

SBCTC Online Grant Management System

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2010 Gates: Pre-College Math NSCC_APP6090
Status: Submitted

Applicant Information

Institution: North Seattle Community College
Consortium: No

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Contents

Section 1

Team Lead's Department

Math, Science and Social Sciences

Core Team and Partners

1A. List other faculty/staff (including titles, departments, and email addresses) at the college who will be directly involved in leading and/or implementing the project.

Project Leaders:

1. Denise Brannan (Math Full-time Faculty)- dbrannan@sccd.ctc.edu
2. Deanna Li (Math Full-time Faculty) - dli@sccd.ctc.edu

Math Fulltime:

1. Edgar Jasso - ejasso@sccd.ctc.edu
2. Ralph Jenne - rjenne@sccd.ctc.edu
3. Hon Li - hli@sccd.ctc.edu
4. Pam Lippert - plippert@sccd.ctc.edu
5. Harry Watts - hwatts@sccd.ctc.edu

Math Adjunct:

1. Ben Aschenbrenner - baschenbrenner@sccd.ctc.edu
2. Jennifer Desoto- jdesoto@sccd.ctc.edu
3. Natasha Kholomyeva - nkholomyeva@sccd.ctc.edu
4. Michael Gaul - mgaul@sccd.ctc.edu
5. Eileen Murphy- emurphy@sccd.ctc.edu
6. Vicki Ringen - vringen@sccd.ctc.edu
7. Federico Marchetti - fmarchetti@sccd.ctc.edu

Math Learning Center Director:

Barbara Goldner (Full-time Math & Computer Science Faculty) - bgoldner@sccd.ctc.edu

Administration:

Peter Lortz - Dean of Math, Science & Social Sciences - plortz@sccd.ctc.edu

1B. Indicate which, if any, other departments or offices at the college or other schools or institutions that will play supportive roles in implementing the proposal. (optional)

Full-time Faculty (listed alphabetically) and their Departments:

1. Alissa Agnello - Nanotechnology/Chemistry
2. Steve Anderson - Physics/Math
3. Katie Barndt - Environmental Science/Sustainability
4. Davene Eyres - Physics
5. Tracy Furutani - Chemistry/Earth Science
6. Elizabeth Goulet - Biology
7. Melissa Grinley - Psychology
8. Bill Holt - Business/Sustainability
9. Judy Learn - Nutrition/Anatomy & Physiology
10. Jenny Mao - Counselor (Study Skills & College Success)
11. Ann Murkowski - Biology
12. Vince Offenback - Engineering/Computer Science
13. Kalyn Owens - Chemistry
14. Dennis Schaffer - Engineering/Computer Science
15. Suzanne Schlador - Biology

Office of Institutional Effectiveness:

1. Director of Research
2. Director of Grants

Section 2

Existing Resources/Capacity

2A. Describe the current program structure/format of your pre-college to college-level math offerings including number of full- and part-time faculty who teach courses in the program.

(max. characters: 2,000)

The NSCC math department offers a wide variety of courses from the beginning fundamentals of arithmetic through 200-level college transfer mathematics. We are one of the few Puget Sound campuses to offer pre-college and college-level daytime sequences which are fully duplicated in our evening program. Additionally, we offer many classes through computer-assisted and/or online instruction.

Precollege

-Our pre-college math sequence begins with Math 081 (Basic Math), Math 084/085 (Elementary Algebra over two quarters), Math 097 (Elementary Algebra in one quarter) through Math 098 (Intermediate Algebra).

-We offer different forms of instruction to address different kinds of learners and schedules, including: lecture-based, online and computer-based instruction (PLATO).

-Classes are taught in the daytime, evening and Saturday to fit students' varied work and personal schedules.

-An online, on-demand class called Mathematical Modules (Math 090) is offered for those who need a review or refresher of some particular math topic without having to take a full blown course prior to advancing to the next level.

College

-We offer a variety of college-level pathways, beginning with Math in Society (107), Statistics (109) or Precalculus through Calculus, as well as four 200-level Math courses. These classes are scheduled every quarter both in the daytime and evening.

-Based on our strong history of graduating well-prepared transfer students, the UW recently approved our second-quarter Differential Equations course which is set to be taught this spring. As of now, we are the only CC in Washington State to have this equivalency.

