

Re-Thinking Pre-College Math: Improving Student Achievement

Project Name:

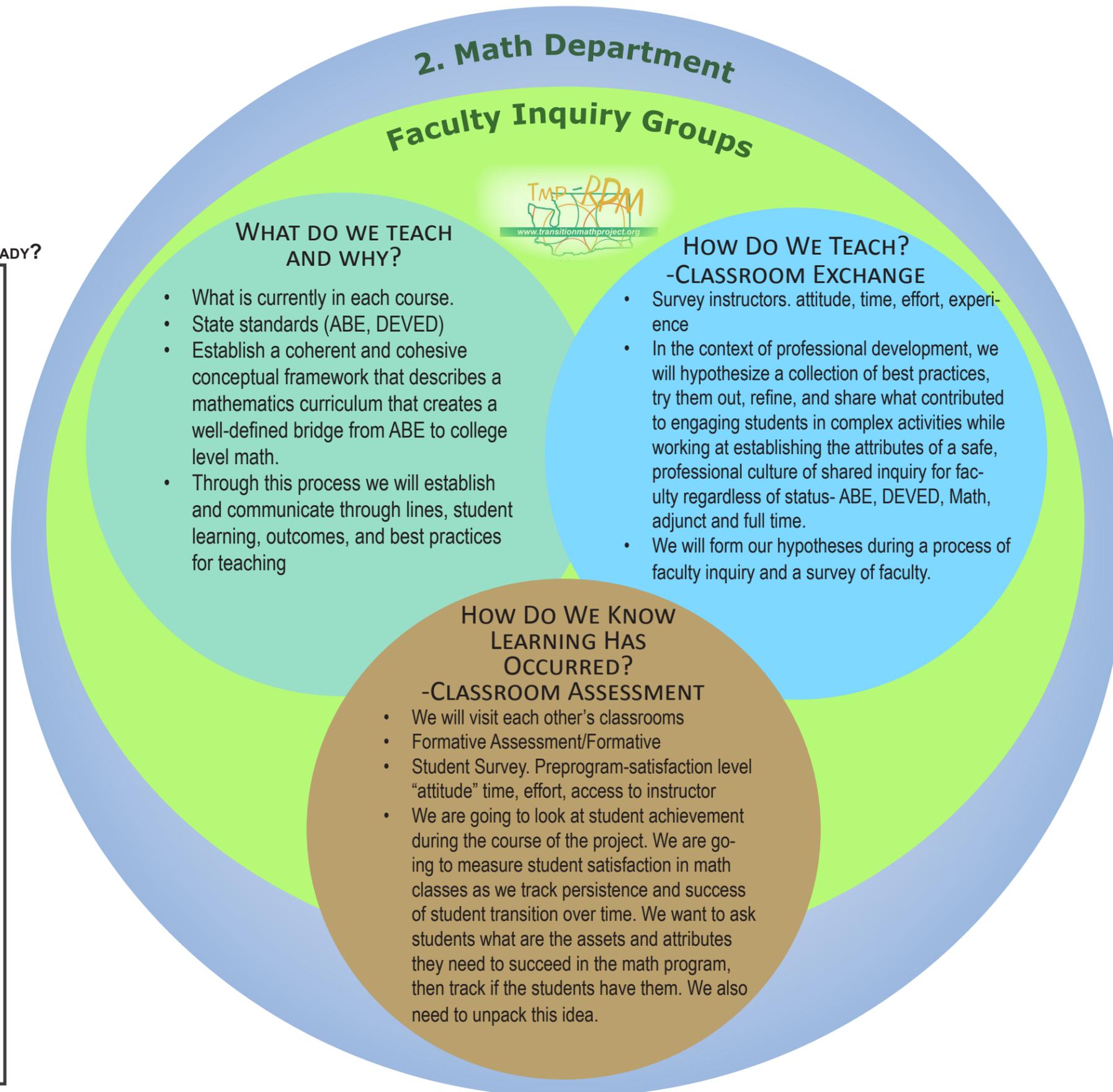
Clark College (CC)

3. WHAT IS SUCCESS GOING TO LOOK LIKE?

- ⇒ STUDENT ACHIEVEMENT
Higher pass rate
Shorter pathway to 100
- ⇒ MATH DEPARTMENT
Instructors
- ⇒ SPECIFIC STUDENT EXPERIENCES
believe that effort does contribute to success. Math applies to students' everyday life
more adjunct participation
faculty inquiry group

4. CHALLENGES?

- ⇒ EXISTING SCOPE AND SEQUENCE OF COURSES
- ⇒ NUMBER OF PART-TIME INSTRUCTORS - "DROP-IN" "DROP OUT"
- ⇒ 50% MATH COURSE TAUGHT BY ADJUNCT
- ⇒ ACCEPTANCE THAT 30-40% STUDENTS WILL FAIL. WHAT DOES SUCCESS LOOK LIKE?
- ⇒ TRAINING IN TEACHING STATE STANDARDS



2. Math Department

Faculty Inquiry Groups



WHAT DO WE TEACH AND WHY?

- What is currently in each course.
- State standards (ABE, DEVED)
- Establish a coherent and cohesive conceptual framework that describes a mathematics curriculum that creates a well-defined bridge from ABE to college level math.
- Through this process we will establish and communicate through lines, student learning, outcomes, and best practices for teaching

HOW DO WE TEACH? -CLASSROOM EXCHANGE

- Survey instructors. attitude, time, effort, experience
- In the context of professional development, we will hypothesize a collection of best practices, try them out, refine, and share what contributed to engaging students in complex activities while working at establishing the attributes of a safe, professional culture of shared inquiry for faculty regardless of status- ABE, DEVED, Math, adjunct and full time.
- We will form our hypotheses during a process of faculty inquiry and a survey of faculty.

HOW DO WE KNOW LEARNING HAS OCCURRED?

-CLASSROOM ASSESSMENT

- We will visit each other's classrooms
- Formative Assessment/Formative
- Student Survey. Preprogram-satisfaction level "attitude" time, effort, access to instructor
- We are going to look at student achievement during the course of the project. We are going to measure student satisfaction in math classes as we track persistence and success of student transition over time. We want to ask students what are the assets and attributes they need to succeed in the math program, then track if the students have them. We also need to unpack this idea.

1. WHAT DOES THE DEPARTMENT BRING ALREADY?

- ⇒ TUTORING SUPPORT FOR STUDENTS
- ⇒ ENTHUSIASM DEDICATION WILLINGNESS TO CHANGE
- ⇒ OPEN-MINDEDNESS REASONABLE THOUGHTFUL
- ⇒ INTERDEPARTMENTAL ABE-DEVED-MATH COLLABORATION
- ⇒ PROFESSIONAL APPROACHABILITY
- ⇒ OPEN-COOPERATIVE INFRASTRUCTURE
- ⇒ PROFESSIONAL DEVELOPMENT SHARING