asian N Persisting</th>
<th>Black % Persisting</th>
<th>Black N Persisting</th>
<th>Hispanic % Persisting</th>
<th>Hispanic N Persisting</th>
<th>White % Persisting</th>
<th>White N Persisting</th>
<th>Overall % Persisting</th>
<th>Overall N Persisting</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>77.4%</td>
<td>216</td>
<td>72.5%</td>
<td>111</td>
<td>65.3%</td>
<td>218</td>
<td>77.0%</td>
<td>1,232</td>
<td>75.2%</td>
<td>1,984</td>
</tr>
<tr>
<td>2007</td>
<td>76.9%</td>
<td>226</td>
<td>64.1%</td>
<td>100</td>
<td>68.7%</td>
<td>261</td>
<td>77.6%</td>
<td>1,316</td>
<td>74.9%</td>
<td>2,053</td>
</tr>
<tr>
<td>2008</td>
<td>81.6%</td>
<td>218</td>
<td>74.5%</td>
<td>137</td>
<td>69.2%</td>
<td>261</td>
<td>77.7%</td>
<td>1,182</td>
<td>76.0%</td>
<td>2,046</td>
</tr>
<tr>
<td>2009</td>
<td>78.8%</td>
<td>215</td>
<td>70.1%</td>
<td>157</td>
<td>73.4%</td>
<td>350</td>
<td>79.9%</td>
<td>1,340</td>
<td>77.8%</td>
<td>2,160</td>
</tr>
<tr>
<td>2010</td>
<td>81.3%</td>
<td>165</td>
<td>69.3%</td>
<td>185</td>
<td>74.0%</td>
<td>325</td>
<td>79.7%</td>
<td>1,304</td>
<td>78.1%</td>
<td>2,140</td>
</tr>
<tr>
<td>2011</td>
<td>80.1%</td>
<td>165</td>
<td>62.6%</td>
<td>181</td>
<td>73.1%</td>
<td>332</td>
<td>79.7%</td>
<td>1,187</td>
<td>76.7%</td>
<td>2,063</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts. Pacific Islanders are included in the Asian group for the 2006 and 2007 cohorts. Due to a small number of students, some racial/ethnic groups such as American Indian/Alaskan Native are not listed separately in this report. They are included in the overall total.

LINKS TO RELATED FIGURES:
- [Fall to Spring and Fall to Fall Persistence by Race/Ethnicity](#) Page 4
- [Fall to Fall Persistence by Race/Ethnicity](#) Page 33
Successful Progression
Persistence
Fall to Spring Persistence of Developmental Students

Students placing into developmental math persist at a similar rate to the overall Harper College fall to spring persistence rate. However, students placing into developmental reading and writing tend to have lower persistence rates than both the overall Harper rate and the persistence rate of students placing into developmental math. Thus, reading and writing developmental placement corresponds with lower fall to spring persistence rates.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts. Developmental courses are those numbered below 90 in math, below 100 in reading, or 100 and below in English. Missing responses are included in the overall total.

### Links to Related Figures:

- [Fall to Spring and Fall to Fall Persistence of Developmental Students](Page 4)
- [Fall to Fall Persistence of Developmental Students](Page 34)
**Successful Progression**

**Persistence**

**Fall to Spring Persistence by Full-/Part-Time Status**

Because all students within AtD cohorts are credential-seeking, part-time students should be expected to continue their studies at a similar rate to full-time students in order to reach their goal of completing a degree or certificate. However, the figure below shows that full-time students persist at a significantly higher rate (20.5 to 26.2 percent) than do part-time students.

![Graph showing persistence rates](image)

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-time % persisting</th>
<th>Full-time N persisting</th>
<th>Part-time % persisting</th>
<th>Part-time N persisting</th>
<th>Overall % persisting</th>
<th>Overall N persisting</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>83.6%</td>
<td>1383</td>
<td>61.1%</td>
<td>601</td>
<td>75.2%</td>
<td>1,984</td>
</tr>
<tr>
<td>2007</td>
<td>83.0%</td>
<td>1451</td>
<td>60.7%</td>
<td>602</td>
<td>74.9%</td>
<td>2,053</td>
</tr>
<tr>
<td>2008</td>
<td>84.0%</td>
<td>1507</td>
<td>60.0%</td>
<td>539</td>
<td>76.0%</td>
<td>2,046</td>
</tr>
<tr>
<td>2009</td>
<td>87.0%</td>
<td>1562</td>
<td>60.8%</td>
<td>598</td>
<td>77.8%</td>
<td>2,160</td>
</tr>
<tr>
<td>2010</td>
<td>85.5%</td>
<td>1500</td>
<td>65.0%</td>
<td>640</td>
<td>78.1%</td>
<td>2,140</td>
</tr>
<tr>
<td>2011</td>
<td>86.0%</td>
<td>1441</td>
<td>61.4%</td>
<td>622</td>
<td>76.7%</td>
<td>2,063</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts. Missing responses are included in the overall total.

**LINKS TO RELATED FIGURES:**

- Fall to Spring Persistence
- Fall to Fall Persistence by Full-/Part-Time Status
Successful Progression
Persistence
Fall to Spring Persistence by Age Group

Students age 19 and under persisted at higher rates than all other age groups among the 2006 to the 2011 cohorts. Students age 20-24 showed a persistence rate that increased 7.3 percent from the 2007 to the 2008 cohort. This rate then decreased 3.5 percent from the 2009 to the 2010 cohort. For the majority of cohorts, students age 25-29 and students age 30 and over had the lowest persistence rates.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 19 and under</td>
<td>79.9%</td>
<td>81.3%</td>
<td>80.9%</td>
<td>84.8%</td>
<td>84.3%</td>
<td>83.5%</td>
</tr>
<tr>
<td></td>
<td>1,341</td>
<td>1,380</td>
<td>1,373</td>
<td>1,450</td>
<td>1,392</td>
<td>1,338</td>
</tr>
<tr>
<td>Age 20-24</td>
<td>64.6%</td>
<td>65.0%</td>
<td>72.3%</td>
<td>71.5%</td>
<td>68.0%</td>
<td>67.4%</td>
</tr>
<tr>
<td></td>
<td>292</td>
<td>338</td>
<td>344</td>
<td>324</td>
<td>334</td>
<td>322</td>
</tr>
<tr>
<td>Age 25-29</td>
<td>69.1%</td>
<td>64.9%</td>
<td>62.3%</td>
<td>62.8%</td>
<td>70.0%</td>
<td>66.4%</td>
</tr>
<tr>
<td></td>
<td>123</td>
<td>120</td>
<td>124</td>
<td>135</td>
<td>140</td>
<td>150</td>
</tr>
<tr>
<td>Age 30 and over</td>
<td>69.1%</td>
<td>63.5%</td>
<td>64.9%</td>
<td>62.8%</td>
<td>68.8%</td>
<td>66.5%</td>
</tr>
<tr>
<td></td>
<td>228</td>
<td>214</td>
<td>203</td>
<td>251</td>
<td>274</td>
<td>252</td>
</tr>
<tr>
<td>Overall</td>
<td>75.2%</td>
<td>74.9%</td>
<td>76.0%</td>
<td>77.8%</td>
<td>78.1%</td>
<td>76.7%</td>
</tr>
<tr>
<td></td>
<td>1,984</td>
<td>2,053</td>
<td>2,046</td>
<td>2,160</td>
<td>2,140</td>
<td>2,063</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts. This is a self-reported category; therefore there are missing responses and categories do not always sum to overall total. Missing responses are included in the overall total.

LINKS TO RELATED FIGURES:

Fall to Spring and Fall to Fall Persistence by Age Group
Page 4

Fall to Fall Persistence by Age Group
Page 36
Successful Progression
Persistence
Fall to Spring Persistence by Pell Status

Students receiving Pell grants consistently exhibited a higher persistence rate than the non-Pell student rate. However, the Pell student persistence rate has been decreasing over time, from 86.7 percent for the 2006 cohort to 82.1 percent for the 2011 cohort.

![Persistence Chart]

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts. Missing responses are included in the overall total.

**LINKS TO RELATED FIGURES:**

- Fall to Spring and Fall to Fall Persistence by Pell Status
  - Page 4
- Fall to Fall Persistence by Pell Status
  - Page 37

**Table:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Pell % persisting</th>
<th>Pell N persisting</th>
<th>Non-Pell % persisting</th>
<th>Non-Pell N persisting</th>
<th>Overall % persisting</th>
<th>Overall N persisting</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>86.7%</td>
<td>351</td>
<td>73.1%</td>
<td>1,633</td>
<td>75.2%</td>
<td>1,984</td>
</tr>
<tr>
<td>2007</td>
<td>83.5%</td>
<td>384</td>
<td>73.2%</td>
<td>1,669</td>
<td>74.9%</td>
<td>2,053</td>
</tr>
<tr>
<td>2008</td>
<td>85.4%</td>
<td>409</td>
<td>73.9%</td>
<td>1,637</td>
<td>76.0%</td>
<td>2,046</td>
</tr>
<tr>
<td>2009</td>
<td>84.0%</td>
<td>620</td>
<td>75.5%</td>
<td>1,540</td>
<td>77.8%</td>
<td>2,160</td>
</tr>
<tr>
<td>2010</td>
<td>82.6%</td>
<td>770</td>
<td>75.8%</td>
<td>1,370</td>
<td>78.1%</td>
<td>2,140</td>
</tr>
<tr>
<td>2011</td>
<td>82.1%</td>
<td>743</td>
<td>74.0%</td>
<td>1,320</td>
<td>76.7%</td>
<td>2,063</td>
</tr>
</tbody>
</table>
Successful Progression
Persistence
Fall to Fall Persistence by Gender

Fall to fall, females tend to persist at a slightly higher rate than do males (for example, 2 percent higher for the 2010 cohort). Both groups are showing a slight upward trend, with males showing an increase of nearly 5 percent from the 2006 to the 2010 cohort. However, males age 20-24 have persistence rates significantly lower (13 to 16 percent) than the overall Harper fall to fall persistence rate.

\[
\begin{array}{|c|c|c|c|c|c|}
\hline
\text{Year} & \text{Female % persisting} & \text{Male % persisting} & \text{Male age 20-24 % persisting} & \text{Overall % persisting} \\
\hline
2006 & 59.7\% & 54.8\% & 41.7\% & 57.4\% \\
2007 & 57.5\% & 59.1\% & 44.4\% & 58.3\% \\
2008 & 60.9\% & 57.6\% & 44.4\% & 59.3\% \\
2009 & 61.5\% & 60.0\% & 44.4\% & 60.7\% \\
2010 & 61.6\% & 59.6\% & 48.1\% & 60.6\% \\
\hline
\end{array}
\]

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts. Missing responses are included in the overall total.
Successful Progression
Persistence
Fall to Fall Persistence by Race/Ethnicity

Although the overall fall to fall persistence rate has increased approximately 3 percent from the 2006 to the 2010 cohort, this trend is not representative of all racial/ethnic groups. For example, Asian students have been persisting at an increased rate (nearly 14 percent higher from the 2006 cohort to the 2010 cohort), while black student persistence has decreased by approximately 2 percent over the same period. Hispanic and white students have shown modest gains in fall to fall persistence from the 2006 cohort to the 2010 cohort.

Beyond the trends that each group exhibits, there are notable gaps between overall persistence and persistence for black and Hispanic students. Black student persistence trends approximately 10-30 percent below the overall fall to fall persistence rate, while Hispanic student persistence trends 2-8 percent below the overall fall to fall persistence rate.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts. Pacific Islanders are included in the Asian group for the 2006 and 2007 cohorts. Due to a small number of students, some racial/ethnic groups such as American Indian/Alaskan Native are not listed separately in this report. They are included in the overall total.
Successful Progression
Persistence
Fall to Fall Persistence of Developmental Students

Like fall to spring persistence, the fall to fall persistence rate of students testing into developmental math is consistent with overall persistence for Harper College. However, persistence rates of those testing into developmental reading and writing tend to be lower than the overall Harper rates, with developmental writing student persistence falling approximately 3-6 percent below overall Harper persistence rates.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts. Developmental courses are those numbered below 90 in math, below 100 in reading, or 100 and below in English. Missing responses are included in the overall total.

LINKS TO RELATED FIGURES:
Successful Progression
Persistence
Fall to Fall Persistence by Full-/Part-Time Status

Credential-seeking full-time students persist from fall to the following fall at a significantly higher rate than do their part-time counterparts. Additionally, although fall to fall persistence for full-time students has improved by more than 4 percent over time, persistence rates for part-time students have remained relatively stable. Thus, the gap between persistence for full-time and part-time students has increased from approximately 21 percent for the 2006 cohort to 25 percent for the 2010 cohort. This trend likely has an impact on part-time students’ ability to complete their intended course work at Harper College.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time % persisting</td>
<td>65.2%</td>
<td>65.0%</td>
<td>67.2%</td>
<td>69.1%</td>
<td>69.7%</td>
</tr>
<tr>
<td>Full-time N persisting</td>
<td>1079</td>
<td>1137</td>
<td>1206</td>
<td>1240</td>
<td>1223</td>
</tr>
<tr>
<td>Part-time % persisting</td>
<td>44.1%</td>
<td>46.4%</td>
<td>43.5%</td>
<td>45.5%</td>
<td>44.5%</td>
</tr>
<tr>
<td>Part-time N persisting</td>
<td>434</td>
<td>460</td>
<td>391</td>
<td>447</td>
<td>438</td>
</tr>
<tr>
<td>Overall % persisting</td>
<td>57.4%</td>
<td>58.3%</td>
<td>59.3%</td>
<td>60.7%</td>
<td>60.6%</td>
</tr>
<tr>
<td>Overall N persisting</td>
<td>1,513</td>
<td>1,597</td>
<td>1,597</td>
<td>1,687</td>
<td>1,661</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts. Missing responses are included in the overall total.

