

Current System Innovation Effort: The Student Completion Initiative

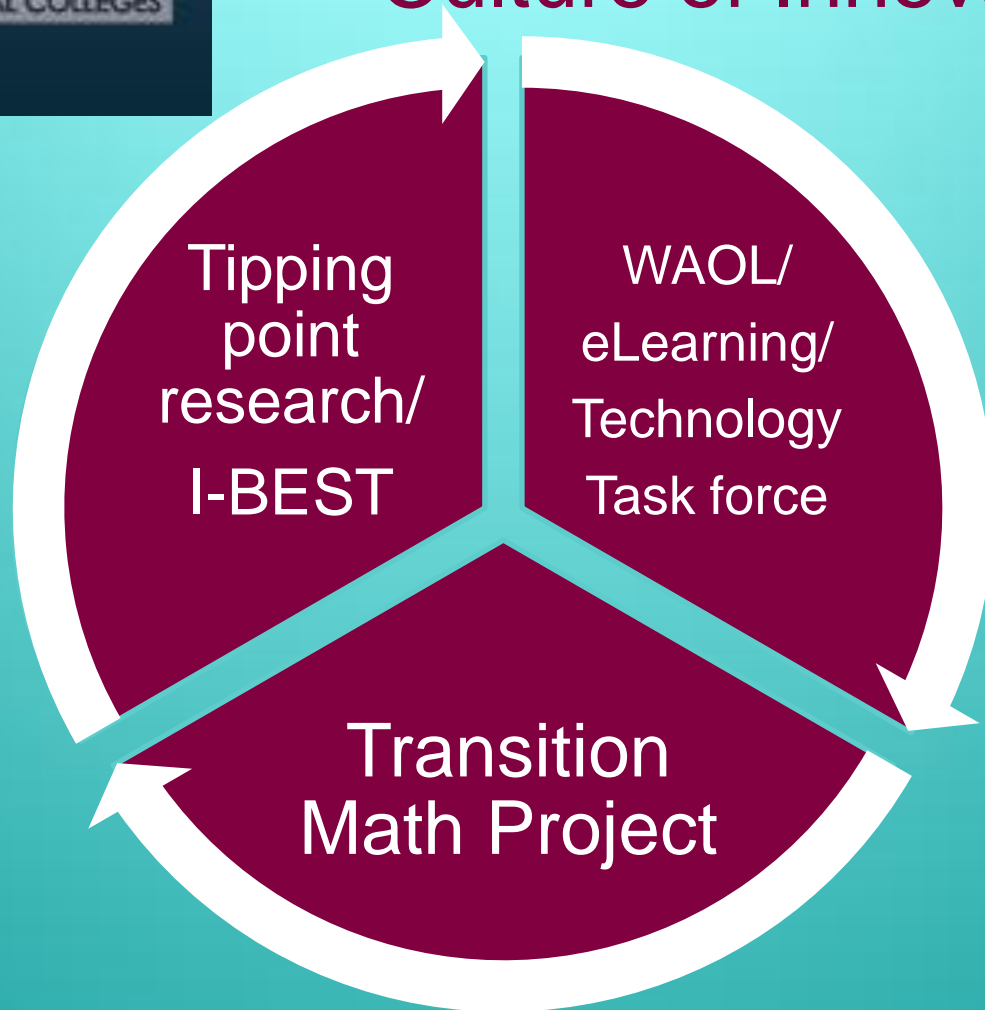
**Trustees' Conference Presentation
January 2010**

**Bill Moore
Policy Associate, SBCTC**





Foundation for Initiative: Culture of Innovation



Student Achievement Initiative



Washington Student Completion Initiative

Funded by the Bill and Melinda Gates Foundation and the Washington State Legislature, this initiative will support new and promising efforts to **improve access and completions for low-income young adults in Washington state** over the next three years by helping to **break down key barriers** to student completion in the community and technical college system through three separate but related projects:

- **Open Course Library** \$1,801,000
(Project Director: Cable Green)
- **Re-Thinking Pre-College Math** \$1,970,000
(Project Director: Bill Moore)
- **I-BEST for Developmental Education** \$1,750,000
(Project Director: Tina Bloomer)

http://www.sbctc.edu/college/e_studentcompletioninitiative.aspx

Enrollment/Completion in Math (Three Years)

