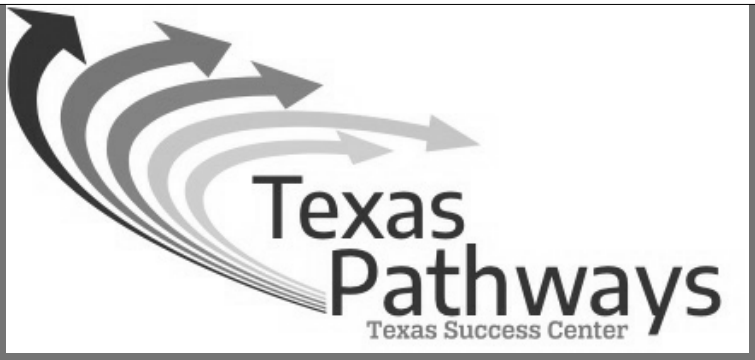

TEXAS SUCCESS CENTER 2018 MATHEMATICS PATHWAYS SURVEY

INTRODUCTION

The Texas Success Center collects statewide data to document the progress colleges are making in implementing the four principles of the Dana Center Mathematics Pathways (DCMP) model. The 2018 Texas Success Center Mathematics Pathways Survey is the 4th annual survey conducted by the Texas Success Center to collect this data. Not every college uses the name Mathematics Pathways, but we believe every college is moving towards the common goal of improving student success by offering accelerated, relevant mathematics pathways, aligned with the four Mathematics Pathways Principles:

1. **All students, regardless of college readiness, enter directly into mathematics pathways.**
2. **Students complete their first college-level mathematics requirement in their first year of college.**
3. **Strategies to support students as learners are integrated into courses and are aligned across the institution.**
4. **Instruction incorporates evidence-based curriculum and pedagogy.**

The survey is designed to record progress toward high standards during DCMP implementation. If a participating college wishes to submit additional evidence throughout the survey, that evidence will also be evaluated for recognition as an Exemplar award winner for each principle and overall. The survey will be due October 26, 2018. Results from the survey will be analyzed and feedback on implementation will be provided to colleges in late fall. Reviewers will score applications and an announcement of Exemplar award winners will be made at the Texas Pathways Institute on November 14-16 in Dallas.

INSTRUCTIONS

Please review the entire survey prior to beginning, available here. The survey consists of four main sections, one section for each Mathematics Pathways principle of the DCMP model. Also, you will have the option to upload additional documents at the end of each section to support your answers, if you would like your college to be considered for an Exemplar award. Please self-assess activities and accomplishments as of May 31, 2018.

Some documents may need to be gathered from different departments of your college (for example Student Success Course syllabi). We understand you may need to estimate some of the data. We do NOT expect that you will conduct special data collection of analysis.

If you have questions, please contact Mary Battjes, Project Manager, Texas Success Center at 512-476-2572 ext. 109, or mbattjes@tacc.org.

2017 Overall Exemplar Winners - El Paso Community College

REVIEW OR CHANGE ANSWERS OR UPLOAD DOCUMENTATION

Your email address is your unique identifier to participate in the survey and allows you to review, change answers or upload documentation.

Use these buttons to navigate through the survey:

NEXT - at the end of each page (except the last page), saves the responses for that page including uploads and proceeds to the next page in the survey.

PREVIOUS - at the end of each page (except the first page), allows you to go back to the previous page to review or edit your responses.

DONE - at the end of the last page of the survey, saves all responses and uploaded documentation, and submits the survey.

UPLOAD DOCUMENTATION
File Upload questions support the following file types:

- PDF
- DOC, DOCX
- PNG
- JPG, JPEG
- GIF

***Note**: Excel files are not supported; please save your Excel files as a PDFs before uploading.*

Maximum file size accepted: 16MB
Maximum number of uploads per question: 1

If you change your mind, you can click **Remove File** to clear your response, or **Replace File** to change the file.

If you want to close the survey to finish later, click the **X** in the upper right corner of your screen. Your answers will be saved in any section where you clicked **Next**, or if you clicked **Done** at the end of the survey. You will be able to make changes through October 26, 2018, by clicking the link in your email to pick up where you left off.

The survey will be due October 26, 2018.

Contact Information

Name	
Title	
College	
Email Address	
Phone Number	

PRINCIPLE 1

All students, regardless of college readiness, enter directly into mathematics pathways.

Goal: All students have access to - and are actively advised into - a mathematics pathway that engages them in rigorous and challenging mathematics content that prepares them for their program of study and/or provides them skills needed to be a successful and productive consumer and citizen. The process for selecting and enrolling into the appropriate mathematics pathway is clear and is normative practice at the college.

