

GLIDE

Student Success Metrics

February 7, 2023 | Addendum Added October 6, 2023



A sample of GLIDE student responses captured during Fall 2022 Onboarding.

I have a set study approach and confidence in my ability to advocate for myself and needs. I also have experience with college level course work.

I know how to manage my time; I don't give up – and I'm pursuing my dreams.

I am motivated to become the first college graduate in my family. I will take advantage and utilize every tool given to me to become successful.

After taking a gap year, I realized the opportunities that going to college can provide. I am determined to strive for a good future.

I know I have the skills to be successful. I am willing to put all my time into school – I must succeed to help my family.

I have strong time management, focus, and have support from my older brothers.

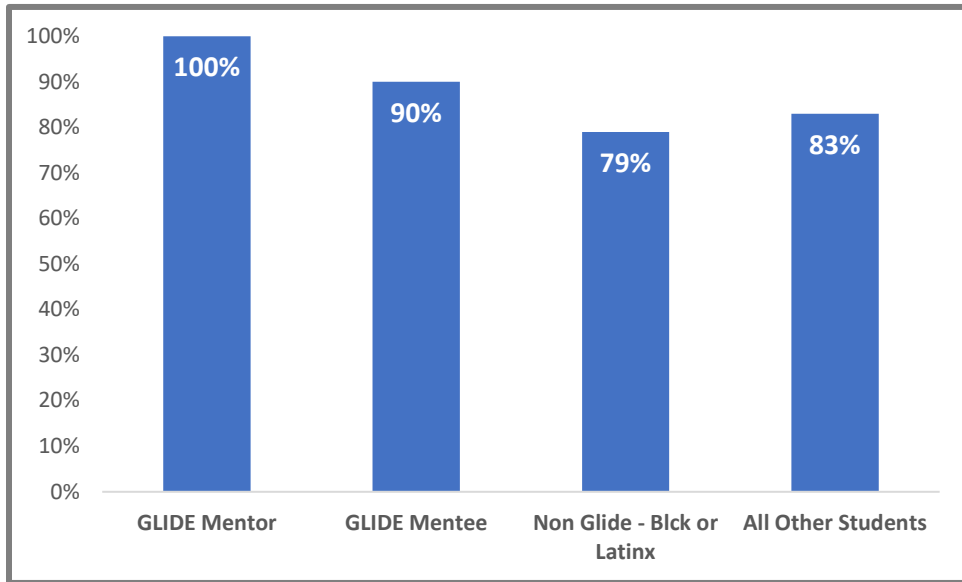
I plan on participating in programs that will help me enrich my life on campus. I know I have resources I can contact if I am struggling.

My goals in life are my motivation to keep going and through lots of self-discipline, I can get very far.

I have a great support system at home, and I have the motivation to do excellent in college.

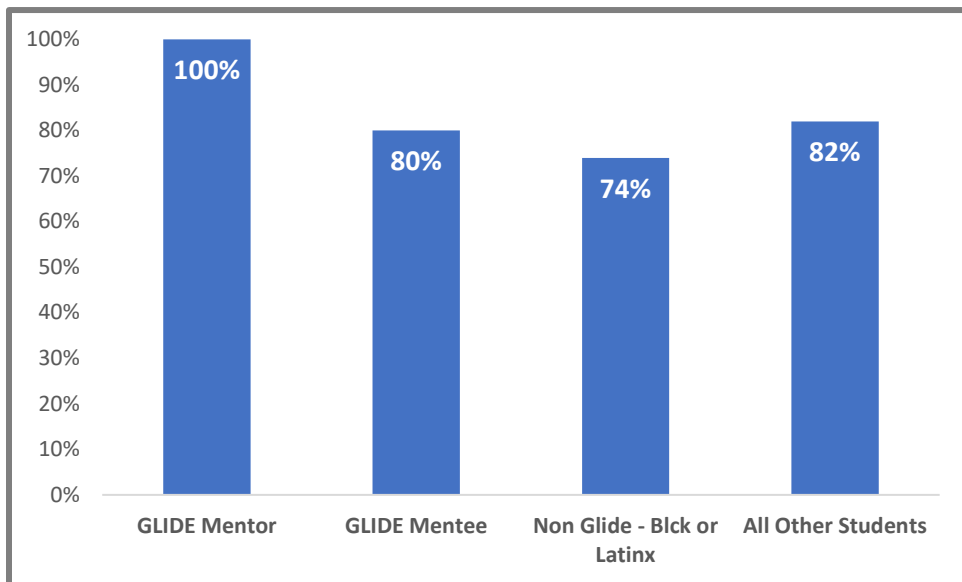
OVERALL PERSISTENCE RATES

-Isolating Credential-Seeking Students from Fall 2022 -



OVERALL HARPER GPA 2.0 OR GREATER

-Isolating Credential-Seeking Students from Fall 2022 -



OVERVIEW OF THE REMAINING GRAPHS

86% of GLIDE students (both mentors and mentees) attempted nine or more credits in Fall 2022. The program is also moving toward requiring enrollment in nine or more credits for students beginning in Fall 2023. As such, the remainder of this document isolates GLIDE students and comparison groups who were credential-seeking and attempted nine or more credits in Fall 2022. This should make for a more equitable comparison among various student success metrics including outcome measures consisting of fall-to-spring persistence rates and the rate of earning a Harper GPA 2.0 or greater.

Composition of Analysis Groups (Fall 2022)

Group	N	% Latinx	% Black or African American	% Asian	% White	% Other
GLIDE	44	86%	14%	0%	0%	0%
Comparison	1,815	87%	13%	0%	0%	0%
All Other Students	3,674	0%	0%	21%	68%	11%

GLIDE: Includes 44 student mentees and mentors who participated in the GLIDE mentorship program who were credential-seeking and attempting nine or more hours in Fall 2022. The GLIDE program was focused on Latinx and Black/African American students.

Comparison: Consists of all Latinx and Black/African American students from Fall 2022 who did *not* participate in GLIDE, and who were credential-seeking and attempting nine or more hours in Fall 2022.

All Other Students: Consists of all non-Latinx and non-Black/African American students from Fall 2022 who did *not* participate in GLIDE, and who were credential-seeking and attempting nine or more hours in Fall 2022.

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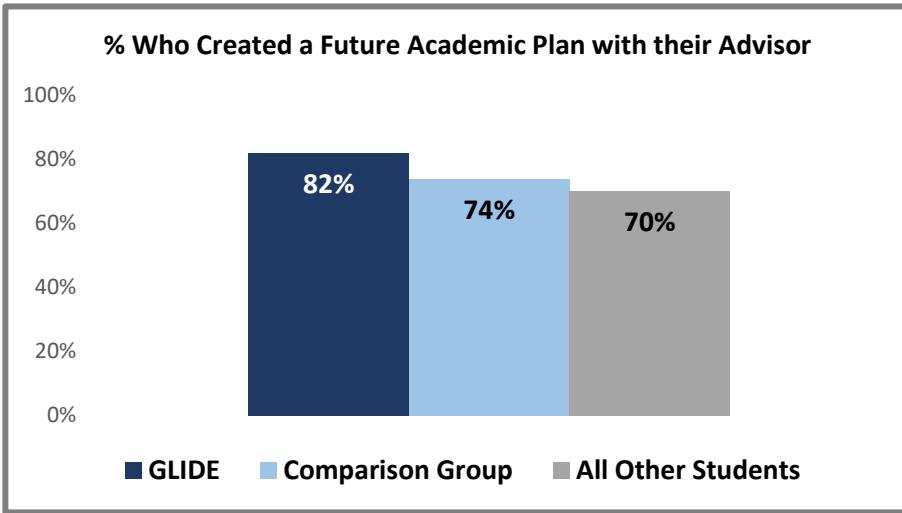
NOTES:

^ Data summarized in this report was sourced from a file received from IR after Spring 2023 Enrollment Census 1. The one exception is on page 10, where data was retrieved from the Grades Dashboard on Bits-N-Bytes on 2.10.2023.