LINKS TO RELATED FIGURES:
Successful Progression
Persistence
Fall to Fall Persistence by Age Group

Similar to the fall to spring persistence pattern, the fall to fall persistence rate for students age 19 and under was consistently higher than all other cohort groups. Students age 19 and under maintained a persistence rate more than 20 percent higher than all other age groups.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 19 and under</td>
<td>65.7%</td>
<td>66.5%</td>
<td>67.8%</td>
<td>70.2%</td>
<td>69.2%</td>
</tr>
<tr>
<td>N persistence</td>
<td>1,102</td>
<td>1,129</td>
<td>1,151</td>
<td>1,201</td>
<td>1,143</td>
</tr>
<tr>
<td>Age 20-24</td>
<td>42.5%</td>
<td>45.6%</td>
<td>48.5%</td>
<td>47.5%</td>
<td>47.7%</td>
</tr>
<tr>
<td>N persistence</td>
<td>192</td>
<td>237</td>
<td>231</td>
<td>215</td>
<td>234</td>
</tr>
<tr>
<td>Age 25-29</td>
<td>46.1%</td>
<td>45.9%</td>
<td>46.2%</td>
<td>46.5%</td>
<td>44.5%</td>
</tr>
<tr>
<td>N persistence</td>
<td>82</td>
<td>85</td>
<td>92</td>
<td>100</td>
<td>89</td>
</tr>
<tr>
<td>Age 30 and over</td>
<td>41.5%</td>
<td>43.0%</td>
<td>38.7%</td>
<td>42.8%</td>
<td>49.0%</td>
</tr>
<tr>
<td>N persistence</td>
<td>137</td>
<td>145</td>
<td>121</td>
<td>171</td>
<td>195</td>
</tr>
<tr>
<td>Overall</td>
<td>57.4%</td>
<td>58.3%</td>
<td>59.3%</td>
<td>60.7%</td>
<td>60.6%</td>
</tr>
<tr>
<td>N persistence</td>
<td>1,513</td>
<td>1,597</td>
<td>1,597</td>
<td>1,687</td>
<td>1,661</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts. This is a self-reported category; therefore there are missing responses and categories do not always sum to overall total. Missing responses are included in the overall total.

LINKS TO RELATED FIGURES:
Successful Progression
Persistence
Fall to Fall Persistence by Pell Status

Fall to fall persistence has remained fairly stable over time for both Pell and non-Pell students. With the exception of the 2006 cohort, fall to fall persistence is comparable between the two sets of students, differing by no more than 1 percent for any cohort from 2007 to 2010.

<table>
<thead>
<tr>
<th>Year</th>
<th>Pell % persisting</th>
<th>Pell N persisting</th>
<th>Non-Pell % persisting</th>
<th>Non-Pell N persisting</th>
<th>Overall % persisting</th>
<th>Overall N persisting</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>59.3%</td>
<td>240</td>
<td>57.0%</td>
<td>1,273</td>
<td>57.4%</td>
<td>1,513</td>
</tr>
<tr>
<td>2007</td>
<td>58.0%</td>
<td>267</td>
<td>58.3%</td>
<td>1,330</td>
<td>58.3%</td>
<td>1,597</td>
</tr>
<tr>
<td>2008</td>
<td>58.5%</td>
<td>280</td>
<td>59.5%</td>
<td>1,317</td>
<td>59.3%</td>
<td>1,597</td>
</tr>
<tr>
<td>2009</td>
<td>61.1%</td>
<td>451</td>
<td>60.6%</td>
<td>1,236</td>
<td>60.7%</td>
<td>1,687</td>
</tr>
<tr>
<td>2010</td>
<td>61.3%</td>
<td>571</td>
<td>60.3%</td>
<td>1,090</td>
<td>60.6%</td>
<td>1,661</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts. Missing responses are included in the overall total.
Successful Progression
Performance in Developmental Courses: Math
Success in Developmental Math by Gender

Although success in developmental math is improving over time, not all groups are improving at the same rate. Females improved by 2.0 percent from the 2006 to the 2009 cohort, while males improved by 3.6 percent during the same period. Despite this improvement, males continue to have lower developmental math success rates than do females (63.3 percent vs. 76.0 percent for the 2009 cohort).

The large variation in the success rates for males age 20-24 is likely due to the small number of students in that group that attempted developmental math. However, over time males age 20-24 have lower success rates in developmental courses than the overall Harper average.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Developmental math attempts include all students who were enrolled in developmental math courses numbered below 90. Successful completions include those earning a C or better in one of those courses within three years. Missing responses are included in the overall total.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female % completed any dev. math</td>
<td>74.0%</td>
<td>71.4%</td>
<td>74.1%</td>
<td>76.0%</td>
</tr>
<tr>
<td>Female N completed any dev. math</td>
<td>381</td>
<td>404</td>
<td>389</td>
<td>403</td>
</tr>
<tr>
<td>Male % completed any dev. math</td>
<td>59.7%</td>
<td>64.2%</td>
<td>66.5%</td>
<td>63.3%</td>
</tr>
<tr>
<td>Male N completed any dev. math</td>
<td>318</td>
<td>375</td>
<td>369</td>
<td>361</td>
</tr>
<tr>
<td>Male age 20-24 % completed any dev. math</td>
<td>61.2%</td>
<td>54.3%</td>
<td>71.3%</td>
<td>54.4%</td>
</tr>
<tr>
<td>Male age 20-24 N completed any dev. math</td>
<td>41</td>
<td>44</td>
<td>62</td>
<td>43</td>
</tr>
<tr>
<td>Overall % completed any dev. math</td>
<td>66.7%</td>
<td>67.7%</td>
<td>70.2%</td>
<td>69.5%</td>
</tr>
<tr>
<td>Overall N completed any dev. math</td>
<td>699</td>
<td>779</td>
<td>758</td>
<td>764</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Developmental math attempts include all students who were enrolled in developmental math courses numbered below 90. Successful completions include those earning a C or better in one of those courses within three years. Missing responses are included in the overall total.
On average, approximately 70 percent of students taking developmental math courses successfully complete at least one of these courses within their first three years at Harper College. For most cohorts, most racial/ethnic groups perform slightly better than the overall Harper rate, with black students being the only exception. Black student success in developmental math fell below 50 percent in all but one of the years studied in this report. Despite a small N affecting the variability of this outcome, it is clear that over time black students are significantly less likely than other racial/ethnic groups to successfully complete a developmental math course within their first three years at Harper College.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Developmental math attempts include all students who were enrolled in developmental math courses numbered below 90. Successful completions include those earning a C or better in one of those courses within three years. Pacific Islanders are included in the Asian group for the 2006 and 2007 cohorts. Due to a small number of students, some racial/ethnic groups such as American Indian/Alaskan Native are not listed separately in this report. They are included in the overall total.
Successful Progression
Performance in Developmental Courses: Math
Success in Developmental Math by Full-/Part-Time Status

Over time, part-time students are slightly less likely than full-time students to successfully complete a developmental course in which they enrolled. Additionally, although the overall developmental math success rate increased from the 2006 to the 2009 cohort, part-time students have not been able to exhibit stable gains in their ability to successfully complete developmental math within three years of initial enrollment.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time %</td>
<td>67.4%</td>
<td>67.5%</td>
<td>70.8%</td>
<td>70.7%</td>
</tr>
<tr>
<td>N completed</td>
<td>567</td>
<td>623</td>
<td>639</td>
<td>631</td>
</tr>
<tr>
<td>Part-time %</td>
<td>63.8%</td>
<td>68.7%</td>
<td>67.2%</td>
<td>63.9%</td>
</tr>
<tr>
<td>N completed</td>
<td>132</td>
<td>156</td>
<td>119</td>
<td>133</td>
</tr>
<tr>
<td>Overall %</td>
<td>66.7%</td>
<td>67.7%</td>
<td>70.2%</td>
<td>69.5%</td>
</tr>
<tr>
<td>N completed</td>
<td>699</td>
<td>779</td>
<td>758</td>
<td>764</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Developmental math attempts include all students who were enrolled in developmental math courses numbered below 90. Successful completions include those earning a C or better in one of those courses within three years. Missing responses are included in the overall total.

LINKS TO RELATED FIGURES:
- Success in Developmental Math by Full-/Part-Time Status
- Success in Developmental Writing by Full-/Part-Time Status
- Success in Developmental Reading by Full-/Part-Time Status
Successful Progression
Performance in Developmental Courses: Math
Success in Developmental Math by Age Group

The success rates for the completion of developmental math by age group show variation across cohorts and age groups. However, students age 19 and under remained stable over the course of the four cohorts. Additionally, students age 20-24 tended to have higher developmental math success rates than did other age groups.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Developmental math attempts include all students who were enrolled in developmental math courses numbered below 90. Successful completions include those earning a C or better in one of those courses within three years. This is a self-reported category; therefore there are missing responses and categories do not always sum to overall total. Missing responses are included in the overall total.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Developmental math attempts include all students who were enrolled in developmental math courses numbered below 90. Successful completions include those earning a C or better in one of those courses within three years. This is a self-reported category; therefore there are missing responses and categories do not always sum to overall total. Missing responses are included in the overall total.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Developmental math attempts include all students who were enrolled in developmental math courses numbered below 90. Successful completions include those earning a C or better in one of those courses within three years. This is a self-reported category; therefore there are missing responses and categories do not always sum to overall total. Missing responses are included in the overall total.
Successful Progression
Performance in Developmental Courses: Math
Success in Developmental Math by Pell Status

For the majority of cohorts, Pell students and non-Pell students have exhibited similar developmental math success rates. For the 2006 cohort, Pell student success rates were 6 percent lower than non-Pell success rates. However, in more recent years rates have differed by less than 2 percent.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Developmental math attempts include all students who were enrolled in developmental math courses numbered below 90. Successful completions include those earning a C or better in one of those courses within three years. Missing responses are included in the overall total.

LINKS TO RELATED FIGURES:
- Success in Developmental Math by Pell Status Page 6
- Success in Developmental Writing by Pell Status Page 47
- Success in Developmental Reading by Pell Status Page 52
Successful Progression

Performance in Developmental Courses: Writing

Success in Developmental Writing by Gender

Success in developmental writing has shown improvement over time. However, a large gap remains between female and male students as well as between all students and males age 20-24. Females improved by 4.2 percent from the 2006 to the 2009 cohort, while males improved by 6.4 percent. Despite the large improvement, males continue to have lower developmental writing success rates than do females (70.5 percent vs. 82.3 percent for the 2009 cohort).

The large variation in the success rates for males age 20-24 is due to the small number of students in that group that attempted developmental writing. However, over time males age 20-24 have lower than average success rates in developmental writing courses, with an average success rate of approximately 50 percent.

Source: Achieving the Dream Analytical Tool.

Years are based on AtD cohorts; results are through year three. Developmental writing attempts include all students who were enrolled in developmental English courses numbered 100 and below. Successful completions include those earning a C or better in one of those courses within three years. Missing responses are included in the overall total.

LINKS TO RELATED FIGURES:
Successful Progression
Performance in Developmental Courses: Writing
Success in Developmental Writing by Race/Ethnicity

Most racial/ethnic groups perform slightly better than the overall Harper developmental writing success rate. However, black student success in developmental writing was lower than the overall success rate in all of the years studied in this report. Additionally, for the 2006 cohort, Hispanic student success was lower than the overall success rate in developmental writing. Despite small numbers of students affecting the variability within the minority racial/ethnic groups, over time it appears that black students are significantly less likely than other racial/ethnic groups to successfully complete a developmental writing course within their first three years at Harper College.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Developmental writing attempts include all students who were enrolled in developmental English courses numbered 100 and below. Successful completions include those earning a C or better in one of those courses within three years. Pacific Islanders are included in the Asian group for the 2006 and 2007 cohorts. Due to a small number of students, some racial/ethnic groups such as American Indian/Alaskan Native are not listed separately in this report. They are included in the overall total.

LINKS TO RELATED FIGURES:

SUCCESS IN DEVELOPMENTAL WRITING PAGE 7
SUCCESS IN DEVELOPMENTAL MATH BY RACE/ETHNICITY PAGE 39
SUCCESS IN DEVELOPMENTAL READING BY RACE/ETHNICITY PAGE 49
Successful Progression
Performance in Developmental Courses: Writing
Success in Developmental Writing by Full-/Part-Time Status

Over time, part-time students are slightly less likely than are full-time students to successfully complete the developmental writing courses in which they enrolled. Additionally, although the overall developmental writing success rate has increased over time, part-time students have not been able to exhibit stable gains in their ability to successfully complete a developmental writing course within three years of initial enrollment. Note that small numbers of part-time students may affect the variability seen in this figure.