1. What percentage of your students have a defined requirement for the math default gateway course?

- ◯ 0-49%
- ◯ 50-79%
- ◯ 80-100%

2. Are default math requirements aligned with programs of study?

- ◯ Default math courses have been reviewed and directly serve the needs of all programs of study.
- ◯ Some areas of misalignment have been identified and the college has a plan to align default math courses with all programs within the next year.
- ◯ Some areas of misalignment have been identified and the college does not have a plan to align default math courses with all programs in the next year.
- ◯ Default math requirements have not been reviewed.

3. Indicate the math prerequisites and corequisites for non-college-ready* students going into gateway statistics and/or contemporary math courses.

**This does not apply to students who test below a Level 5 on the TSIA.*

- ◯ A non-algebra-intensive developmental course
- ◯ The college is transitioning to a non-algebra-intensive developmental course
- ◯ A college algebra course
- ◯ An algebra-intensive developmental course

4. Which of the following best describes the protocol your college uses to define a default math requirement for each program of study?

- ◯ A team of math faculty, faculty from other academic disciplines, and administrators systematically reviews programs of study in order to select a default math requirement for each program.
- ◯ Math faculty make suggestions to partner disciplines who determine which courses likely align with their respective programs of study.
- ◯ Faculty from partner disciplines develop their own protocol for defining a default course.
- ◯ The college is still working to develop a protocol.

Other

5. Which best describes advising requirements for first-year students at your college?

- ◯ All **first-year** students are **required** to meet with an advisor.
- ◯ All **first time in college** students are **required** to meet with an advisor.
- ◯ All **first-year** students who are **not college-ready** are **required** to meet with an advisor.
- ◯ All **first-year** students are **encouraged** to meet with an advisor.
- ◯ The college is still working to develop requirements for advising.

Other

6. In what ways does your institution use the Dana Center's Transfer Inventory? (select all that apply)

- [ ] Advisors regularly use the Inventory to assist students in selecting courses that will transfer to particular institutions.
- [ ] Advisors sometimes use the Inventory to assist students in selecting courses that will transfer to particular institutions.
- [ ] Faculty and administrators use the Inventory in determining which math courses to offer each year.
- [ ] Faculty and administrators use the Inventory in determining which math courses align to different programs of study.
- [ ] Faculty, administrators, and advisors use the Inventory sporadically.
- [ ] No data/unknown

Other

7. Which describes your current advising practices and policies for first-year students? (select all that apply)

- [ ] Standard practice is to enroll students in a math course aligned to their chosen program of study in their first semester or year.
- [ ] Advisors complete training to understand that college algebra is no longer the default math placement for all students.
- [ ] Advisors use degree maps, the Transfer Inventory, and/or other pathways resources when they meet with students.
- [ ] Students are required to select a program of study or meta-major no later than the completion of 15 semester credit hours.

8. Is the developmental or co-requisite and gateway course's content aligned? (select all that apply)

- [ ] Yes, for all of the courses in an algebra-intensive pathway.
- [ ] Yes, for all of the courses in a statistical reasoning pathway.
- [ ] Yes, for all of the courses in a contemporary math/quantitative reasoning pathway.
- [ ] No, but the college is in the process of reviewing content alignment.
- [ ] No, and the college does not yet have a plan to review content for alignment.

Requested Documentation - Required for Exemplar Award Consideration

UPLOAD DOCUMENTATION INFORMATION

File Upload questions support the following file types: PDF, DOC, DOCX, PNG, JPG, JPEG, GIF. Excel files are not supported; please save your Excel files as a PDFs before uploading. Maximum file size accepted: 16MB. 1 upload per question. If you change your mind, you can click Remove File to clear your response, or Replace File to change the file.

1. Upload at least 1 algebra-intensive and 1 non-algebra-intensive program map demonstrating mathematics alignment within those programs. (charts used by advisors to show course sequencing)

Choose File No file chosen

2. Upload available data demonstrating how implementing Principle 1 has impacted student success.

Choose File No file chosen

PRINCIPLE 2

Students complete their first college-level mathematics requirement in their first year of college.

Goal: All students in the target population* enroll and are successful in an accelerated mathematics pathway. This is defined as a pathway that enables them to earn college-level mathematics in 1 semester.

For Principle 2, please self-assess your college's status of providing accelerated mathematics pathways for students in the target population*. You may upload recommended supporting documentation at the end of this section.

**The target population consists of students who test at Level 5 or above on the TSIA assessment. This population includes students who are college-ready.*

1. Indicate the percentage of students in the target population enrolled in accelerated mathematics pathways that is not a co-requisite model.

- ◯ More than 50%
- ◯ 26-50%
- ◯ Less than 25%

2. Indicate the percentage of students in the target population enrolled in accelerated mathematics pathways that uses a corequiste model.

