

# Preliminary Report

## Fall 2013 Completion Data—NMP Foundations Course



THE  
**New Mathways**  
PROJECT

### New Mathways Project students significantly outperform students in traditional developmental mathematics

The New Mathways Project (NMP) serves community college students who are placed into mathematics courses two levels below college level. In traditional programs, these students typically have to take a three-semester sequence in order to complete a credit-bearing math course. The NMP Statistics Pathway is designed to accelerate this process so that students 1) complete a credit-bearing statistics course in just two semesters, and 2) engage with mathematics content that is relevant to their academic and career goals.

*NMP has given me back my self-esteem when it comes to math. I used to be so scared I would not get my degree because I couldn't pass the math classes. — NMP Student*

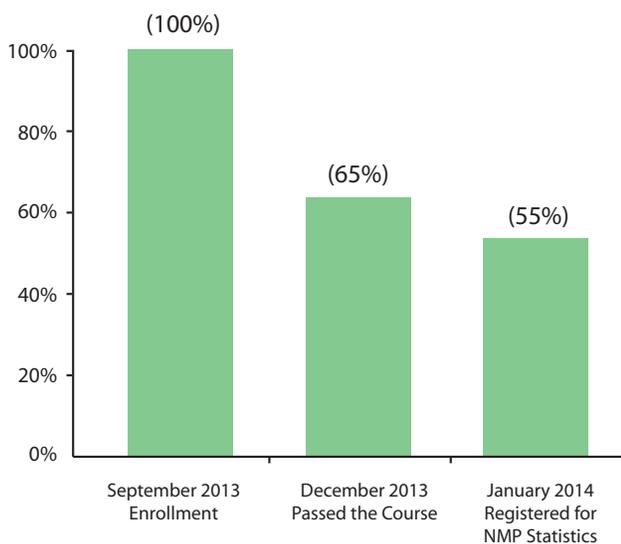
The traditional developmental math sequence often proves to be an insuperable obstacle for community college students: At the NMP codevelopment colleges,

only 10% of students who placed into a mathematics course two levels below college level in Fall 2010 had registered for a credit-bearing math course by Fall 2012—two full years later.

In contrast, 55% of students who enrolled in the NMP Statistics Pathway in Fall 2013 passed the first course, *Foundations of Mathematical Reasoning*, with an A, B, or C and registered for the credit-bearing statistics course the next semester.

In terms of percentages, **five times more NMP students were able to enroll in a credit-bearing math course four times faster** than students in the traditional developmental math sequence.

**NMP Completion Data for All Codevelopment Colleges Foundations: Fall 2013**



**Completion Rates for Developmental Mathematics Students Through Coursework for all Codevelopment Colleges**

