

## 2012-2013 Annual Update

Strategy - Math Alignment Strategy Team (MAST)	
Intended outcomes	Status/Progress
Compare the success rates of high school students who passed the MTH080 final in spring 2012 and then enrolled in MTH101/103/130/165 at Harper in fall 2012 to those who successfully completed Harper's MTH080 in spring 2012 and then enrolled in MTH101/103/130/165 in fall 2012.	<b>Continuing.</b> Data requested from Institutional Research will be available August 2013.
Conduct an item analysis of questions from the spring 2012 MTH080 final and make adjustments to courses in fall 2012.	<b>Completed.</b> High schools made various curricular adjustments to ensure relevant material was covered and reviewed prior to the final.
Offer a workshop with district high school math teachers to discuss questions from the spring 2012 MTH080 final and improvements for the spring 2013 MTH080 final.	<b>Completed.</b> Held a workshop at Hersey High School in January 2013. Math instructors from all 12 feeder high schools were present.
Change the data collection procedure to include both the multiple-choice and written sections of the MTH080 final exam. The new procedure will improve the team's ability to analyze the relationships between MTH080 exam outcomes and progress in future math courses.	<b>Completed.</b> The new data collection procedure was developed and the high schools are implementing this change through their Mastery Manager System. Harper math faculty will also be asked to provide this information for non-high school math students at the end of the semester.
Facilitate the scanning of the MTH080 final answer sheets in the 12 feeder high schools.	<b>Completed.</b> All three high school districts use the Mastery Manager System, allowing instructors to scan answer sheets in their own buildings. Processes are in place for an individual from each district to send district-level data to Harper.
Align Harper developmental math classes to improve consistency regarding grades, tests, and departmental policies.	<b>Continuing.</b> Discussions have begun with both full-time and adjunct faculty regarding a common grade breakdown in all developmental classes as well as a common subset of questions for each unit exam throughout the course.
Increase enrollment in dual-credit courses.	<b>Completed.</b> Increased enrollment in dual-credit math courses from 50 students in FY2012 to 229 students in FY2013.
Improve measurement of district students' college readiness.	<b>Continuing.</b> Data requested from Institutional Research will be available August 2013.
Offer a new course in District 211 for seniors, College and Career Readiness Mathematics, using all of the materials from Harper's MTH080 course.	<b>Completed.</b> A new developmental math course was approved by the District 211 high school curriculum committee and offered beginning in fall 2012. As of April 2013, 343 students were enrolled in this course. Students scoring a 70% or greater on the final exam are eligible to enroll in a gatekeeper course at Harper. District 214 offered this developmental math course for the second year; as of April 2013, 436 seniors were enrolled in this course.

Strategy - Math Alignment Strategy Team (MAST) (continued)	
Intended outcomes	Status/Progress
Increase the percentage of students enrolling in college-level math courses in fall 2012.	<p><b>Completed.</b> The percentage of recent high school graduates enrolling in college-level math has increased 11.4% since the baseline period.</p> <ul style="list-style-type: none"> <li>• Fall 2010: 45.8% (774/1,690)</li> <li>• Fall 2012: 57.2% (898/1,570)</li> </ul>
Add Precalculus as one of the accepted College Level Examination Program (CLEP) exams at Harper and increase awareness in high school students of CLEP testing.	<p><b>Completed.</b> The Harper College Mathematics Department approved the CLEP Precalculus exam. An information sheet summarizing CLEP tests and required scores for credit at Harper was sent to the districts along with a link to Harper’s website regarding CLEP.</p>
Overall accomplishments	
<ul style="list-style-type: none"> <li>• Developed the Harper College MTH080 final exam through a partnership between Harper faculty and district high school faculty. This exam was administered to students in all three high school districts in spring 2013.</li> <li>• Created more pathways into college credit through increased awareness of CLEP exams, the addition of Precalculus to the list of accepted CLEP exams, increases in dual-credit offerings and new high school courses.</li> <li>• Began discussions in the Harper College Mathematics Department to better align the assessment of student learning outcomes across the many sections of developmental math courses.</li> </ul>	
Strategy impact on goal achievement	
<p>MAST supports the goal “Ensure P-20 curriculum alignment and transfer articulation” by targeting the alignment of the Harper College math curriculum with the high school districts’ math curricula. This alignment helps to increase the likelihood that students entering Harper are college-ready.</p> <p>Students placing into developmental math have a reduced chance of progressing into a college-level math course. The team expects that decreasing the amount of developmental course work needed will increase the likelihood of completing a college-level math class.</p> <p>Additional dual-credit math courses are being offered. These courses are well-articulated for transfer throughout the state.</p> <p>With the addition of a College and Career Readiness Mathematics course offered senior year in District 211, students who typically would place into MTH060 or MTH080 the following year at Harper are now being given an opportunity to take the Harper MTH080 course during their senior year of high school. This allows students the opportunity to complete the course over a full year in a familiar environment where attendance is mandatory.</p>	