

THE PROBLEM

The status quo is unacceptable. Hundreds of thousands of students do not reach their goal of completing a college credential because traditional postsecondary mathematics is their primary barrier.

Mathematics should not be a barrier to student success. A working knowledge of basic mathematics empowers individuals to engage productively in a society and economy that increasingly rely on data and quantitative reasoning.

Why are our students struggling with math and what should we do about it?

OUR SOLUTION – MATHEMATICS PATHWAYS

Mathematics pathways are one or more courses that meet the requirements of students' respective programs. These pathways should be designed to align with students' careers and life needs and should accelerate underprepared students' entry into credit-bearing coursework.

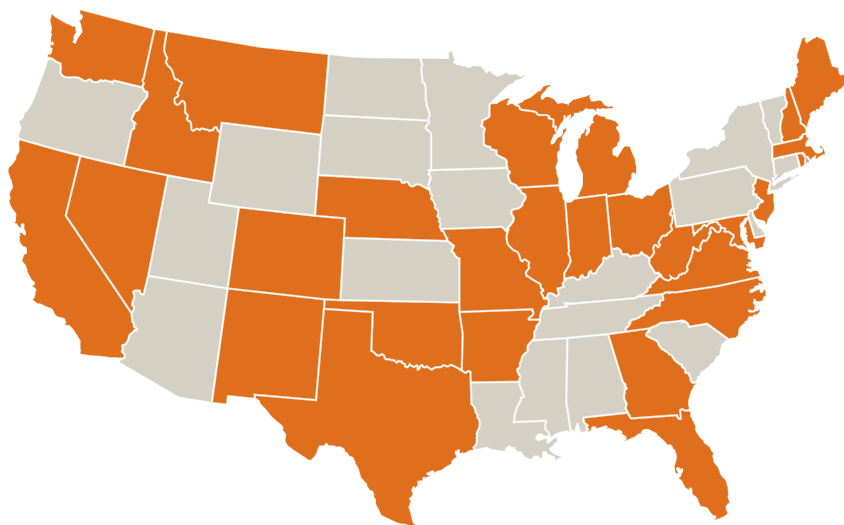
The Dana Center Mathematics Pathways (DCMP) works at the national and state levels and with institutions to implement math pathways aligned with the DCMP model. We embrace work across higher education sectors to provide faculty, staff, administrators, and policy representatives with the resources, tools, and services necessary to implement high-quality mathematics pathways.

Through coordinated effort across multiple levels of the system, we can drive systemic, sustainable change for our nation's students.

**“ OF ALL THE STUDENT
SUCCESS INNOVATIONS
WE HAVE PURSUED...DCMP
HAS THE GREATEST
POTENTIAL TO HAVE A
SYSTEMIC IMPACT. ”**

Mike Leach

**Director, Center for Student Success
Arkansas Community Colleges**



Since 2012, the DCMP has contributed to the implementation of mathematics pathways in higher education systems, institutions, and campuses in more than 25 states.

OUR VISION AND MISSION

All students have equitable access to and opportunity for success in rigorous mathematical pathways that are aligned and relevant to their future aspirations, propelling them to upward economic and social mobility.

The DCMP seeks to ensure that ALL students in higher education will be:

- **Prepared** to use mathematical and quantitative reasoning skills in their careers and personal lives;
- **Enabled** to make timely progress towards completion of a certificate or degree; and
- **Empowered** as mathematical learners.

OUR MODEL

The DCMP model consists of four principles that emphasize both structural change and continuous improvement for mathematics pathways.

Institutions implement structural and policy changes quickly and at scale.

Mathematics pathways are structured so that:

PRINCIPLE

1

All students, regardless of college readiness, enter directly into mathematics pathways aligned to programs of study.

PRINCIPLE

2

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

Institutions and departments engage in a deliberate and thoughtful process of continuous improvement to ensure high-quality, effective instruction.

Students engage in a high-quality learning experience in mathematics pathways that are designed so that:

PRINCIPLE

3

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

PRINCIPLE

4

Instruction incorporates evidence-based curriculum and pedagogy.

WHAT WE PROVIDE

Dana Center Mathematics Pathways supports work in all levels of the system from classroom to state policy and implementation.

Services include:

- **Professional learning** to engage faculty, staff, and institutional/system leaders.
- **Processes, toolkits, and facilitation** to mobilize diverse stakeholders across institutions to address transfer and alignment and other policy obstacles.
- **Customized consulting** to help state organizations and institutions address specific challenges.
- **Tools and resources** for implementers in a variety of roles.

LEARN MORE

Explore the DCMP, download tools and resources, and learn how we can help your state or institution at:
dcmathpathways.org.

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