ONE VISION, ONE TEAM:
COMMUNITY COLLEGE AND HIGH SCHOOL PARTNERS FOR SUCCESS
NORTHWEST EDUCATIONAL COUNCIL FOR STUDENT SUCCESS

- Kenneth Ender, Ph.D.
  President of William Rainey Harper Colleges, since 2009.
- Kimberly Polly
  Mathematics Faculty Member, William Rainey Harper College, since 2009.
- Nancy Robb, Ed.D.
  Superintendent of Schools, Township High School District 211, since 2009.
- Mary Thomas
  Mathematics Department Chair, Township High School District 211, since 2002.
- Joan Kindle
  Associate Provost, William Rainey Harper College, since 2009.
PRESENTATION

Overview
- Set the Stage
- Development of the Council
- Partners for Success Project
- High School Perspectives
- CC Perspectives

Attendees Worksheet:
- Identify Needs
- Stakeholders
- Goals
- Challenges and Opportunities
DEMOGRAPHICS

WILLIAM RAINEY
HARPER COLLEGE

- Credit Headcount 17,337 (Fall 2011)
- Full-time Equivalent 10,170 (Fall 2011)
- Caucasian = 59%
- Female = 56%
- Developmental Math = 41%
- Developmental English = 17%
- Developmental Reading = 18%

HIGH SCHOOL DISTRICTS - D211, D214, D220

- Headcount = 33,471 (2011)
- High School Graduates = 6,609 (2011)
- % Graduates Enroll at Harper = 35% (2011)
THE HARPER COLLEGE NUMBER

10,604

Harper College Completion Agenda

840 ahead of schedule

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduation Target</th>
<th>Yearly Target to Goal (+)</th>
<th>Goal +10,604</th>
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<tbody>
<tr>
<td>2020</td>
<td>4,076</td>
<td>(+1789)</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>3,885</td>
<td>(+1597)</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>3,702</td>
<td>(+1414)</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>3,528</td>
<td>(+1240)</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>3,362</td>
<td>(+1074)</td>
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</tr>
<tr>
<td>2015</td>
<td>3,205</td>
<td>(+917)</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>3,054</td>
<td>(+766)</td>
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</tr>
<tr>
<td>2013</td>
<td>2,910</td>
<td>(+622)</td>
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</tr>
<tr>
<td>2012</td>
<td>2,774</td>
<td>(+486)</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>2,643</td>
<td>(+355)</td>
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</tr>
<tr>
<td>2010</td>
<td>2,519</td>
<td>(+231)</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>2,401</td>
<td>(+113)</td>
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</table>
CREDENTIAL SEEKING
DEVELOPMENTAL STUDENT PIPELINES

Sample: 2008 cohorts, tracked for three years

* Earned is defined as successful completion (A,B,C)
BUILDING COMMUNITY THROUGH STUDENT SUCCESS

President and Superintendents Strategic Partnership:

➢ To ensure that every high school and college graduate has the opportunity to be prepared for 21st century careers and postsecondary readiness and success

➢ To identify the needs, set goals, and use a P-20 lens to identify solutions.
**STRATEGIC PARTNERSHIP MEMORANDUM OF UNDERSTANDING**

<table>
<thead>
<tr>
<th>National Need</th>
<th>Local Need</th>
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<tbody>
<tr>
<td>- P-20 curricular misalignment</td>
<td>- Limited Collaborations between educational systems</td>
</tr>
<tr>
<td>- Learning outcomes and workforce needs are misaligned</td>
<td>- Enter as developmental - 46%</td>
</tr>
<tr>
<td>- Majority of community college students enter without college-readiness (60%)</td>
<td>- Reach College Level- 50%</td>
</tr>
<tr>
<td></td>
<td>- Earn Credential in 150% time- 13%</td>
</tr>
</tbody>
</table>
THE COUNCIL’S GOALS

- Ensure Curriculum Alignment.
- Increase the percentage of first-time, full time new students who begin in credit bearing courses.
- Identify funding and leverage partner resources for innovative projects.
- Create stackable career and academic pathways that incorporate industry-relevant and postsecondary credentials.
PARTNERS FOR SUCCESS–MATHEMATICS

What did we know before we began?

- About 56% of students coming directly from our feeder high school districts who were enrolling in a math class had to enroll in developmental math.
- Of those students who start in the lowest 2 developmental math classes, only about 14% make it out of developmental.
- Those students who ended with Math 314 junior year were at a high risk for placing into a developmental math class. Fall 2009 data:

<table>
<thead>
<tr>
<th>Harper Placement</th>
<th>Average M314 Grade</th>
<th>Percent with No Math Senior Year</th>
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</thead>
<tbody>
<tr>
<td>Developmental Level 1</td>
<td>1.2</td>
<td>74%</td>
</tr>
<tr>
<td>Developmental Level 2</td>
<td>1.5</td>
<td>42%</td>
</tr>
<tr>
<td>Developmental Level 3</td>
<td>1.9</td>
<td>53%</td>
</tr>
<tr>
<td>Developmental Level 4</td>
<td>2.2</td>
<td>39%</td>
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</table>
PARTNERS FOR SUCCESS—MATHEMATICS

Our goals:

1. Curriculum alignment
   - Align high school Algebra 2 and Harper’s Intermediate Algebra

2. Increase the percentage of first-time, full-time students beginning in college-level math courses
   - Encourage juniors to take math their senior year
   - Offer other courses senior year: dual credit and a career/college readiness math course
PARTNERS FOR SUCCESS–MATHEMATICS