-Online options are offered for the following courses: Math 107, 109, 116 (Business PreCalculus) and 148 (Business Calculus).

Most of our full-time and adjunct faculty teach across the pre-college and college-level curriculum, in both day and evening classes, which lends stability and cohesion to our program. Our instructors represent a broad spectrum of ethnicities, which mirrors our student population.

2B. Summarize any local research findings you've reviewed on student success in the pre-college math sequence (from Adult Basic Education through developmental education) and in college-level math courses.

(max. characters: 2,000)

The completion rates for our pre-college math classes average 65%, while the completion rates for our 100-level math is 74% and the 200-level is 76%. While the 65% average is on par with national benchmarks, we are motivated to do better for our students. We are confident that with the activities described in this proposal, we can do better.

During a recent program review, we confirmed that the pre-college math courses serve as critical prerequisites for a multitude of degrees and certificates including: nursing, medical assisting, pharmacy tech, electronics, accounting, business, real estate, nanotechnology and college transfer. Continuing conversations between faculty from many of these departments has allowed the pre-college math curriculum to evolve to meet the needs of multiple programs. This cross-departmental collaboration is evidenced by the number of faculty from other disciplines that are partnering with the Math department in this grant.

NSCC is proud of its transfer program. We rank in the middle of WA community colleges in the number of students transferring to 4-year public universities, mirroring our relative number of FTEs. Almost half of our transfer students get accepted to University of Washington system. We rank 3rd among WA community colleges in transfers to UW-Seattle.

We are already using what we have learned internally to increase the success rates of our students in pre-college math. A specific example of this comes from our departmental program review. We found that over a two-year period, the completion rate in Math 097 (one-quarter Beginning Algebra) was at 54%. After instituting a two-quarter Beginning Algebra sequence (Math 084/085), students are succeeding at a 69% completion rate. We are continuing to track the data on this switch and are watching carefully to compare the college-level transfer rate of students taking the two-quarter option with those in the one-quarter course.

2C. Describe any current or recent projects, grants, campus initiatives, etc. that serve as a foundation for the work being proposed; what existing work are you building on in this proposal and how is it connected?

(max. characters: 2,000)

Math faculty have been working on several projects focused on pre-college success. One example was described in 2B above. Other examples include: resetting the course placement scores for the COMPASS test, exploring first- and final-day common assessments, and providing additional support for students through the Math Learning Center and supplemental (study skills) credit opportunities. We are excited that with receipt of this grant we will be able to continue and expand these efforts.

Across the campus, NSCC faculty have been working on assessment at all levels. Within the classroom, faculty are experimenting with new assessments and sharing their successes and challenges across disciplines. This current proposal reinforces our campus-wide focus on assessment of student learning.

In response to external opportunities, several recent grant proposals have, at least in part, focused on pre-college Math. An unsuccessful Title III Grant proposal submitted in 2008 included resources for addressing success and retention using the Student Momentum Point data as a guide. Although not funded, elements of this Title III proposal were implemented by the Math Department and funded by the college during Spring Quarter 2009 including: a pilot Early Alert project for Math 081 and 098, an enhanced tutoring program for the 081 and 098 students called "Fresh Look", and more intentionally publicized study skills workshops for pre-college math students. We are currently analyzing data from these projects and plan to continue the most successful parts of these efforts.

In Fall 2009, still-pending NSF STEP and NSF S-STEM grant proposals were submitted that focus on the larger picture of getting students from pre-college through college-level STEM courses and into a baccalaureate institution. Again, these proposals include resources specifically targeted to pre-college Math student success and retention. If funded, these NSF grants will be important complements to the work proposed in this SBCTC/Gates College Completion Initiative proposal.

2D. What professional development opportunities currently exist for pre-college math faculty (part-time as well as full-time)?

(max. characters: 1,000)

The Seattle District offers many faculty development opportunities at no cost to participants. Topics are varied to accommodate the different needs of our faculty. Recently the district sponsored workshops in: "Exploring Open Access Resources", "Facilitator Training for

Faculty Learning Communities", "Accommodating Students with Learning Disabilities", and "Working with non-native Speakers of English". Additionally, NSCC has a Teaching & Learning Center which offers training for best practices in teaching pedagogies and is a valuable resource for technical support.

