Regional Process Model

Level One: College Faculty Activity
1. Exploration and comparison of current college/university targeted curriculum within the region
2. Identification and comparison of elements directly related to the teaching of the targeted courses (i.e. student units, in classroom hours, instructor hours)
3. Alignment of college course outlines through a group process, inclusive of individual campus departments and the region.
4. College faculty compared their aligned targeted math courses with the California State Department of Education Standards.

NOTE: The group process included a math faculty and department chair representative from each campus for the regional group process. One of the responsibilities of the campus representatives was to provide a two-way communication between the campus math department and the regional meetings.

Level Two: Junior high, high school, College Faculty Activity
1. College algebra instructors shared their findings with the junior high and high school algebra instructors within the region.
2. Reviewed existing efforts: Shared related student centered programs from the various educational levels
3. Developed an agreed upon set of factors which are critical to student success in mathematics
4. Identified and agreed upon a set of factors, for each targeted course, as a foundation for future collaboration and staff development:
   A. Algebraic concepts which students should know prior to course entry
   B. Algebraic concepts which are the most difficult for students to learn
5. Explored best teaching practices for each of the targeted courses
6. Developed recommendations for continued collaboration

NOTE: Fostering an equitable and respectful atmosphere among the instructors at the various levels was achieved and critical to the project success.