^ In this report, **Persistence** is defined as the student enrolled in Spring 2023 *or* the student previously earned a Harper credential at *any* point in time. As such, persistence rates in this report are just slightly higher than what is found on the Persistence Dashboard since that report only counts credentials earned the semester a student left.

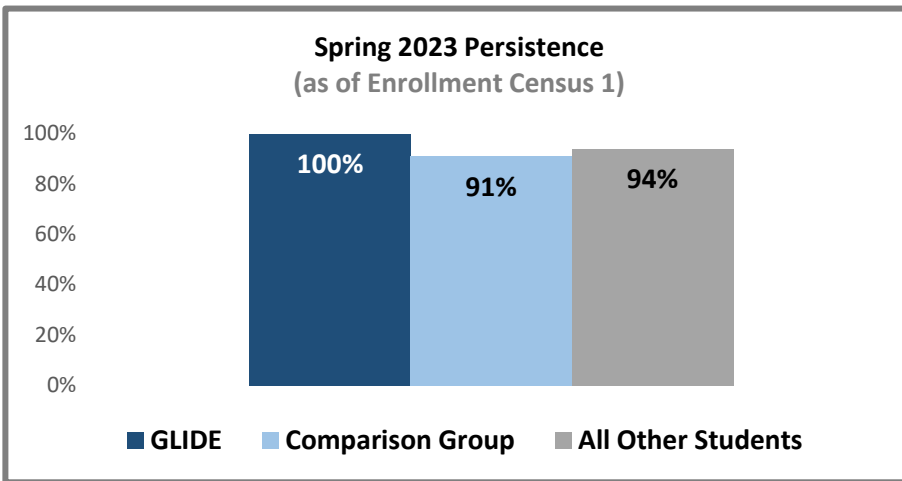
FUTURE ACADEMIC PLAN CREATED IN DEGREE WORKS

-Isolating Credential-Seeking Students from Fall 2022 Who Attempted 9 or More Credit Hours-

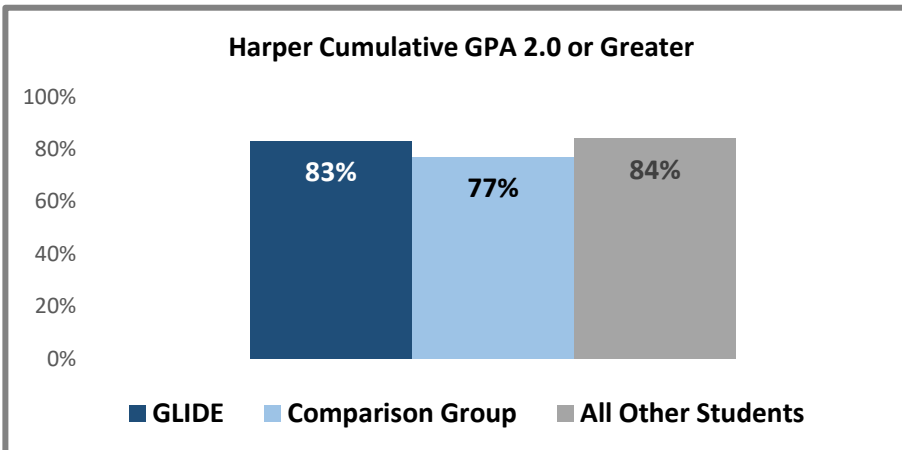


- Having a future-oriented academic plan in Degree Works is one of the most predictive indicators of future student persistence.
- 82% of GLIDE 9+ credit students had a Spring 2023 Plan – 8 pp higher than the Comparison Group (74%).

IMPACT of Creating a Future Academic Plan



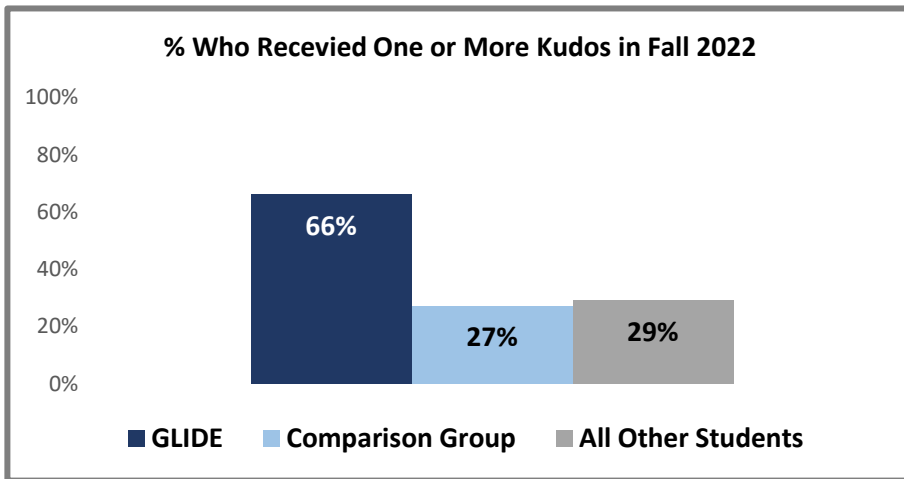
- All GLIDE 9+ credit students who created an academic plan persisted to Spring 2023!
- This rate is 9 pp higher than the Comparison Group (91%).



- 83% of GLIDE 9+ credit students who created an academic plan earned a Harper cumulative GPA of 2.0 or greater by the end of Fall 2022.
- This rate is 6 pp higher than the Comparison Group (77%) – and like non-Black and non-Latinx students attempting 9 or more hours.