![Graph showing success rates over time for full- and part-time students.]

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Developmental writing attempts include all students who were enrolled in developmental English courses numbered 100 and below. Successful completions include those earning a C or better in one of those courses within three years. Missing responses are included in the overall total.

LINKS TO RELATED FIGURES:
- Success in Developmental Writing Page 7
- Success in Developmental Math by Full-/Part-Time Status Page 40
- Success in Developmental Reading by Full-/Part-Time Status Page 50
Successful Progression
Performance in Developmental Courses: Writing
Success in Developmental Writing by Age Group

Students age 19 and under had developmental writing success rates comparable to or above the overall Harper College rates. By contrast, students age 20-24 had developmental writing success rates 6.2 to 21.7 percent lower than the overall Harper success rates. However, the large variation in the age 20-24 group may be due to the small number of students from that group that attempted developmental writing during the period under examination.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Developmental writing attempts include all students who were enrolled in developmental English courses numbered 100 and below. Successful completions include those earning a C or better in one of those courses within three years. Due to a small number of students, age intervals with fewer than 10 students were excluded from the line graph; however these students are included in the overall total. Breakouts for students age 25-29 and students age 30 and over are excluded from this figure. Missing responses are included in the overall total.
Pell, non-Pell, and overall Harper College student success rates exhibited a similar pattern of highs and lows among the 2006 to 2009 cohorts. Pell students showed a significant increase in success rates for the 2008 cohort, but rates decreased again for the 2009 cohort.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Developmental writing attempts include all students who were enrolled in developmental English courses numbered 100 and below. Successful completions include those earning a C or better in one of those courses within three years. Missing responses are included in the overall total.

**Links to Related Figures:**

- [Success in Developmental Writing](#)
- [Success in Developmental Math by Pell Status](#)
- [Success in Developmental Reading by Pell Status](#)
Successful Progression
Performance in Developmental Courses: Reading
Success in Developmental Reading by Gender

Success in developmental reading has shown improvement over time. However, a large gap remains between female and males students as well as between all students and males age 20-24. Females improved by 5.2 percent from the 2006 to the 2009 cohort, while males improved by 8.5 percent. Despite the large improvements, males continue to have lower developmental reading success rates than do females (72.6 vs. 84.1 percent for the 2009 cohort).

The large variation in the success rates for males age 20-24 is due to the small number of students in that group that attempted developmental reading. However, over time males age 20-24 have lower than average success rates in developmental reading courses, with an average success rate of approximately 50 percent.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Developmental reading attempts include all students who were enrolled in developmental reading courses numbered below 100. Successful completions include those earning a C or better in one of those courses within three years. Missing responses are included in the overall total.
Successful Progression
Performance in Developmental Courses: Reading
Success in Developmental Reading by Race/Ethnicity

Although success in developmental reading has been increasing since the 2007 cohort, this measure exhibits wide variation from year to year. Most racial/ethnic groups perform slightly better than the overall Harper rate. However, black student success in developmental reading was 60 percent or lower in all but one of the years studied in this report. Despite a small number of students affecting the variability of this outcome, it is clear that over time black students are significantly less likely than other racial/ethnic groups to successfully complete a developmental reading course within their first three years at Harper College.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Developmental reading attempts include all students who were enrolled in developmental reading courses numbered below 100. Successful completions include those earning a C or better in one of those courses within three years. Pacific Islanders are included in the Asian group for the 2006 and 2007 cohorts. Due to a small number of students, some racial/ethnic groups such as American Indian/Alaskan Native are not listed separately in this report. They are included in the overall total.

LINKS TO RELATED FIGURES:

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Developmental reading attempts include all students who were enrolled in developmental reading courses numbered below 100. Successful completions include those earning a C or better in one of those courses within three years. Pacific Islanders are included in the Asian group for the 2006 and 2007 cohorts. Due to a small number of students, some racial/ethnic groups such as American Indian/Alaskan Native are not listed separately in this report. They are included in the overall total.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian % completed any dev. reading</td>
<td>91.1%</td>
<td>81.0%</td>
<td>87.8%</td>
<td>84.8%</td>
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<tr>
<td>Asian N completed any dev. reading</td>
<td>41</td>
<td>34</td>
<td>43</td>
<td>39</td>
</tr>
<tr>
<td>Black % completed any dev. reading</td>
<td>50.9%</td>
<td>30.6%</td>
<td>73.7%</td>
<td>60.0%</td>
</tr>
<tr>
<td>Black N completed any dev. reading</td>
<td>27</td>
<td>15</td>
<td>42</td>
<td>48</td>
</tr>
<tr>
<td>Hispanic % completed any dev. reading</td>
<td>71.9%</td>
<td>68.7%</td>
<td>70.0%</td>
<td>80.9%</td>
</tr>
<tr>
<td>Hispanic N completed any dev. reading</td>
<td>46</td>
<td>46</td>
<td>56</td>
<td>76</td>
</tr>
<tr>
<td>White % completed any dev. reading</td>
<td>73.5%</td>
<td>76.9%</td>
<td>70.2%</td>
<td>83.1%</td>
</tr>
<tr>
<td>White N completed any dev. reading</td>
<td>147</td>
<td>153</td>
<td>144</td>
<td>167</td>
</tr>
<tr>
<td>Overall % completed any dev. reading</td>
<td>72.0%</td>
<td>67.8%</td>
<td>72.7%</td>
<td>78.1%</td>
</tr>
<tr>
<td>Overall N completed any dev. reading</td>
<td>286</td>
<td>263</td>
<td>314</td>
<td>338</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Developmental reading attempts include all students who were enrolled in developmental reading courses numbered below 100. Successful completions include those earning a C or better in one of those courses within three years. Pacific Islanders are included in the Asian group for the 2006 and 2007 cohorts. Due to a small number of students, some racial/ethnic groups such as American Indian/Alaskan Native are not listed separately in this report. They are included in the overall total.
Successful Progression
Performance in Developmental Courses: Reading
Success in Developmental Reading by Full-/Part-Time Status

Over time, part-time students are less likely than full-time students to successfully complete a developmental reading course in which they enrolled. However, both full-time and part-time students have increased this success rate over time, with part-time students in the 2009 cohort showing rates 8.3 percent higher than the 2006 cohort.

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-time % completed any dev. reading</th>
<th>Part-time % completed any dev. reading</th>
<th>Overall % completed any dev. reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>74.0%</td>
<td>64.1%</td>
<td>72.0%</td>
</tr>
<tr>
<td>2007</td>
<td>70.6%</td>
<td>56.0%</td>
<td>67.8%</td>
</tr>
<tr>
<td>2008</td>
<td>73.9%</td>
<td>67.5%</td>
<td>72.7%</td>
</tr>
<tr>
<td>2009</td>
<td>79.5%</td>
<td>72.4%</td>
<td>78.1%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-time N completed any dev. reading</th>
<th>Part-time N completed any dev. reading</th>
<th>Overall N completed any dev. reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>236</td>
<td>50</td>
<td>286</td>
</tr>
<tr>
<td>2007</td>
<td>221</td>
<td>42</td>
<td>263</td>
</tr>
<tr>
<td>2008</td>
<td>260</td>
<td>54</td>
<td>314</td>
</tr>
<tr>
<td>2009</td>
<td>275</td>
<td>63</td>
<td>338</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Developmental reading attempts include all students who were enrolled in developmental reading courses numbered below 100. Successful completions include those earning a C or better in one of those courses within three years. Missing responses are included in the overall total.

LINKS TO RELATED FIGURES:
- Success in Developmental Reading
  - Page 8
- Success in Developmental Math by Full-/Part-Time Status
  - Page 40
- Success in Developmental Writing by Full-/Part-Time Status
  - Page 45
Successful Progression
Performance in Developmental Courses: Reading
Success in Developmental Reading by Age Group

Students age 19 and under increased the rate of success in developmental reading courses from the 2007 to the 2009 cohort. By contrast, students age 20-24 had decreasing success rates from the 2006 to the 2009 cohort. However, the large variation in the age 20-24 group may be due to the small number of students from that group that attempted developmental reading during the period under examination.

<table>
<thead>
<tr>
<th>Age 19 and under % completed any dev. reading</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 19 and under N completed any dev. reading</td>
<td>72.0%</td>
<td>69.1%</td>
<td>74.3%</td>
<td>79.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age 20-24 % completed any dev. reading</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 20-24 N completed any dev. reading</td>
<td>70.7%</td>
<td>64.3%</td>
<td>63.5%</td>
<td>53.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall % completed any dev. reading</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall N completed any dev. reading</td>
<td>72.0%</td>
<td>67.8%</td>
<td>72.7%</td>
<td>78.1%</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Developmental reading attempts include all students who were enrolled in developmental reading courses numbered below 100. Successful completions include those earning a C or better in one of those courses within three years. Due to a small number of students, age intervals with less than 10 students were excluded from the line graph, however these students are included in the overall total. Breakouts for students age 25-29 and students age 30 and over are excluded from this figure. Missing responses are included in the overall total.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Developmental reading attempts include all students who were enrolled in developmental reading courses numbered below 100. Successful completions include those earning a C or better in one of those courses within three years. Due to a small number of students, age intervals with less than 10 students were excluded from the line graph, however these students are included in the overall total. Breakouts for students age 25-29 and students age 30 and over are excluded from this figure. Missing responses are included in the overall total.
Successful Progression
Performance in Developmental Courses: Reading
Success in Developmental Reading by Pell Status

The developmental reading completion rate for non-Pell students was comparable to the overall Harper College success rate in developmental reading. Pell recipients had the most variation in success, including a low of 62.2 percent for the 2007 cohort and a high of 80.6 percent for the 2008 cohort.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Developmental reading attempts include all students who were enrolled in developmental reading courses numbered below 100. Successful completions include those earning a C or better in one of those courses within three years. Missing responses are included in the overall total.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Developmental reading attempts include all students who were enrolled in developmental reading courses numbered below 100. Successful completions include those earning a C or better in one of those courses within three years. Missing responses are included in the overall total.

LINKS TO RELATED FIGURES:

Success in Developmental Reading
Page 8

Success in Developmental Math by Pell Status
Page 42

Success in Developmental Writing by Pell Status
Page 47
Successful Progression
Developmental Students Moving to Gatekeeper Course Work and Completion: Math
Success Rate of Developmental Students in College-Level Math

The percentage of students who successfully completed developmental course work in math and subsequently successfully completed college-level math has remained fairly steady over time. Harper’s most recent success rate for college-level math (60.5 percent) reached a five-year low in 2011 but showed slight improvement in 2012.

Source: NCCBP – Two-year lag in data (data reported in 2011 is actual 2009 data). Includes students who successfully completed developmental math and subsequently successfully completed first college-level math course within one year.

Source: NCCBP – Two-year lag in data (data reported in 2011 is actual 2009 data). Includes students who successfully completed developmental math and subsequently successfully completed first college-level math course within one year.
Female credential-seeking students from the 2009 cohort performed better than the 2008 cohort in all areas of developmental and gatekeeper math enrollment and completion. Additionally, 2.1 percent more female students from the 2009 cohort earned credentials than did females from the 2008 cohort.

![Bar chart showing the success rate of developmental students in developmental math and gatekeeper math enrollment and completion for the 2008 and 2009 female cohorts.]

Source: Harper College Cognos ODS [Student Detail] Package. Developmental math student definition: students in 2008 and 2009 credential-seeking cohorts that enrolled in at least one developmental math course numbered below 90 through year three.

**Links to Related Figures:**
- Success Rate of Developmental Students in College-Level Math: Page 53
- Math Enrollment and Completion: Male Students: Page 55
- English Enrollment and Completion: Female Students: Page 65
In contrast to female students, male credential-seeking students from the 2009 cohort had lower math enrollment and completion rates than did males in the 2008 cohort. However, a slightly higher percentage of male students earned a credential from the 2009 cohort than the 2008 cohort (0.7 percent).

Source: Harper College Cognos ODS [Student Detail] Package. Developmental math student definition: students in 2008 and 2009 credential-seeking cohorts that enrolled in at least one developmental math courses numbered below 90 through year three.

**Success Rate of Developmental Students in College-Level Math**

- **2008 male dev. math cohort**
  - Enrolled highest level dev. math: 70.3%
  - Passed highest level dev. math: 48.6%
  - Enrolled gatekeeper math: 39.9%
  - Passed gatekeeper math: 30.0%
  - Earned credential: 14.1%

- **2009 male dev. math cohort**
  - Enrolled highest level dev. math: 65.9%
  - Passed highest level dev. math: 43.8%
  - Enrolled gatekeeper math: 34.4%
  - Passed gatekeeper math: 26.7%
  - Earned credential: 14.8%

**English Enrollment and Completion: Male Students**

**Math Enrollment and Completion: Female Students**

**LINKS TO RELATED FIGURES:**

- Success Rate of Developmental Students in College-Level Math [Page 53]
- Math Enrollment and Completion: Female Students [Page 54]
- English Enrollment and Completion: Male Students [Page 66]
Successful Progression
Developmental Students Moving to Gatekeeper Course Work and Completion: Math
Math Enrollment and Completion: Asian Students

Asian credential-seeking students from the 2009 cohort had lower math enrollment and completion rates than did Asian students from the 2008 cohort. The largest difference was in the percentage of students enrolling in gatekeeper math, which decreased by 5.5 percent for the 2009 cohort. These students also earned credentials at a rate 6.2 percent lower for the 2009 cohort.

