

Team Evaluation Plan – Updated - March, 2012

Strategy/Goal Team Name: Partners for Success

Plan year: 2011/2012

Pilot target population size: TBD; feedback from high school partners is expected by November 1, 2011.

Overall target population (size): TBD; feedback from high school partners is expected by November 1, 2011.

Target population description: Expected to be high school juniors; uncertain of math levels TBD by high school partners

Data Sources: HS Math enrollment/level; Compass test results; resulting Harper math enrollment (if any) and success (GPA) in courses enrolled.

Expected Outcome (What do you hope to accomplish?) Ex. Increase placement into college level courses.	Criteria for Success (How will you determine if the outcome was met?) Ex. After retesting, 25% of students will place into college level course.	Results (Provide the data collected to evaluate this outcome) Ex. 29% (33/105) of students retested into college level course.	Use of Results (How will you use this data? What changes will be made as a result of these findings?)	Processes Impacted
<p>Increase %age enrollment in senior year math for District 211.</p> <p>For Fall, 2009 District 211 cohort, determine %age enrolling in college-credit math courses upon entry at Harper for Fall, 2011.</p>	<p>District 211 was successful in increasing senior math enrollment by 12% for the initial 2009 cohort.</p> <p>Expected Outcome/Success Criteria:</p> <ul style="list-style-type: none"> • Additional students testing to broaden the scope of the intervention (exact number to be determined by high school partners) • Of those, a reduction in developmental math placement and an increase in college level math placement (for those attending Harper, Fall 11) 	<p style="text-align: center;">Fall, 2011: District 211</p> <p>There was a 6 percent increase in the number of students who started in a college level math course, from 44 percent in fall 2010 to 50 percent in fall 2011. There was a 4 percent increase in the number of students who would be eligible to start a college-level math course within one semester of enrolling at Harper College, from 69 percent in fall 2010 to 73 percent in Fall 2011. There was a 4 percent</p>	<p>Provide feedback to each of the District partners – beginning with District 211 – to share results of initial Fall, 2009 effort.</p> <p>This was accomplished in a joint presentation conducted at the AtD Conference held in Dallas, Texas in Feb 2012. Harper College presented with high school partners from District 214 to share outcomes and data related to</p>	<p>The results from the first cycle of the Partners for Success program have yielded promising results. Preliminary findings indicate that the Partners for Success program has made gains in addressing the two main objectives of the partnership</p>

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		decrease in the number of students who enrolled in the two lowest developmental math courses , from 31 percent in fall 2010 to 27 percent in fall 2011.	the “Partners” effort. (See ppt. presentation, attached)	
Identify Fall, 2011 success in math courses for District 211 students at Harper (Spring, 2012)	Despite the favorable findings re: increasing college-level math enrollment for Fall, 2012, baseline data about student success in college-level and developmental coursework is needed.	To be determined	Data will be used to further understand the impact of the high school Compass testing effort. Success data re: enrollment and course completion at Harper will close this loop.	
Increase %age of enrollment in senior year math for <u>District 220</u>	Comparing the number of high school juniors who tested COMPASS in the 2010-11 & the number of those students who subsequently enrolled in high school math courses for 2011-12	<p>Last year, 97 juniors were tested. Of those 97 juniors, only 3 are not enrolled in a math course as seniors, one of which is scheduled to graduate early. 2 students are enrolled in alternative math courses.</p> <p>This year, 96% of our seniors (721/751) are taking a math course. Last year, at the same time, 92% of our seniors (700/764) were taking a math course. (Data from Cynthia Jaskowiak from 220 – see correspondence attached)</p>	Data will be used to further understand the impact of high school Compass testing within District 220. Research identifying students who attend Harper in Fall, 2012 will be conducted (similar to District 211 analysis) to identify the course placement of students upon entry at Harper and to compare college-level vs. developmental status for students participating in District 220’s Compass effort.	
Increase %age of enrollment in senior year math for <u>District 214</u>	Establish baseline testing protocols, given the MAC environment and test administration challenges.	A 3% increase in math enrollment for those who did the COMPASS testing versus those who did not. (Data from District 214 – see below)	Data will be used to further understand the impact of high school Compass testing within District 214. Research identifying students who	