Fall 2009-Spring 2010

Step 1: Math Compass Testing
- 2,416 students from High School D211 were tested
- Faced with data, there was an increased interest in collaboration

Step 2: Trust Building
- Monthly meetings with administration and math faculty from High School and Harper College
- Understanding how high school vs college systems work
- Sharing course syllabi, final exams, course flowcharts
- Listening to what the high schools wanted

Step 3: Curriculum Alignment
- High school Algebra 2 and Harper’s Intermediate Algebra
- Common Core served as a framework
PARTNERS FOR SUCCESS–MATHEMATICS

Fall 2010-Spring 2011

Step 4: Expanded to include other districts
- 5,071 students in D21, D214 and D220 took Compass Math
- Large meeting with stakeholders from all 3 districts: Algebra 2 alignment, Harper Intermediate Algebra final for placement, course flowchart, dual credit course, teacher credentials

Step 5: Finalized curriculum alignment
- D211 and Harper math faculty go to Common Core presentation together
- Harper math faculty invited to attend several D211 math chairs meetings
- D211 had summer curriculum projects to align Algebra 2 and rework senior curriculum
PARTNERS FOR SUCCESS–MATHEMATICS

Fall 2011-Spring 2012

Step 6: New Courses Offered in High Schools

- New senior course approved by District 211 Curriculum Committee
- Dual credit course in Districts 211 and 214

Step 7: Collaborative Writing Project for Harper’s Intermediate Algebra Final

- Meeting with counselors, faculty and administration from High School and Harper
- Two workshops at Hoffman Estates High School with an Algebra 2 instructor from each of our 12 feeder high schools and math faculty from Harper
- Harper’s Intermediate Algebra final will be given this spring in all 12 high schools
- High enough score can be used as alternative placement into college-level class
PARTNERS FOR SUCCESS–MATHEMATICS

Specific Results with District 211
- 8% increase in enrollment in senior math by Algebra 2 juniors
- 6% increase in number of Harper freshman taking a college-level math class
- 11% decrease in number of Harper freshman taking a lowest level math class

General Results
- Increased awareness in high school about prerequisites and math needed for many career fields
- Increased collaboration between Harper and high schools and amongst high schools
- Increased trust
- Increased access and opportunity to careers that can support a family
- Opened doors for underrepresented students
HIGH SCHOOL PERSPECTIVES

BENEFITS, CHALLENGES, NEW PROJECTS
HIGH SCHOOL PERSPECTIVES

Benefits of Partnering:

➢ Achievement of **greater student success** in the transition from high school to college.

➢ Integration and **alignment of curriculum** for vocational and academic programs.

➢ Enhancement of **shared data capabilities** for curricular issues and student/program assessment.

➢ Increased **career pathways and dual credit options** for students.

➢ Identification of students for **summer college support programs**.

➢ **Financial and academic advantage** for students and parents.
HIGH SCHOOL PERSPECTIVES

Challenges in Partnering:

➢ **Trust** must be developed between community college and high school staff members.

➢ **Teaching qualifications** differ between community college and high school.

➢ **Barriers must be removed** to ensure success of One Vision/One Team Partnership.

➢ **Mindset change** to focus on learning not teaching.
HIGH SCHOOL PERSPECTIVES

Expansion of Dual Credit Opportunities:

- Harper Career Courses (Fire Science, Criminal Justice etc.)- Total 152
- Health Career Exploration and Medical Terminology – Total 329
- Certified Nursing Assistant – Total 28
- Project Lead the Way Digital Electronics – Total 62
- Building Construction (Harper: Carpentry) – Total 78
- Calculus III – Total 22
- Quantitative Literacy – Total 12

Total of Dual Credit - 683

Additional Courses for Dual Credit 2012-2013

- Project Excel III (Summer)
- Advanced Topics in Spanish
- Spanish IV
HIGH SCHOOL PERSPECTIVES

DUAL CREDIT 2012-2013
- Project Excel III (Summer)
- Advanced Topics in Spanish
- Spanish IV

UNDER CONSIDERATION
- French IV
- AP French
- German IV
- AP German
- Spanish V
- Fashion
- Child Development
- Photography
- Digital Medial
- Anatomy and Physiology
- Manufacturing
EXPANDED VISION FOR THE CONSORTIUM

Northwest Educational Council for Student Success:
A Partnership Committed to College and Career Readiness
COLLEGE AND CAREER READINESS

MISSION
Leverage the resources of the Council to prepare all students for success in a global economy through aligned college and career pathways.

GOALS
- Develop programs with educational partners that inspire postsecondary education and career readiness as a life goal.
- Identify, monitor and publish results on institutional effectiveness measures, key performance indicators and metrics for strategic goals.
- Create stackable career and academic pathways that incorporate industry-relevant and postsecondary credentials which lead to a sustainable income.
- Integrate career readiness skills into education and training programs with an emphasis on adult education.
- Coordinate integrated development activities including seamless and purposeful articulated transitions.
The organization will have three levels of governance:
LEARNINGS AND RECOMMENDATIONS

- Develop Formal Consortia: Working relationships outlined in memorandums and voted upon by individual Boards.

- Give and Take: There needs to be an understanding that we all work differently. Choices and Flexibility are critical characteristics for success.

- High School and College Faculty Teams: Faculty need to work together to discuss expectations, articulations, and evaluation processes. Over time mutual understanding builds strong working relationships.

- Joint Funding: Partnership needs to work collaboratively to find avenues for funding projects and systemic changes.
QUESTIONS AND WORKSHEET

RELEVANCE TO YOUR CAMPUS