WASHINGTON MATH PATHWAYS TO COMPLETION

Developing or Expanding Your Math Pathways: Taking Pathways to Scale
Addressing the Problem:
Establish mathematics pathways as the **normative practice** for students to complete their mathematics requirement.
Percentage of developmental students completing college-level math in defined time frames

From “Making the Case for Math Pathways,” UT Dana Center, 2016
## THREE STRANDS OF WORK FOR WASHINGTON MATH PATHWAYS TO COMPLETION

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1. Clarifying pathways in WA for students, advisers, faculty

2. Making a solid evidence-based case for pathways

3. Defining math in designated DTA math pathways

4. Leveraging other initiatives and resources

5. Supporting faculty professional development in math pathways
Long course sequences?

Mismatch of content?
Math Pathways Advising Visual Version 1.0
THREE STRANDS OF WORK FOR WASHINGTON MATH PATHWAYS TO COMPLETION

Task Force System Recommendations
- Clarifying models and visuals for advising
- Building common vision for content of pathways

Institutional Scaling
- Recruiting interested institutions
- Hosting fall *Designing Pathways* events

Math Courses Transfer & Applicability
- Analyzing statewide data on math course transfer issues
- Proposing relevant recommendations
Participants will:

1. Identify key issues and activities in the process of implementing math pathways.

2. Draft or refine their action plans for implementing math pathways at scale and a campus communications plan for the work.

3. Learn more about state and national resources related to math pathways and how local work can utilize and build on those efforts.
INSTITUTIONS PARTICIPATING IN THE “DEVELOPING/EXPANDING MATH PATHWAYS” EFFORT WILL COMMIT TO:

1. Offer at least three of the college-level DTA math pathways — STEM (Precalculus), Statistics, Math in Society — and at least two precollege pathways aligned to the college-level courses.

2. Enroll all entering degree seeking and transfer students in pathway-appropriate math courses.

3. Assess and improve the effectiveness of college advising and “multiple measures” approach to placement for available math pathways.

4. Participate in statewide meetings and data-gathering efforts to analyze and coordinate pathways work across institutions.
RESOURCES AVAILABLE TO PARTICIPATING INSTITUTIONS

1. Access to high-quality technical assistance from the Charles A. Dana Center at the University of Texas at Austin.
2. Structured opportunities to interact with and learn from peers across the state working on similar issues related to math pathways.
3. Possible College Spark funding available for math pathways-related work, particularly if using a co-requisite approach to remediation.
4. Statewide Washington-specific resources being developed related to math pathways (e.g., pathway content descriptions, advising resources, institutional-level course-taking data).
1. Consult with key administrators, faculty and staff to review the project expectations and determine whether or not to participate.

2. Draft a brief implementation plan (template will be provided).

3. Download the letter of commitment form from the Math Initiatives web page at SBCTC.

4. Submit (by September 1) the letter of commitment form (signed by key campus administrators) and the draft implementation plan to the MPC Leadership Team.
FOR MORE INFORMATION:

Contact Math Pathways to Completion leadership team:

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• Helen Burn, Highline College, hburn@highline.edu 206-592-3496
• Bill Moore, SBCTC, bmoore@sbctc.edu 360-704-4346

SBCTC Math Initiatives page:

SBCTC.edu/colleges-staff/programs-services/math/

Links to:

• Designing Math Pathways Events
• Developing or Expanding Your Math Pathways (scaling project)