Remediation Level		Referred to		
		3 levels below college level 46,824 (100%)	2 levels below college level 40,122 (100%)	1 level below college level 60,740 (100%)
3 levels below	Not enrolled	18%	-	-
	Not passed	25%	-	-
2 levels below	Not enrolled	16%	26%	-
	Not passed	12%	22%	-
1 level below	Not enrolled	7%	13%	38%
	Not passed	6%	10%	18%
	Completed	16%	29%	44%

Source: Community College Research Center progression study of Achieving the Dream colleges



Re-Thinking the Pre-College Math Curriculum

The traditional developmental math program was designed to remediate high school algebra deficiencies. Students were required to study topics not relevant to their majors, take an entire course even though they were deficient in only some topics and to learn at the same pace using the same instructional strategies as the entire class...

Carol Twigg, National Center for Academic Transformation,
“Increasing Success in Developmental Math:
SMART Math at Jackson State Community College”



Key Themes/ Project Connections

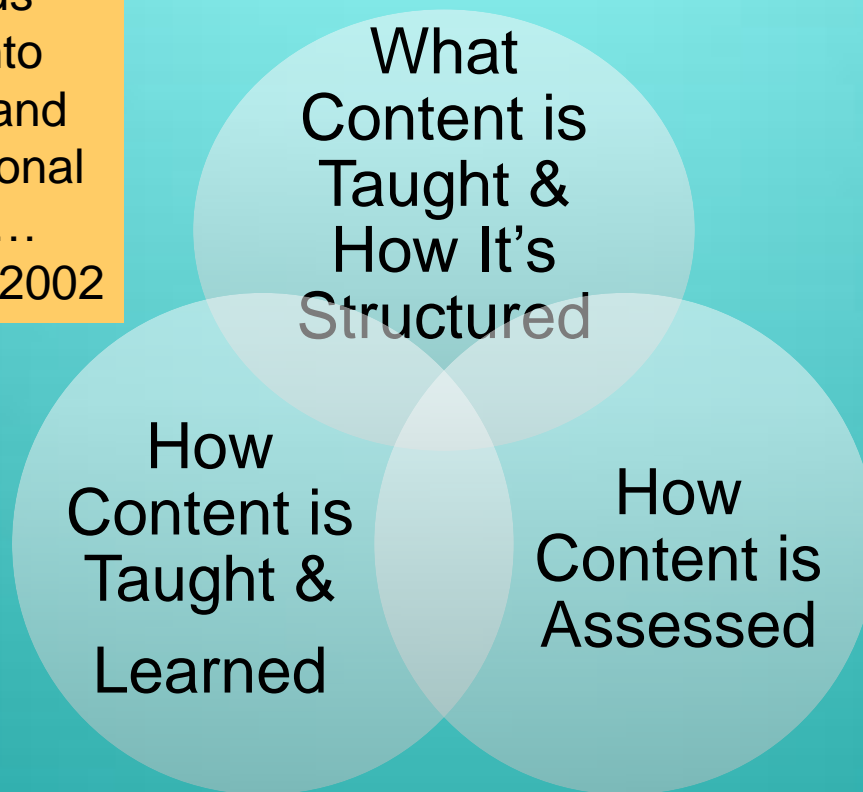
- Grounded in faculty-driven and college-centered approach
- Emphasis on inquiry and evidence
- Core areas of educational practice
- Extensive collaboration between faculty and colleges in going to “scale” (community of practice)



Improving Student Learning & Achievement: The Core of Educational Practice



We put an enormous amount of energy into changing structures and usually leave instructional practice untouched...
Richard Elmore, 2002



Faculty support through professional “communities of practice”