External opportunities are also available to (and used by) NSCC Math faculty. These include conferences such as those sponsored by the Transition Math Project, American Association of Colleges & Universities and American Association of Community Colleges. We also work with other groups in the region including the WA Center's College Readiness and Curriculum Planning Retreats and their "Curriculum for the Bioregion" initiative.

2E. Based on the evidence you have, what are the current strengths of the pre-college math program and what are the major issues/challenges that need to be addressed?

(max. characters: 2,000)

Strengths

Most NSCC Math faculty teach in the pre-college and college levels. This exposes them to the challenges and opportunities across the curriculum and prevents faculty from being siloed.

Our modality and schedule flexibility is designed to accommodate our student population, more than half of whom have to work and/or support a family. It also allows us to test new curriculum and pedagogies in a variety of formats.

NSCC has a very successful Math Learning Center which serves approximately 150 student daily. The Center is staffed with tutors—several specifically trained in pre-college math. We also offer Math Success Workshops, facilitated by faculty member, Jenny Mao, PhD. in Psychology, which are attended by over 100 students each quarter. These Success workshops focus on college-readiness and study skills specifically tailored to pre-college math students.

Challenges

Enrollment drops significantly from one level to the next, throughout the pre-college math sequence. The overall transition rate from pre-college to college math is only 28%. Not surprisingly, those who start at the beginning of the sequence transition at a lower rate than those who start closer to the college-level cut-off. Only 19% of students who begin in Math 081 enroll in college-level math within 5 years. For those who start in 098, the transition rate is closer to 42%.

70% of all incoming students place into the pre-college level on the Math Compass test.

Our current curriculum fails to prepare students with a sufficiently deep understanding of core concepts. Faculty find that material taught at one level often has to be reviewed at length when students move up to the next level. This is frustrating to both student and teacher, and prevents students from progressing. Additionally, our current math curriculum is taught in isolation, disconnected from the real-world or a student's course of study. It fails to provide opportunities for students to connect math to their lives and many students report finding math uninteresting as a result.

Section 3

Goals/Strategies/Activities

3A. The overall long-term goal of the project is to increase student achievement in college-level math courses by improving student success in and progress through their pre-college math (ABE and Dev Ed) experience in Washington community and technical colleges. To achieve this goal participating colleges are asked to address core areas of educational practice: what math is taught (restructuring/redefining the curriculum), how it is taught (emphasizing student understanding and engagement), and how it is assessed (refining diagnostic and classroom-based assessments). Given these parameters and the description of your program's strengths and challenges in section 2, describe what you'd like to accomplish if your institution were selected to participate in this project.

(max. characters: 4,000)

Our goal is to increase the number of students who successfully complete their pre-college math courses and accomplish the transition from pre-college to college-level in math. The concept of "retention" has dual significance in our project. In its most obvious meaning, we seek to increase the number of students who succeed in pre-college math courses and move on to the subsequent level, with the ultimate goal of attaining college-level math credits. At a more substantial level, we intend to alter our program to ensure that our students achieve a deeper understanding of core concepts—positioning students to more effectively draw on their previous learning as they progress through their course sequence.

In order to accomplish this, our plan addresses activities all three areas of core educational practice: what is taught, how we teach and how we assess.

If selected to participate in this project, funding will be directed towards reforming the NSCC pre-college math program to focus on the delivery of a contextually-based curriculum. We will specifically accomplish this by developing a Learning Resource Bank for pre-college math classes, and by piloting a year-long student cohort, entitled ALIGN for success (Algebra Learning Inquiry Group at North), which will culminate in a coordinated studies course that integrates Intermediate Algebra (MATH 098) with Environmental Science (ENV 150). These parallel—but reinforcing—strategies provide opportunities for faculty to engage at a variety of levels with the activities of this project.

The Learning Resource Bank of contextually-based learning activities will be created through extensive Math faculty collaboration. The Faculty from other departments that have "signed up" to be a part of these efforts (listed in 1A above) will also contribute to the development of the Bank. It is important to acknowledge that the cross-discipline conversations themselves

will have tremendous benefits for both Math and non-Math faculty. We feel strongly that the process of developing these resources will be almost as valuable as the resources themselves.

