



High School to College Mathematics Pathways

Framing a Coherent and Seamless Transition

David Bressoud, Director, CBMS



Our Goal:

To help state leadership teams *draw on the expertise* of the CBMS societies and the Dana Center to *form task forces* working to *coordinate efforts across grades 11-14* that will lead states to *create policies and practices* for mathematics instruction that contribute to *successful completion without reducing quality*.

Dana Center Staff:

- Katey Arrington
- Amy Getz
- Martha Ellis
- Jeremy Martin
- Oren McClain
- Heather Ortiz
- Annie Phillips
- Ryan Reyna
- Doug Sovde
- Uri Treisman

From the US Dept of Education High School Longitudinal Study
High school class of 2013:

89% completed Algebra 2

Yet,

59% of 2-year college students and
33% of 4-year college students take
remedial (pre-college level) mathematics*

* NCES 2016-405

From the US Dept of Education High School Longitudinal Study
High school class of 2013:

41% completed Precalculus (~1.4 million)

Yet, with 2.9 million first-year college students
(2- or 4-year) in 2015*

1,040,000 students took remedial math
in the fall

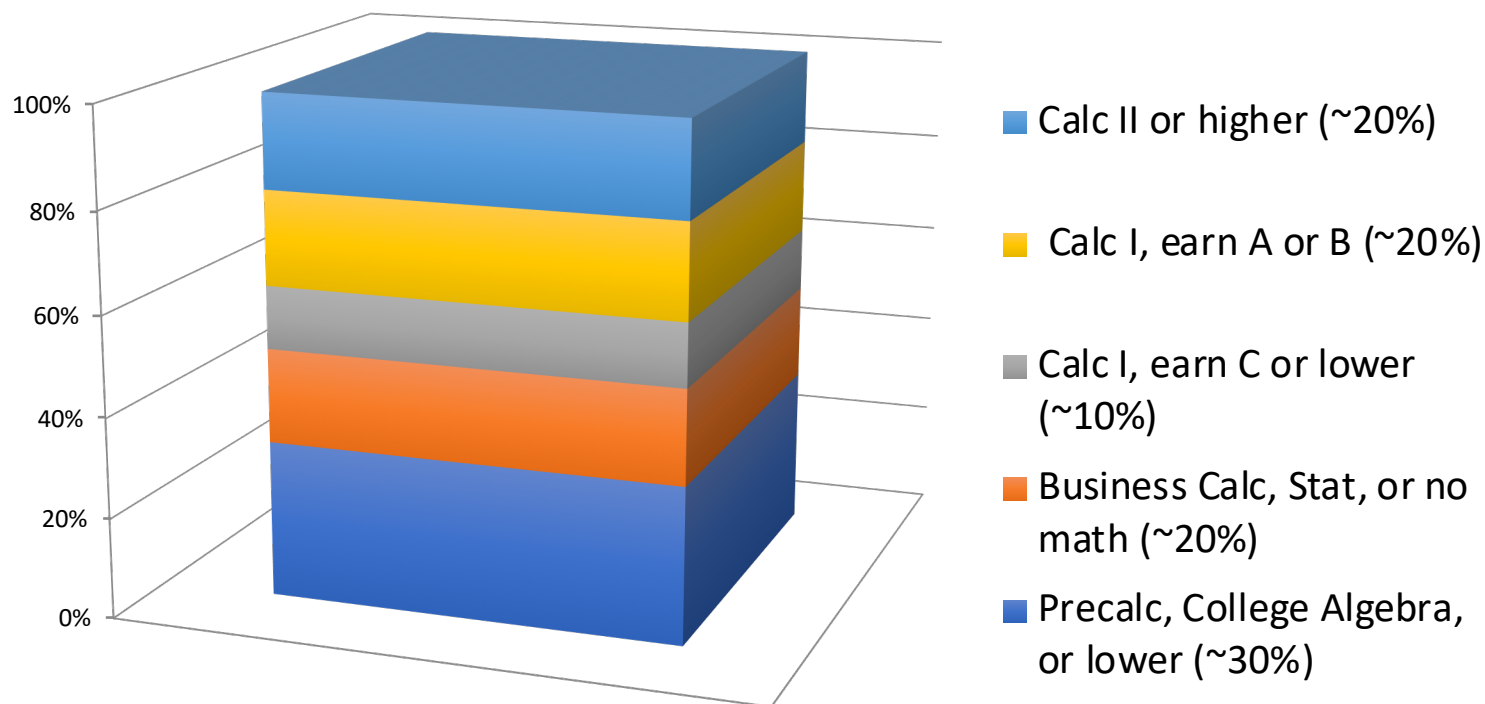
1,450,000 students took college math or
precalculus in the fall**

* NCES Digest **CBMS Survey, Fall 2015

From the US Dept of Education High School Longitudinal Study, High school class of 2013:

19% completed Calculus (~700,000)

First college math for those who took calculus in high school*



* Bressoud, D. (Editor).
(2016).
*The Role of Calculus in the
Transition from High School
to College Mathematics.*
MAA & NCTM