



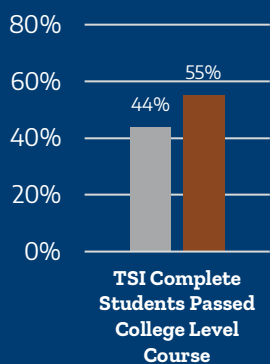
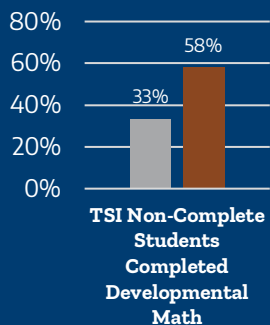
PRINCIPLE 2

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

Midland College

Midland, TX
www.midland.edu

Outcomes



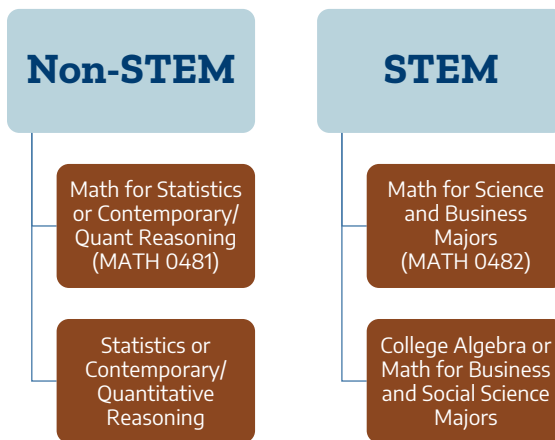
■ Fall 2014 Cohort (1 year)
■ Fall 2015 Cohort (1 year)



Texas Success Center

Mathematics Pathways at Midland College

- Beginning in Fall 2015, Midland College fully implemented New Math Pathways (NMP), modeled after the Charles A. Dana Center’s New Mathways Project.
- The NMP committee revised curriculum in developmental courses and introduced a Contemporary/Quantitative Reasoning college-level course to include applications of interest to students and faculty.



Student Enrollment in Mathematics Pathways

- All incoming students entered either a STEM/Business/Education pathway or a Non-STEM pathway based on their academic or career track.
- The college focused on continued enrollment and completion of gateway coursework in the first year of enrollment.
- To support this goal, academic advisors visited each developmental class to enroll students for the next semester.
- The days of the week and time of day of pathway courses remained constant in subsequent semesters to allow successful students to seamlessly continue in the next course in the pathway.

Measuring Impact

- The success of the NMP program was measured with three metrics.
 - Results showed improved outcomes for students at Midland College.
- Success rates in MATH 0481/0482 compared to the historical success rates in the traditional sequence
 - Percentage of MATH 0481/0482 students who successfully complete gateway math
 - Percentage of students who earn a grade of “C” or better in each first-level math course

