

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.	
Strategy - Math Alignment Strategy Team (MAST)	
Intended outcomes	Status/Progress
Investigate alternate methods for incorporating high school exam grades into the math placement criteria.	Partially Completed. Data collection is complete; analysis and comparisons between performance of high school and Harper students are ongoing.
Continue to compare the success rates of students at Harper in gatekeeper math for the following groups: <ul style="list-style-type: none"> Group 1: Students who met the prerequisite by scoring at least a 70% on the MTH080 final in high school. Group 2: Students who met the prerequisite by earning at least a C in Harper's MTH080 class. 	Completed. Success rates of Harper students in gatekeeper math in spring 2015 were as follows: <ul style="list-style-type: none"> Group 1: 55.2% (64/116) passed the gatekeeper course in which they enrolled. Group 2: 58.8% (77/131) passed the gatekeeper course in which they enrolled.
Use a common subset of questions on each unit exam in MTH080. Compare how students perform on those on unit exams and again on the final exam.	Completed. A common subset of questions, created by both Harper and Barrington High School faculty, was placed on each unit exam in MTH080 in fall 2014. An analysis revealed that students who performed well on the unit exams did not necessarily perform well on the final exam.
Continue to analyze the percentage of Harper students who received a grade in MTH080 that was more than two letter grades above their final exam score.	Completed. In spring 2015, 41.0% of Harper MTH080 students (75/183) earned a course grade that was more than two letter grades above their final exam grade.
Create a common subset of questions for unit exams in MTH082.	Not Completed, Other Progress. The decision was made to create a common subset of questions for unit exams in MTH165 instead of MTH082. Common questions were added to the unit MTH165 exams in spring 2015.
Explore additional dual-credit course possibilities for partner high schools as well as any additional requirements the high school mathematics teachers would have to meet.	Completed. Dual-credit offerings were explored; as a result, District 214 will be offering MTH101 and MTH103 as dual-credit starting fall 2015.
Accomplishments for FY2015	
<ul style="list-style-type: none"> Analyzed performance of high school students in MTH080. More than 50% of high school students who passed the MTH080 final exam in spring 2014 successfully completed a college-level math course in spring 2015. Planned expansion of dual-credit math courses to be implemented in fall 2015. 	

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Strategy - Math Alignment Strategy Team (MAST) (continued)

Overall contributions to the 2010-2015 Strategic Plan

- Developed and implemented a common final exam for Algebra 2 students in high school and MTH080 students at Harper starting in the spring 2012.
- Contributed to an increase in the percentage of high school students who take four years of math, to more than 90%.
- Implemented dual-credit MTH101 at District 211 high schools beginning in fall 2011 and dual-credit MTH103 beginning in fall 2012.
- Created a new math course at Harper, MTH082 (Data Modeling with Algebra) to shorten the developmental pipeline for non-STEM students.