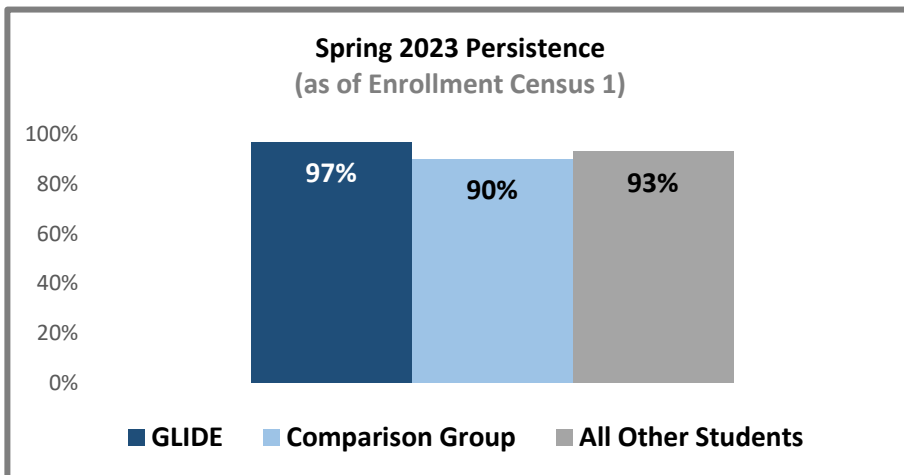
KUDOS

-Isolating Credential-Seeking Students from Fall 2022 Who Attempted 9 or More Credit Hours-

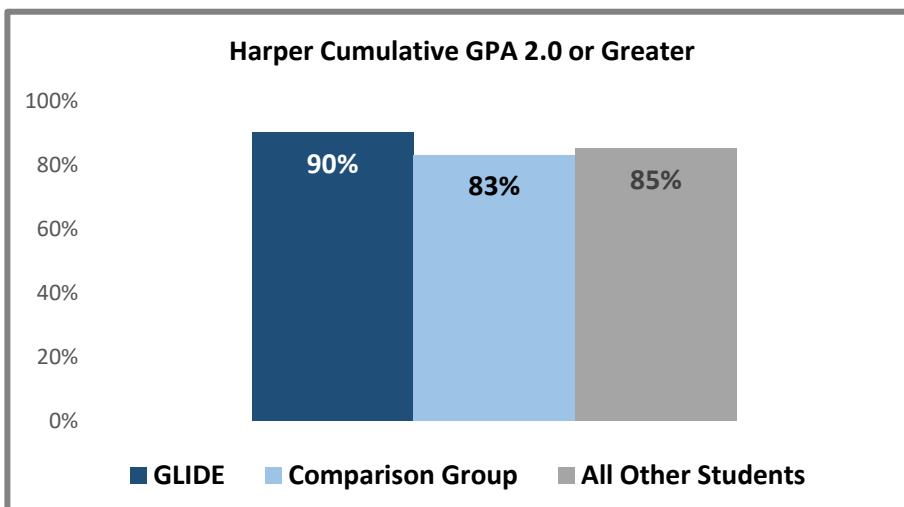


- GLIDE 9+ credit students received Kudos at a rate more than double the Comparison Group and the group of all other students enrolled in 9+ credits.

IMPACT of Receiving One or More Kudos



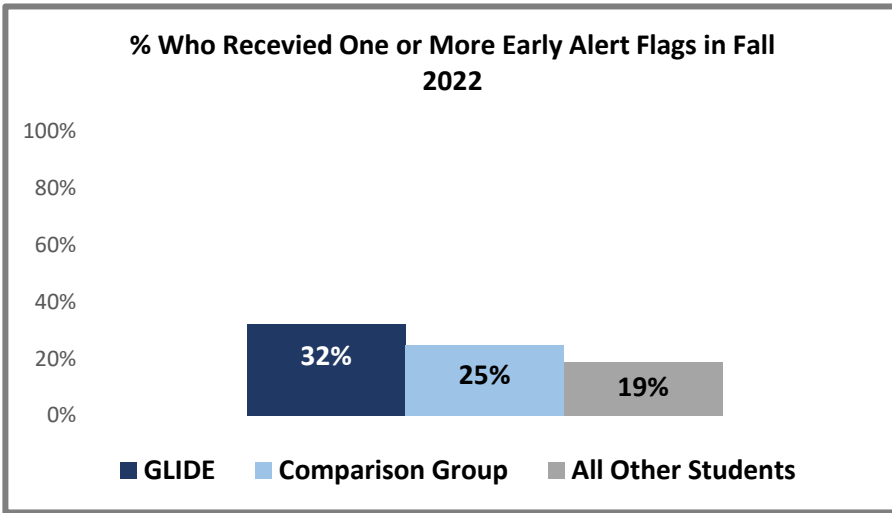
- 97% of GLIDE 9+ credit students who received a Kudo persisted to Spring 2023!
- This rate is 7 pp higher than the Comparison Group (90%).



- 90% of GLIDE 9+ credit students who received one or more Kudos earned a Harper cumulative GPA of 2.0 or greater by the end of Fall 2022.
- This rate is 7 pp higher than the Comparison Group (83%).

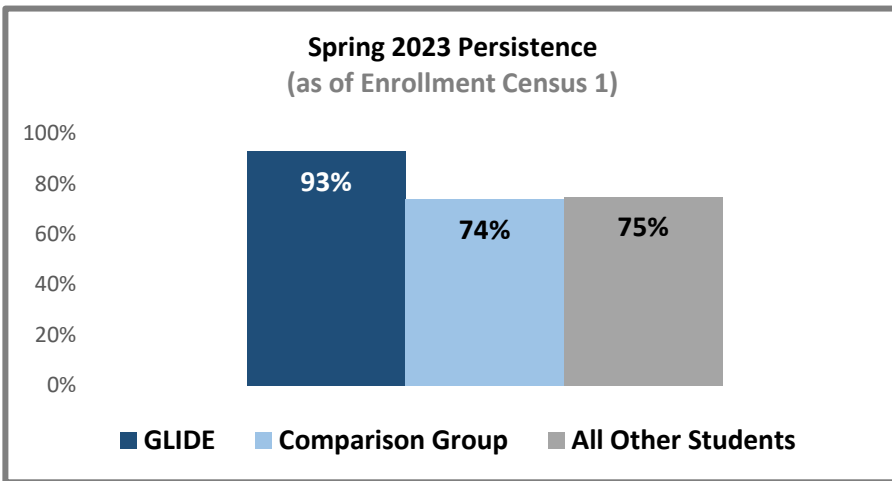
EARLY ALERT FLAGGED

-Isolating Credential-Seeking Students from Fall 2022 Who Attempted 9 or More Credit Hours-

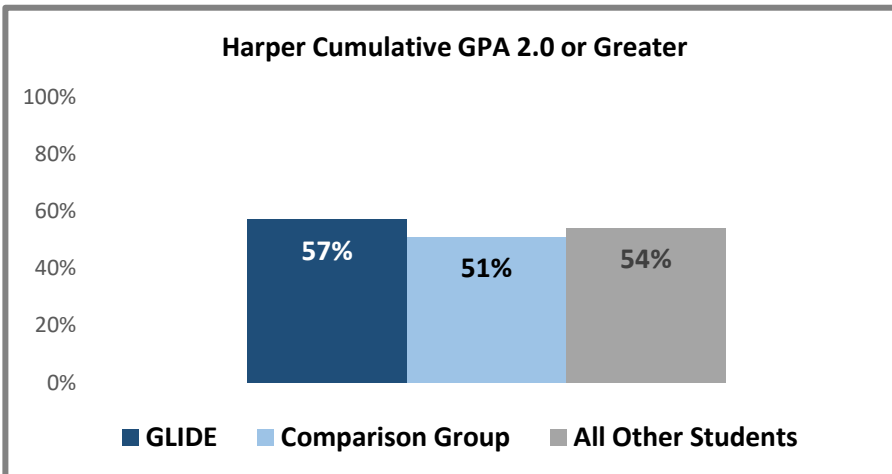


- A higher percentage of GLIDE 9+ credit students (32%) received an academic flag from a faculty member in Fall 2022. This rate is 7 pp higher than the Comparison Group.
- Not illustrated: Among the GLIDE 9+ credit students who received a flag, only 21% were positively closed, which is over 20 pp **below** the Comparison Group and All Other Students.

