

An Overview of the Dana Center Mathematics Pathways

The Charles A. Dana Center launched the Dana Center Mathematics Pathways (DCMP) in 2012 in collaboration with the Texas Association of Community Colleges.¹ The DCMP supports the creation of mathematics pathways that: 1) allow all students, regardless of college readiness, to enter directly into mathematics pathways aligned to their programs of study; and 2) enable students to complete their first college-level math requirement in their first year of college.

The DCMP has garnered national attention both for how it defines a model for mathematics pathways and for the strategies employed by the Dana Center to support implementation at scale.

The success of the DCMP in Texas has inspired leaders to pursue similar work in other states and to promote the DCMP model nationally. This work has the potential to help hundreds of thousands of students successfully learn meaningful mathematics content and progress towards completion of a certificate or degree. The Dana Center is expanding services and resources to support these efforts and mobilize stakeholders for collective action.

The DCMP is unique in that it works at multiple levels of the system—classroom, institutional, state, and national.

| MULTIPLE LEVELS OF WORK | USING A VARIETY OF STRATEGIES | TO ACHIEVE ONE GOAL |
|-------------------------|---|---|
| National | <ul style="list-style-type: none"> Present models and evidence of effectiveness Collaborate with professional associations Foster discussion and learning in the field | <p>ALL students enroll in appropriate, rigorous mathematics pathways</p> |
| State | <ul style="list-style-type: none"> Organize 2- and 4-year faculty to take leadership roles Coordinate with statewide systems and organizations and align state policies | |
| Institutional | <ul style="list-style-type: none"> Develop and provide implementation tools and professional learning services Support cross-institutional collaboration and engage local leaders | |
| Classroom | <ul style="list-style-type: none"> Mobilize and engage faculty Develop and provide professional learning services and course materials | |

State-Level Mobilization

We engage states in the DCMP by first assessing and building on the strengths of current work in their systems. Then we customize services based on state needs, capacity, policies, and institutional structures.

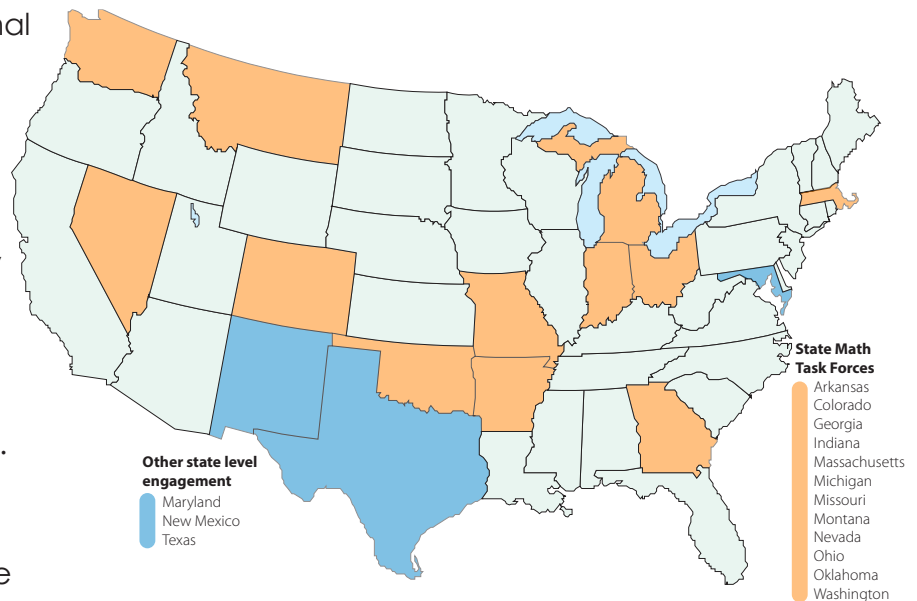
State-level engagement strategies include mobilizing faculty and administrative leaders and their governing authorities through convenings, professional learning opportunities, and

¹ See <http://www.dcmathpathways.org> for more information about the DCMP in Texas.

tools to support effective institutional implementation and statewide strategic planning. State-level math task forces drive the most meaningful and effective DCMP systemic work.

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State math task forces support DCMP implementation by mobilizing faculty leaders to create a shared vision for math pathways that improve student success in undergraduate mathematics.



The Dana Center has designed a process and toolkit to support this work. Key activities include:

- Building consensus among mathematics faculty at 2-year and 4-year institutions of higher education around the vision for math pathways in the state.
- Identifying policy barriers.
- Creating a state action plan to support colleges in implementing math pathways grounded in the DCMP principles.

The Dana Center's initial task force work in Georgia and Ohio in 2013 resulted in state-level reports that set out bold recommendations for promoting pathways.² The Center's work led to a collaboration with Complete College America to launch task forces in five additional states in Fall 2014: Colorado, Indiana, Missouri, Montana, and Nevada. The Dana Center and Complete College America also committed to a task force project in the Houston, Texas, region and to support Ohio with implementation. In 2015, the Center began in-depth work in Arkansas, Michigan, Missouri, Oklahoma, and Washington. The Dana Center plans to continue expanding these efforts in Massachusetts and in other states.

Launching a statewide math task force is a structured process that takes place over nine to twelve months. The task force membership includes faculty leaders from 2- and 4-year institutions (including the state's flagship universities), representatives from state policy agencies, and other thought leaders and representatives of stakeholder groups. The task force reviews data, defines the problem, explores possible solutions, and develops and vets recommendations. This work is followed by development of a state action plan that leads to institutional implementation.

For more information about the Dana Center Mathematics Pathways and the state-level work, visit our resource site at www.dcmathpathways.org. Contact us at dcmathpathways@Austin.utexas.edu to receive monthly updates on DCMP resources and events.

² See math task force reports from Georgia and Ohio:

http://www.usg.edu/educational_access/documents/transforming_remediation/TaskForceMath.pdf
<https://www.ohiohighered.org/mathematics-initiative-documents>