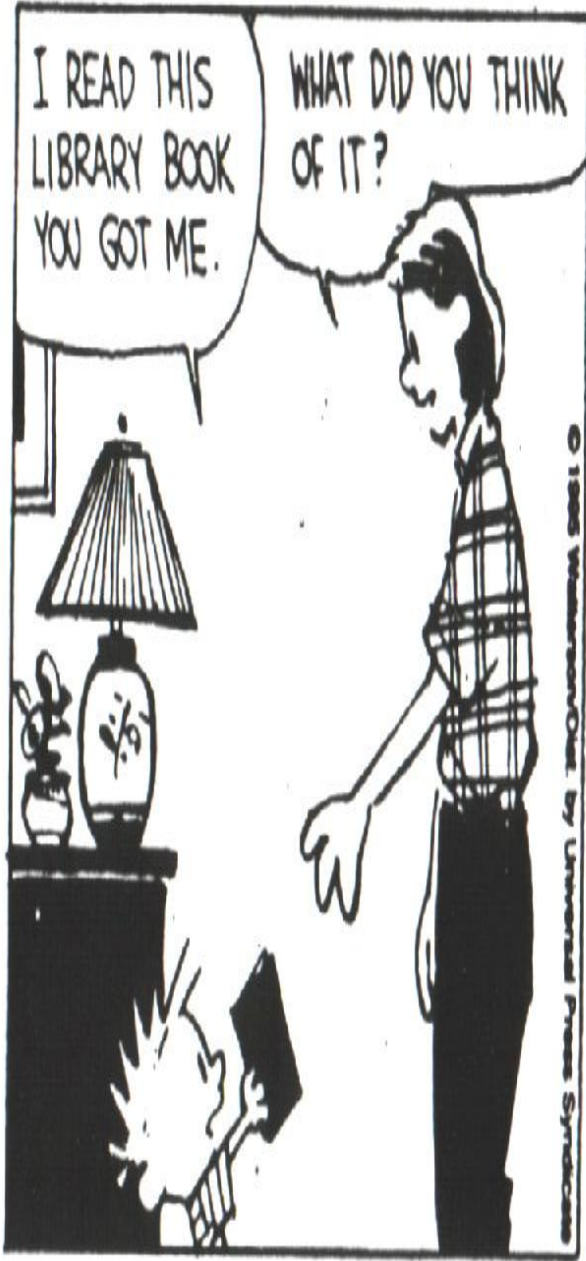


Building a Project Community of Practice

- Common language, conceptual framework
- Shared experiences, exposure to multiple approaches/methods
- Forum for sharing resources and practices

[Getting to] scale at the organization level means, are people working in concert around a set of ideas about what curriculum and pedagogy should look like, and is it obvious in their practice?

Richard Elmore, "Improvement of Teaching at Scale", January 2006



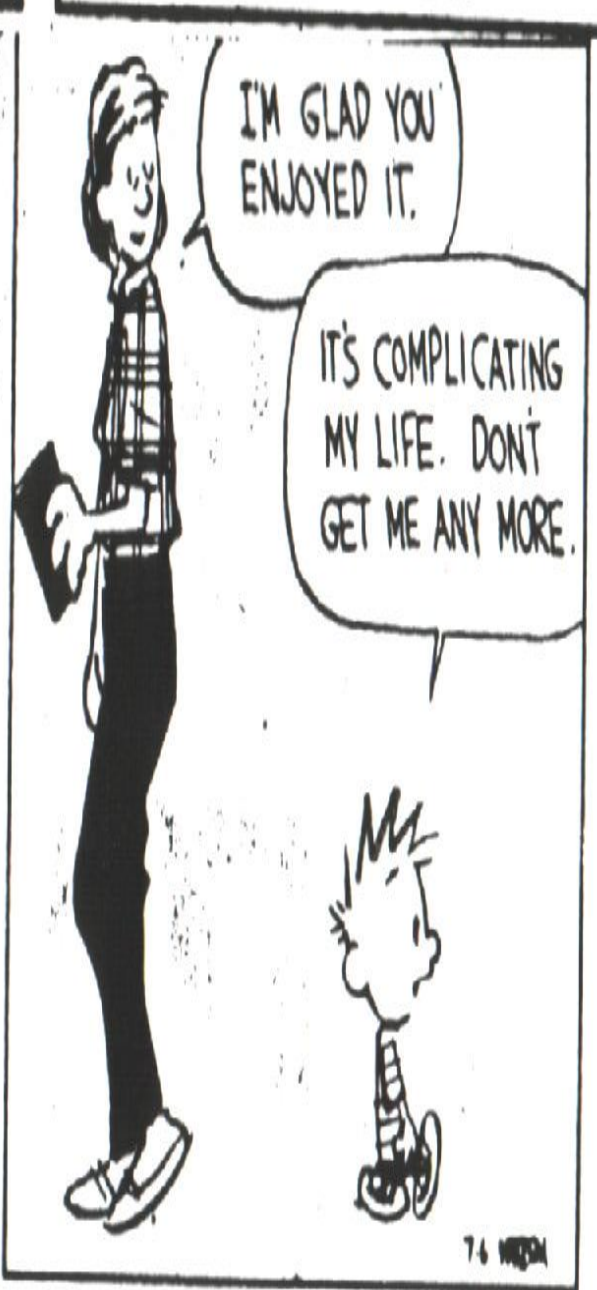
I READ THIS LIBRARY BOOK YOU GOT ME.