Source: Harper College Cognos ODS [Student Detail] Package. Developmental math student definition: students in 2008 and 2009 credential-seeking cohorts that enrolled in at least one developmental math courses numbered below 90 through year three.
Successful Progression
Developmental Students Moving to Gatekeeper Course Work and Completion: Math
Math Enrollment and Completion: Black Students

Black credential-seeking students from the 2009 cohort had lower math enrollment and completion rates than did black students from the 2008 cohort. The largest difference was in the percentage of students enrolling in gatekeeper math, which decreased by 8.3 percent for the 2009 cohort. These students also earned credentials at a rate 6.5 percent lower for the 2009 cohort.

Source: Harper College Cognos ODS [Student Detail] Package. Developmental math student definition: students in 2008 and 2009 credential-seeking cohorts that enrolled in at least one developmental math courses numbered below 90 through year three.
Successful Progression
Developmental Students Moving to Gatekeeper Course Work and Completion: Math
Math Enrollment and Completion: Hispanic Students

Students in the 2008 and 2009 Hispanic cohorts showed wide variation when compared with each other. For example, the 2008 cohort exhibited a 21.0 percent difference from students who passed the highest level of developmental math to students who enrolled in gatekeeper math, whereas the 2009 cohort showed only a 9.1 percent difference between the same two momentum points. However, the cohorts has similar credential completion rates of 15.0 to 15.6 percent.

![Graph showing success rates for Hispanic students in developmental math compared to gatekeeper math enrollment and completion.]

Source: Harper College Cognos ODS [Student Detail] Package. Developmental math student definition: students in 2008 and 2009 credential-seeking cohorts that enrolled in at least one developmental math courses numbered below 90 through year three.
Successful Progression
Developmental Students Moving to Gatekeeper Course Work and Completion: Math
Math Enrollment and Completion: White Students

White students showed less variation between the 2008 and 2009 cohorts than did the other racial/ethnic breakouts examined in this report. Although white students had slightly lower developmental enrollment and completion rates for the 2009 cohort than the 2008 cohort, a greater percentage passed gatekeeper math and earned credentials.

![Bar chart showing enrollment and completion rates for white students in 2008 and 2009 cohorts.](chart.png)

**Source:** Harper College Cognos ODS [Student Detail] Package. Developmental math student definition: students in 2008 and 2009 credential-seeking cohorts that enrolled in at least one developmental math courses numbered below 90 through year three.

**LINKS TO RELATED FIGURES:**
- [Success Rate of Developmental Students in College-Level Math](Page 53)
- [Math Enrollment and Completion: Asian Students](Page 56)
- [Math Enrollment and Completion: Black Students](Page 57)
- [Math Enrollment and Completion: Hispanic Students](Page 58)
- [English Enrollment and Completion: White Students](Page 70)
Successful Progression
Developmental Students Moving to Gatekeeper Course Work and Completion: Math
Math Enrollment and Completion: Students Age 18 and Under

Students age 18 and under performed slightly better for the 2009 cohort than the 2008 cohort for all but one momentum point (passed highest level developmental math). Approximately 18 percent of students in both cohorts earned a credential within three years of beginning at the College.

Source: Harper College Cognos ODS [Student Detail] Package. Developmental math student definition: students in 2008 and 2009 credential-seeking cohorts that enrolled in at least one developmental math courses numbered below 90 through year three.

Source: 2008 age 18 and under dev. math cohort
2008 age 18 and under dev. math cohort
72.6% 54.8% 43.9% 33.5% 18.1%
2009 age 18 and under dev. math cohort
73.5% 54.3% 45.3% 35.8% 18.2%

LINKS TO RELATED FIGURES:
Successful Progression
Developmental Students Moving to Gatekeeper Course Work and Completion: Math
Math Enrollment and Completion: Students Age 19-24

Students age 19-24 from the 2009 cohort had lower math enrollment and completion rates than did students age 19-24 from the 2008 cohort. However, 2009 students earned credentials at a slightly higher rate (0.5 percent) than did students in the 2008 cohort.

Source: Harper College Cognos ODS [Student Detail] Package. Developmental math student definition: students in 2008 and 2009 credential-seeking cohorts that enrolled in at least one developmental math courses numbered below 90 through year three.

LINKS TO RELATED FIGURES:
Successful Progression
Developmental Students Moving to Gatekeeper Course Work and Completion: Math
Math Enrollment and Completion: Students Age 25 and Over

Students age 25 and over from the 2009 cohort had higher math enrollment and completion rates than did students age 25 and over from the 2008 cohort. However, 2009 cohort students earned credentials at a higher rate (6.6% percent) than did students in the 2008 cohort. Additionally, students in this age group earned credentials at higher rates than they passed gatekeeper math.

Source: Harper College Cognos ODS [Student Detail] Package. Developmental math student definition: students in 2008 and 2009 credential-seeking cohorts that enrolled in at least one developmental math courses numbered below 90 through year three.

LINKS TO RELATED FIGURES:
Successful Progression

Developmental Students Moving to Gatekeeper Course Work and Completion: Math

Areas for Future Research: Math Enrollment and Completion

Due to data restrictions with the College’s Cognos files, data was not available for all demographic groupings. The following figures are expected to be added to the report in the future:

- Math Enrollment and Completion: Full-Time Students
- Math Enrollment and Completion: Part-Time Students
- Math Enrollment and Completion: Pell Students
- Math Enrollment and Completion: Non-Pell Students

Additionally, future data capabilities should allow for the presentation of line graphs showing:

- Success of Developmental Math Students in Gatekeeper Course Work by Gender
- Success of Developmental Math Students in Gatekeeper Course Work by Race/Ethnicity
- Success of Developmental Math Students in Gatekeeper Course Work by Full-/Part-Time Status
- Success of Developmental Math Students in Gatekeeper Course Work by Age Group
- Success of Developmental Math Students in Gatekeeper Course Work by Pell Status
Successful Progression
Developmental Students Moving to Gatekeeper Course Work and Completion: English
Success Rate of Developmental Students in English 101

The success of students in English 101 who successfully completed developmental course work in reading and/or English and subsequently successfully completed English 101 has decreased in recent years. Harper’s most recent success rate for English 101 (64.1 percent) was slightly lower than the previous two years and more than 6 percent lower than the rates reported in 2007 and 2008.

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>% successfully completing English 101</td>
<td>64.1%</td>
<td>72.0%</td>
<td>62.6%</td>
<td>65.3%</td>
<td>65.9%</td>
<td>64.1%</td>
</tr>
<tr>
<td>N successfully completing English 101</td>
<td>157</td>
<td>216</td>
<td>176</td>
<td>186</td>
<td>147</td>
<td>157</td>
</tr>
<tr>
<td>N attempting English 101</td>
<td>245</td>
<td>300</td>
<td>281</td>
<td>285</td>
<td>223</td>
<td>245</td>
</tr>
</tbody>
</table>

Source: NCCBP – Two-year lag in data (data reported in 2011 is actual 2009 data). Includes students who successfully completed developmental reading and/or English and subsequently successfully completed first college-level English course within one year.
Successful Progression

Developmental Students Moving to Gatekeeper Course Work and Completion: English

English Enrollment and Completion: Female Students

The 2008 and 2009 female credential-seeking cohorts showed variation in enrollment and success across the four English course momentum points. The largest percentage point difference occurred within the enrolled in gatekeeper English/reading momentum point (3.6 percent higher for the 2008 cohort). The 2008 cohort had a 0.6 percent higher earned credential completion rate than the 2009 cohort.

Source: Harper College Cognos ODS [Student Detail] Package. Developmental math student definition: students in 2008 and 2009 credential-seeking cohort that enrolled in at least one developmental reading (below 100) or English (100 and below) course through year three.
Successful Progression
Developmental Students Moving to Gatekeeper Course Work and Completion: English

English Enrollment and Completion: Male Students

The male credential-seeking cohorts for 2008 and 2009 showed variation in enrollment and success rates across the four momentum points. The largest percentage point difference was for the passed gatekeeper English/reading momentum point (11.2 percent higher for the 2009 cohort). The 2009 male cohort showed a 1.0 percent higher earned credential completion rate than the 2008 cohort.

Source: Harper College Cognos ODS [Student Detail] Package. Developmental math student definition: students in 2008 and 2009 credential-seeking cohort that enrolled in at least one developmental reading (below 100) or English (100 and below) course through year three.

LINKS TO RELATED FIGURES:
- Success Rate of Developmental Students in English 101
- English Enrollment and Completion: Female Students
- Math Enrollment and Completion: Male Students

![Bar Chart]

<table>
<thead>
<tr>
<th></th>
<th>2008 male dev. English/reading cohort</th>
<th>2009 male dev. English/reading cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled highest level dev. English/reading</td>
<td>76.1%</td>
<td>72.8%</td>
</tr>
<tr>
<td>Passed highest level dev. English/reading</td>
<td>47.7%</td>
<td>54.9%</td>
</tr>
<tr>
<td>Enrolled gatekeeper English/reading</td>
<td>38.1%</td>
<td>48.8%</td>
</tr>
<tr>
<td>Passed gatekeeper English/reading</td>
<td>26.5%</td>
<td>37.7%</td>
</tr>
<tr>
<td>Earned credential</td>
<td>5.2%</td>
<td>6.2%</td>
</tr>
</tbody>
</table>
Successful Progression
Developmental Students Moving to Gatekeeper Course Work and Completion: English

English Enrollment and Completion: Asian Students

The Asian credential-seeking student cohorts displayed variation in enrollment and success rates across the four momentum points. The largest percentage point difference was for the success in developmental English/reading momentum point (12.1 percent higher for the 2009 cohort). The 2008 Asian cohort had a 9.7 percent higher earned credential completion rate than the 2009 cohort.

Source: Harper College Cognos ODS [Student Detail] Package. Developmental math student definition: students in 2008 and 2009 credential-seeking cohort that enrolled in at least one developmental reading (below 100) or English (100 and below) course through year three.
Successful Progression
Developmental Students Moving to Gatekeeper Course Work and Completion: English

English Enrollment and Completion: Black Students

Black credential-seeking students had considerably higher enrollment and success rates for the 2008 cohort than the 2009 cohort. The largest percentage point difference occurred within the enrolled in highest level developmental English/reading momentum point (25.9 percent higher for the 2008 cohort). The 2008 cohort also showed a 3.1 percent higher earned credential completion rate than the 2009 cohort.

Source: Harper College Cognos ODS [Student Detail] Package. Developmental math student definition: students in 2008 and 2009 credential-seeking cohort that enrolled in at least one developmental reading (below 100) or English (100 and below) course through year three.

LINKS TO RELATED FIGURES:

<table>
<thead>
<tr>
<th>Success Rate of Developmental Students in English 101</th>
<th>English Enrollment and Completion: Asian Students</th>
<th>English Enrollment and Completion: Hispanic Students</th>
<th>English Enrollment and Completion: White Students</th>
<th>Math Enrollment and Completion: Black Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 64</td>
<td>Page 67</td>
<td>Page 69</td>
<td>Page 70</td>
<td>Page 57</td>
</tr>
</tbody>
</table>
Successful Progression
Developmental Students Moving to Gatekeeper Course Work and Completion: English

Hispanic credential-seeking students had higher enrollment and success rates for the 2009 cohort than the 2008 cohort. The largest percentage point difference occurred within the passed highest level developmental English/reading momentum point (11.0 percent higher for the 2009 cohort). The 2009 cohort also had a 4.1 percent higher earned credential completion rate than the 2008 cohort.

Source: Harper College Cognos ODS [Student Detail] Package. Developmental math student definition: students in 2008 and 2009 credential-seeking cohort that enrolled in at least one developmental reading (below 100) or English (100 and below) course through year three.

LINKS TO RELATED FIGURES:
Successful Progression
Developmental Students Moving to Gatekeeper Course Work and Completion: English
English Enrollment and Completion: White Students

For the white student cohorts, 2009 students performed better than 2008 cohorts in all four momentum points as well as the milestone of earning a credential. The largest percentage point difference occurred within the passed gatekeeper developmental English/reading momentum point (14.1 percent higher for the 2009 cohort). The 2009 cohort had a 3.7 percent higher earned credential completion rate than did the 2008 cohort.

Source: Harper College Cognos ODS [Student Detail] Package. Developmental math student definition: students in 2008 and 2009 credential-seeking cohort that enrolled in at least one developmental reading (below 100) or English (100 and below) course through year three.

LINKS TO RELATED FIGURES:
Successful Progression
Developmental Students Moving to Gatekeeper Course Work and Completion: English

The age 18 and under credential-seeking student cohorts displayed variation in enrollment and success rates across the four momentum points. The largest difference was in the passed gatekeeper English/reading momentum point (4.4 percent). The 2008 age 18 and under cohort had a 1.6 percent higher earned credential completion rate than the 2009 cohort.

Source: Harper College Cognos ODS [Student Detail] Package. Developmental math student definition: students in 2008 and 2009 credential-seeking cohort that enrolled in at least one developmental reading (below 100) or English (100 and below) course through year three.

