HARBOR COLLEGE
Achieving the Dream Initiative

Priority: Increase the number of student who progress through the developmental pipeline.

Strategy 1: The implementation of a First Year Experience (FYE) Program for new/incoming students.

Situation: New college students do not have the college survival skills and/or are not aware of college services which foster success; and therefore are not successfully completing courses and are dropping out.

Inputs:
- Title V supported FYE activities.
- FYE subcommittee to coordinate activities.
- Faculty and staff participation.
- Data analysis from IR

Activities:
- New student pre-semester orientation.
- Pre-semester academic counseling session for Ed Plan development and follow-up on academic progress.
- Cohort participation in two semester long Personal Development course
- Student services and other workshops including financial aid, counseling, physical and mental health, library research, university transfer.
- Cohort participation in math and/or English course and link students with Fast Track tutoring.

Outputs:
- #/% of student attending orientation
- # counseling sessions scheduled
- # completing PD course
- # of workshops attended
- # linked with Fast Track tutoring

Outcomes:
Short Term:
- Student complete 1st semester courses.
- Students learn college study and survival skills

Medium Term:
- Student persist to second year
- Students complete 2nd semester
- Students complete Ed plan.

Long-Term:
- Students retained from term to term.
- Students complete gatekeeper courses.
- Students accumulate credit hours.
- Students complete credentials

External Factors:

Assumptions:

# of workshops attended

# linked with Fast Track tutoring
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Strategy 2: Implement strategies to decrease the time it takes students to progress through the developmental math sequence.

Situation:

**Inputs**
- Faculty
- Funding from 3CSN
- Faculty development
- IR data
- Administrative support

**Activities**
- Develop and implement placement test preparation/orientation (math slam)
- Fast track developmental math curriculum (stat way) (possible 3CSN accelerated format)
- Begin work on curriculum redesign. Deliver faculty development on new math curriculum.
- Develop methodology to work with students near degree completion who can’t get through math.

**Outputs**
- # of workshops offered and numbers attended
- # sections offered, # students attended
- # courses redesigned
- # faculty teaching methods implemented
- # students completing course

**Outcomes**

**Short**
- Students advance to appropriate course.
- Students complete stat pathway

**Medium**
- Students complete college level math

**Long-Term**
- Students complete redesigned courses
- Students transfer

**External Factors:**

**Assumptions:**
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Strategy 3: The development and implementation of a cultural equity support program

Situation:

**Inputs**
- Faculty/staff
- Facility/space
- IR data
- Administrative support

**Activities**
- Conduct focus groups/surveys of students and faculty.
- Offer faculty/staff development on equity related topics.
- Create a cultural hub or urban center for student and faculty/staff support.
- Develop a diversity program for students.
- Offer student support groups.

**Outputs**
- # of workshops offered and numbers attended
- Space located and up-fitted
- # participants

**Outcomes**

**Short**
- Faculty attitudes and behaviors change.
- Student engagement improves.

**Medium**
- Retention improves among minority students.

**Long-Term**
- Course completion improves among minority students.
- Students complete credentials.
- Students transfer.

**External Factors:**

**Assumptions:**