WHAT DID YOU THINK OF IT?

© 1985 UNIVERSAL OUT by Universal Press Syndicate



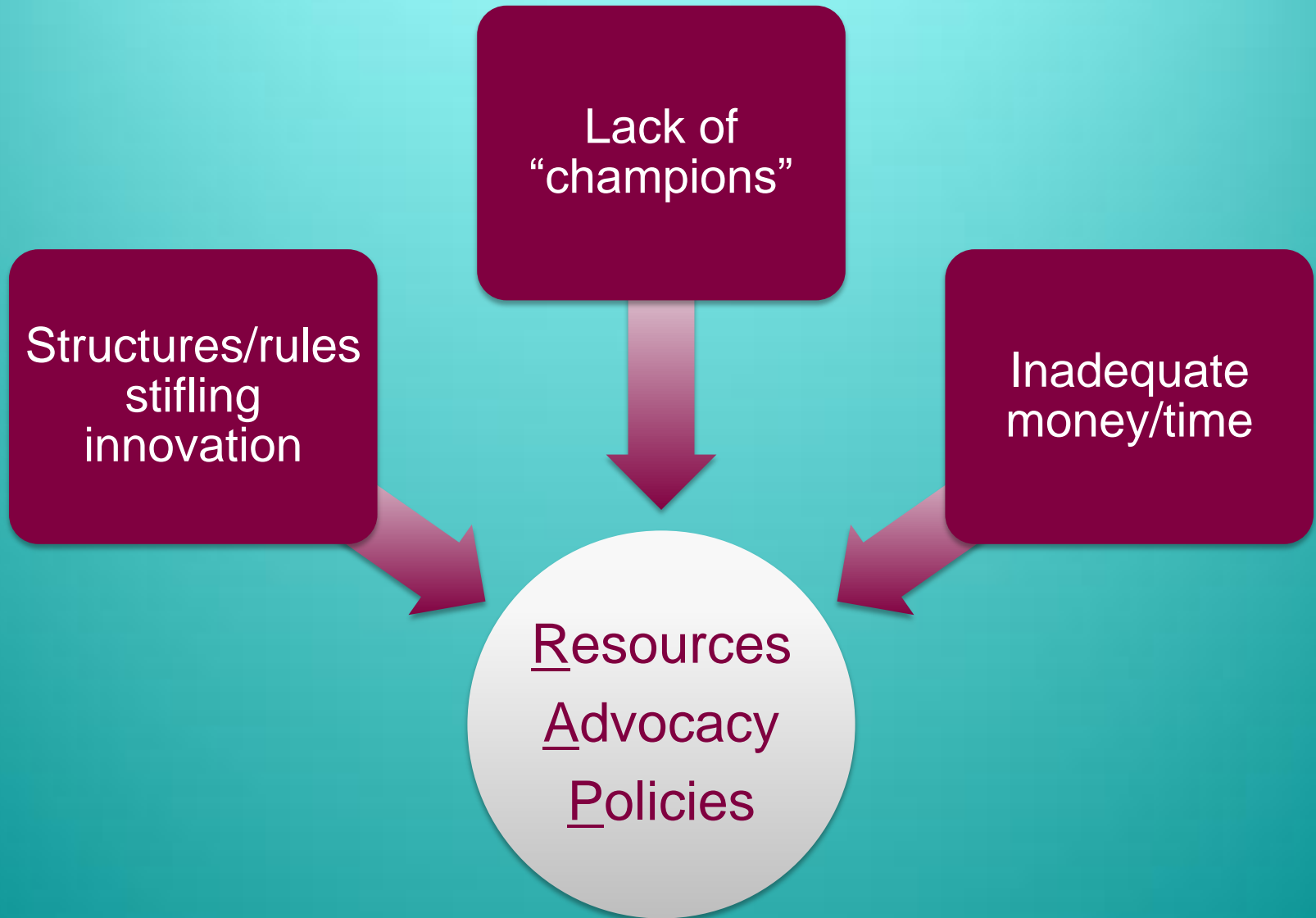
IT REALLY MADE ME SEE THINGS DIFFERENTLY. IT'S GIVEN ME A LOT TO THINK ABOUT.