LINKS TO RELATED FIGURES:

- Success Rate of Developmental Students in English 101 Page 64
- English Enrollment and Completion: Students Age 19-24 Page 72
- English Enrollment and Completion: Students Age 25 and Over Page 73
- Math Enrollment and Completion: Students Age 18 and Under Page 60
Successful Progression
Developmental Students Moving to Gatekeeper Course Work and Completion: English

English Enrollment and Completion: Students Age 19-24

Students age 19-24 credential-seeking cohorts displayed variation in enrollment and success rates across the four momentum points. The largest difference was in the passed gatekeeper English/reading momentum point (5.2 percent). The 2009 age 19-24 cohort had a 2.0 percent higher earned credential completion rate than the 2009 cohort.

Source: Harper College Cognos ODS [Student Detail] Package. Developmental math student definition: students in 2008 and 2009 credential-seeking cohort that enrolled in at least one developmental reading (below 100) or English (100 and below) course through year three.

LINKS TO RELATED FIGURES:
Successful Progression
Developmental Students Moving to Gatekeeper Course Work and Completion: English

English Enrollment and Completion: Students Age 25 and Over

For students age 25 and over, only the 2009 cohort can be shown due to the 2008 cohort having fewer than 10 students for this demographic group. As with the other age-related and other demographic categories, there is a general downward trend in enrollment and success from highest level developmental English/reading through passed gatekeeper English/reading, and then ultimately toward earning a credential. Of note, 92.3 percent of the students age 25 and over in the 2009 cohort enrolled in highest level developmental English/reading, while only 46.2 percent of students in this group passed gatekeeper English. For the 2009 cohort, 15.4 percent of students earned a credential.

<table>
<thead>
<tr>
<th></th>
<th>2008 age 25 and over dev. English/reading cohort*</th>
<th>2009 age 25 and over dev. English/reading cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled highest level dev. English/reading</td>
<td>92.3%</td>
<td>92.3%</td>
</tr>
<tr>
<td>Passed highest level dev. English/reading</td>
<td>76.9%</td>
<td>76.9%</td>
</tr>
<tr>
<td>Enrolled gatekeeper English/reading</td>
<td>69.2%</td>
<td>69.2%</td>
</tr>
<tr>
<td>Passed gatekeeper English/reading</td>
<td>46.2%</td>
<td>46.2%</td>
</tr>
<tr>
<td>Earned credential</td>
<td>Data not included due to N &lt; 10.</td>
<td>15.4%</td>
</tr>
</tbody>
</table>

Source: Harper College Cognos ODS [Student Detail] Package. Developmental math student definition: students in 2008 and 2009 credential-seeking cohort that enrolled in at least one developmental reading (below 100) or English (100 and below) course through year three. *Data not included due to N of <10.

<table>
<thead>
<tr>
<th>LINKS TO RELATED FIGURES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success Rate of Developmental Students in English 101 Page 64</td>
</tr>
<tr>
<td>English Enrollment and Completion: Students Age 18 and Under Page 71</td>
</tr>
<tr>
<td>English Enrollment and Completion: Students Age 19-24 Page 72</td>
</tr>
<tr>
<td>Math Enrollment and Completion: Students Age 25 and Over Page 62</td>
</tr>
</tbody>
</table>
Successful Progression
Developmental Students Moving to Gatekeeper Course Work and Completion: English
Areas for Future Research: English Enrollment and Completion

Due to data restrictions with the College’s Achieving the Dream files, line graphs were not available for all demographic groupings. Future data capabilities should allow for the presentation of graphs showing:

- Success of Developmental Math Students in Gatekeeper Course Work by Gender
- Success of Developmental Math Students in Gatekeeper Course Work by Race/Ethnicity
- Success of Developmental Math Students in Gatekeeper Course Work by Full-/Part-Time Status
- Success of Developmental Math Students in Gatekeeper Course Work by Age Group
- Success of Developmental Math Students in Gatekeeper Course Work by Pell Status
Successful Progression
Performance in College-Level Courses: Math
Success in Math 103 by Gender

Success in Math 103 has remained fairly stable over time. There is a highly variable gap between females and males, ranging between differences of 0.8 to 12.0 percent across the four years of cohorts being tracked.

The large variation in the success rates for males age 20-24 is due to the small number of students in that group that attempted Math 103. Males 20-24 tend to successfully complete Math 103 at a similar rate to the overall Harper average, which diverges from this group’s pattern of lower than average success rates seen in developmental courses.

![Graph showing success rates for Math 103 over years by gender and age group]

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Math 103 was the only gatekeeper course tracked for these cohorts. Missing responses are included in the overall total.
Successful Progression
Performance in College-Level Courses: Math
Success in Math 103 by Race/Ethnicity

Due to a small number of students attempting Math 103 from many of the racial/ethnic groups, it is difficult to draw overall conclusions about any of the groups. In the four-year period being examined, no group consistently fell either above or below the Harper College average.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian % completed Math 103</td>
<td>72.7%</td>
<td>82.8%</td>
<td>61.2%</td>
<td>76.1%</td>
</tr>
<tr>
<td>Asian N completed Math 103</td>
<td>40</td>
<td>48</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>Black % completed Math 103</td>
<td>71.4%</td>
<td>60.0%</td>
<td>50.0%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Black N completed Math 103</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Hispanic % completed Math 103</td>
<td>78.7%</td>
<td>60.8%</td>
<td>82.9%</td>
<td>58.0%</td>
</tr>
<tr>
<td>Hispanic N completed Math 103</td>
<td>37</td>
<td>31</td>
<td>29</td>
<td>40</td>
</tr>
<tr>
<td>White % completed Math 103</td>
<td>62.9%</td>
<td>70.2%</td>
<td>66.1%</td>
<td>71.9%</td>
</tr>
<tr>
<td>White N completed Math 103</td>
<td>149</td>
<td>203</td>
<td>162</td>
<td>194</td>
</tr>
<tr>
<td>Overall % completed Math 103</td>
<td>67.0%</td>
<td>71.4%</td>
<td>65.4%</td>
<td>70.6%</td>
</tr>
<tr>
<td>Overall N completed Math 103</td>
<td>256</td>
<td>314</td>
<td>259</td>
<td>298</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Math 103 was the only gatekeeper course tracked for these cohorts. Pacific Islanders are included in the Asian group for the 2006 and 2007 cohorts. Due to a small number of students, some racial/ethnic groups such as American Indian/Alaskan Native are not listed separately in this report. They are included in the overall total.
Successful Progression
Performance in College-Level Courses: Math
Success in Math 103 by Developmental Placement

Students who were referred to developmental math prior to starting Math 103 tend to be slightly less likely to complete Math 103 than students who were not placed into developmental courses. However, this trend was not followed for the 2008 cohort, when students referred to developmental courses performed better in their gatekeeper course work than did the students who were not referred to developmental courses. In this figure, referral to developmental math does not necessarily indicate completion of a developmental math course.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Math 103 was the only gatekeeper course tracked for these cohorts. Missing responses are included in the overall total.

<table>
<thead>
<tr>
<th>Year</th>
<th>Referred dev. math; % completed Math 103</th>
<th>Referred dev. math; N completed Math 103</th>
<th>Not referred dev. math; % completed Math 103</th>
<th>Not referred dev. math; N completed Math 103</th>
<th>Overall % completed Math 103</th>
<th>Overall N completed Math 103</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>65.1%</td>
<td>82</td>
<td>68.0%</td>
<td>174</td>
<td>67.0%</td>
<td>256</td>
</tr>
<tr>
<td>2007</td>
<td>67.6%</td>
<td>92</td>
<td>73.0%</td>
<td>222</td>
<td>71.4%</td>
<td>314</td>
</tr>
<tr>
<td>2008</td>
<td>68.2%</td>
<td>75</td>
<td>64.3%</td>
<td>184</td>
<td>65.4%</td>
<td>259</td>
</tr>
<tr>
<td>2009</td>
<td>67.2%</td>
<td>82</td>
<td>72.0%</td>
<td>216</td>
<td>70.6%</td>
<td>298</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Math 103 was the only gatekeeper course tracked for these cohorts. Missing responses are included in the overall total.

LINKS TO RELATED FIGURES:
Successful Progression
Performance in College-Level Courses: Math
Success in Math 103 by Full-/Part-Time Status

Due to a small number of part-time students attempting Math 103, no significant trends were revealed in the success of part-time students in Math 103. For the four cohorts being examined, part-time students do not fall consistently either above or below the Harper College average. However, it is important to note that part-time students have been attempting Math 103 at rates much lower than full-time students.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Math 103 was the only gatekeeper course tracked for these cohorts. Missing responses are included in the overall total.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-time % completed Math 103</strong></td>
<td>65.9%</td>
<td>72.2%</td>
<td>64.8%</td>
<td>71.5%</td>
</tr>
<tr>
<td><strong>Part-time % completed Math 103</strong></td>
<td>74.5%</td>
<td>64.6%</td>
<td>70.7%</td>
<td>61.5%</td>
</tr>
<tr>
<td><strong>Overall % completed Math 103</strong></td>
<td>67.0%</td>
<td>71.4%</td>
<td>65.4%</td>
<td>70.6%</td>
</tr>
</tbody>
</table>

**Full-time N completed Math 103**: 218, 283, 230, 274
**Part-time N completed Math 103**: 38, 31, 29, 24
**Overall N completed Math 103**: 256, 314, 259, 298

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Math 103 was the only gatekeeper course tracked for these cohorts. Missing responses are included in the overall total.

LINKS TO RELATED FIGURES:

- **Success in Math 103**
  - Page 13
- **Success in English 101**
  - Page 85
Successful Progression
Performance in College-Level Courses: Math
Success in Math 103 by Age Group

Students age 20-24 maintained higher Math 103 completion rates than other groups, with students age 19 and under showing rates approximately 3 to 11 percent lower than the age 20-24 student cohorts. Disaggregating Math 103 completion by age group yielded such small numbers for students 25-29 and 30 and older (fewer than 10 students in each group) that those groups are excluded from the figure below.

![Success in Math 103 by Age Group](image)

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Math 103 was the only gatekeeper course tracked for these cohorts. Due to a small number of students, age intervals with fewer than 10 students were excluded from the line graph; however these students are included in the overall total. Breakouts for the students age 25-29 and students age 30 and over are excluded from this table. Missing responses are included in the overall total.

**LINKS TO RELATED FIGURES:**
- Success in Math 103
  - Page 13
- Success in English 101 by Age Group
  - Page 86
Successful Progression
Performance in College-Level Courses: Math
Success in Math 103 by Pell Status

Pell students maintained higher completion rates than non-Pell students for all four cohorts being examined. The largest disparity between Pell students and other groups occurred for the 2006 cohort (16.2 percent) but a steady decline in Math 103 completion on the part of Pell students closed the gap for the 2007 and 2008 cohorts. However, Pell students’ completion rate rose from 66.2 percent for the 2008 cohort to 76.8 percent for the 2009 cohort.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Math 103 was the only gatekeeper course tracked for these cohorts. Missing responses are included in the overall total.

LINKS TO RELATED FIGURES:

Success in Math 103
Page 13

Success in English 101
by Pell Status
Page 87
Successful Progression
Performance in College-Level Courses: Math
Areas for Future Research: Success in Gatekeeper Math

Due to data restrictions with the College’s Achieving the Dream files, data was only available for Math 103, excluding other gatekeeper math courses from this section of the report. The following figures are expected to be added to the report in the future:

- Success in Gatekeeper Math by Gender
- Success in Gatekeeper Math by Race/Ethnicity
- Success in Gatekeeper Math by Developmental Placement
- Success in Gatekeeper Math by Full-/Part-Time Status
- Success in Gatekeeper Math by Age Group
- Success in Gatekeeper Math by Pell Status
Successful Progression
Performance in College-Level Courses: English
Success in English 101 by Gender

Success in English 101 has remained fairly steady over time. However, there is a gap between female and male students as well as between all students and males age 20-24. Males continue to have lower English 101 success rates than do females (78.1 percent vs. 84.5 percent for the 2009 cohort). The variation in the success rates for males age 20-24 is likely due to the small number of students in that group that attempted English 101. However, over time males age 20-24 have lower than average success rates in English 101 courses. Additionally, male 20-24 success rates appear to be decreasing over time, while overall English 101 success rates have remained steady.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Missing responses are included in the overall total.

LINKS TO RELATED FIGURES:
Successful Progression
Performance in College-Level Courses: English
Success in English 101 by Race/Ethnicity

Black and Hispanic student success in English 101 fell below the overall success rate in each of the years studied in this report. Despite the small numbers of black students affecting the variability within that group, over time it appears that black students are significantly less likely than other racial/ethnic groups to successfully complete an English 101 course within their first three years at Harper College.

![Graph showing success rates by race/ethnicity]

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2006 % Completed</th>
<th>2007 % Completed</th>
<th>2008 % Completed</th>
<th>2009 % Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>89.6%</td>
<td>88.1%</td>
<td>84.7%</td>
<td>89.7%</td>
</tr>
<tr>
<td>Black</td>
<td>64.2%</td>
<td>62.7%</td>
<td>69.8%</td>
<td>63.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>80.2%</td>
<td>77.3%</td>
<td>75.4%</td>
<td>77.0%</td>
</tr>
<tr>
<td>White</td>
<td>81.8%</td>
<td>84.2%</td>
<td>81.3%</td>
<td>82.1%</td>
</tr>
<tr>
<td>Overall</td>
<td>80.9%</td>
<td>82.6%</td>
<td>79.8%</td>
<td>81.1%</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Pacific Islanders are included in the Asian group for the 2006 and 2007 cohorts. Due to a small number of students, some racial/ethnic groups such as American Indian/Alaskan Native are not listed separately in this report. They are included in the overall total.