IMPACT of Receiving One or More Early Alert Flags



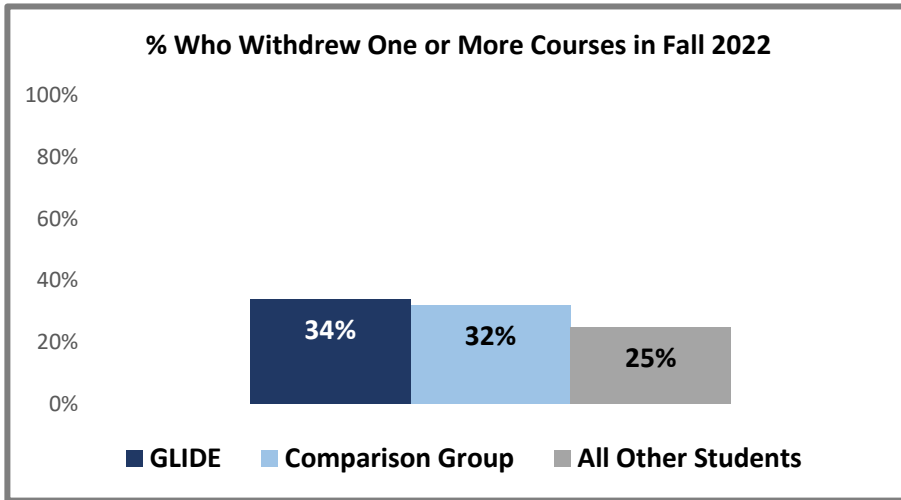
- Despite receiving a higher percentage of early alert flags, 93% of GLIDE 9+ credit students who received one or more flags persisted to Spring 2023.
- This rate is 18-19 pp higher than the Comparison Group (74%) and other non-Black and non-Latinx students attempting 9+ hours (75%).



- 57% of GLIDE 9+ credit students who received an early alert flag earned a Harper cumulative GPA of 2.0 or greater by the end of Fall 2022.
- This rate is 6 pp higher than the Comparison Group (51%).

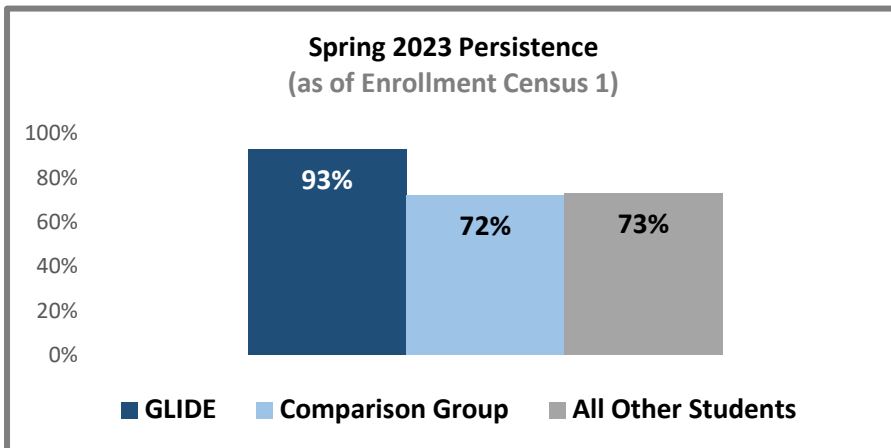
WITHDREW ONE OR MORE COURSES

-Isolating Credential-Seeking Students from Fall 2022 Who Attempted 9 or More Credit Hours-

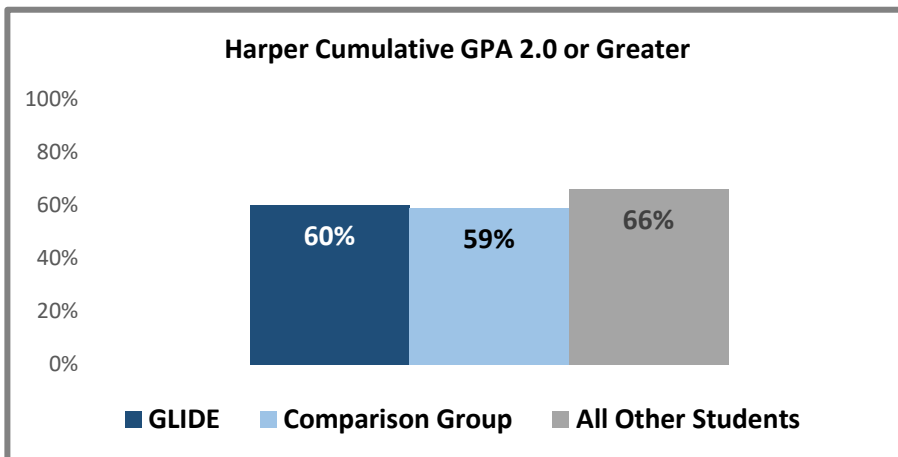


- A slightly higher percentage of GLIDE 9+ credit students (34%) withdrew one or more courses in Fall 2022. This rate is 2 pp higher from the Comparison Group, and 9 pp higher than other non-Black and non-Latinx students attempting 9+ hours (25%).

IMPACT of Withdrawing One or More Courses



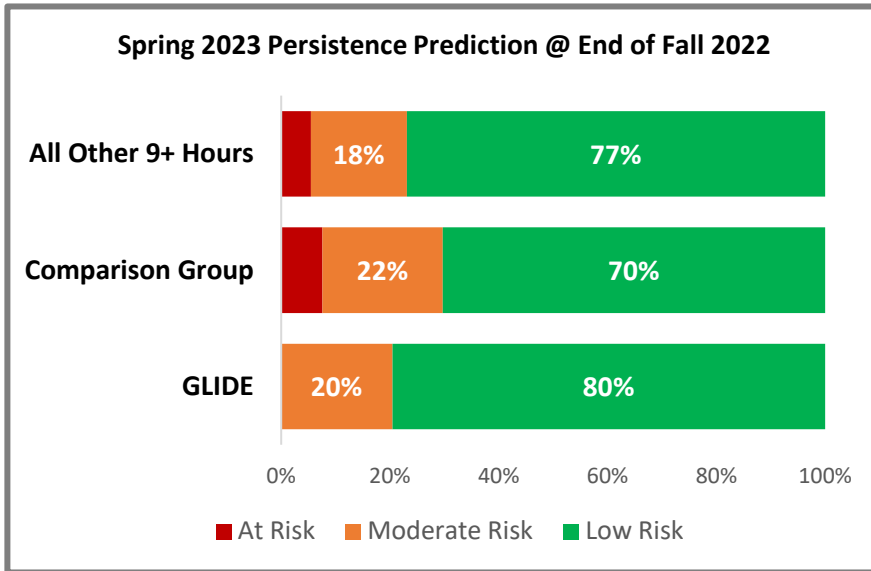
- 93% of GLIDE 9+ credit students who withdrew one or more courses in Fall 2022 persisted to Spring 2023.
- This rate is 20-21 pp higher than the Comparison Group (72%), and other non-Black and non-Latinx students attempting 9+ hours (73%).