ALIGN for success will be a year-long, pre-college learning community which will prepare students for college-level math. To enhance student success, we will integrate the 3-quarter sequence of Beginning and Intermediate Algebra with courses in study skills and college success strategies, supplemental math instruction, and finally in a pre-college/college-level coordinated studies course.

NSCC has a long history of offering learning communities and bioregional (sustainability) education. Although the math department offers a broad spectrum of courses, to-date, math has been missing from the college-wide coordinated studies offerings. This project will allow us to develop math offerings in coordinated studies by providing faculty in math (and other disciplines) the time, resources, and professional education to create the pedagogies and curriculum to do so.

Placement of students into the correct math class is essential to student success. In order to improve our placement process, we will develop and incorporate common first-day and end-of-course assessments across our precollege math classes. In addition to using common assessments, this project aims to equip faculty with new tools for pedagogy and classroom-based formative assessment techniques. As such, faculty development will be a key activity in our project.

3B. Do you intend to address a particular aspect of your pre-college math program (e.g., a specific course or transition) rather than take a more global approach to the overall program?

- Yes
 No

**If you answered "yes" to 3B, please describe why you chose that aspect.
(max. characters: 1,000)**

**3C. At this point what is your best thinking about pursuing what is described in 3A., i.e., what strategies or approaches seem most promising to you and why?
(max. characters: 2,000)**

Math, science and technology faculty will collaborate to create the Learning Resource Bank. The Bank will be course-specific learning activities presenting our pre-college math core competencies in the context of contemporary issues such as sustainability, climate change, green energy, economics, immigration, nutrition, and world hunger.

Implementation of materials from the Bank will start Fall 2010 with the on-campus Beginning Algebra classes and eventually include all pre-college math classes, including our computer-based and online options. As faculty start using the Resource Bank, their teaching and learning experiences will be reinforced through regular, ongoing "Friday Reflections" which will support math faculty to share their experiences of incorporating new pedagogical strategies and activities into the classroom.

The first quarter of ALIGN will link MAT 084 with an HDC course built around the "College Readiness Attributes" developed by the TMP. The second quarter will link MAT 085 with supplemental instruction, where understanding of concepts will be reinforced. The third quarter will culminate with Intermediate Algebra, MAT 098, integrated with a college-level Science course, ENV 150.

To support these activities, math faculty will participate in organized professional development events exploring best-practice pedagogies. Focus will be on concepts rooted in teaching-for-understanding and collaborative learning. The math faculty will attend conferences and retreats and invite guest speakers who are experts in these areas to guide our pedagogical and curricular transformation.

Common assessments will be developed for each pre-college math class and the TMP College Readiness Standards will aid in devising these assessments. Results will be discussed collaboratively among the math faculty in order to identify areas of strengths and weaknesses across our curriculum. This data will help direct our work and focus faculty efforts on developing Resource Bank activities that reinforce those areas of learning where students are struggling most.

3D. A critical component of this overall project is faculty leadership and program/department-wide ownership of the proposed efforts to improve pre-college math. How do you plan to involve a "critical mass" of faculty in the efforts you propose (full-time and part-time) and build a collective program commitment to collegial learning about effective educational practice in pre-college mathematics?

(max. characters: 2,000)

This project's success relies on broad involvement from Math faculty and faculty in other disciplines. We are fortunate to be operating within an environment of strong collegiality and collaboration. Over the years, during lunch hours, hallway encounters, and department meetings, we have been exchanging ideas about challenges and successes in the classroom. This grant provides the impetus to collaborate more formally on behalf of our students' success. We immediately got strong math faculty involvement in this project and when we proposed adding the science/social-science faculty in supporting roles, every faculty we

talked to wanted to be a part of the effort.

Funding from the grant will support several faculty retreats over the course of the project. With the demands of daily teaching and administrative schedules, getting time away to think, talk and collaborate is critical to engage faculty in a deeper way. There is genuine and wide-spread commitment to working on improvements in our pre-college math program. This project will provide us with the time, resources and focus to move that commitment into action. We have an identified leadership team and will support a faculty project coordinator over the course of the grant.

