

OVERALL EXEMPLAR

El Paso Community College

El Paso, TX
www.epcc.edu

PRINCIPLE

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

Defining Mathematics Pathways

- The movement towards pathways began in 2009 when EPCC shortened the developmental sequence. In 2011, EPCC joined the Carnegie STATWAY project.
- Continuing research showed of the one million students taking College Algebra, half were withdrawing, failing, or earning a non-passing grade, while only 10% of students required Calculus for their degree plans. To combat these issues, EPCC joined the Charles A. Dana Center New Mathways Project (NMP).
- The pathways leadership team was comprised of faculty from different departments and representatives from institutional research, counseling, tutoring services, and information technology.
- Strong communication with four-year partners ensured transferability of new pathways courses.

Student Advising

- Faculty and counselor communication is integral to successful implementation. Faculty coordinate for counselors workshops that include a comparison of math pathways courses, pathway lesson demonstrations, and a discussion of benefits for students.
- All first-time-in-college students meet with advisors. Students choose a program or meta-major within the completion of 15 semester credit hours.

Student Enrollment in Mathematics Pathways

- Pathways maps place every discipline into one of eight meta-majors.
- Counselors and students meet to discuss options and choose the appropriate accelerated STEM or non-STEM pathway based on the student's major.
- More students at EPCC are completing a first-level math course within one year.

2015: 5180 students **2016:** 5346 students **2017:** 5689 students

College Algebra (MATH 1314)

TSI 326-330 MATH 0303	TSI 331-343 MATH 0305 MATH 1314	TSI 344-349 NCBM 0114 MATH 1314	TSI 350+ MATH 1314
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Introductory Mathematics for Business and Social Science (MATH 1324)

TSI 326-330 MATH 0303	TSI 331-343 MATH 0305 MATH 1324	TSI 344-349 NCBM 0124 MATH 1324	TSI 350+ MATH 1324
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Fundamentals of Statistics (MATH 1342)

TSI 326-343 MATH 0405	TSI 344-349 NCBM 0142 MATH 1342	TSI 350+ MATH 1342
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Contemporary Mathematics (MATH 1332)

TSI 326-330 NCBM 0132 MATH 1332	TSI 331+ MATH 1332
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PRINCIPLE

2

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



Texas Success Center

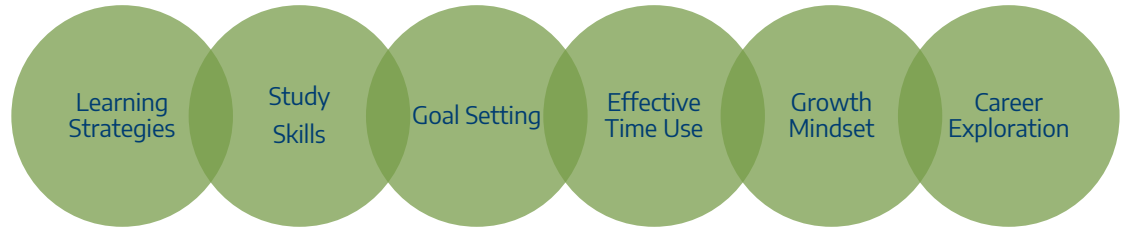
PRINCIPLE 3

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

Opportunities for Student Success Instruction

- EPCC offers a credit-bearing Learning Frameworks course, new student orientation, and workshops on motivation and success strategies.
- In NMP courses, student success lessons are integrated within the math content. For example, students learn about growth mindset to understand their brains can grow and they have the ability to do well in math.
- Student success strategies are embedded in corequisite course curricula.

Student Success Strategies Integrated into Coursework



Measuring Impact

- Faculty, administration, institutional researchers, and counselors work together to determine the correct questions to ask to collect and analyze necessary data for institutional improvement.
- Data analysis ensures the leadership team digs deep and authentically evaluates existing content and curriculum to make necessary changes.

Opportunities for Professional Development

- Full-time faculty are required to attend a minimum of two professional development sessions on mathematics content and pedagogy.
- Many faculty members pursue more than the minimum requirement.
- EPCC participates in professional development offered by the Charles A. Dana Center and Achieving the Dream.
- EPCC offers a broad range of in-house professional development.

Saturday and Evening Sessions	Observations and Mentorships	Teachers-Teaching-Teachers	Master Teacher Program
Saturday half-day and evening sessions for all faculty	Faculty teaching a new model observe a master teacher during the prior semester	EPCC instructors partner with UTEP instructors	Faculty visit colleagues' classrooms during the semester
Topics include emporium model, NCBM courses, and NMP courses	Faculty are paired with a mentor for the first semester with a new model	This collaborative group provides Saturday sessions for all faculty	Faculty share ideas and try new pedagogical strategies
Trainer-of-trainers model: experienced faculty lead sessions	Faculty handbooks for emporium models guide new faculty		Main focus is teacher preparation courses

PRINCIPLE 4

Instruction incorporates evidence-based curriculum and pedagogy.

