## Mathematics Pathways to Completion

### MPC Expectations of State Level Activity for Phase 3

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| 1. Develop a strategy to monitor and report institutional progress towards mathematics pathways implementation. Elements of the strategy include:  
  a. Collect written institutional commitments from first cohort of implementers. Identify future cohorts as indicated in the Plan for Scale.  
  b. Make updates to the Plan for Scale as necessary;  
  c. Support initial cohort of implementers and “late implementers” in Phase 3;  
  d. Host an Advising workshop; and  
  e. Create a sustainability plan. | Advisory services from the state consultant and Dana Center staff.  
Content-specific tools and resources.  
Dana Center provides facilitators and materials for workshop. |
| 2. Develop a state-specific evaluation plan that will:  
  a. Measure progress of implementation in cohort institutions;  
  b. Document effectiveness of communications and engagement efforts beyond the cohort; and  
  c. Assess progress on other state goals or priorities. | Advisory services from Community College Research Center staff (CCRC) |
| 3. Improve transfer & applicability of mathematics courses between institutions and across (individual) states to ensure that all students participate in multiple mathematics pathways regardless of placement, program, or type of institution:  
  a. Develop a data and policy framework that is targeted and capable of tracking student progress through two-to-four-year institutions; and  
  b. Develop and implement state transfer strategies that addresses two key questions: (1) What role does mathematics play in relation to student transfer and is it an obstacle? and (2) Are two-year students taking the right math at the right time? | Advisory services from the state consultant and Dana Center staff.  
Dana Center and state consultant provide facilitators and materials for cross-state meeting. |
| 4. Continue strategies to further enact the task force recommendations and fulfill other Phase 3 expectations. Strategies include:  
  a. Support state level working group(s) to meet its charge and timeline of completion. | Advisory services from the state consultant and Dana Center staff.  
Content-specific tools and resources.  
Support from content experts upon request. |
| 5. Develop and implement a communications and engagement plan to:  
  a. Expand communication and engagement responsibilities within and beyond the task force; and  
  b. Broaden awareness and encourage action of mathematics pathways implementation at the institution level. | Advisory services from the state consultant and Dana Center staff. |