LINKS TO RELATED FIGURES:
Successful Progression
Performance in College-Level Courses: English
Success in English 101 by Developmental Placement

Placement into developmental reading and/or writing does not appear to have a significant effect on students’ ability to successfully complete a gatekeeper English 101 course within three years. Although in this figure referral to a developmental course does not necessarily indicate completion of that developmental course, it is possible that the completion of developmental course work sufficiently prepares students for successful completion of English 101.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Missing responses are included in the overall total.

LINKS TO RELATED FIGURES:
Part-time students are slightly less likely than are full-time students to successfully complete the English 101 course in which they enrolled. Additionally, although the overall English 101 success rate has remained stable over time, part-time student success has decreased during the same period. For the 2009 cohort, part-time students showed English 101 success rates 7.7 percent lower than their full-time counterparts, when given three years to successfully complete the course.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Missing responses are included in the overall total.

(links to related figures: Success in English 101 Page 14, Success in Math 103 by Full-/Part-Time Status Page 78)
Successful Progression
Performance in College-Level Courses: English
Success in English 101 by Age Group

Completion rates for English 101 by age did not exhibit a consistent pattern across age groups. Students age 30 and over had the highest completion rates in 2006 and 2007 but decreased to the lowest rate by 2008. For the 2009 cohort, all of the age groups had a comparable completion rate except students age 20-24, which showed success rates 11.2 percent lower than the overall cohort.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 19 and under</td>
<td>80.8%</td>
<td>83.7%</td>
<td>80.3%</td>
<td>82.4%</td>
</tr>
<tr>
<td>N</td>
<td>1038</td>
<td>1116</td>
<td>1063</td>
<td>1120</td>
</tr>
<tr>
<td>Age 20-24</td>
<td>79.9%</td>
<td>70.6%</td>
<td>77.4%</td>
<td>69.9%</td>
</tr>
<tr>
<td>N</td>
<td>111</td>
<td>125</td>
<td>147</td>
<td>121</td>
</tr>
<tr>
<td>Age 25-29</td>
<td>80.9%</td>
<td>85.2%</td>
<td>81.0%</td>
<td>82.7%</td>
</tr>
<tr>
<td>N</td>
<td>38</td>
<td>46</td>
<td>47</td>
<td>67</td>
</tr>
<tr>
<td>Age 30 and over</td>
<td>88.0%</td>
<td>91.5%</td>
<td>76.8%</td>
<td>80.6%</td>
</tr>
<tr>
<td>N</td>
<td>44</td>
<td>54</td>
<td>53</td>
<td>75</td>
</tr>
<tr>
<td>Overall</td>
<td>80.9%</td>
<td>82.6%</td>
<td>79.8%</td>
<td>81.1%</td>
</tr>
<tr>
<td>N</td>
<td>1,231</td>
<td>1,342</td>
<td>1,312</td>
<td>1,383</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Missing responses are included in the overall total.

LINKS TO RELATED FIGURES:
Successful Progression
Performance in College-Level Courses: English
Success in English 101 by Pell Status

Pell recipients and students who did not receive/apply for a Pell grant had comparable English 101 completion rates to the overall Harper College rate. The only deviation to this pattern occurred for the 2007 cohort, when Pell recipients had the highest English 101 completion rate (86.5 percent) of all groups.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Missing responses are included in the overall total.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell % completed English 101</td>
<td>81.0%</td>
<td>86.5%</td>
<td>79.0%</td>
<td>80.4%</td>
</tr>
<tr>
<td>Pell N completed English 101</td>
<td>200</td>
<td>243</td>
<td>244</td>
<td>373</td>
</tr>
<tr>
<td>Non-Pell % completed English 101</td>
<td>80.9%</td>
<td>81.8%</td>
<td>80.0%</td>
<td>81.3%</td>
</tr>
<tr>
<td>Non-Pell N completed English 101</td>
<td>1,031</td>
<td>1,099</td>
<td>1,068</td>
<td>1,010</td>
</tr>
<tr>
<td>Overall % completed English 101</td>
<td>80.9%</td>
<td>82.6%</td>
<td>79.8%</td>
<td>81.1%</td>
</tr>
<tr>
<td>Overall N completed English 101</td>
<td>1,231</td>
<td>1,342</td>
<td>1,312</td>
<td>1,383</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three. Missing responses are included in the overall total.

LINKS TO RELATED FIGURES:

Success in English 101 Page 14
Success in Math 103 by Pell Status Page 80
Successful Progression
Earning Credits Toward Completion
Earning 15 and 30 College Credits: Female Students

Female credential-seeking students had higher enrollment and success rates for the 2009 cohort than the 2008 cohort in three of the four college-level credit momentum points. The 2009 female cohort had a 1.1 percent higher earned credential success rate than the 2008 female cohort.

![Bar chart showing enrollment and earned credits for female students in 2008 and 2009 cohorts.]

Source: Harper College Cognos ODS [Student Detail] Package. Years are based on pipeline cohorts; results are through year three.

LINKS TO RELATED FIGURES:

- Earning 15 and 30 College Credits: All Credential-Seeking Students
  Page 15
- Earning 15 and 30 College Credits: Male Students
  Page 89
Male credential-seeking students had higher enrollment and success rates for the 2009 cohort than the 2008 cohort in all four of the college-level credit momentum points. The 2009 male cohort had a 6.3 percent higher earned credential success rate than the 2008 male cohort.

Source: Harper College Cognos ODS [Student Detail] Package. Years are based on pipeline cohorts; results are through year three.
Successful Progression
Earning Credits Toward Completion
Earning 15 and 30 College Credits: Asian Students

The figure below shows the percentage of Asian credential-seeking students in the 2008 and 2009 cohorts who achieved either 15 or 30 college-level credits in three years. The 2009 Asian cohort has consistently shown higher success rates over the four college-level credit momentum points. The earned 15 college-level credits momentum point showed the largest percentage point difference between the 2008 and 2009 cohort (4.1 percent). However, these results did not appear to carry through to higher completion rates; the 2008 Asian cohort had a 2.6 percent higher earned credential success rate than the 2009 cohort.

<table>
<thead>
<tr>
<th>Enrolled 15 college-level credits</th>
<th>Earned 15 college-level credits</th>
<th>Enrolled 30 college-level credits</th>
<th>Earned 30 college-level credits</th>
<th>Earned credential</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2008 Asian cohort</strong></td>
<td>72.5%</td>
<td>57.6%</td>
<td>52.8%</td>
<td>38.7%</td>
</tr>
<tr>
<td><strong>2009 Asian cohort</strong></td>
<td>75.3%</td>
<td>61.7%</td>
<td>54.4%</td>
<td>41.8%</td>
</tr>
</tbody>
</table>

Source: Harper College Cognos ODS [Student Detail] Package. Years are based on pipeline cohorts; results are through year three.

LINKS TO RELATED FIGURES:
- Earning 15 and 30 College Credits: All Credential-Seeking Students Page 15
- Earning 15 and 30 College Credits: Black Students Page 91
- Earning 15 and 30 College Credits: Hispanic Students Page 92
- Earning 15 and 30 College Credits: White Students Page 93
Successful Progression  
Earning Credits Toward Completion  
Earning 15 and 30 College Credits: Black Students

The 2008 black credential-seeking cohort showed a higher percentage rate of success than did the 2009 cohort for three out of four college-level credit momentum points including: enrolled in 15 college-level credits, earned 15 college-level credits, and enrolled in 30 college-level credits. The 2009 cohort showed a higher percentage rate of success for the earned 30 college credits momentum point, with an increase of 1.6 percent over the 2008 cohort. The 2009 cohort also had a 2.4 percent higher earned credential success rate than the 2008 cohort.

Source: Harper College Cognos ODS [Student Detail] Package. Years are based on pipeline cohorts; results are through year three.
Successful Progression
Earning Credits Toward Completion
Earning 15 and 30 College Credits: Hispanic Students

The 2009 Hispanic cohort had slightly higher enrollment and success rates for all four of the college-level credit momentum points than the 2008 cohort. The enrolled in 15 college-level credits momentum point showed the smallest percentage difference between the 2008 and 2009 cohorts (0.2 percent). The largest percentage point difference between cohorts can be found within the earned 15 college-level credits momentum point, where the 2009 cohort displayed a 2.7 percent increase in success over 2008 cohort levels. The 2009 Hispanic cohort had a 3.1 percent higher earned credential rate than the 2008 cohort.

Source: Harper College Cognos ODS [Student Detail] Package. Years are based on pipeline cohorts; results are through year three.

LINKS TO RELATED FIGURES:
- Earning 15 and 30 College Credits: All Credential-Seeking Students
- Earning 15 and 30 College Credits: Asian Students
- Earning 15 and 30 College Credits: Black Students
- Earning 15 and 30 College Credits: White Students
The 2009 credential-seeking cohort of white students maintained a slightly higher rate of success than the 2008 cohort for three of four college-level momentum points. The largest percentage point difference between the 2008 and 2009 cohorts was within the earned 15 college-level credits momentum point (2.0 percent). The 2009 white cohort had a 3.7 percent higher earned credential success rate than the 2008 cohort.

Source: Harper College Cognos ODS [Student Detail] Package. Years are based on pipeline cohorts; results are through year three.
Successful Progression
Earning Credits Toward Completion
Earning 15 and 30 College Credits: Developmental Students

Across all four momentum points, there are only slight differences in course enrollment and completion between the 2008 and 2009 developmental cohorts. For example, enrollment in 15 college-level credits decreased from 77.2 percent in the 2008 cohort to 76.9 percent in the 2009 cohort. However, the 2009 developmental cohort had a 3.7 percent higher earned credential success rate than the 2008 cohort.

Source: Harper College Cogn ODS [Student Detail] Package. Years are based on pipeline cohorts; results are through year three.

LINKS TO RELATED FIGURES:

Earning 15 and 30 College Credits: All Credential-Seeking Students Page 15
Earning 15 and 30 College Credits: College-Level Students Page 95
Successful Progression
Earning Credits Toward Completion

Earning 15 and 30 College Credits: College-Level Students

Overall, college-level students performed slightly better for the 2009 cohort than the 2008 cohort. The largest difference between the two cohorts was in the earned credential milestone, where the 2009 cohort earned at a 2.9 percent higher rate than the 2008 cohort.

Source: Harper College Cognos ODS [Student Detail] Package. Years are based on pipeline cohorts; results are through year three.

LINKS TO RELATED FIGURES:

- Earning 15 and 30 College Credits: All Credential-Seeking Students
  Page 15
- Earning 15 and 30 College Credits: Developmental Students
  Page 94
Successful Progression
Earning Credits Toward Completion
Earning 15 and 30 College Credits: Students Age 18 and Under

The 2009 age 18 and under cohort surpassed the success rates of 2008 for all of the college-level credit momentum points. The largest percentage point difference was found within the earned 15 college-level credits momentum point, which was 4.1 percent higher for the 2009 cohort. The 2009 cohort also had a 2.6 percent higher earned credential success rate than the 2008 cohort.

Source: Harper College Cognos ODS [Student Detail] Package. Years are based on pipeline cohorts; results are through year three.

LINKS TO RELATED FIGURES:
- Earning 15 and 30 College Credits: All Credential-Seeking Students [Page 15]
- Earning 15 and 30 College Credits: Students Age 19-24 [Page 97]
- Earning 15 and 30 College Credits: Students Age 25 and Over [Page 98]
Successful Progression
Earning Credits Toward Completion
Earning 15 and 30 College Credits: Students Age 19-24

The cohorts for students age 19-24 showed variation in success rates across the four college-level credit momentum points. The 2008 cohort showed slightly higher success rates for enrollment in 15 college-level credits (1.2 percent) and earned 30 college-level credits (1.0 percent). The 2009 cohort had a higher success rate within the earned 15 college-level credits (0.6 percent) and enrolled in 30 college-level credits momentum points (0.8 percent). The 2009 cohort had a 1.5 percent higher earned credential success rate than the 2008 cohort.

![Graph showing success rates for enrollment and earned credits for 2008 and 2009 cohorts.]

Source: Harper College Cognos ODS [Student Detail] Package. Years are based on pipeline cohorts; results are through year three.

LINKS TO RELATED FIGURES:
- [Earning 15 and 30 College Credits: All Credential-Seeking Students](Page 15)
- [Earning 15 and 30 College Credits: Students Age 18 and Under](Page 96)
- [Earning 15 and 30 College Credits: Students Age 25 and Over](Page 98)
Successful Progression
Earning Credits Toward Completion
Earning 15 and 30 College Credits: Students Age 25 and Over

Students age 25 and over have shown an increase in student success rates from the 2008 cohort to the 2009 cohort for all four momentum points as well as the milestone of earning a credential. The 2009 cohort had an 8.0 percent higher earned credential success rate than the 2008 cohort.