I'M GLAD YOU ENJOYED IT.

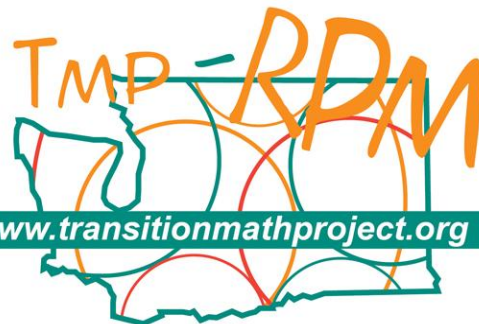
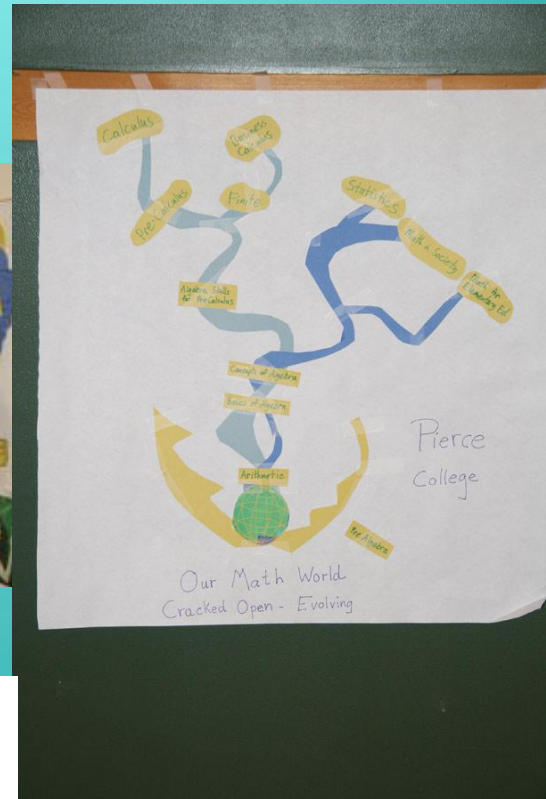
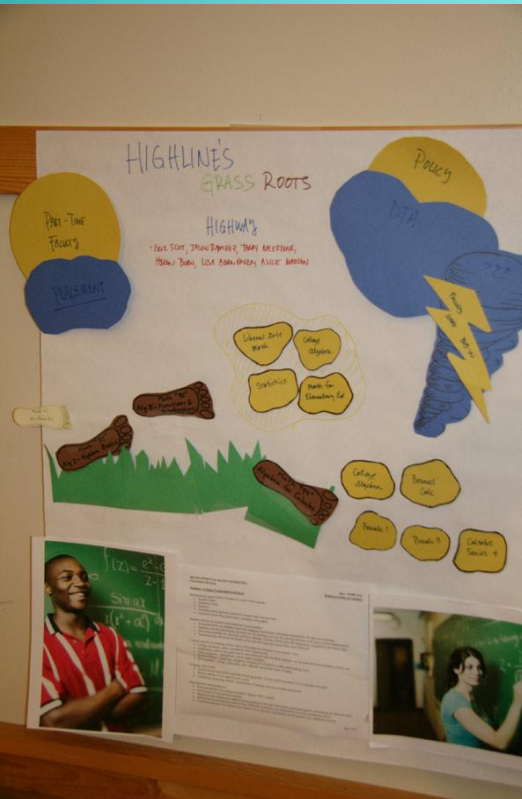
IT'S COMPLICATING MY LIFE. DON'T GET ME ANY MORE.

“RAP”: Addressing Barriers to Transforming Practice



Joining a 'Joyful Conspiracy'

<http://www.transitionmathproject.org/dev-ed/index.asp>



Rethinking Pre-College Mathematics for Washington Colleges

**Every complex
question has a
simple
answer.... And it's
wrong.**

H.L. Mencken