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| **Purpose:** This tool surfaces important activities, structures, and policies that is essential for implementing and scaling multiple mathematics pathways. It is designed to assess programs over time. Completing this tool at the beginning of your work to implement the DCMP model will provide a baseline assessment of your context. Returning to this assessment periodically will help gauge your progress at different stages of the work. |
| **Users:** Facilitator and/or co-chairs |
| **Instructions:** Respond to each item using the scale provided, seeking input from others, as appropriate. Comments should be brief (e.g., bullet points or short sentences) about any particular assets or challenges that your state or region brings to the work. |

| **SCALE: (1) None at this time (2) Emerging (3) In Progress (4) Well Developed** |
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| **Leadership and Commitment** |
| Governor, state agency, or other statewide body has articulated a commitment to math pathways (e.g., report, statement). |   | Circle one: 1 2 3 4 Comments: |
| A mathematics faculty task force or committee exists to lead the development of statewide math pathways. |   | Circle one: 1 2 3 4 Comments: |
| There is an established hub for math pathways with dedicated staff time and allocated resources. |   | Circle one: 1 2 3 4 Comments: |
| Structured, regular communication vehicles or networks coordinate state leadership and math leadership broadly to advance strategic plans.  |   | Circle one: 1 2 3 4 Comments: |
| A commitment to a statewide scale of math pathways is clearly articulated and broadly supported by key stakeholders. |   | Circle one: 1 2 3 4 Comments: |
| Additional reflections related to leadership and commitment:   |
| **Multiple Math Pathways for Gateway and Developmental Courses** |
| Data are used to assess math needs of students in the state. |   | Circle one: 1 2 3 4 Comments: |
| Two or more math pathways are established with gateway courses that meet the needs of the full range of academic and workforce programs (at a minimum, algebraically-intensive programs and programs that are not algebraically-intensive). |   | Circle one: 1 2 3 4 Comments: |
| Statewide, there are designated courses or policies that allow options for developmental mathematics courses or interventions that are aligned to gateway courses (i.e., algebraically-intensive developmental content is not used for non-algebraically intensive gateway courses). |   | Circle one: 1 2 3 4 Comments: |
| Institutional and state policies enable accelerated developmental education, using one-semester co-requisite or two-semester course pathway models. |   | Circle one: 1 2 3 4 Comments: |
| College readiness is not defined by completion of intermediate algebra in state or institutional policy. |   | Circle one: 1 2 3 4 Comments: |
| Additional reflections related to multiple math pathways for gateway and developmental courses: |
| **Transfer and Applicability** |
| Learning outcomes are established for multiple gateway math courses to ensure transferability statewide. |   | Circle one: 1 2 3 4 Comments: |
| Common course numbers are used. |   | Circle one: 1 2 3 4 Comments: |
| Multiple gateway math courses are included in *general education/core curriculum.* |   | Circle one: 1 2 3 4 Comments: |
| A statewide framework for aligning math pathways with broad program areas (meta-majors) is developed and understood by stakeholders. |   | Circle one: 1 2 3 4 Comments: |
| Institutional degree program requirements reflect statewide framework aligning mathematics pathways and programs of study. |   | Circle one: 1 2 3 4 Comments: |
| Additional reflections related to transfer and applicability:   |
| **Placement and Advising** |
| State placement and advising policies and structures support a comprehensive intake process that allows for multiple measures of student readiness, including but not limited to academic skill assessment, high school performance, non-cognitive skills, and assessment of students' academic and career goals. |   | Circle one: 1 2 3 4 Comments: |
| State assessment policies and structures (i.e., instruments, diagnostic information, scores) encourage or support alignment with multiple math pathways. State provides support for institutions to align assessment. |   | Circle one: 1 2 3 4 Comments: |
| The state provides exemplars of advising tools that reflect statewide math pathway alignment and provides opportunities for cross-institutional learning and development of institutional tools. |   | Circle one: 1 2 3 4 Comments: |
| Additional reflections related to placement and advising:  |
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| **Faculty Professional Learning** |
| The state provides opportunities and resources for faculty professional development to implement math pathways. |   | Circle one: 1 2 3 4 Comments: |
| Additional reflections related to faculty professional learning:  |
| **K–12 Alignment** |
| K–12 and higher education stakeholders communicate regularly and have meaningful opportunities to learn about changes related to mathematics pathways in both sectors. |   | Circle one: 1 2 3 4 Comments: |
| Work related to transition courses (i.e., 4th-year high school college prep courses), changes in high school math standards, college readiness in mathematics, and math pathways are aligned across sectors.  |   | Circle one: 1 2 3 4 Comments: |
| Additional reflections related to K–12 alignment:   |
| **Data and Evaluation** |
| The state collects accurate course-level data to assess math course enrollment and completion. | Circle one: 1 2 3 4 Comments: |
| Success metrics such as enrollment, and course and sequence completion (disaggregated by race/ethnicity, income, gender, and program of study) are identified. |   | Circle one: 1 2 3 4 Comments: |
| State/system data are regularly used by institutions. |   | Circle one: 1 2 3 4 Comments: |
| The state supports cross-institutional review and analysis of math course progress and success. |   | Circle one: 1 2 3 4 Comments: |
| Additional reflections related to data and evaluation: |   |   |
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