

Sample Institutional Implementation Planning Template

Key Actions and Deliverables to Achieve the Goals

Work backwards from your goals for year one. Identify targets, data collection, deliverables, check-ins, adjustments, and communications. Include the person responsible if known.

Goal Statements for Year One of Math Pathways Implementation:

By spring 2019, our institution will:

- Set College Algebra (CA) or Quantitative Reasoning (QR) as the default introductory college-level math course aligned to top 10 programs of study. *
- Ensure students are appropriately advised into the default introductory college-level math course aligned to their program of study.
- Ensure our institution's mathematics pathways align with key transfer partners to support both transfer and applicability of math credits to programs of study.
- Implement College Algebra and Quantitative Reasoning corequisite courses for a majority of underprepared students to complete their first college level math course in 1 year or less.

* Institution will set Year Two implementation goals to address next top 5 programs of study for evolving alignment of math courses to relevant programs of study.

	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019
Targets <ul style="list-style-type: none"> • What milestones are required to meet your 	<ul style="list-style-type: none"> • Initiate discussions with partner disciplines for top 10 programs at institution to 	<ul style="list-style-type: none"> • Continue discussions with partner disciplines for top 10 programs at institution to determine the default math course. 	<ul style="list-style-type: none"> • Complete draft of corequisite curricular materials and refine with math 	<ul style="list-style-type: none"> • Confirm CA or QR math course alignment with department head / program leads for respective top 10 	<ul style="list-style-type: none"> • Publicize CA or QR set as default introductory college-level course aligned to top 10 programs of study at

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year-one goals?	<p>determine the default math course.</p> <ul style="list-style-type: none"> Set spring 2018 meeting(s) with key transfer partners to ensure transfer and applicability of math courses aligned to top 10 programs of study. Set spring 2018 meeting with advising – include key transfer partner advising dept./lead (<i>if possible</i>) – to develop advisor- and student-friendly resources for enrollment purposes. Initiate CA and QR corequisite development discussions. 	<p>Conclude discussions, if possible to define default math course.</p> <ul style="list-style-type: none"> Engage in key transfer partner discussions – align discussions of setting default math course to top 10 programs of study at the institution. Participate in statewide Advising workshop. Backwards map to identify define content needed for CA and QR corequisite course. Develop corequisite courses with math faculty. 	<p>faculty.</p> <ul style="list-style-type: none"> Participate in faculty professional development for existing math pathways (CA and QR) and corequisite courses. Co-develop advising resources with key transfer partners. 	<p>programs of study.</p> <ul style="list-style-type: none"> Complete co-development of advising resources with key transfer partners. Enrollment in each CA and QR mathematics course mirrors enrollment in each pathway. Pilot CA and QR corequisite courses with subset of underprepared students; meet with math faculty during semester to refine corequisite curricular materials. 	<p>the institution.</p> <ul style="list-style-type: none"> Both key transfer partner institutions accept math courses aligned to top 10 programs of study and are applicable for students' program of study. Students are appropriately advised into their default math course aligned to their program of study. Scale implementation of CA and QR corequisite courses to serve majority of enrolled, underprepared students.
<p>Deliverables</p> <ul style="list-style-type: none"> What needs to be developed? 	<ul style="list-style-type: none"> Implementation Plan completed by the Leadership Team. Summary of roles are determined for members of the Leadership Team and others of Year One key actions. 	<ul style="list-style-type: none"> Clear and concise communication materials evidencing partner discipline discussions and key transfer partner discussion related to setting default math courses for top 10 programs of study at institution. 	<ul style="list-style-type: none"> Complete version 1 of CA and QR corequisite curricular materials. Draft advising resources for math pathways to account for redefined placement structures and 	<ul style="list-style-type: none"> Refine CA and QR corequisite curricular materials for full-scale implementation in spring 2019. Refine advising resources – with key transfer partners – to appropriately advise students into their 	<ul style="list-style-type: none"> Disseminate and champion communication materials that identify CA or QR set as default math course for top 10 programs of study, aligned with key transfer partners. Year Two

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	<ul style="list-style-type: none"> Identify top 10 programs of study identified (work with IR). Meeting set with key transfer partners for early-Feb 2018 Meeting set with Academic Advising in early-Jan 2018 Set spring 2018 mtgs. with math dept. / faculty to develop corequisite curricular materials. 	<ul style="list-style-type: none"> CA and QR corequisite curricular materials, including backwards mapping template defining necessary content for each corequisite course. Draft CA and QR corequisite course descriptions for Fall 2018 college catalogue. Include CA and QR corequisite in Fall 2018 course schedule. Request Banner system be programmed for new courses. Academic Advising and Math redefine placement structures, using multiple measures, for students to be placed into corequisite. 	<p>corequisite math course placement.</p> <ul style="list-style-type: none"> Draft Math Learning Lab tutor training protocol. 	<p>default math course aligned to program of study and corequisite, if needed.</p> <ul style="list-style-type: none"> Conduct advising training for new resources and protocol. 	<p>Implementation Plan completed by Leadership Team.</p>
<p>Data collection</p> <ul style="list-style-type: none"> What data will be collected? Who will be responsible for collecting it? 		<p>Leadership Team and IR will develop an evaluation plan to collect the following baseline data: *</p> <ul style="list-style-type: none"> Enrollment in each developmental and entry-level mathematics course. 			<p>End of Spring 2019, Leadership Team and IR will collect data based on the initial baseline data collection metrics to engage in cross-institutional discussions related to continuous improvement and scaling</p>