![Bar Chart]

Source: Harper College Cognos ODS [Student Detail] Package. Years are based on pipeline cohorts; results are through year three.
Successful Progression
Earning Credits Toward Completion
Areas for Future Research: Earning 15 and 30 College Credits

Due to data restrictions with the College’s Cognos files, data was not available for all demographic groupings. The following figures are expected to be added to the report in the future:

- Earning 15 and 30 College Credits: Full-Time Students
- Earning 15 and 30 College Credits: Part-Time Students
- Earning 15 and 30 College Credits: Pell Students
- Earning 15 and 30 College Credits: Non-Pell Students
Completion and Transfer
Credentials and Completers
Number of Completers by Gender

Despite a total credit student enrollment of more than 25,000 students per year attending Harper College from 2006-07 to 2011-12, fewer than 4,000 graduates completed at the College each year.

The number of both female and male graduates decreased from 2006-07 to 2008-09. However, from 2009-10 to 2011-12 the number of female and male graduates steadily increased each year.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female graduates</td>
<td>1,503</td>
<td>1,453</td>
<td>1,369</td>
<td>1,458</td>
<td>1,696</td>
<td>2,233</td>
</tr>
<tr>
<td>Female credit students</td>
<td>14,777</td>
<td>14,379</td>
<td>14,564</td>
<td>15,187</td>
<td>15,487</td>
<td>15,259</td>
</tr>
<tr>
<td>Male graduates</td>
<td>896</td>
<td>877</td>
<td>759</td>
<td>797</td>
<td>835</td>
<td>1,583</td>
</tr>
<tr>
<td>Male credit students</td>
<td>11,093</td>
<td>11,438</td>
<td>11,875</td>
<td>12,546</td>
<td>12,406</td>
<td>12,542</td>
</tr>
</tbody>
</table>

Source: Harper College Fact Book and Institutional Research.

LINKS TO RELATED FIGURES:
Number of Completers Page 22
Percentage of Completers by Gender Page 101
Females are consistently over-represented among Harper College graduates. Female credit students represented 57.1 percent of credit students in 2006-07 but 62.6 percent of graduates during the same year. In 2011-12, females represented 54.9 percent of the credit student population, but 58.4 percent of graduates were female during the same year. It appears that males have closed the gap to some extent in 2011-12, as their percentage share of graduates significantly increased.
Completion and Transfer
Credentials and Completers
Number of Completers by Race/Ethnicity

The figure below shows the number of credit students and graduates from 2006-07 to 2011-12 by race/ethnicity. Across all years white students have accounted for the highest proportion of credit students, followed by Asian students, Hispanic students, and black students. From 2010-11 to 2011-12, however, there has been a decrease in Hispanic and white credit students compared to an increase in black and Asian students. Despite the decrease in Hispanic and white credit students from 2010-11 to 2011-12, the number of Hispanic and white graduates increased during the same period.

Source: Harper College Fact Book and Institutional Research. In this figure, Pacific Islander and Asian are combined.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Asian graduates</strong></td>
<td>255</td>
<td>205</td>
<td>202</td>
<td>234</td>
<td>234</td>
<td>373</td>
</tr>
<tr>
<td><strong>Asian credit students</strong></td>
<td>3,070</td>
<td>3,011</td>
<td>2,967</td>
<td>2,994</td>
<td>2,960</td>
<td>3,009</td>
</tr>
<tr>
<td><strong>Black graduates</strong></td>
<td>77</td>
<td>83</td>
<td>74</td>
<td>90</td>
<td>109</td>
<td>157</td>
</tr>
<tr>
<td><strong>Black credit students</strong></td>
<td>1,030</td>
<td>1,038</td>
<td>1,068</td>
<td>1,292</td>
<td>1,472</td>
<td>1,556</td>
</tr>
<tr>
<td><strong>Hispanic graduates</strong></td>
<td>190</td>
<td>225</td>
<td>185</td>
<td>239</td>
<td>273</td>
<td>486</td>
</tr>
<tr>
<td><strong>Hispanic credit students</strong></td>
<td>4,469</td>
<td>4,588</td>
<td>4,759</td>
<td>4,867</td>
<td>4,889</td>
<td>4,784</td>
</tr>
<tr>
<td><strong>White graduates</strong></td>
<td>1,682</td>
<td>1,602</td>
<td>1,473</td>
<td>1,482</td>
<td>1,717</td>
<td>2,514</td>
</tr>
<tr>
<td><strong>White credit students</strong></td>
<td>14,479</td>
<td>14,769</td>
<td>14,572</td>
<td>15,966</td>
<td>16,462</td>
<td>16,192</td>
</tr>
</tbody>
</table>

Source: Harper College Fact Book and Institutional Research. In this figure, Pacific Islander and Asian are combined.
Completion and Transfer
Credentials and Completers
Percentage of Completers by Race/Ethnicity

White students graduated at higher than expected rates when compared to their share of the credit student population. Asian, black, and Hispanic students graduated at comparably low rates when compared to their share of the credit student population. Hispanic students had the largest disparity between their proportion of credit students (17.7 percent) and graduates (7.9 percent) in 2006-07 but had begun to close the gap in 2011-12.

Source: Harper College Fact Book and Institutional Research. In this figure, Pacific Islander and Asian are combined. Percentages exclude Other and Unknown and therefore will not sum to 100 percent.

LINKS TO RELATED FIGURES:

Number of Completers
Page 22

Number of Completers by Race/Ethnicity
Page 102
Both AtD and IPEDS data show a gap between female and male completion rates, with males consistently completing at lower rates than females. Male completion remains well below 20 percent for all cohorts, while female completion surpassed 20 percent for several cohort years.

**AtD Completion**

<table>
<thead>
<tr>
<th>Year</th>
<th>Female % completed</th>
<th>Male % completed</th>
<th>Overall % completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>20.1%</td>
<td>12.8%</td>
<td>16.6%</td>
</tr>
<tr>
<td>2007</td>
<td>18.9%</td>
<td>13.4%</td>
<td>16.2%</td>
</tr>
<tr>
<td>2008</td>
<td>23.7%</td>
<td>12.8%</td>
<td>18.4%</td>
</tr>
<tr>
<td>2009</td>
<td>24.5%</td>
<td>16.3%</td>
<td>20.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Female N completed</th>
<th>Male N completed</th>
<th>Overall N completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>275</td>
<td>163</td>
<td>438</td>
</tr>
<tr>
<td>2007</td>
<td>270</td>
<td>175</td>
<td>445</td>
</tr>
<tr>
<td>2008</td>
<td>327</td>
<td>168</td>
<td>495</td>
</tr>
<tr>
<td>2009</td>
<td>336</td>
<td>230</td>
<td>566</td>
</tr>
</tbody>
</table>

**IPEDS Completion**

<table>
<thead>
<tr>
<th>Year</th>
<th>Female % completed</th>
<th>Male % completed</th>
<th>Overall % completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>17.1%</td>
<td>12.8%</td>
<td>14.8%</td>
</tr>
<tr>
<td>2007</td>
<td>17.3%</td>
<td>11.1%</td>
<td>13.9%</td>
</tr>
<tr>
<td>2008</td>
<td>25.0%</td>
<td>13.7%</td>
<td>19.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Female N completed</th>
<th>Male N completed</th>
<th>Overall N completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>132</td>
<td>119</td>
<td>251</td>
</tr>
<tr>
<td>2007</td>
<td>133</td>
<td>103</td>
<td>236</td>
</tr>
<tr>
<td>2008</td>
<td>192</td>
<td>119</td>
<td>311</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts; results are through year three.

Source: IPEDS. See Appendix for full IPEDS definition of transfer.
With the exception of white students, all of Harper College’s racial/ethnic groups fall below the College’s average overall completion rate. Although the large number of white students attending the College drives the overall completion rate, the lower rates of minority racial/ethnic groups is notable. Some racial/ethnic groups have such small numbers of students completing that the fluctuation of those rates over time may be due to the small number of students in each of those groups. However, over time, completion rates for those groups remain low.

Overall, fewer than one in five credential-seeking students completes a degree or certificate at the College within three years. Thus, there is room for improvement in the overall completion rate as well as for minority racial/ethnic groups.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian % completed</td>
<td>15.4%</td>
<td>14.6%</td>
<td>15.7%</td>
<td>13.9%</td>
</tr>
<tr>
<td>Asian N completed</td>
<td>43</td>
<td>43</td>
<td>42</td>
<td>38</td>
</tr>
<tr>
<td>Black % completed</td>
<td>8.5%</td>
<td>7.1%</td>
<td>14.1%</td>
<td>11.6%</td>
</tr>
<tr>
<td>Black N completed</td>
<td>13</td>
<td>11</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>Hispanic % completed</td>
<td>12.0%</td>
<td>12.9%</td>
<td>14.6%</td>
<td>15.5%</td>
</tr>
<tr>
<td>Hispanic N completed</td>
<td>40</td>
<td>47</td>
<td>55</td>
<td>74</td>
</tr>
<tr>
<td>White % completed</td>
<td>18.6%</td>
<td>18.1%</td>
<td>21.0%</td>
<td>23.8%</td>
</tr>
<tr>
<td>White N completed</td>
<td>297</td>
<td>307</td>
<td>320</td>
<td>400</td>
</tr>
<tr>
<td>Overall % completed</td>
<td>16.6%</td>
<td>16.2%</td>
<td>18.4%</td>
<td>20.4%</td>
</tr>
<tr>
<td>Overall N completed</td>
<td>438</td>
<td>445</td>
<td>495</td>
<td>566</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts. Pacific Islanders are included in the Asian group for the 2006 and 2007 cohorts. Due to a small number of students, some racial/ethnic groups such as American Indian/Alaskan Native are not listed separately in this report. They are included in the overall total.
Completion and Transfer
Graduation Rates
Graduation Rates of Developmental Students

Students entering the College after testing into developmental course work complete at a lower rate than the overall completion rate. However, completion rates for developmental students are increasing over time, from 12.1 percent for the 2006 cohort to 15.6 percent for the 2009 cohort.

Developmental reading and writing students fair worse than developmental math students, with completion rates ranging from 6.1 to 11.6 percent. Developmental math students have completion rates between 11.7 and 15.9 percent.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts. Developmental courses are those numbered below 90 in math, below 100 in reading, or 100 and below in English. Missing responses are included in the overall total.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referred dev. math % completed</td>
<td>11.8%</td>
<td>11.7%</td>
<td>15.2%</td>
<td>15.9%</td>
</tr>
<tr>
<td>Referred dev. math N completed</td>
<td>123</td>
<td>126</td>
<td>164</td>
<td>182</td>
</tr>
<tr>
<td>Referred dev. reading % completed</td>
<td>8.5%</td>
<td>7.8%</td>
<td>11.1%</td>
<td>11.6%</td>
</tr>
<tr>
<td>Referred dev. reading N completed</td>
<td>41</td>
<td>38</td>
<td>62</td>
<td>64</td>
</tr>
<tr>
<td>Referred dev. writing % completed</td>
<td>6.1%</td>
<td>8.3%</td>
<td>10.1%</td>
<td>9.2%</td>
</tr>
<tr>
<td>Referred dev. writing N completed</td>
<td>18</td>
<td>23</td>
<td>34</td>
<td>33</td>
</tr>
<tr>
<td>Referred to any dev. % completed</td>
<td>12.1%</td>
<td>11.3%</td>
<td>15.3%</td>
<td>15.6%</td>
</tr>
<tr>
<td>Referred to any dev. N completed</td>
<td>142</td>
<td>139</td>
<td>187</td>
<td>201</td>
</tr>
<tr>
<td>Overall % completed</td>
<td>16.6%</td>
<td>16.2%</td>
<td>18.4%</td>
<td>20.4%</td>
</tr>
<tr>
<td>Overall N completed</td>
<td>438</td>
<td>445</td>
<td>495</td>
<td>566</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts. Developmental courses are those numbered below 90 in math, below 100 in reading, or 100 and below in English. Missing responses are included in the overall total.
Completion and Transfer
Graduation Rates
Graduation Rates by Full-/Part-Time Status

Full-time students complete degrees and certificates at a higher rate than do part-time students. Within three years, part-time students tend to complete at a rate of 12.6 to 15.2 percent, whereas full-time students complete at a rate of 18.3 to 23.2 percent.

In order to determine whether additional time might positively impact the gap between full-time and part-time students, the six-year completion rate for the 2006 cohort was also calculated from National Community College Benchmark Project information (not shown below). For the 2006 cohort, 27.6 percent (1,654) of full-time students completed within six years. 22.3 percent of part-time students (984) completed within six years. Thus, despite part-time students continuing to complete at a lower rate than full-time students, part-time students do surpass the three-year completion rate of full-time students within six years of starting at Harper College.

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-time % completed</th>
<th>Full-time N completed</th>
<th>Part-time % completed</th>
<th>Part-time N completed</th>
<th>Overall % completed</th>
<th>Overall N completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>18.6%</td>
<td>308</td>
<td>13.2%</td>
<td>130</td>
<td>16.6%</td>
<td>438</td>
</tr>
<tr>
<td>2007</td>
<td>18.3%</td>
<td>320</td>
<td>12.6%</td>
<td>125</td>
<td>16.2%</td>
<td>445</td>
</tr>
<tr>
<td>2008</td>
<td>20.5%</td>
<td>368</td>
<td>14.1%</td>
<td>127</td>
<td>18.4%</td>
<td>495</td>
</tr>
<tr>
<td>2009</td>
<td>23.2%</td>
<td>417</td>
<td>15.2%</td>
<td>149</td>
<td>20.4%</td>
<td>566</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts. Missing responses are included in the overall total.
Completion and Transfer
Graduation Rates
Graduation Rates by Age Group

Age may also play a role in students’ ability to complete within three years. Overall, students who start at Harper between the ages of 20 and 24 are least likely to complete of all of the age groups. Although students age 19 and under had lower than average completion rates for the 2006 cohort, more recent cohorts have shown relatively strong completion rates for that group.

