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LEARNING LOG

Developmental Math Pathways

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DETAILS

MAKING IT WORK, UNDERSTANDING WHAT WORKS, AND SHARING WHAT WORKS

TITLE

Developmental Math Pathways


SOLUTION

Redesigned Planning Advising and Student Services;Developmental Education Reform and Supports for Learning

CAPACITIES

Leadership & Culture

Owner

 [Kristen Billetdeaux \(/education/s/profile/005360000048FvpAAE/\)](/education/s/profile/005360000048FvpAAE/)



Record Type

Monthly-Current 2017



INSTITUTION

Columbia Basin College

REFLECTION

SITE INITIATIVE

CBC received a Title V Student Transitions And Achievement grant in Fall 2015 and have been focusing on redesigning developmental math classes in order to increase student persistence & graduation.

PROGRESS TOWARD STUDENT SUCCESS

Part of ensuring that students in developmental classes do well is to identify areas where there may be a lack of information or understanding which blocks their success. Partnering with the Guided Pathways process, gives the Title V STAA team a voice in this initiative. The team is guided by asking, "How does an incoming student who places in developmental math know what math classes will get him/her to his/her ultimate goal?"

Steps we took to identify problem areas:

1. Identify all of the developmental math classes offered and the "sequence" students can take to get to their ultimate goal. This was confusing because some students plan on a transfer degree, a STEM path, a certificate path, and a general education path.

- Barrier: Confusion as to which direction to go. This sometimes results in students having to take classes that may not count toward their degree.

2. Develop clear visuals of the various math "pathways/sequencing". After several trials, we developed visuals which resulted in 6 math pathways. They are Statistics, STEM, Math in Society, Education, Trades, and Business.

- Barrier: The previous visuals were somewhat confusing. The pathways were not clear.

3. Identify how these developmental math pathways connect to the college's proposed pathways.

Envisioned the student's perspective and role played advising of incoming developmental math student. Asking the question: Which pathway will lead me to becoming a lawyer or a dental assistant?

Used the college's proposed pathways and mapped the developmental math pathway's sequence number as a draft guide that would assist students. The goal is to translate this visual into an interactive web presence along with our implementation of pathways to provide a much clearer picture for students.

IMPACT

One of the results of using the developmental math pathways visuals would be that it would result in having students actually "see" the number of

classes required to reach a college level math class. Perhaps this will inspire them to take additional tutoring, use Ed Ready or ALEKS to prepare and retake the placement test, thus scoring at a college level math. This would help them from losing their financial aid and will decrease the time needed to reach their degree. The pathway also paints a clearer picture for faculty/staff. Staff will be able to confidently help the student figure out which math classes they need to take.

INTERNAL/EXTERNAL RESOURCES❶

Input from the Dean of Math & Sciences was important as well as collaborating with the lead of the Math department. Future input from other departments and faculty members will complete the final product.

NEXT CRITICAL STEPS❶

Next critical step is continuing work on the Math sequencing, placement processes and as the programs develop their curriculum for their specific pathway (within the larger structure of our pathways), determining how the math sequencing supports each program for students to be most successful. This is an opportunity to collaborate on a bigger scale across disciplines, including how the math sequencing and placement relates to transitional studies programs and courses.

OPPORTUNITIES/CHALLENGES❶

As a part of the Title V STAA grant, CBC is also creating an Early Alert system (stay tuned for future learning log!) that has been piloted using Math faculty and our newly developed Math center with great success over the past year.

QUESTIONS/REQUESTS❶

How have other Frontier Set colleges reviewed, redesigned, restructured developmental Math as it relates to pathways?

STATUS

Final

Completion Date❶

5/31/2017

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