- ◯ More than 50%
- ◯ 26-50%
- ◯ Less than 25%

3. How do you currently measure the impact of your math acceleration strategies? (select all that apply)

- [ ] Analyze enrollment and completion data for these courses
- [ ] Compare enrollment and completion data for these courses against the traditional pathway
- [ ] Compare enrollment and completion data for one acceleration model against another
- [ ] Analyze longitudinal student-level data for students completing an accelerated math course
- [ ] Analyze completion data for accelerated courses by student placement score (TSI or other assessment)
- [ ] Analyze completion data for accelerated courses by student population groups

Other

4. Which courses are taught using a co-requisite support structure? (select all that apply)

- [ ] Math 1332 or equivalent: Contemporary Mathematics (Quantitative Reasoning)
- [ ] Math 1314 or equivalent: College Algebra
- [ ] Math 1324 or equivalent: Elementary Statistical Methods
- [ ] Intermediate Algebra paired with Beginning Algebra

Other math courses

5. Are college-ready and underprepared students comingled?

- ◯ Yes
- ◯ No

Requested Documentation - Required for Exemplar Award Consideration

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1. Upload descriptions of the type(s) of acceleration that you are using (i.e. 8-week/8-week, co-requisite model, NCBOs, 4-week/12-week, and/or revised 16-week curriculum).

Choose File No file chosen

2. Upload institutional data demonstrating improved student success after implementing accelerated or corequisite models for underprepared students.

Choose File No file chosen

Optional Additional Information

If you would like to upload additional documentation demonstrating how implementing Principle 2 has impacted student success, please do so here.

Choose File No file chosen

PRINCIPLE 3

Strategies to support students as learners are integrated into courses and are aligned across the institution.

Goal: All students receive intentional and strategic instruction and supports over time to develop skills and mindsets that help them become effective and successful learners. These skills and mindsets are used and supported in academic courses, especially mathematics courses.

For Principle 3, please self-assess your college's status of supporting student success. You may upload supporting documentation at the end of this section.

1. Which students receive success strategy instruction through a learning frameworks or student success course or other delivery methods, such as NCBOs?

- ◯ Student success strategies are a **required** component of curriculum for a majority of **all** students.
- ◯ The majority of **developmental** students are **required** to receive success strategy instruction.
- ◯ Student success strategies are an **optional** component of curriculum for a majority of **all** students.

2. What percentage of your student body receives student success instruction?

- ◯ 0-25%
- ◯ 26-50%
- ◯ 51-75%
- ◯ 76-100%

3. Which of the following best describe how student success strategies are taught at your institution?

- ◯ Stand-alone instruction in student success strategies is standardized and includes a focus on conceptual understanding about learning processes and practical skills.
- ◯ Stand-alone instruction in student success strategies is standardized and focuses mostly on practical skills.
- ◯ Stand-alone instruction in student success strategies is not standardized and the content varies from instructor to instructor.
- ◯ Stand-alone instruction in student success strategies is not offered.

4.Do you measure the impact of student success strategies delivered through student success courses, NCBOs, etc.?

- ◯ The college has established a way to measure the impact of student success strategies and has used those data to make improvements.
- ◯ The college is developing (or has recently implemented) a way to measure the impact of student success strategies and has a plan to use data to make improvements.
- ◯ The college does not measure the impact of student success strategies.

5. Of students who receive instruction in student success strategies, what percentage participates in each of the following delivery methods?

	0%	1-25%	25-50%	51-75%	76-100%
Learning frameworks course (credit)	◯	◯	◯	◯	◯
Success strategies course (non-credit)	◯	◯	◯	◯	◯
NCBO	◯	◯	◯	◯	◯
Embedded instruction in the content courses	◯	◯	◯	◯	◯

Other (please specify)

6. If you offer a student success or learning frameworks courses please select each topic addressed in the content of those courses (select all that apply):

- [ ] Study skills (e.g. note taking, test preparation)
- [ ] Learning strategies
- [ ] Goal setting
- [ ] Time management
- [ ] Constructive perseverance
- [ ] Brain malleability (the idea that our intelligence is not fixed)
- [ ] Use of campus resources
- [ ] None of the above

Other

7. If you embed success strategies in your math courses, please select each topic addressed in the content of those courses (select all that apply):

- [ ] Study skills (e.g. note taking, test preparation)
- [ ] Learning strategies
- [ ] Goal setting
- [ ] Time management
- [ ] Constructive perseverance
- [ ] Brain malleability (the idea that our intelligence is not fixed)
- [ ] Use of campus resources
- [ ] None of the above

Other

8. If you offer a learning frameworks course, is it embedded within the core?

- ( ) Yes
- ( ) No

Optional Additional Information - Required for Exemplar Award Consideration

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1. Upload syllabi for student success courses and/or developmental math courses in which student success content is embedded in the mathematics class (algebra-intensive and non-algebra intensive), and/or other student success activities (NCBOs, workshops, etc.).

