COLLEGE-LEVEL MATH CREDIT SELF-ASSESSMENT

Based on national best practice and research on increasing the rate of students who earn college-level credits, the WA Guided Pathways coaches, WSBCTC and College Spark WA leadership have developed a tool for *designing, reviewing and refining quality models of math placement and precollege math instruction* to serve as the basis for *keeping students on a pathway to completion*. These mapping components have been shown impact key metrics such as retention, credit accumulation, math and English completion and completion. The following design elements or standards may be helpful for colleges and coaches to use as a self-evaluation tool.

QUALITY SCALE: How well are these elements integrated into your design?

- 1- True for most/all
- 2- Partially true/true for some
- 3- Not true for most/all
- 4- We do not have or haven't looked at the data to know

1. RIGHT MATH FOR THE PROGRAM

1	2	3	4	Description
				A. Learning outcomes for each program of study are used to determine which math courses are required for students in that program.
				B. There are different math courses available for STEM and non-STEM students and different math courses for programs with different learning outcomes.
				C. Students who took Intermediate Algebra in high school are not advised to take Intermediate Algebra for transfer reasons alone, but instead only if it is the correct math for their program of study.
				D. Math pathways have been implemented at scale. Not only are the courses offered, but data confirms students are enrolling in the correct math courses for their programs.
				E. Math courses use contextualized instruction with examples and problem sets relevant to the program of study.
				F. Math faculty and program faculty use disaggregated success rates for their courses to iterate curriculum and inform equitable pedagogical practice.
				G.

2. PLACEMENT

1	2	3	4	Description
				A. A range of instruments in lieu of placement tests are used for placement, including high school GPA, high school transcript analysis, Guided Self-Placement, etc.
				B. Policy is in place to prioritize alternatives to standardized placement tests in the placement process.
				C. Placement staff have ongoing training to ensure they do not default to placement tests alone as a means of assigning initial course enrollment options.
				D. The role of placement changes from determining whether a student is in a college level course to whether they need support or what kind of support they need.
				E. Placement instrument use is monitored for equitable access.
				F.

3. ACCELERATED MATH MODEL/COREQUISITE MATH

1	2	3	4	Description
				A. Students given the **lowest placement level** is able to complete a college-level math credit within three quarters.
				B. Students at **all levels of preparation** are enrolled in a college-level math course with required just-in-time support (co-requisite model).
				C. All students in **all programs** are enrolled in college-level math courses with appropriate required just-in-time support (co-requisite model) within the first year.
				D. All entry college-level math courses offered provide a co-requisite (including Pre-Calculus).
				E. Co-requisite models have been fully scaled and dev ed stand alone have been eliminated.
				F. College-level math (with required extra support for those who need it) is the default placement for all students in all programs.
				G.

4. DATA AND EVALUATION

1	2	3	4	Description
				A. College staff review disaggregated math completion data within the first year and identify evidence based interventions including strategies specifically designed to close equity gaps.
				B. College staff review and analyze course outcomes related to math placement is a part of an ongoing cycle of data evaluation.
				C. College staff review and analyze course outcomes related to contextualized math as part of an ongoing cycle of data evaluation.
				D. College staff review and analyze placement instruments and cut scores are for efficacy.
				E.

NOTES