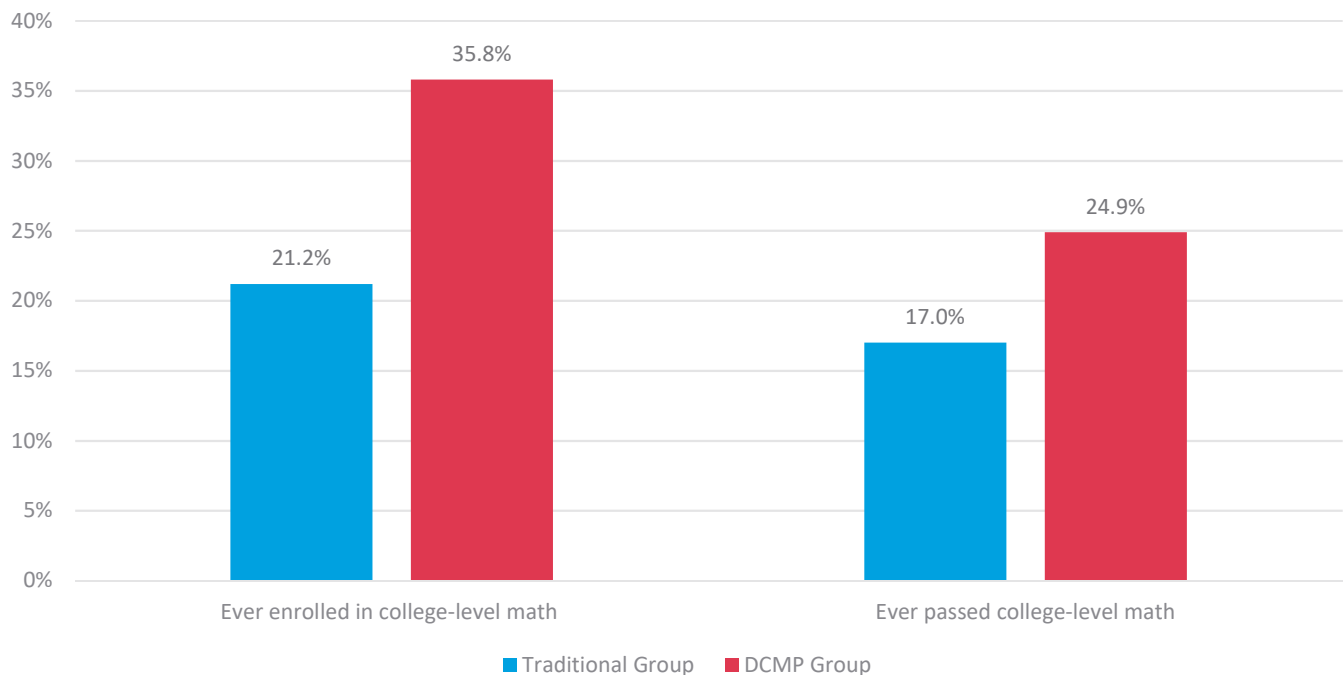


Making It to and Through Mathematics

Evidence from Dana Center Mathematics Pathways evaluation at four colleges



Source: Rutschow, E. Z. (2018). [Making It Through: Interim Findings on Developmental Students' Progress to College Math with the Dana Center Mathematics Pathways](#). Research Brief. *Center for the Analysis of Postsecondary Readiness*.

Note. The graph was created from data presented in Table 1 in the paper. N=594

When colleges place underprepared students into multiple semesters of developmental mathematics, they rarely enroll in or complete a college-level course. The Charles A. Dana Center at The University of Texas at Austin developed curricular and professional learning supports for a pathways model that replaced 2 to 3 semesters of developmental math, with a single developmental course aligned to the learning outcomes of a college-level course in statistics or quantitative reasoning. MDRC conducted a randomized control trial of the Dana Center Mathematics Pathways (DCMP) model at four community colleges in Texas to evaluate its impact on student progress and success.

As the graph above shows, after three semesters, DCMP students enrolled in and passed college-level mathematics courses at significantly higher rates than their peers: 14.6 percentage points and 7.9 percentage points, respectively. This Points of Interest illuminates that the Dana Center mathematics pathways improves the percentages of students who make to and through college-level mathematics.

For more information, contact the author of the study or Maxine T. Roberts at mroberts@strongstart.org.

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