Choose File No file chosen

2. Upload student handbook or other website/advising material that states requirement(s) for student participation in student success course or other student success activities (NCBOs, workshops, etc.).

Choose File No file chosen

3. Upload institutional data demonstrating improved student success related to the implementation of intentional and strategic instructional support for student success.

Choose File No file chosen

PRINCIPLE 4

Instruction incorporates evidence-based curriculum and pedagogy.

Goal: All students in developmental and gateway mathematics courses receive instruction that encourages active engagement with the mathematics content; promotes conceptual understanding, critical thinking, and problem solving; and provides opportunities for students to communicate - with one another and with the instructor - about their learning.

For Principle 4, please self-assess your college's status of supporting math faculty and student learning opportunities through pedagogical techniques and curriculum. You may upload recommended supporting documentation at the end of this section.

1. To what degree do the curricular materials provided by the math department incorporate conceptual understanding, critical thinking, problem solving and communication skills?

- ◯ Materials **consistently emphasize** conceptual understanding, critical thinking, problem solving and communication skills.
- ◯ Materials **occasionally emphasize** conceptual understanding, critical thinking, problem solving and communication skills
- ◯ Materials **do not emphasize** conceptual understanding, critical thinking, problem solving and communication skills.

2. How does your institution create a culture in which faculty feel safe to debate, critique and ask for support for improving instructional practice?

3. Has your math department collaborated to establish consistency for instructional practice? Consistent instructional practice may include pedagogical approaches used across classrooms, decisions on use of technology, standard exams, etc. (select all that apply)

- [ ] Yes - consistency in instructional practice is routinely discussed in department meetings.
- [ ] Yes - faculty collaborate to establish consistency in instructional practices.
- [ ] Yes - the department chair has established policies for consistent instructional practice.
- [ ] No - consistency is not a focus of instructional practice.

4. In what on-campus and off-campus professional development activities are your**full-time** faculty **required** to participate?

5. In what on-campus and off-campus professional development activities are your**part-time/adjunct** faculty **required** to participate?

6. Estimate the percentage of math courses that regularly incorporate the following curricular features and opportunities:

	0-25%	26-50%	51-75%	76-100%
Use problems from various academic disciplines/programs	○	○	○	○
Present tasks that require students to develop a solution method	○	○	○	○
Provide tasks that allow for multiple strategies/solution methods	○	○	○	○
Provide opportunities to self-monitor, evaluate, and reflect on learning	○	○	○	○
Provide opportunities to discuss, analyze, and evaluate math and statistics from newspapers, journals, etc. for critical thinking and informed decision-making	○	○	○	○
Promote independent learning by scaffolding lessons at increasing levels of challenge	○	○	○	○

7. Estimate the percentage of your **full-time** faculty that regularly incorporate the following opportunities into their classroom:

	0-25%	26-50%	51-75%	76-100%
Students actively engage in discussions and tasks through small groups, class discussions, and/or interactive lectures.	○	○	○	○
Students participate in activities to learn that struggles, mistakes and perseverance are normal parts of the learning process.	○	○	○	○
Students actively support each other's learning.	○	○	○	○
Students discuss and write mathematical ideas in the classroom and in assignments using appropriate terminology.	○	○	○	○

8. Estimate the percentage of your **part-time/adjunct** faculty that regularly incorporate the following opportunities into their classroom:

	0-25%	26-50%	51-75%	76-100%
Students engage in tasks and discussions via small groups, in class and interactive lectures.	○	○	○	○
Students participate in activities to learn that struggles, mistakes and perseverance are normal parts of the learning process.	○	○	○	○
Students actively support each other's learning.	○	○	○	○
Students discuss and write mathematical ideas in the classroom and in assignments using appropriate terminology.	○	○	○	○

Optional Additional Information - Required for Exemplar Award Consideration

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1.Upload the list of professional learning opportunities that have been offered to faculty, including number and proportion of faculty engaged.

Choose File No file chosen

2. Upload any institutional data demonstrating the impact on student success of the implementation of evidence-based curriculum and pedagogy.

Choose File No file chosen

END OF SURVEY

Click Done at the bottom of this page if you are ready tosubmit your survey.

Click Previous if you would like to review or edit any answers or attach documentationbefore submitting your survey.

Questions? Please contact Mary Battjes, Texas Success Center, 512-476-2572 ext 109, or mbattjes@tacc.org.