- Withdrawing one or more courses in a term is a risk indicator – even though W’s do not directly impact students’ GPAs. Here, both GLIDE 9+ credit students and the Comparison Group have a similar rate of earning a 2.0 or higher GPA, 60% and 59% respectively.

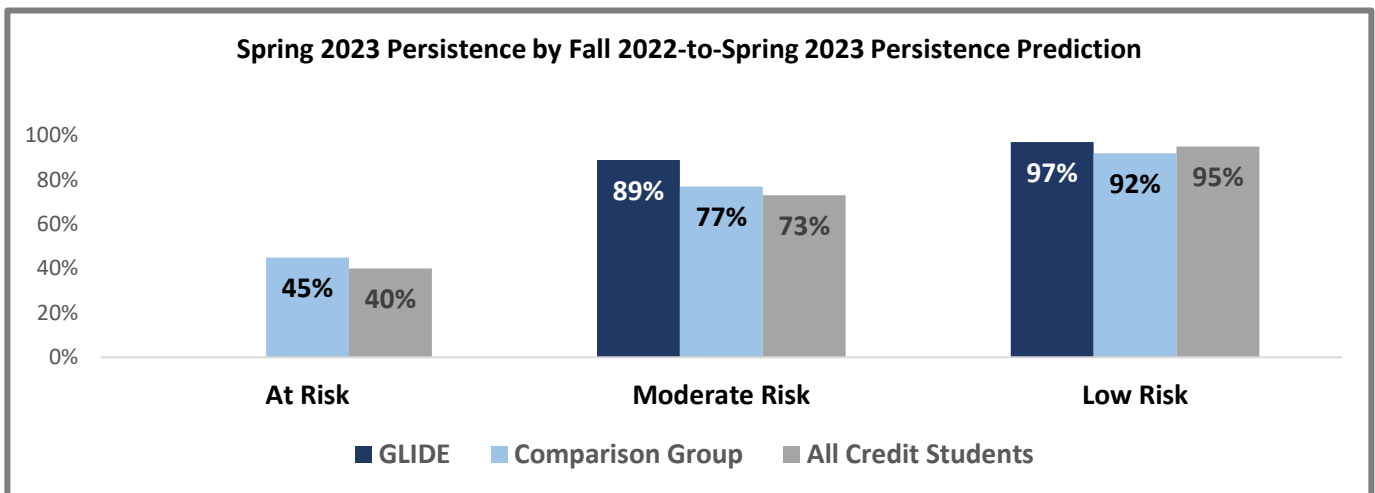
PERSISTENCE PREDICTION SCORE – END OF FALL 2022

-Isolating Credential-Seeking Students from Fall 2022 Who Attempted 9 or More Credit Hours-



- Among GLIDE 9+ credit students, **no one** was placed in the ‘At Risk’ persistence prediction category at the end of Fall 2022.
- 80% of GLIDE 9+ credit students were placed in the ‘Low Risk’ category, which is 10 pp more than the Comparison Group.
- Not illustrated: Comparing prediction scores from the start of the term to the end, GLIDE 9+ credit students had a larger shift to the ‘Low Risk’ category from the Comparison Group by 6 pp.

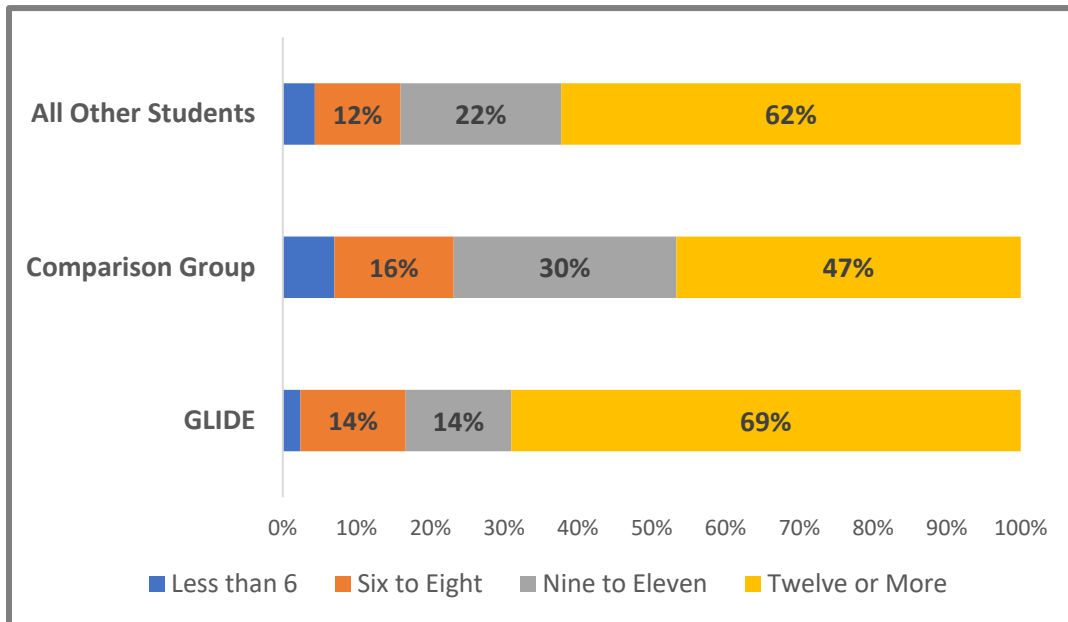
Actual Persistence Compared to Prediction



- This chart is helpful in assessing the impact of GLIDE on persistence since it helps control for other variables that are considered by the persistence prediction model. The items considered by the persistence prediction model include items such as GPA, market segment, evidence of a future DW Plan, credits attempted, and the number of withdrawals in the Fall term.
- Of the 20% GLIDE 9+ credit students who were assigned to the “Moderate Risk” persistence prediction category, 89% persisted to Spring 2023. Typically, students assigned to the “Moderate Risk” group have a 61%-79% probability of persisting. The actual persistence rates for the Comparison Group and other non-Black and non-Latinx students attempting 9+ hours fall into the ‘Moderate’ prediction range at 77% and 73%, respectively. Therefore, a possible conclusion is that GLIDE participation elevated those in the ‘murky middle’ to persist at a much higher rate than what was predicted – and higher than their similarly matched peers. The GLIDE 9+ credit students in the “Low Risk” persistence prediction category persisted at a rate 5 pp higher than similarly matched students from the Comparison Group.

