

Developing a Plan to Monitor and Support Institutional Progress

Purpose: This resource is intended to help task force leaders create an effective and inclusive process to develop a plan that monitors and supports implementation of mathematics pathways at multiple institutions.

Users: Facilitator and co-chairs (“executive committee”)

Instructions: Institutions that commit to implement mathematics pathways require support to overcome obstacles and challenges they face in their initial and ongoing efforts. To support these institutions effectively, a task force must first understand each institution’s action steps for implementing mathematics pathways and for making progress towards normative practice. The task force can then define appropriate strategies to support ongoing efforts.

This resource shares:

1. Descriptions, resources, and/or examples to support the task force in its effort to fulfill the outcomes necessary to develop the plan.
2. Considerations for different approaches to the process.

Outcome 1: Identify each institution’s current progress and action steps to implement mathematics pathways.

It is imperative for the task force to understand the current progress and action steps of each institution that committed to implementation. Because institutions often vary in their progress, a wide range of support may be needed to sustain ongoing institutional efforts.

The Charles A. Dana Center provides resources to support task force activity to collect information from each institution that supports this outcome.

Resources:

- [Institutional Progress Assessment](#)
- [Institutional Implementation Planning Template: Implementation Guide](#)
- [Sample Institutional Implementation Plan: Implementation Guide](#)

Process Consideration

- **Small group discussion.** Divide task force members into small groups based on regions or transfer partners across two-year and four-year institutions. Provide an opportunity for members to examine their own institution’s progress, goals, and actions before collectively discussing with the small group. Each group will identify strengths and challenges of current efforts around implementing math pathways. A recommendation is for small groups to use chart paper to document this information for later discussion with the entire task force.

Outcome 2: Define and prioritize strategies to support committed institutions.

It is essential for the task force to use the information from Outcome 1 to define and prioritize support strategies. An examination of current institutional progress and action steps to implement mathematics pathways can reveal existing resources, relationships, and innovative practices to be leveraged as strategies while also defining new resources and support needed to promote and sustain successful implementation efforts.

Once resources and support are defined, the task force should prioritize this information, focusing on impact, effort, and the funding necessary to support committed institutions. The process of prioritizing strategies should allow for equal input from all task force members and guard against dominance by a few members with strong opinions.

Examples of High-Impact Strategies:

- Develop a statewide website to promote math pathways and provide resources.
- Host regional workshops to include K-12 stakeholders, transfer partners, and other disciplines impacted by this work.
- Host advising workshops.
- Host co-requisite workshops highlighting existing institutional models.
- Develop a communication and engagement plan to disseminate information to multiple stakeholders.

Process Considerations

- **Categorize support strategies.** When defining support strategies, categorize by types of support, institutions-in-need, and origin of support. For example, distinguish between different types of support, such as professional development related to curriculum and pedagogy versus professional development related to advising and student support services; statewide or regional guidance of transfer and applicability of gateway mathematics courses across two- and four-year institutions; and support for communication and engagement. Also, distinguish between new and existing resources. Further, identify the origin of support as “state” or “regional,” which will aid the task force to determine who will receive support and how it will be delivered.
- **Use a simple ranking system for prioritizing strategies.** Each task force member ranks proposed strategies based on types of support. A further option is to have the task force members then identify the top three or four strategies across all categories.
 - Logistics: This process is most easily done with a form listing the strategies and with a place for ranking; ranking can be done both in person and remotely.
- **Use a weighted rating system for prioritizing strategies.** Each task force member has a certain number of points to assign to the strategies. This approach provides a way to show a strong preference among strategies. For example, each member assigns a percentage for each strategy so that the total for a type of support is 100%. Members have the option to assign 0% to a strategy.
 - Logistics: Same as simple ranking system.

Outcome 3: Develop a plan to monitor and support institutional progress.

A key to successful implementation of mathematics pathways is a well-designed plan to monitor and support institutional progress. When the task force is clear about the current and ongoing progress of institutional implementation, it can make adjustments for improvement and create structures that will ensure mathematics pathways are sustained over time.

Resource:

- *Monitoring and Supporting Institutional Progress Template*

Failing to monitor and support institutional progress can lead to a failure to scale implementation efforts. Developing a plan to monitor and support institutional progress can help identify and address problems quickly while also providing opportunities for updates and discussions that keep the work visible.

The *Monitoring and Supporting Institutional Progress Template* supports the task force to define key actions and deliverables required of committed institutions. This template provides considerations, including the development of a timeline of activity to implement the task force's plan that must be widely communicated across institutional stakeholders through the Communication and Engagement Plan.¹ Communication and engagement continue to be important to keep the institutional community informed of progress and any changes as the work evolves.

¹ See *Effective Messaging and Strategies for Communication and Engagement* for additional support to develop a Communication and Engagement Plan (<https://dcmathpathways.org/resources/effective-strategies-and-messaging-communication-and-engagement>).