

Developing or Expanding Your Math Pathways: An Invitation

Mathematics pathways refer to developmental and college-level course sequences that align to a student's academic and career goals, and that accelerate student completion of a gateway college-level math course. A mathematics pathways solution can significantly increase student success by addressing two structural drivers of the [math success] problem: 1) the mismatch of content, and 2) long, multi-semester course sequences.

(from "Modernizing Entry-Level Mathematics Programs:
The Case for Mathematics Pathways," Dana Center, October 2016)

Are you interested in ensuring that all of your students have the opportunity to learn mathematics that is relevant to their interests and goals? The Washington *Math Pathways to Completion* initiative is looking for colleges and universities that are implementing math pathways as a way of improving success in math and overall degree completion for their students. If your institution is doing this work, interested in additional support for the effort, and willing to commit to the goals and expectations defined below, we invite you to participate in the Math Pathways initiative.

What resources are available to us if we decide to participate?

- Access to high-quality technical assistance from the Charles A. Dana Center at the University of Texas at Austin and national resources
- Structured opportunities to interact with and learn from peers across the state working on similar issues related to math pathways
- Possible College Spark funding available for math pathways-related work, particularly if using a co-requisite approach to remediation (fall proposal deadlines extended specifically for colleges in this project)
- Statewide Washington-specific resources related to math pathways developed as part of the Math Pathways to Completion Task Force recommendations (e.g., pathway content descriptions)

If our institution is interested, what's next?

1. A campus team of key administrators and faculty should meet to review the project expectations, determine whether or not to participate (consulting with others on campus as appropriate), and then draft a brief implementation plan (template will be provided).
2. Download the letter of commitment form from the Math Initiatives web page at SBCTC (<http://www.sbctc.edu/colleges-staff/programs-services/math/>).
3. **By September 1**, the academic vice-president or provost should submit the letter of commitment form and the draft implementation plan to the MPC Leadership Team.

What will participating colleges be expected to do in order to achieve the goals of the project?

Project participation and reporting	<ol style="list-style-type: none"> 1. Send a small campus team to the Fall 2017 Math Pathways Institute (October 24 in Spokane or October 26 in Seattle) 2. Do follow-up planning work with faculty and staff necessary to implement (or revise existing) math pathways 3. Participate in other project-related webinars 4. Compile available baseline data on math student enrollment and success and work with SBCTC to track specific metrics over time 5. Complete annual program progress report (template provided)
Design, scale and structure of pathways	<ol style="list-style-type: none"> 1. Offer appropriate math pathway options to all degree-seeking students 2. For institutions providing precollege math, define a precollege math pathways model that includes at least two precollege pathways aligned in terms of content and rigor to their first college level math courses, and structure the pathways with the goal of having at least 75% of all students who enter the precollege pathway earn their college-level math credit in one year or less 3. Identify specific plans for <i>improving</i> the alignment of the pathways with programs of study and/or <i>increasing</i> number of students in math pathways appropriate to their programs of study/career choices 4. Convene math faculty and key partner discipline faculty to consider how statewide math pathways alignment work connects to local courses in math pathways offered
Entrance into and alignment of pathways	<ol style="list-style-type: none"> 1. Review local placement policy to make sure it allows differentiated placement for different math pathways 2. Convene campus work group to determine evidence for assessing effective advising processes 3. Create an advising tool (pathway visual) based on template provided 4. Clarify and promote to students the specific precollege math pathway/s leading to the college-level Direct Transfer Agreement math courses offered

Additional Questions?

- Visit the SBCTC Math Initiatives web page—
<http://www.sbctc.edu/colleges-staff/programs-services/math/>
- Attend an informational webinar—**May 8** or **May 11, 4 to 5 pm**—using this web link:
<https://sbctc.webex.com/meet/bmoore>
- Contact the *Math Pathways to Completion* leadership team:
 - Barbara Alvin, Eastern Washington University, balvin@ewu.edu, (509) 359-2203
 - Helen Burn, Highline College, hburn@highline.edu, (206) 592-3496
 - Bill Moore, SBCTC, bmoore@sbctc.edu, 360-704-4346
 - Jane Sherman, Dana Center consultant, jane Sherman@yahoo.com

REGISTRATION FORM

October 24, 2017 (Doubletree Hotel, Spokane) OR

October 26, 2017 (South Seattle College, Georgetown Campus, Seattle)

EMAIL REGISTRATIONS BY SEPTEMBER 25 TO jeclark@sbctc.edu

(Space may be limited, so register as early as you can)

This workshop supports campus teams to begin and/or deepen work to develop and implement math pathways at scale at their institutions. This highly interactive day-long workshop will be led by facilitators from the Charles A. Dana Center at The University of Texas at Austin. The workshop includes time for campus team planning; teams will leave with specific action steps to launch new efforts or expand/refine current work.

OUTCOMES

Participants will:

- **Identify key issues and activities in the process of implementing math pathways**
- **Draft or refine their action plans for implementing math pathways at scale and a campus communications plan for the work**
- **Learn more about state and national resources related to math pathways and how local work can utilize and build on those efforts**

LOGISTICS

Cost and Travel: Colleges may send teams of 3-5 people (two faculty and an administrator at a minimum). There is no fee for the event but colleges must pre-register their team and cover travel costs to and from the event. Participants will make their own travel arrangements.

Start/End Time. To aid in making travel plans, the workshop will start at 9:00am and end at 4:00pm. A confirmation with agenda will be emailed to each team member prior to the event.

Lodging/meals: Breakfast and lunch will be provided; if lodging is needed the night before the event, you'll need to make your own arrangements; see the [SBCTC Math Initiatives web page](#) for more information.

COLLEGE: _____

WORKSHOP SITE: Seattle____ Spokane____

(check one)

Team Member Name	email Address	Team Member Position	Special Diet?
1.			
2.			
3.			
4.			
5.			

To cancel or change a registration after submitting this form, please email jeclark@sbctc.edu

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