We plan to leverage our quarterly college-wide Collaboration Days to help meet the goals of the project. Professional development activities will be scheduled to take advantage of this strong campus tradition. With the availability of time and resources to galvanize our focus, we are confident that this project will successfully spark a new level of faculty engagement around pre-college math student learning.

Math faculty will be encouraged (and PT faculty compensated) to participate in “Friday Reflections”, organized twice per month by the project leadership team, to facilitate ongoing faculty discussions of new classroom activities/pedagogies and to review assessment data in order to guide project work. There is a strong commitment across our faculty to drive project activities using data-based decision making.

3E. What professional development, support and/or technical assistance would help you achieve your goals?

(max. characters: 2,000)

NSCC Math faculty will seek training in Teaching-for-Understanding pedagogy so that the materials developed in the Learning Resource Bank will effectively incorporate these strategies. This will be done by inviting experts in the field to NSCC, holding faculty retreats, traveling to national conferences and/or sending faculty to observe other experts in their classrooms.

After the materials are developed, faculty will need ongoing assistance and training on how to incorporate these materials into their curriculum which will entail pedagogical modifications. Faculty will also need training on how to get students engaged and working in groups and how to help student groups learn effectively amongst themselves.

With the help of the Washington Center, a classroom observation and assessment rubric will need to be developed and administered by peers over the course of the grant, in order to document the effectiveness (or lack-there-of) of our new curriculum and pedagogy.

For the third quarter of ALIGN for Success, the faculty team involved in the coordinated studies course will need training and assistance on how to teach a coordinated studies class. We will use a combination of campus resources (described in 2D above) and WA Center resources to assist the faculty team in the creation of a quality coordinated studies program.

Section 4

Evaluation Plan

4A. What evidence will you use to help assess the success of the work you propose and how do you intend to gather and use that evidence?

(max. characters: 2,000)

Assessment will play a central role in this grant. Without it, we will not be able to gauge whether the changes we have put forth are having any impact. Patricia Cross, the author of *Classroom Assessment Techniques: A Handbook for College Teachers*, described classroom assessment as the "zipper" that connects teaching and learning. It is critical that we collect and analyze data properly. There are two components that will help us assess the success of the work we propose:

Quantitative Component:

- A classroom observation and assessment rubric will be created and administered with the help of the Washington Center. This rubric will be administered in those classes that have incorporated new pedagogical techniques and curricular changes.
- Results from administering our start-of-quarter and end-of-quarter common course assessments will provide information to help focus our work for pedagogical and content change. They will also act as a gauge over time against which we can assess changes in student learning of core competencies addressed through our Resource Bank activities.
- Our Office of Institutional Research will gather data on the progress of our pilot cohort, such as completion and retention rates compared to our averages, what next step our pilot cohort takes after Intermediate Algebra, etc.

Qualitative Component:

- During regular and ongoing "Friday Reflections", we will discuss the strengths, weaknesses and challenges of incorporating new pedagogical strategies and curriculum changes into the classroom. From these exchanges, we hope to affirm and fine-tune the changes we are implementing.
- A student survey about their experience using materials developed for the Learning Resource Bank will be administered quarterly in order to guide improvements.
- Classroom observations of student interactions, particularly when they are in learning

groups, will be done by individual faculty and shared in the regular ongoing reflection group sessions.

4B. What support/technical assistance do you envision needing in order to evaluate the impact of the work you propose?

(max. characters: 1,000)

We envision a specialist to help faculty create and administer a meaningful survey and classroom observation and assessment rubric. This same person will help with the evaluation and analysis of the evidence gathered, give feedback on the strengths and weaknesses of the curriculum and pedagogy and help with fine tuning the curriculum.

An institutional researcher's assistance is also needed to gather numerical data to look at completion and retention rate. Fortunately, NSCC has such a researcher on campus.

Section 5

Sustainability Plan

5A. What is the potential for continuing, and if possible scaling up, this work beyond the grant period, and how are you addressing directly this issue of sustainability as part of your proposed work?

(max. characters: 2,000)

Math faculty will be able to continue their conversations through departmental meetings and the NSCC Collaboration Day schedule. Professional development opportunities supporting ongoing pedagogical change can be funded through annual SCCD and the Education Fund resources.

