

## Defining the Challenges

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**Purpose:** This template guides discussion among task force members to clearly define the challenges associated with addressing the problems previously identified by the task force and with implementing math pathways. The template helps ensure a thorough discussion and provides a way to organize information that will be gathered by the task force members.

Examples of these challenges include: long sequences of developmental courses, College Algebra as the default gateway course, problems with transfer and applicability with math courses, lack of communication across stakeholder groups, need for faculty development, etc.

**Users:** Full task force or small working groups

**Instructions:**

1. Identify broad challenges.
2. Assign a small working group to each challenge. Use the space below to give customized instructions and a deadline for completion.
3. Instruct working group members to individually complete *Section 1: Gather the Information* as preparation for their working group discussion.
4. Instruct each working group to hold a discussion to finalize both Sections 1 and 2.
5. Establish a process for working groups to share the results of discussions and gather feedback from the rest of the task force before moving on to brainstorming solutions.

<b>Challenge:</b>	<b>Deadline for completion:</b>
<b>Working group members:</b>	
<b>Instructions for submitting/sharing results, if applicable:</b>	

**Section 1: Gather the Information**

(See example provided at the end of the document.)

Factor contributing to the challenge	Evidence that this factor contributes to the challenge	Drivers or root causes of the factor	Additional information needed

**Process check:** If the factors identified above were resolved, would the overall challenge be eliminated?

**Section 2: Define Next Steps**

Assign responsibilities and deadlines for any next steps such as gathering additional information, organizing a meeting or preparing the information for submission or presentation.

Action Step	Person(s) Responsible	Deadline

<b>Example of Section 1: Gather the Information</b>			
<b>Challenge:</b> Problems with transfer and applicability of math courses			
<b>Factor contributing to the challenge</b>	<b>Evidence that this factor contributes to the challenge</b>	<b>Drivers or root causes of the factor</b>	<b>Additional information needed</b>
Math requirements for programs differ from institution to institution.	Anecdotal evidence from group members	Lack of communication between institutions and discipline faculty Concerns about rigor of courses other than College Algebra	Gather information about math requirements across institutions. This might be part of the task force recommendations if it cannot be done quickly.
Students go into College Algebra even when QR or statistics is consistently accepted for their program.	State data show that high percentage of students in liberal arts programs take College Algebra.	Advisors see College Algebra as the “safe bet.” Students self-advise, take College Algebra because it is the most familiar to them.	Group members will talk to advisors at their colleges to verify how students decide which math course to take.