CREDITS ATTEMPTED SPRING 2023

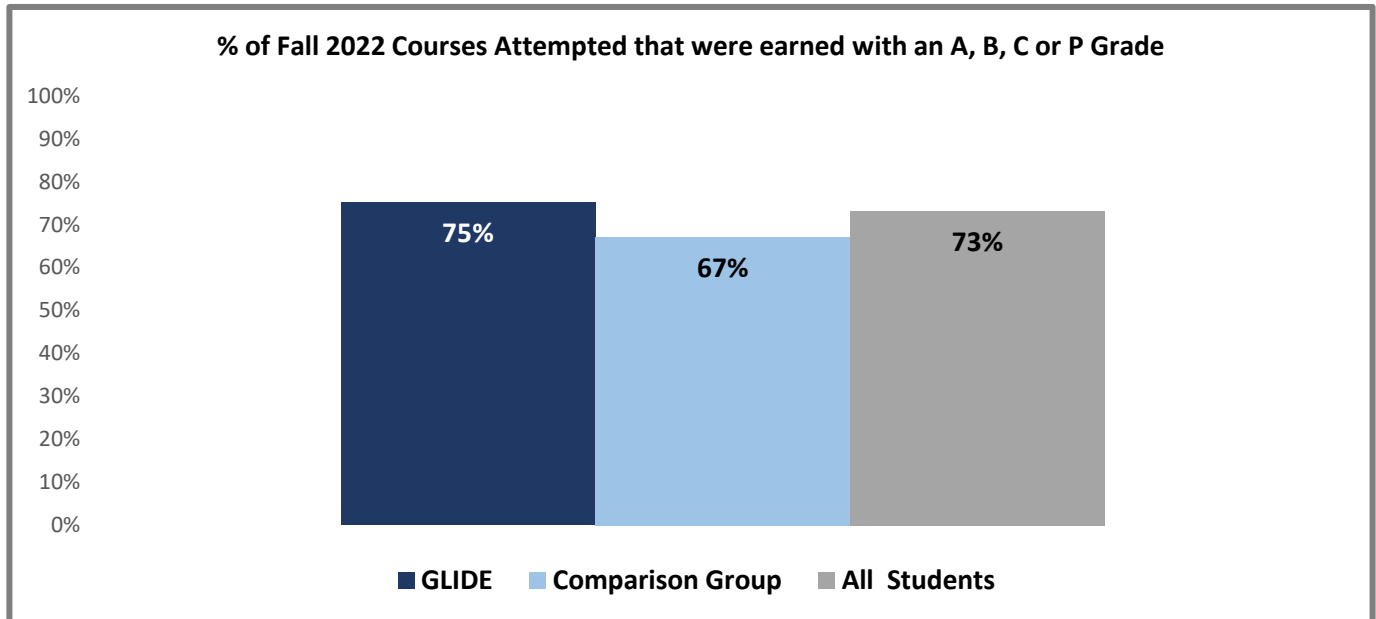
-Isolating Credential-Seeking Students from Fall 2022 Who Attempted 9 or More Credit Hours – and Persisted to Spring 2023-



- Since this analysis focuses on students who attempted 9+ credits in Fall 2022, it is good to know if students kept a similar ‘credit momentum’ among those who persisted to Spring 2023. 83% of the GLIDE students who persisted are attempting 9+ credits in Spring, which is six percentage points higher than the Comparison Group.
- When it comes to predicting persistence, the more credits attempted is very indicative of higher future persistence rates. Among those students who persisted to Spring 2023, GLIDE 9+ credits students (from Fall 2022) were more likely to register for a full-time load (12 or more credits) – 69% versus 47% for the Comparison Group.

COURSE SUCCESS RATES FALL 2022

-Isolating Credential-Seeking Students from Fall 2022 -



- **Note:** Unlike other graphs in this report, the groups on this chart have slightly different definitions.
 - **GLIDE:** Only includes GLIDE *Mentees*.
 - **Comparison Group:** Is inclusive of GLIDE *Mentees*. Specifically, this Comparison Group is all Fall 2022 Black/African American and Latinx, credential-seeking students.
 - **All Students:** Is inclusive of GLIDE and the Comparison Group. Includes all credential-seeking students in Fall 2022.
- Overall, Fall 2022 course success rates among credential-seeking students rose by 3.8 percentage points to pre-pandemic levels. (73.2% Fall 2022 vs. 69.4% Fall 2021).
- GLIDE *Mentee* students' course success rates were two percentage points higher than the overall course success rates for all credential-seeking students, and eight percentage points above the comparison group of all credential-seeking, Black/African American and Latinx students.

Addendum | October 6, 2023

This addendum captures updated student success metrics identified in the GLIDE evaluation plan. This **includes Fall-to-Fall** persistence rates and **GPA**. Also included is GLIDE student **Path for Success** performance.

General Fall to Fall Retention Rate

Of the 50 GLIDE Mentees and Mentors in Fall 2022, 44 (88%) enrolled in nine or more hours in Fall 2022.

Who: Fall 2022 Students Enrolled in Nine or More Hours

	Black	Latinx	White
In GLIDE in Fall 2022 <i>(Have GLIDE Activity Code)</i>	6	38	
Not in GLIDE in Fall 2022	245	1,571	2,498
TOTAL	251	1,609	2,498

What: Fall 2022 to Fall 2023 Persistence Rate

	Black	Latinx	White
In GLIDE in Fall 2022 <i>(Have GLIDE Activity Code)</i>	5 (83.3%)	33 (86.8%)	
Not in GLIDE in Fall 2022	148 (60.4%)	1,151 (73.3%)	1,941 (77.7%)
TOTAL	153 (60.9%)	1,184 (73.6%)	1,941 (77.7%)

Overall, **86.4%** of the GLIDE students enrolled in 9 or more hours in Fall 2022 persisted to Fall 2023. This rate is 15 percentage points higher than other Black or Latinx students who enrolled in 9 or more hours (71.4%).

Assuming GLIDE participation influenced increased retention among the target students, the **net impact is 7 additional Black/Latinx students** persisting to Fall 2023, which represents 0.4% of Fall 2022 Black and Latinx students who enrolled in nine or more credits.

- 44 Black & Latinx GLIDE students X 71.4% Non-GLIDE Black/Latinx persistence rate = 31 students
- 44 Black & Latinx GLIDE students X 86.4% GLIDE Persistence rate = 38 students

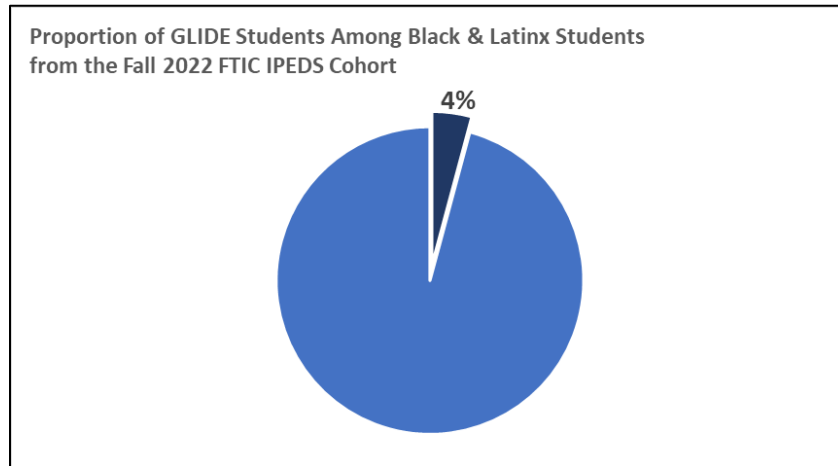
IPEDS Fall to Fall Retention Rate

Of the Fall 2022 40 GLIDE Mentees, 35 (88%) were part of the Fall 2022 IPEDS Cohort that influences the Fall to-Fall Retention Rate as part of Harper’s Institutional Effectiveness Measures.