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<ul style="list-style-type: none"> When will the data be collected? 		<ul style="list-style-type: none"> Developmental completion rates, including persistence by term and course. Number of students in each program of study. Transfer patterns. Number of students who, being in developmental mathematics, progress and succeed in calculus. Number of students who take CA and enroll in and succeed in calculus. Number of times students have repeated developmental and entry-level mathematics course. <p>CAO gathers qualitative information about institutional processes, policies, and culture that impact faculty, staff, and students.</p>			<p>of math pathways implementation. Discussions will support Year Two Implementation Plan by Leadership Team.</p>
<p>Check-ins</p> <ul style="list-style-type: none"> When will you review data and note progress to 	<ul style="list-style-type: none"> Leadership team will meet to develop Institutional Implementation Plan. Leadership team will set early-Jan 2018 	<ul style="list-style-type: none"> Early-Jan 2018 mtg. with cross-institutional stakeholders, including, but not limited to: <ul style="list-style-type: none"> CAO Dev math dept. 	<ul style="list-style-type: none"> Faculty developing curricular materials will meet weekly. 	<ul style="list-style-type: none"> Early-August 2018 progress update with cross-institutional stakeholders, including, but not limited to: <ul style="list-style-type: none"> CAO 	<ul style="list-style-type: none"> Early-Jan 2019 progress update with cross-institutional stakeholders. Leadership team will meet to develop Year

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the team?	<p>meeting to discussion plan, problems, and goals for cross-institutional discussion.</p> <ul style="list-style-type: none"> • Leadership team will review data to define problem and establish goals • Leadership team will meet biweekly until end of fall 2017. 	<p>chair</p> <ul style="list-style-type: none"> ○ Credit-level math dept. chair ○ Director of Advising ○ Director of IR ○ Dean of Math ○ Director of Student Svcs. ○ Registrar ○ Faculty Council President <ul style="list-style-type: none"> • Leadership team will meet monthly. • Faculty will meet bi-weekly to develop curricular materials. • Advisors will meet monthly. 		<ul style="list-style-type: none"> ○ Dev math dept. chair ○ Credit-level math dept. chair ○ Director of Advising ○ Director of IR ○ Dean of Math ○ Director of Student Svcs. ○ Registrar ○ Faculty Council President <ul style="list-style-type: none"> • Leadership team will meet monthly. • Faculty will meet bi-weekly to refine curricular materials. • Advisors will meet monthly. 	<p>Two Implementation Plan and also meet monthly for ongoing progress towards Year One goals.</p> <ul style="list-style-type: none"> • Faculty will meet bi-weekly to refine and reflect on curricular materials. • Advisors will meet monthly.
<p>Adjustments</p> <ul style="list-style-type: none"> • How will you decide what adjustments to make? 	<ul style="list-style-type: none"> • Based on feedback from cross-institutional input. 	<ul style="list-style-type: none"> • Based on feedback from cross-institutional input and discussion with key transfer partners. 	<ul style="list-style-type: none"> • Based on feedback from cross-institutional input and discussion with key transfer partners. 	<ul style="list-style-type: none"> • Ongoing professional development. • Based on feedback from cross-institutional input and discussion with key transfer partners. 	<ul style="list-style-type: none"> • Based on feedback from cross-institutional input and discussion with key transfer partners.
<p>Communications</p> <ul style="list-style-type: none"> • When will you communicate 	<ul style="list-style-type: none"> • Letter of commitment from institutional leadership sent out college-wide and how 	<ul style="list-style-type: none"> • Overview of mathematics pathways at institutional convening recognizing 	<ul style="list-style-type: none"> • Ongoing student recruitment efforts communicate default math 	<ul style="list-style-type: none"> • Faculty and staff surveys are sent out soliciting input on effectiveness of 	<ul style="list-style-type: none"> • Update on progress at all institutional convenings. • Update communication

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<p>e progress and celebrate success?</p> <ul style="list-style-type: none"> • How will this information be disseminated? 	<p>this work connects to institutional strategic plan.</p> <ul style="list-style-type: none"> • Article is written for the local newspaper highlighting the vision for mathematics pathways. • Website, if updated • Information is shared in department meetings. • Presentation to the Board of Directors. 	<p>leaders in the work.</p> <ul style="list-style-type: none"> • Town hall meetings are held to allow for discussion of mathematics pathways and implementation of co-requisite courses. • Student recruitment efforts communicate default math courses intentionally aligned to programs of study and aligned with key transfer partners. • Parent-student orientation meeting highlighting math pathways. 	<p>courses intentionally aligned to programs of study and aligned with key transfer partners.</p> <ul style="list-style-type: none"> • Ongoing parent-student orientation meetings highlight math pathways. 	<p>communication and engagement and success in programs.</p> <ul style="list-style-type: none"> • Update on progress and enrollment trends at all institutional convenings. • Mathematics faculty communicate classroom experiences to advisors and leadership team. 	<p>and engagement efforts in Year Two planning, seek input from cross-institutional stakeholders for continuous improvement.</p>