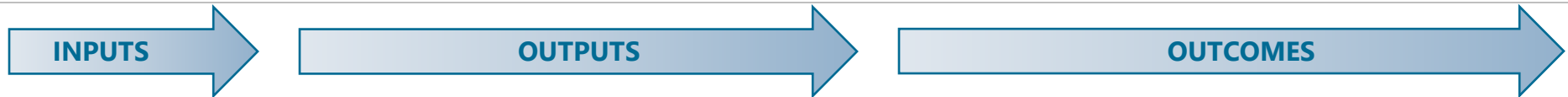




LEARNING LAB | LOGIC MODEL SAMPLE

PROJECT GOALS:

1. TO SUCCESSFULLY IMPLEMENT MASTERY LEARNING APPROACH AND NEW METHODS FOR ASSESSMENT AND GRADING FOR MULTIPLE "PRECALCULUS" COURSE SECTIONS TAUGHT BY SIX DEPARTMENT FACULTY
2. TO INITIATE CROSS-DEPARTMENT COLLABORATION AND RELATIONSHIP-BUILDING TOWARD EVOLVING AN INSTITUTIONAL CULTURE THAT SUPPORTS STUDENTS MORE HOLISTICALLY TO CLOSE EQUITY GAPS



Resources	Activities	Deliverables	Project Outcomes	Long-Term Outcomes
<ul style="list-style-type: none"> • Department commitment to project • Faculty time • Funding from dean to support PI time • Existing partnership with Learning Lab grantee • Leverages existing campus initiatives to improve DEI and student success and engages student-led STEM groups 	<ul style="list-style-type: none"> • Monthly planning meetings for faculty course coordination decisions and rollout • Outreach to finance, student affairs, STEM clubs on project plan/rollout • Faculty to attend mastery learning and assessment/grading workshops • Consult Learning Lab funded project implementing similar strategy • Acquire IRB approval • Faculty to attend 2 workshops • Pilot/implement mastery learning and new grading practices across 6 course sections • Develop and distribute student and faculty surveys; share findings with 5 STEM departments and deans 	<ul style="list-style-type: none"> • New course materials, aligned syllabi, for Precalculus course • Written guidance for department faculty on applying methods • Data and analysis summarized in final report 	<ul style="list-style-type: none"> • Implement a promising practice to improve Precalculus learning • Identification of next project as result of effective faculty collaboration • Of math faculty attending workshops, over half will report knowledge gain re: mastery learning and pedagogical innovation, % TBD • Student survey data across course sections will show improved student learning and sense of agency, % TBD • Expanded interest in and discussions about pedagogical and curricular innovation will result from team's presentation of project findings to 5 STEM departments and deans 	<ul style="list-style-type: none"> • Data will encourage other departments to investigate mastery learning, etc. • Relationship building within and external to math department will be serve as primer for increased investment and support for innovative approaches to teaching and learning, while breaking down silos • Effort will dovetail existing CCCCO student support initiatives

PROJECT RATIONALE:

The department chair and two of the 6 faculty on the project team are familiar with mastery learning approaches and have demonstrated commitment to the goals of the project. Two of the faculty participated in mastery learning workshops provided by an existing Learning Lab-funded project, one of whom will serve as Co-PI/Course Coordinator of the proposed project. Because our institution data indicates a broader gap in course completion in Precalculus disaggregated by gender and race, as opposed to other courses leading up to Calculus I, we will be piloting new interventions for Precalculus. The existing Learning Lab-funded project will provide consultation services to provide guidance and compare student data for the Precalculus course.