Who: IPEDS Fall 2022 FT/PT Cohort

Influences Fall-to-Fall Retention Rate IEM

	Black	Latinx	White
In GLIDE in Fall 2022 (Have GLIDE Activity Code)	5	30	
Not in GLIDE in Fall 2022	85	718	970
TOTAL	90	748	970



What: Fall 2022 to Fall 2023 IPEDS FT/PT Cohort Persistence Rate

	Black	Latinx	White
In GLIDE in Fall 2022 (Have GLIDE Activity Code)	4 (80.0%)	24 (80.0%)	
Not in GLIDE in Fall 2022	47 (55.3%)	478 (66.6%)	701 (72.3%)
TOTAL	51 (56.7%)	502 (67.1%)	701 (72.3%)

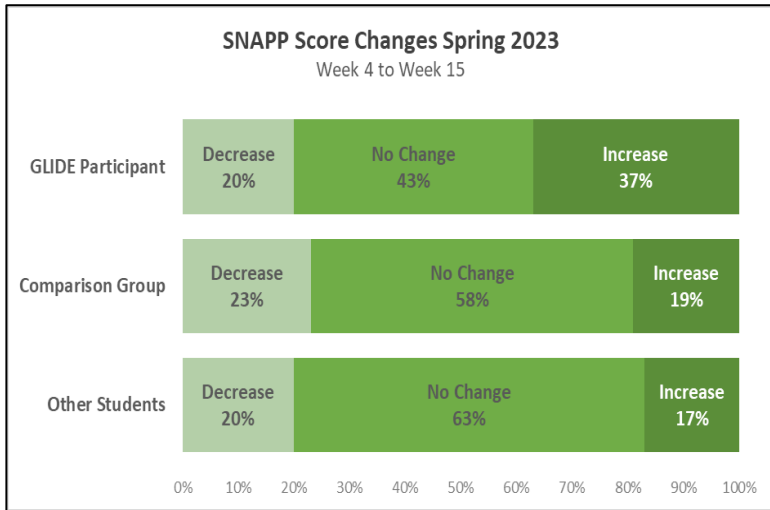
Assuming GLIDE participation influenced increased retention among the target students, the **net impact is 5 additional Black/Latinx students** persisting to Fall, which represents 0.6% of the Fall 2022 Black and Latinx students in the IPEDS cohort.

- 35 Black & Latinx GLIDE students X 65% Non-GLIDE Black/Latinx persistence rate = 23 students
- 35 Black & Latinx GLIDE students X 80.0% GLIDE Persistence rate = 28 students

Data Source: Data received via email from R. Serio, 9.13.2023

Persistence Prediction Score: Spring 2023 to Fall 2023

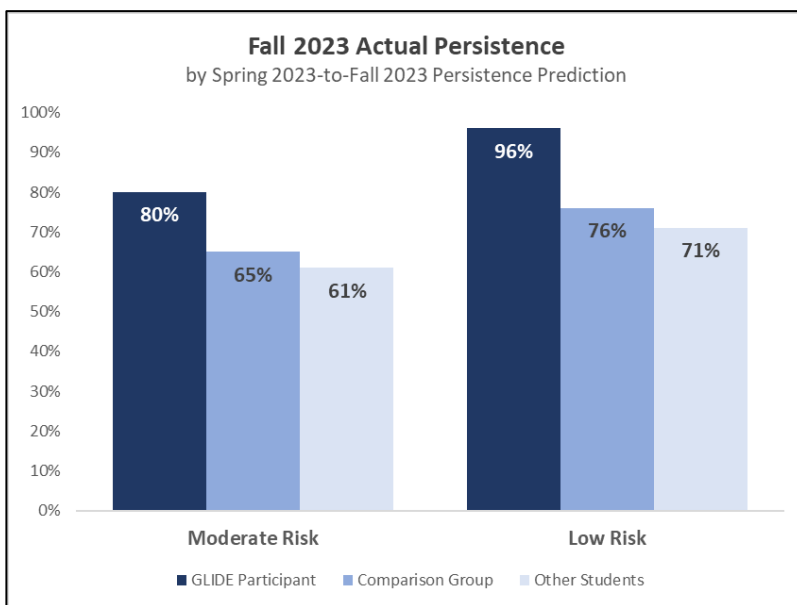
Of the 50 GLIDE Mentees and Mentors in Fall 2022, 35 (70%) were enrolled in nine or more hours in Spring 2023. The following data focuses on those 35 GLIDE students who received a probability of persisting to Fall 2023.



- 37% of GLIDE students increased their SNAPP persistence prediction score from Week 4 to the end of the Spring 2023 semester. This rate is 18 pp higher than the Comparison Group where 19% of that group increased their probability of persisting to Fall 2023.
- The two factors in the SNAPP persistence prediction score that can change *within* a term include:
 - Developing a Future Academic Plan
 - Number of Withdrawals

The following table identifies the proportion of students who had a particular persistence prediction score at the end of the Spring 2023 semester. There were no GLIDE students in the 'At Risk' category, and 71% ended up in the 'Low Risk' category. This rate is 6 pp higher than the Comparison Group of Black and Latinx students and like other non-Black and non-Latinx students enrolled in 9 or more hours.

	At Risk	Moderate Risk	Low Risk
GLIDE Participant	None	29%	71%
Comparison Group	12%	23%	65%
Other Students	9%	21%	70%



- This chart illustrates students' *actual* Spring 2023 to Fall 2023 persistence based on their persistence prediction category calculated at the end of the Spring 2023 semester.
- GLIDE student's actual persistence is 15-20 pp higher as compared to similarly matched students based on their persistence probability.

Spring 2023 GPA

Of the 50 GLIDE Mentees and Mentors in Fall 2022, 35 (70%) were enrolled in nine or more hours in Spring 2023.

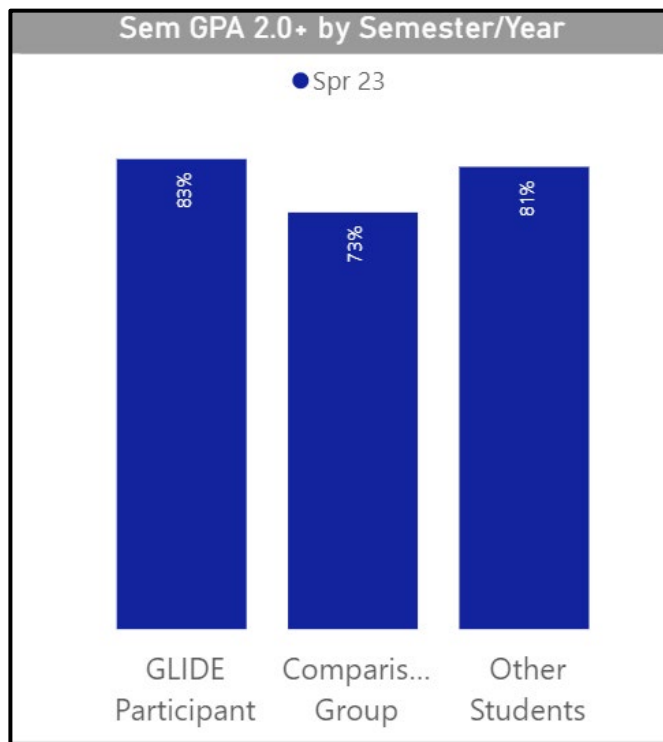
Who: Spring 2023 Students Enrolled in Nine or More Hours