Relatively small numbers for some age groups mean that the fluctuation of those rates over time may be due to the small number of students in each of those groups.

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts. Missing responses are included in the overall total.
Completion and Transfer
Graduation Rates
Graduation Rates by Pell Status

Students receiving Pell funding tend to complete at a slightly lower rate than do students who are not receiving Pell funding. Relatively small numbers of Pell students mean that the fluctuation of those rates over time may be due to the small number of students in that group. However, results over time indicate a slightly lower completion rate for Pell students.

Note that the number of new Harper students receiving Pell funding has increased over time. The 2006 cohort included 405 students (15.4 percent) receiving Pell funding, while the 2009 cohort included 738 students (26.6 percent) receiving Pell funding. The economic recession of 2008-09 is likely the reason that the proportion of students entering Harper and receiving Pell funding during these years increased.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell % completed</td>
<td>15.8%</td>
<td>14.3%</td>
<td>19.4%</td>
<td>19.9%</td>
</tr>
<tr>
<td>Pell N completed</td>
<td>64</td>
<td>66</td>
<td>93</td>
<td>147</td>
</tr>
<tr>
<td>Non-Pell % completed</td>
<td>16.7%</td>
<td>16.6%</td>
<td>18.2%</td>
<td>20.5%</td>
</tr>
<tr>
<td>Non-Pell N completed</td>
<td>374</td>
<td>379</td>
<td>402</td>
<td>419</td>
</tr>
<tr>
<td>Overall % completed</td>
<td>16.6%</td>
<td>16.2%</td>
<td>18.4%</td>
<td>20.4%</td>
</tr>
<tr>
<td>Overall N completed</td>
<td>438</td>
<td>445</td>
<td>495</td>
<td>566</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream Analytical Tool. Years are based on AtD cohorts. Missing responses are included in the overall total.

LINKS TO RELATED FIGURES:
Completion and Transfer
Transfer Rates
Transfer Rates by Gender

Male and female students transfer at similar rates to each other. Female students transferred at slightly lower rates than male students for the 2006 cohort but at a slightly higher rate than male students in the 2009 cohort.

Note that these transfer rates include students who also received a credential from Harper College.

![Graph showing transfer rates](image)

<table>
<thead>
<tr>
<th>Year</th>
<th>Female % transferred</th>
<th>Male % transferred</th>
<th>Overall % transferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>36.0%</td>
<td>38.2%</td>
<td>37.0%</td>
</tr>
<tr>
<td>2007</td>
<td>40.5%</td>
<td>41.5%</td>
<td>41.0%</td>
</tr>
<tr>
<td>2008</td>
<td>39.0%</td>
<td>38.4%</td>
<td>38.7%</td>
</tr>
<tr>
<td>2009</td>
<td>39.8%</td>
<td>38.8%</td>
<td>39.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Female N transferred</th>
<th>Male N transferred</th>
<th>Overall N transferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>491</td>
<td>486</td>
<td>977</td>
</tr>
<tr>
<td>2007</td>
<td>580</td>
<td>543</td>
<td>1,123</td>
</tr>
<tr>
<td>2008</td>
<td>538</td>
<td>504</td>
<td>1,042</td>
</tr>
<tr>
<td>2009</td>
<td>545</td>
<td>547</td>
<td>1,092</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream files and National Student Clearinghouse. Years are based on AtD cohorts. Missing responses are included in the overall total.

LINKS TO RELATED FIGURES:

Graduation and Transfer Rates
Page 23
Completion and Transfer
Transfer Rates
Transfer Rates by Race/Ethnicity

Black students tend to transfer out of Harper at higher rates than do other racial/ethnic groups. By contrast, Hispanic students transfer at far lower rates than white students, Asian students, or the overall Harper average.

Note that these transfer rates include students who also received a credential from Harper College.

### Source:
Achieving the Dream files and National Student Clearinghouse. Years are based on AtD cohorts. Missing responses are included in the overall total.

### Links to Related Figures:
Graduation and Transfer Rates
Completion and Transfer
Transfer Rates
Transfer Rates of Developmental Students

Students who are referred to developmental course work are less likely to transfer than the overall Harper average. Developmental writing and reading students are the least likely to transfer, while developmental math students transfer at a rate only slightly lower than the overall Harper average.

Note that these transfer rates include students who also received a credential from Harper College.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referred to dev.math % transferred</td>
<td>35.2%</td>
<td>38.1%</td>
<td>35.3%</td>
<td>36.9%</td>
</tr>
<tr>
<td>Referred to dev.math N transferred</td>
<td>368</td>
<td>411</td>
<td>381</td>
<td>423</td>
</tr>
<tr>
<td>Referred to dev.reading % transferred</td>
<td>27.9%</td>
<td>31.5%</td>
<td>27.6%</td>
<td>30.7%</td>
</tr>
<tr>
<td>Referred to dev.reading N transferred</td>
<td>134</td>
<td>153</td>
<td>154</td>
<td>170</td>
</tr>
<tr>
<td>Referred to dev.writing % transferred</td>
<td>23.9%</td>
<td>29.0%</td>
<td>26.8%</td>
<td>31.1%</td>
</tr>
<tr>
<td>Referred to dev.writing N transferred</td>
<td>71</td>
<td>80</td>
<td>90</td>
<td>111</td>
</tr>
<tr>
<td>Overall % transferred</td>
<td>37.0%</td>
<td>41.0%</td>
<td>38.7%</td>
<td>39.3%</td>
</tr>
<tr>
<td>Overall N transferred</td>
<td>977</td>
<td>1,123</td>
<td>1,042</td>
<td>1,092</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream files and National Student Clearinghouse. Years are based on AtD cohorts. Missing responses are included in the overall total.

LINKS TO RELATED FIGURES:
Completion and Transfer
Transfer Rates
Transfer Rates by Age Group

Students age 30 and over are less likely to transfer to another institution. However, the transfer rate has been increasing. There was also a notable upturn in the transfer rate for students age 25-29 for the 2009 cohort.

Note that these transfer rates include students who also received a credential from Harper College.

![Graph showing transfer rates by age group]

<table>
<thead>
<tr>
<th>Age Group</th>
<th>2006 % Transferred</th>
<th>2007 % Transferred</th>
<th>2008 % Transferred</th>
<th>2009 % Transferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 19 and under</td>
<td>40.6%</td>
<td>45.6%</td>
<td>43.5%</td>
<td>42.1%</td>
</tr>
<tr>
<td>Age 19 and under N Transferred</td>
<td>681</td>
<td>773</td>
<td>739</td>
<td>720</td>
</tr>
<tr>
<td>Age 20-24</td>
<td>38.9%</td>
<td>41.5%</td>
<td>38.4%</td>
<td>39.3%</td>
</tr>
<tr>
<td>Age 20-24 N Transferred</td>
<td>176</td>
<td>216</td>
<td>183</td>
<td>178</td>
</tr>
<tr>
<td>Age 25-29</td>
<td>25.8%</td>
<td>33.0%</td>
<td>29.1%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Age 25-29 N Transferred</td>
<td>46</td>
<td>61</td>
<td>58</td>
<td>86</td>
</tr>
<tr>
<td>Age 30 and over</td>
<td>22.4%</td>
<td>21.7%</td>
<td>19.5%</td>
<td>27.0%</td>
</tr>
<tr>
<td>Age 30 and over N Transferred</td>
<td>74</td>
<td>73</td>
<td>61</td>
<td>108</td>
</tr>
<tr>
<td>Overall</td>
<td>37.0%</td>
<td>41.0%</td>
<td>38.7%</td>
<td>39.3%</td>
</tr>
<tr>
<td>Overall N Transferred</td>
<td>977</td>
<td>1,123</td>
<td>1,042</td>
<td>1,092</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream files and National Student Clearinghouse. Years are based on AtD cohorts. Missing responses are included in the overall total.

LINKS TO RELATED FIGURES:

Graduation and Transfer Rates
Page 23
Completion and Transfer
Transfer Rates
Areas for Future Research: Transfer Rates

Due to data restrictions with the College’s Achieving the Dream files, transfer data was not available for all demographic groupings. The following figures are expected to be added to the report in the future:

- Transfer Rates by Full-/Part-Time Status
- Transfer Rates by Pell Status

Additionally, future data capabilities should allow for breakouts to indicate both the percentage of students who completed and transferred as well as the percentage of students who transferred without completing.
Completion and Transfer
Completion and Transfer Combined
Combined Completion and Transfer by Gender

The overall completion plus transfer rate at Harper College is approximately 50 percent. When combining both completion and transfer, females perform better than males. Overall, completion plus transfer rates have increased by approximately 5 percent over time, from 47.1 percent to 52.2 percent over the three cohorts provided by IPEDS data.

<table>
<thead>
<tr>
<th>Year</th>
<th>Female % completed or transferred</th>
<th>Male % completed or transferred</th>
<th>Overall % completed or transferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>48.5%</td>
<td>45.8%</td>
<td>47.1%</td>
</tr>
<tr>
<td>2007</td>
<td>50.3%</td>
<td>49.0%</td>
<td>49.6%</td>
</tr>
<tr>
<td>2008</td>
<td>56.7%</td>
<td>48.2%</td>
<td>52.2%</td>
</tr>
</tbody>
</table>

Source: IPEDS.

LINKS TO RELATED FIGURES:
Graduation and Transfer Rates Page 23
Appendix: Definitions

Achieving the Dream Definitions

**Completed:** Successfully completed a course with a grade of C or better

**Developmental course:** An instructional course designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting. Developmental courses are also known as remedial courses, basic skills courses, preparatory courses, or compensatory courses.

- **Developmental math:** At Harper, include MTH courses numbered below 90.
- **Developmental reading:** At Harper, includes RDG courses numbered below 100.
- **Developmental writing:** At Harper, includes ENG courses numbered 100 and below.

**Gatekeeper course:** A college-level or degree-credit (non-developmental) course that students are required to complete successfully before enrolling in more advanced classes in their major field of study.

- **Gatekeeper math:** At Harper, includes MTH101, MTH103, MTH130, MGT225, and MTH165. However, due to data restrictions the Achieving the Dream data in this report uses only MTH 103 for gatekeeper math.
- **Gatekeeper English:** At Harper, includes only ENG101.

**Full-time student:** Student was enrolled for 12 or more credit hours during her or his first (fall) semester at the College.

**Part-time student:** Student was enrolled for fewer than 12 credit hours during her or his first (fall) semester at the College.

**Pell student:** Student received a Pell grant during their first term at Harper.

**Non-Pell student:** Student did not receive a Pell grant during their first term at Harper.

Integrated Postsecondary Education Data System (IPEDS) Definitions

**Cohort:** Generally, the group of students entering in the fall term established for tracking purposes. This includes all students, regardless of their status as full-time/part-time/transferred, entering as first-time, and award-seeking students at your institution during the first term of the specified year.

**Developmental Students:** Developmental students were designated by either a developmental math referral, developmental reading referral, or developmental English referral. Students can be referred to developmental courses through a counselor, a developmental office, etc. Note that referral does not equal attempt.

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2. Achieving the Dream refers to these as “Gatekeeper” courses.
Graduation Rate: This annual component of IPEDS was added in 1997 to help institutions satisfy the requirements of the Student Right-to-Know legislation. Data are collected on the number of students entering the institution as full-time, first-time, degree/certificate-seeking undergraduate students in a particular year (cohort), by race/ethnicity and gender; the number completing their program within 150 percent of normal time to completion; the number that transfer to other institutions if transfer is part of the institution's mission. This rate is calculated as the total number of completers within 150 percent of normal time divided by the cohort. A completer is a student who receives a degree, diploma, certificate, or other formal award. In order to be considered a completer, the degree/award must actually be conferred.

Transfer-Out Students (NON-COMPLETERS): Total number of students from the cohort or subcohort who transferred out at any time within 150 percent of normal time to completion. A transfer-out student is a student who has not completed or graduated from the program in which he or she was enrolled, but who has subsequently enrolled at another eligible institution in any program for which the reporting institution provided substantial preparation. (Note that the transfer data in this report from AtD/National Student Clearinghouse includes completers.)

Milestones and Momentum Points Definitions:

Gatekeeper Math: At Harper, includes MTH101, MTH103, MTH130, MGT225, and MTH165.

Milestones: Educational accomplishments that students reach along their path to degree completion. In the model, examples of milestones may include fulfilling developmental education requirements, completing 15 college-level credits, or earning an Associates’ Degree, but in this report refer specifically to earning a credential. Milestones include earning credentials as well as intermediate outcomes.

Momentum Points: Building blocks to the completion of a milestone. For example, a developmental math student at Harper College must complete Math 060 in order to complete their developmental math sequence. 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.
References

Achieving the Dream (2012). Data dictionary—AtD access tool. 


