

2014-2015 Annual Outcomes Report

Strategic Direction - **Inspiration** - Develop programs with educational partners that inspire postsecondary education and career readiness as a life goal.

Goal - Ensure P-20 curriculum alignment and transfer articulation.

Goal targets	Status/Progress
Identify two faculty members in math, science and English who will have a working knowledge of the Common Core State Standards Initiative (CCSS) and serve as leaders for promoting curriculum alignment with high school and four-year partners.	<p>Partially Achieved. The Math Alignment Strategy Team (MAST) worked with Harper’s three partner high school districts beginning in FY2013. In FY2015, the team continued to improve the MTH080 project as well as develop dual-credit opportunities.</p> <p>The English department created a working group that has been collaborating with partner high schools to align curriculum. The efforts resulted in a new high school composition course and a dual-credit offering.</p> <p>While the CCSS have not yet been developed for science, Harper faculty members in the sciences have been collaborating with partner high schools to develop dual-credit opportunities.</p>
Compile a list of 10 strategies that provide faculty with ways to help students who arrive at college lacking essential academic behaviors (time management, appropriate communication decorum with faculty, etc.).	<p>Achieved. During FY2015, the P-20 team developed a list of 10 strategies based on the faculty feedback gathered during professional development sessions. The team will work with the Academy for Teaching Excellence to finalize the list, post it on their website and develop new professional development workshops focusing on helping students learn essential academic behaviors.</p>
Complete three successful alignment projects in math, science and English with our sender high school districts. Alignment projects could involve any of the following: dual-credit, course outcomes, joint assessments, standardized rubrics, etc.	<p>Partially Achieved. Completed two successful alignment projects with Harper’s high school partners.</p> <ul style="list-style-type: none"> • Completed the MTH080 initiative to offer dual-credit courses in high school and to increase the number of students entering Harper in college-level courses. • Conceived an English alignment project to develop students’ writing skills during their senior year of high school and allow these students to place directly into ENG101 at Harper.
Encourage both full-time and part-time Harper faculty to participate in workshops that contribute to the strategies that help students learn essential academic behaviors. Provide all Harper faculty members with access to those strategies. 35% of faculty will participate in these workshops.	<p>Not Achieved. The P-20 team has chosen to support other entities that offer professional development in lieu of creating separate offerings. For example, the Northwest Educational Council for Student Success (NECSS) Professional Development Team, Center for Adjunct Faculty Engagement, Center for Innovative Instruction, the First Year Seminars Strategy Team and the Academy for Teaching Excellence have been actively engaged in providing professional development to both full-time and part-time faculty that focuses on strategies to help students learn essential behaviors.</p>

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Goal - Ensure P-20 curriculum alignment and transfer articulation (continued).

Accomplishments for FY2015

- Developed a project to align ENG100 with senior year English in the high schools. The project will provide 65 students with the opportunity to place directly into credit-bearing writing courses at Harper in fall 2015, with the opportunity being expanded to more than 200 students in fall 2016.
- Formulated a list of 10 strategies that will provide faculty with ways to help students who arrive at college lacking essential academic behaviors.

Overall contributions to the 2010-2015 Strategic Plan

- Led an increase in collaboration with high school partners on curriculum alignment.
- Finalized two alignment projects with high school partners through the math and English departments.
- Contributed to a 23.9% increase in students placing into credit-bearing math courses.
- Supported the increase of dual-credit opportunities in collaboration with high schools, giving students additional opportunities to earn college credit while still in high school.

Active strategies for FY2015

Math Alignment Strategy Team (MAST)