	Black	Latinx	White
In GLIDE in Fall 2022 (Have GLIDE Activity Code)	5	30	
Not in GLIDE in Fall 2022	198	1,321	2,194
TOTAL	203	1,351	2,194

What: Spring 2023 GPA 2.0 or Greater

	Black	Latinx	White
In GLIDE in Fall 2022 (Have GLIDE Activity Code)	3 (60%)	26 (87%)	
Not in GLIDE in Fall 2022	139 (70%)	978 (74%)	1,821 (83%)
TOTAL	142 (70%)	1,004 (74%)	1,821 (83%)

Overall, **83%** of the GLIDE students enrolled in 9 or more hours in Spring 2023 earned a 2.0 or greater semester GPA. This rate is 10 percentage points higher than other Black or Latinx students who enrolled in 9 or more hours (73%).



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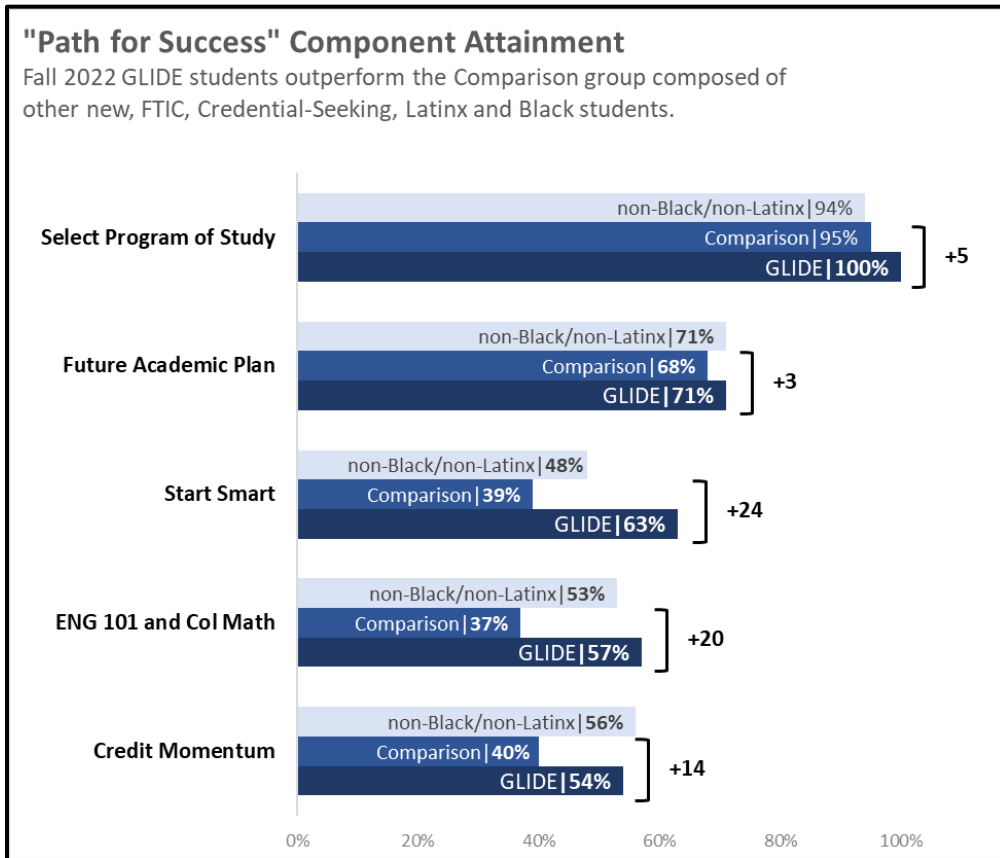
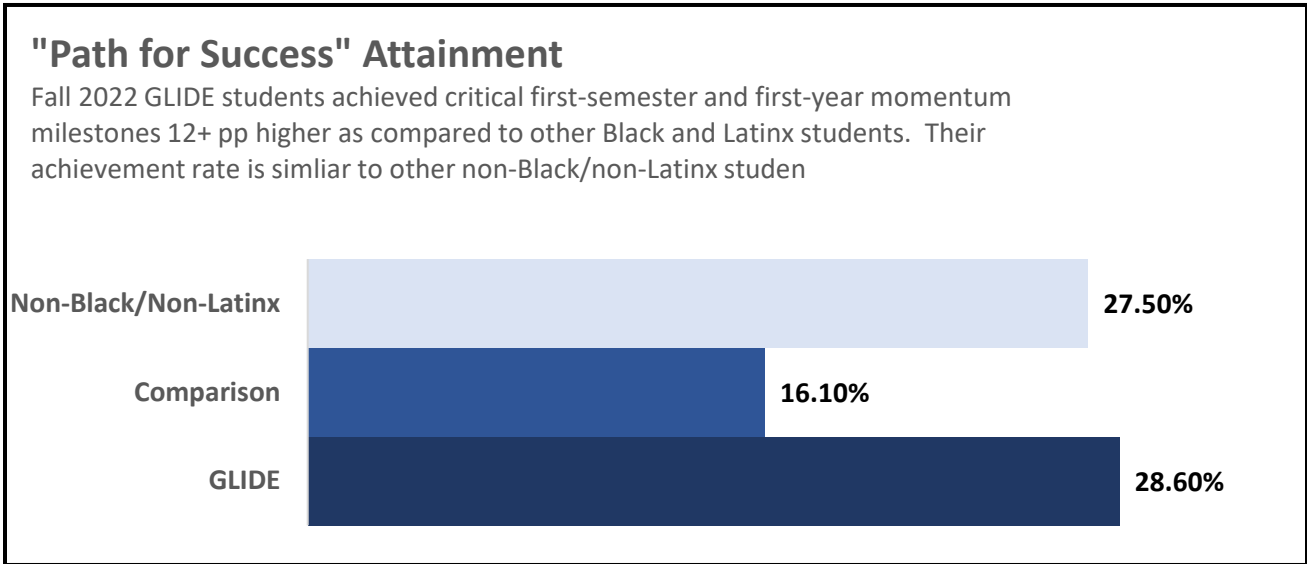
Spring 2023 GLIDE students also performed well in their course success rates for enrollment in any '0-15' courses.

Among all '0-15' courses attempted in Spring 2023, GLIDE students achieved a **72.4%** course success rate, which is ten percentage points higher than the comparison group who achieved a 62.4% success rate.

Data Source: Student Success 360 Dashboard (In Development); retrieved, 10.06.2023

Path for Success

Of the Fall 2022 40 GLIDE Mentees, 35 (88%) were part of the Fall 2022 IPEDS Cohort that influences the Fall to-Fall Retention Rate as part of Harper’s Institutional Effectiveness Measures. This includes those who are new, first time in college, credential-seeking, and either FT or PT. The following “Path for Success” data is based on this population.



Data Source: Path for Success Tracking Dashboard; retrieved, 10.23.2023