A Guide for Setting Goals for Scaling

Purpose: Setting long-term goals for scaling an innovation communicates an institution's collective vision. This tool provides a structure and process to set goals for mathematics pathways at your institution.

If your team is having difficulty envisioning how mathematics pathways can be implemented, we recommend revisiting the *Guide to Aligning Mathematics Pathways to Programs of Study,* the *Template for Aligning Mathematics Pathways to Programs of Study*, and the *Sample Math Pathways List*.

Users: Administrators, mathematics faculty

Process-at-a-Glance:

1. The leadership team allows time for information sharing, discussion, and questions before setting goals.
2. Representatives of key stakeholder groups prepare responses to the questions in *Setting Goals for Scaling Tool.*
3. The leadership team discusses stakeholders' responses.
4. The leadership team sets goals based on the input.
5. The leadership team vets the goals with colleagues, discerning friends, and leadership.

Step 1: Information Sharing

Instructions: Before setting goals, it is important for people to have a clear understanding of the concept of mathematics pathways before providing their input. Allow time for information sharing, discussion, and questions. Ideally, the individuals who will represent the stakeholder groups in Step 2 are already on your leadership team and are familiar with the concept of mathematics pathways.

Do not feel that all of your strategies should be defined at this point. The objective for this step is to have a shared, general understanding of what is meant by mathematics pathways, what the implementation of pathways will look like at your institution, and how mathematics pathways benefit students. It is also important that there is a common understanding of terminology.

Step 2: Input from Key Stakeholders

Instructions: Identify key stakeholders who can provide different—but critical—perspectives about the goals for scaling. Include groups such as developmental and gateway instructors, advisors, administrators, and faculty or administrators representing client disciplines. Ask representatives of these different stakeholder groups to respond to the questions in the *Setting Goals for Scaling Tool*. If time allows, these representatives may first want to consult with their colleagues in the same discipline before answering the questions.

Step 3: Review of Input

Instructions: Review and discuss the responses from stakeholders. Remind the team that this discussion is an opportunity to identify: 1) common ground and understanding; and 2) any issues that need greater clarification, discussion, and more information. The purpose is not to critique the responses.

The following questions may be helpful for guiding the discussion.

- What needs to be clarified?
- What is common or shared among the responses?
- Are there any discrepancies among responses that need to be addressed?

The last question above will help determine if your team is ready to set goals. Discrepancies in stakeholders' responses may be due to relatively simple issues such as different interpretations of terminology. On the other hand, discrepancies may indicate a lack of shared understanding of the work, a need for more information, or a true disagreement about the structure or purpose of the pathways. The team needs to have a general consensus on high-level issues before proceeding to goal setting. It is possible, however, to continue to goal setting if some information is missing (see Step 4 for examples).

Step 4: Goal Setting

Instructions: Write a goal statement that includes the general description of the mathematics pathways and definition of the target population. Include a quantitative measure defining the percentage of the target population that will be in the pathways. Add a deadline that is ambitious but reasonable.

Consider the following questions when setting goals.

- Is the goal statement clear? Will people who are not directly involved with the process understand it?

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- Is there anything in the goal statement that could be open to different interpretations and lead to misunderstanding?
- Do you need to make note of any information that still needs to be gathered? See Example 3 below for an illustration.

The excerpts below are examples of goals taken from actual higher education institution plans.

Example 1: *Clearly identify the curriculum path that leads incoming students to success and clears the way for their work to* <u>transfer</u> *seamlessly. By Fall 2017, 75% or more students will have well-defined mathematics curricula's pathways identified for each course of study.*

Example 2: *By Fall 2017, 100% of incoming students will be assessed for appropriate mathematics pathway based on their meta-majors, and at least 70% will take recommended mathematics pathway. The options for pathways will be STEM-prep, quantitative reasoning and statistics. 80% of students will start in appropriate math pathway developmental sequence paired with a Learning Frameworks course in their first semester.*

At times, a goal statement may be drafted before all information is available. The goal, then, addresses the need for gathering information.

Example 3: *Focus on liberal arts, criminal justice and nursing:*
1) *Meet with system curriculum teams to analyze mathematics relevant to these degrees/careers, including analysis of transfer universities, national organizations, and work force advisory boards. (Fall 2015)*
2) *Formally create standard pathways in these majors with relevant mathematics. (Fall 2015 create; Spring 2016 formalize)*
3) *Dissemination (Summer 2016) and Implementation (Fall 2016)*
4) *Wash, rinse and repeat to all programs of study. (Infinity)*

Step 5: Vetting

Instructions: Different stakeholders should review the goal statement to ensure that it is clear to different audiences. Consider who should review the statement.

Ask individuals to review the statement, with the following questions in mind.
- Is the statement clear and precise?
- Is this the right goal to best serve students?
- Is the goal reasonable?