

OVERALL EXEMPLAR

Paris Junior College

Paris, Greenville, & Sulphur Springs, TX
www.parisjc.edu



PRINCIPLE

1

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

Defining Mathematics Pathways

- Paris Junior College (PJC) analyzed data and found college algebra was an unnecessary barrier for many students. Only about a third of PJC students required college algebra for their degree plan.
- To combat this issue, PJC revamped developmental education and provided various gateway math options: Mathematics for Business & Economical Analysis I, Contemporary Mathematics–Quantitative Reasoning, Elementary Statistical Methods, and College Algebra—for those who need it.
- Faculty leaders mapped programs to appropriate math courses. Administrators restructured the institution around meta-majors and communities of interest.
- In Fall 2014, the resulting Mathways provided three ways to advance:



Algebraic Intensive

- Business and Accounting
- Teaching
- STEM



Quantitative Reasoning

- Liberal Arts
- Fine Arts
- Humanities



Statistical Reasoning

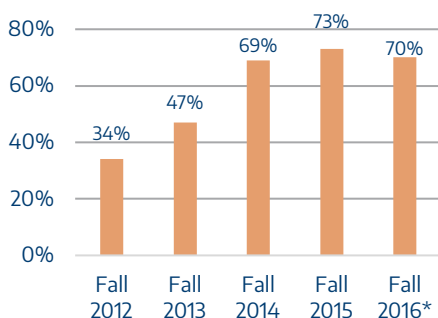
- Social Sciences
- Nursing
- Health Professions

- PJC used research from the Texas Association of Community Colleges Texas Success Center and the Charles A. Dana Center to inform structure and curriculum.

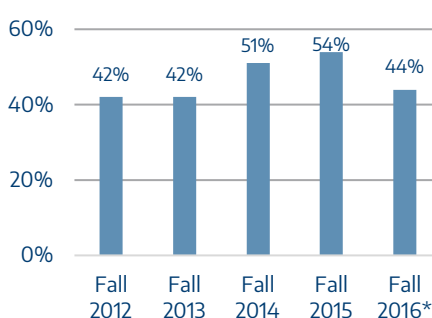
Student Enrollment in Mathematics Pathways

- All developmental students are enrolled in an accelerated Mathways course.
- **Foundations of Mathematical Reasoning and Foundations in Algebraic Reasoning:** Students in each Mathway path can complete developmental requirements in one semester.
- **Corequisite option:** Students enroll in the developmental course paired with a credit course. When possible, both courses have the same instructor.
- **Non-Course-Based Math option:** Students scoring within 3 points below the TSI-complete score may enroll in a face-to-face math lab for tutoring.
- **Results:** First-time-in-college statistics show increases in completion rates.

% TSI Obligations Met After 2 Years (Of those attempting DE)



% TSI-Complete Students Completing First College-Level Math After 2 Years



PRINCIPLE

2

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



Texas Success Center

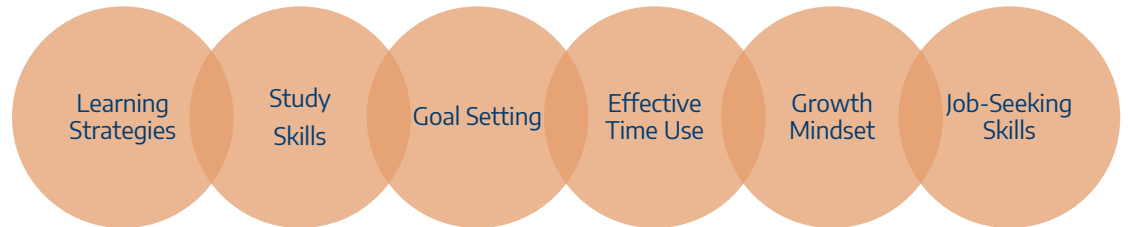
PRINCIPLE 3

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

Opportunities for Student Success Instruction

- Incoming students attend orientation to learn about campus resources.
- All first-time-in-college students are required to enroll in a three-credit-hour student success course, Learning Frameworks (LF).
- LF is a study of the research and theory of learning, cognition, and motivation; factors that impact learning; and application of learning strategies.
- Success strategies are also embedded into math courses.

Student Success Strategies Integrated into Coursework

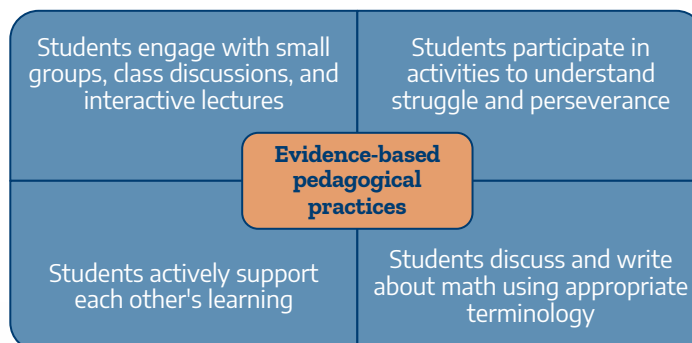


LF Course Objectives and Development

- Students are expected to integrate and apply learning skills across their own academic programs and become effective and efficient learners.
- In addition to the student success strategies, LF objectives cover stress management, developing a degree plan, health and wellness, financial literacy, civic duties, and team-building.
- Ongoing data analysis provides guidance on LF impact and is used to make improvements to the course.

Opportunities for Professional Development

- Full-time and adjunct math faculty meet regularly to develop standard final exams and work on master syllabi for math courses. Data is used to assess instructional practices and to make modifications to improve student success.
- During Spring 2018, 86% of math faculty participated in training and development of corequisite course designs. Work continued into Summer 2018 with 70% of math faculty collaborating to develop online learning systems and corequisite courses.
- All math faculty attended webinars on corequisite models and trainings by the Charles A. Dana Center to prepare for corequisite implementation.
- Adjunct faculty attend annual professional development training and meet with the division chair to discuss math-specific instructional processes.
- The math division chair attended three American Association of Community Colleges Pathways Institutes, the Texas Regional Workshop on corequisite models, and two Texas Success Center Pathways institutes to provide leadership on evidence-based course structures and pedagogy.



PRINCIPLE 4

Instruction incorporates evidence-based curriculum and pedagogy.