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			attend Harper in Fall, 2012 will be conducted (similar to District 211 analysis) to identify the course placement of students upon entry at Harper and to compare college-level vs. developmental status for students participating in District 214's Compass effort.	
Explore curricular alignment options with MTH 080 across all Districts	Increase the number of high school juniors who can be identified as "college ready" as a result of passing the MTH 080 final and become eligible for enrollment in a new dual credit MTH 101 option during their senior year.	Partners for Success and the Alliance for College Readiness have worked together on a mathematics curriculum alignment project with Districts 211, 214, and 220 since the fall of 2009. As a part of that project, two workshops were held at Hoffman Estates High School to work collaboratively on a database of questions for Harper College's MTH080 departmental final.	<ul style="list-style-type: none"> An instructor from each of the 12 area high schools along with several Harper math faculty attended these workshops. Students in our feeder district high schools will then be given the opportunity to take Harper's MTH080 departmental final exam in May, 2012. Juniors who score high enough on that final will be able to use that score (along with C's in geometry) to meet the requirements for placement into the dual credit MTH101 	Continuing to improve communication and collaboration with high school partners, especially between math departments in the high schools and with Harper math faculty.

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			course their senior year. Seniors who score high enough on that final will be able to use that score (along with C's in geometry) to meet the requirements for placement into any of the math gatekeeper courses here at Harper in the following year.	

Overall Compass Testing Volume

As of March 15, 2012 – Math Tests Given

District	Number of Tests Given	Number of Students Tested
District 211	2044	2035
District 214	249	164
District 220	319	319
TOTAL	2612	2518

Additional Activities – Partners 2011-12:

Related to the administration of the MTH 080 Final Exam to High School Students

- A new test code has been created in Banner Production to represent the Math 080 Final. Additionally, a unique test source code has been created to represent that this final was given at the high schools. These unique identifications will be critical for the Office of Research and others who will be collecting and analyzing data.
- A new test code upload project was initiated to explore, create and test a myriad of sets ups that will govern how the results of the Math 080 final will get into the Banner system.
- All entry-level, college-level mathematic course prerequisites have been edited in Banner Production to allow ‘passing’ the Math 080 Final to be an eligible prerequisite.
- All AAS Degrees that allow ‘math competency’ to satisfy math graduation requirements have been edited in Banner Production to allow ‘passing’ the MTH 080 final as an additional avenue in which to meet the math graduation requirement.
- The Test Score Expiration process has been modified in Banner Production to now include the MTH 080 final in the math expiration rules.
- The customized job in Banner to send Orientation letters to ‘fully waived’ students has been modified to now include passing the MTH 080 Final as another option in the criteria for this letter (I know we are moving away now from this letter, but work took place to do this task ie. we had to create IT requests and do testing in preprod to make this happen)
- The Student Composite Report in Portal has had its Test Score logic altered to now look for the MTH 080 Final Test Code when displaying test ‘waivers’ on the screen used by counselors and enrollment staff when assisting students.

Related to the administration of the COMPASS exam to High School Students

- Implemented a new business process in July to be assure that Harper collects and enters a student’s Illinois nine-digit High School ID in Banner as an ‘alternate ID’. This process is being done for every feeder high school student who completes a Harper College Application. (This ‘unique key’ in the Harper student system facilitates the loading of test scores taken from the high schools).
- Documentation was created for high schools on how to create a data file after each ‘testing window’ to send to Harper. It will contain who tested, when they tested and what scores were earned. This data file will be sent to Institutional Research for on-going reporting and analysis.
- Enhanced the messaging that students are exposed to prior to testing. All students will now read a COMPASS ‘bulletin board’ prior to entering the test. It will briefly highlight for them the purpose of COMPASS and things they should know related to basic test administration concepts, test taking tips and items related to testing policies.
- Related, as part of the Student Composite Report project, the Test Score section of this ‘student look up’ vehicle now clearly groups all COMPASS scores taken as part of this initiative together. This will greatly help Harper personnel, including counselors, testing and admissions staff, in being able to quickly and easily assess and differentiate COMPASS scores taken in the high school versus scores earned at the College.

Looks like 3% increase in math enrollment for those who did the COMPASS testing versus those who did not.

Did Not Test without Hersey

mathclass

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	136	9.1	9.1	9.1
	Yes	1361	90.9	90.9	100.0
	Total	1497	100.0	100.0	

Tested without Hersey

mathclass

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	56	6.1	6.1	6.1
	Yes	860	93.9	93.9	100.0
	Total	916	100.0	100.0	