This project will develop faculty ability to integrate math content through collaborative/TFU learning activities and through formal coordinated studies offerings (learning communities). After the success of this project, we hope that the Learning Resource Bank and the cohort model, through ALIGN for success, will expand to integrate math with other content areas required for students pursuing an AA degree. The college has access to a small (but growing) source of funding each year through the Student Achievement Initiative. Interventions in support of math success have been given priority by our Strategic Enrollment Management Committee – which oversees the annual SAI results for the college. We are fortunate to have access to this funding to help sustain successful aspects of the project.

An important decision was made when developing our project work plan and budget. We committed to covering all instructional costs with college funds throughout the course of the grant. We are not proposing a discrete set of classes – parallel to our ongoing pre-college math courses – that will be supported with special funding. By supporting all instruction with institutional funds we are positioning this work to live well beyond the end of the grant. We are explicitly using the funding to focus on increasing the capacity of our faculty themselves – which is an investment that will yield long-term results. By harnessing faculty energy and focus through this initial project, we believe ongoing advances can be sustained by the regular professional development and course revision funding that is available on an annual basis. We believe the grant's short-term investment will serve to galvanize and sustain a common vision for our program.

5B. What support/technical assistance do you need in order to be able to address the long-term sustainability of the work you are proposing?

(max. characters: 1,000)

The ongoing needs of this project will be supported by the current infrastructure of the college.

Math faculty are committed to curricular change which incorporates contextual learning. The resources provided by this grant will create learning resources which will be stored on local servers. The computer storage space is available to store integrated assignments developed for the resource bank.

The current culture of integrated studies at NSCC will eagerly embrace offerings that integrate developmental math classes with college-level courses. Each year the NSCC Integrated Studies committee develops a coordinated schedule of offerings for the coming academic year. A plan to add a new Integrated Studies offering which includes developmental math in this schedule of offerings has already been established.

The Office of Institutional Research will support the ongoing assessment needs of the project.

VP of Instruction Approval

5C. My college's Vice President of Instruction has reviewed and approved this application.



Section 6**Budget Narrative****6A. Description of how funds will be used for Project Development Salaries, Wages, and Benefits.**

Curriculum and Resource Bank retreat -- faculty stipends and benefits (\$6,900)
Retreat and Overall Project Coordination stipends/Release time and benefits (\$2,574)
Curriculum Development and Learning Activity development stipends and benefits (\$6,613)
TOTAL=\$16,087

6B. Description of how funds will be used for Project Development Goods and Services.

Retreat costs - lunches x 2 retreats (\$600)
Misc. project supplies and materials (\$225)
TOTAL=\$825

6C. Description of how funds will be used for Project Development Building Rental and Utilizations.

Retreat space rental \$50/hr x 2 retreats (\$540)
TOTAL = \$540

6D. Description of how funds will be used for Project Development Travel.**6E. Description of how funds will be used for Project Development Contracts.**

Contracts with curriculum/pedagogy experts to come to NSCC and retreats for professional Development workshops

TOTAL = \$500

6F. Description of how funds will be used for Instruction Salaries, Wages, and Benefits.**6G. Description of how funds will be used for Instruction Goods and Services.****6H. Description of how funds will be used for Instruction Building Rental and Utilizations.****6I. Description of how funds will be used for Instruction Travel.****6J. Description of how funds will be used for Instruction Contracts.****6K. Description of how funds will be used for Administration Salaries, Wages, and Benefits.**

Dean's office administrative support for project activities (\$880)
Grant's office support for project budget and reporting compliance (\$660)
Benefits on above (\$450)

TOTAL = \$1,990

6L. Description of how funds will be used for Administration Goods and Services.

6M. Description of how funds will be used for Administration Building Rental and Utilizations.

6N. Description of how funds will be used for Administration Travel.

6O. Description of how funds will be used for Administration Contracts.

Budget

Institution: North Seattle Community College

Activity	Salary and Wages	Employee Benefits	Goods and Services	Building Rental & Utilizations	Travel	Contracts	Total
Project Development	\$13,950.00	\$2,137.00	\$825.00	\$540.00	\$0.00	\$500.00	\$17,952.00
Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Administration	\$1,540.00	\$450.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,990.00
Total	\$15,490.00	\$2,587.00	\$825.00	\$540.00	\$0.00	\$500.00	\$19,942.00