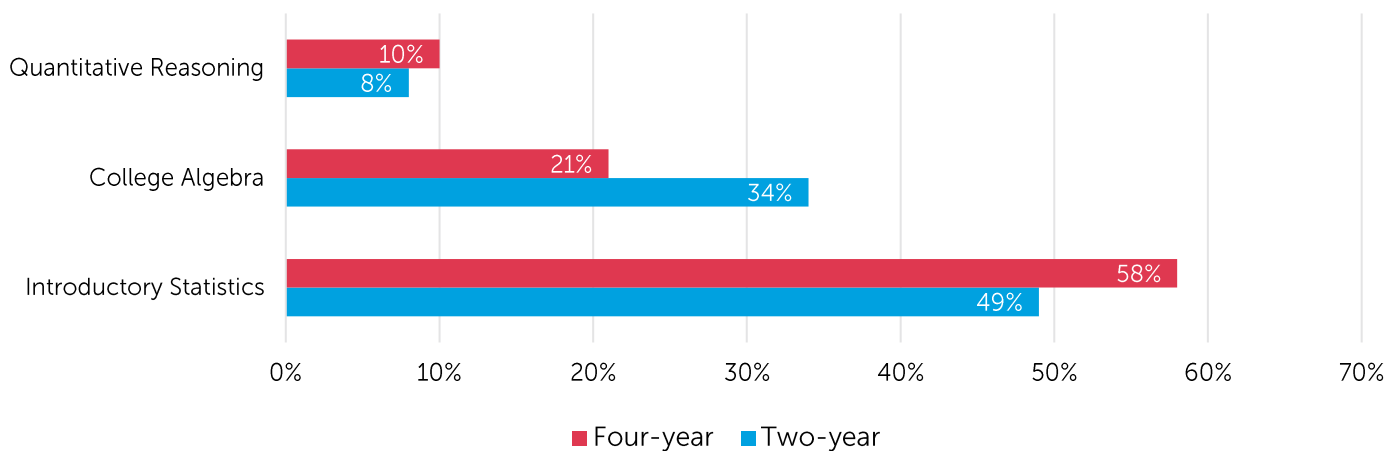


Hurdles Along the Math Pathway

At many institutions, math pathways courses have college-level prerequisites, creating a barrier to completing math requirements.

Percentage of Institutions Reporting a College-Level Prerequisite Requirement



Source: Moussa, A & Bickerstaff, S. (2019, October). [Creating Accelerated Pathways for Student Success in Mathematics: A Snapshot of Courses Offered at the Launch of the Mathematics Pathways to Completion Project](#). New York, NY. Community College Research Center, Teachers College, Columbia University. Notes: The survey was administered in 2017. Ninety-three public two-year and 60 public four-year institutions completed the survey, with response rates of 92 and 90 percent respectively.

In six states that were embarking on a project to implement math pathways at scale, public institutions were surveyed on their math course offerings. The overwhelming majority of two- and four-year institutions were already offering multiple college-level mathematics courses that could align to the mathematics pathways model, including quantitative reasoning, college algebra, and introductory statistics. However, the figure above shows that in many cases, these courses had a college-level prerequisite, which presents a barrier to student progression through mathematics requirements.

Approximately half of institutions required students to take a credit-bearing college-level math course prior to enrolling in introductory statistics; most commonly that prerequisite course was college algebra. Between one-fifth and one-third of institutions (depending on the sector) reported a college-level prerequisite to college algebra, most commonly intermediate algebra. This suggests that reformers working to implement mathematics pathways must attend not only to the range of college-level mathematics courses offered and their integration to programs of study, but also to opportunities to streamline requirements to create accelerated pathways to program-relevant credit-bearing mathematics courses. This Points of Interest shows that at many institutions, math pathways courses have college-level prerequisites, creating a barrier to completing math requirements.

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