






CROSSING SIGNALS

Checklist for Strengthening Math-Related Guidance on College and University Websites

Criteria of Focus	Recommendations
<p>Information on math placement</p> 	<ul style="list-style-type: none">• Simplify math placement processes by streamlining steps students take to identify recommended courses• Use asset-based language and positive messaging that highlight the benefits of enrolling in college-level or transfer-level courses (e.g., saving time and money, accessing available support, seizing opportunity to enroll in college-level coursework without undergoing testing)• Communicate the rationale for current policies and what they mean for students' long-term success• Eliminate mentions of assessments or tests when discussing placement• Confirm accuracy and currency of placement information regularly and update, as needed• Focus on the responsibility of the college to provide the support that students need
<p>Location of information on math</p> 	<ul style="list-style-type: none">• Outline general education math options consistently across various webpages, e.g., math department, pages for onboarding, registration, and (for community colleges) transfer• Place math information on pages where students are most likely to search for it• Research accessibility of information through focus groups, surveys, or beta-testing
<p>Guidance for undecided students</p> 	<ul style="list-style-type: none">• Offer opportunities to explore career interests and the skills and knowledge needed, and their connection to available programs or areas of study• Provide clear direction on who can support students' educational planning and offer multiple time windows and methods for reaching them (e.g., phone, email, chat)• Outline complete descriptions of various STEM, statistics, and liberal arts math pathway options• Identify and implement strategies to engage proactively with and offer guidance and direction to students who are undecided

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Checklist for Strengthening Math-Related Guidance on College and University Websites, Cont.

Criteria of Focus	Recommendations
<p data-bbox="116 310 318 420">Explanation of math pathway options</p> 	<ul data-bbox="435 310 1481 655" style="list-style-type: none">• Explain why a math course is required and its learning outcomes• Offer clear descriptions or program maps illustrating various math pathways and their alignment with majors• Include course numbers and names on program maps, flowcharts, and course lists• Eliminate or limit remedial prerequisite courses and present college-level courses as default options for the majority of students• Clarify the status of courses as relates to students' transfer or program goals
<p data-bbox="116 697 305 840">Availability of math-specific supportive services</p> 	<ul data-bbox="435 697 1507 1150" style="list-style-type: none">• Offer corequisites and other just-in-time approaches to support students' success in college-level courses• Consider embedding corequisite support into core courses rather than as a free-standing course, to integrate instruction and allow students to register for a single class• Incorporate career planning into the onboarding process and highlight alignment with specific majors and programs• Offer course- or pathway-specific tutoring• Ensure that academic support services, such as tutoring, math labs, and other resources, are clearly listed on websites with information on how to access them