Implementation Progress Assessment

Dana Center Mathematics PATHWAYS

Purpose: This tool identifies key indicators of progress on each of the *10 Essential Actions* outlined in the *DCMP Institutional Implementation Guide*. The tool can provide a baseline assessment at the beginning of the implementation process and can be used periodically to guide continuous improvement. It is **not** a quantitative measurement—do **not** average results across individual respondents or across items.

Users: Institutional leadership team[1] with input from key stakeholders

Instructions: The mathematics pathways leadership team should collect input from different stakeholders to complete this progress assessment. If the institution is in the early stages of implementation, the team might decide to assess on a limited number of essential actions.

1. Collect input on assessment: Members can use a variety of strategies to collect input (see suggestions below). Regardless of the strategy, the most critical information is the evidence of the rating on each item. The leadership team can also ask stakeholders for suggestions on next steps.
2. Review: Members review compiled data and reach consensus on progress assessment. A single numerical rating is not essential. The results may reflect different perspectives on progress. For example, communication may be reaching people in some roles while other important stakeholders are largely uninformed. In this case, a qualitative description of the progress may be more useful than a single rating.
3. Determine next steps: The leadership team uses the assessment to prioritize next steps and develop an implementation plan or a plan for continuous improvement, depending on stage of implementation.

Strategies for collecting input:

- Ask individuals who are not on the leadership team and who represent diverse roles (e.g., mathematics faculty, faculty from other disciplines, administrators, student services staff, institutional research) to complete the assessment individually.
- Assign leadership team members the task of gathering input from their colleagues on the assessment items and submitting responses.

Use the *DCMP Institutional Implementation Guide* as a reference for each essential action. It is important to note that some essential actions are ongoing through the implementation process while others are milestones that are completed during implementation.

SCALE: (1) None at this time (2) Emerging (3) In Progress (4) Well Developed (5) Fully Implemented		
Essential Action	**A "5" looks like . . .**	**Self-Assessment**
Action 1: **Communicate and maintain institutional commitment.** *Implementation Guide* pp. 6-7 *Ongoing until normative practice is established.*	• Top administrative leaders (president, provost, vice presidents, and deans, etc.) have a full understanding of and are committed to mathematics pathways at scale. • Mathematics pathways are a part of the institution's overall strategic plan and student success agenda, and are explicitly connected to other student success initiatives. • Leaders consistently communicate to the full institutional community a strong and clearly defined commitment. • Leaders actively and regularly monitor progress towards goals, provide guidance and support when necessary, and provide resources to support implementation.	**Overall Rating for Action 1:** Evidence of Rating: Next Steps:
Action 2: **Establish a leadership team.** *Implementation Guide* pp. 7-8	• Leadership team with active involvement from representatives of diverse stakeholders (e.g., faculty, staff, administration) is established with a clear charge and defined roles and responsibilities. • Team meets regularly, and has a timeline and an action plan.	**Overall Rating for Action 2:** Evidence of Rating:

Ongoing until normative practice is established.	• Team has effective processes for monitoring progress and documenting decisions. • As implementation progresses, team evaluates for quality and for success in meeting goals for scale, and revises and refines plans based on the evaluation.	Next Steps:
Action 3: Plan for communication and engagement over time. *Implementation Guide* p. 9 *Ongoing until normative practice is established.*	• Leadership team has an established process to set short-term communication and engagement goals, plan strategies and activities to meet those goals, and then evaluate and revise periodically. • Team has effective processes to solicit and disseminate information to different stakeholders (e.g., in-person meetings, webinars, forums, website, email distribution list, blog). • Team provides tools and opportunities to practice and improve communications to prepare individuals to communicate about mathematics pathways effectively. • Administration, faculty, staff, and students have a deep understanding of and support for mathematics pathways and how it fits in with other student success initiatives. • Individuals across the institution in a variety of roles can explain why and how the institution has implemented mathematics pathways and can define their role in the implementation process.	**Overall Rating for Action 3:** Evidence of Rating: Next Steps:
Action 4: Gather and review information on the current institutional	• Leadership team has used the following data to define the problem, identify strengths, opportunities, and challenges: ○ Desegregated student data on key indicators	**Overall Rating for Action 4:** Evidence of Rating:

context. *Implementation Guide* pp. 10-11	including enrollment in gateway mathematics courses, placement, progress to and through gateway mathematics courses, retention, and completion. ○ Qualitative information about institutional processes, policies, and culture that impact faculty, staff, and students, which may either support or hinder implementation. ○ General content needs for different mathematics pathways based on the needs of programs within the institution and at transfer institutions and state-level learning outcomes, if applicable. ○ Research and effective practices from external sources.	Next Steps:
Action 5: Define goals. *Implementation Guide* p. 12	• A small set of mathematics pathways needed to align to programs of study through cross-institutional and cross-disciplinary discussions is defined. • Options to support underprepared students to complete a college-level mathematics course in one year or less are defined. • Goals to scale mathematics pathways as normative practice have been defined. These goals should include projections of numbers of students who will be in each pathway when full scale is achieved and interim goals to reach normative practice. • The goals have been communicated across campus to various stakeholders.	**Overall Rating for Action 5:** Evidence of Rating: Next Steps:
Action 6: Create	• Leadership team has actively sought the input of	**Overall Rating for Action 6:**

implementation plan. *Implementation Guide* pp. 13-15 *Ongoing until normative practice is established.*	diverse stakeholders in the planning process. • Multiple stakeholders and individuals feel a sense of ownership in the implementation plan. • A detailed implementation plan is in place for the first year that includes the following information: clear targets, data collection, deliverables, check-ins, adjustments, and communications. • The implementation plan is widely understood across stakeholder groups. • A plan for professional learning opportunities for multiple stakeholders and individuals has been developed to support implementation of mathematics pathways.	Evidence of Rating: Next Steps:
Action 7: Align math pathways. *Implementation Guide* p. 15 *Ongoing until normative practice is established.*	• The mathematics pathways are aligned to broad groups of programs or meta-majors. There is one clear default gateway mathematics course for each meta-major and program. • A default pathway for undecided students is defined based on data on the programs that students are most likely to enter. • Clear and concise communication materials showing the alignment of mathematics pathways to meta-majors are developed in print and online formats. Different materials are developed for different audiences (i.e., faculty, advisors, students) as needed. • Mathematics pathways are aligned to program requirements of transfer partners. • Alignment of mathematics pathways reaches down into the K-12 sector.	**Overall Rating for Action 7:** Evidence of Rating: Next Steps:
Action 8: Design	• Course-level learning outcomes are established for	**Overall Rating for Action 8:**

<table>
<tr><td rowspan="2">courses.
Implementation Guide pp. 16-17</td><td rowspan="2">gateway mathematics courses to ensure transferability and applicability to programs.
• The content of support courses (prerequisite or co-requisite) is based on the skills that students need to be successful in the gateway course.
• Student services, such as tutoring are aligned, to support content and pedagogy of courses.
• Instructional practices and curriculum support students as learners, and draw upon and are aligned with student success programs across the institution.
• Courses are offered at times that meet student needs and numbers of sections reflect the scaling goals.
• A plan for ongoing professional learning is in place to ensure adequate faculty staffing for courses.</td><td>Evidence of Rating:</td></tr>
<tr><td>Next Steps:</td></tr>
<tr><td rowspan="3">Action 9:
Establish processes and structures for student enrollment.
Implementation Guide pp. 18-19

Ongoing until normative practice is established.</td><td rowspan="3">• Placement practices are based on multiple measures and are evidence-based. Default placement for most students is into a gateway mathematics course with supports as needed.
• All students have viable options to enter into a pathway aligned to their goals.
• Advisors understand and are able to communicate to students how the mathematics pathways, including the support structures, support student success.
• Appropriate and transparent advising structures, practices, and materials help students identify the appropriate pathway.
• Students seeking to transfer can see which courses to take at the community college and what other</td><td>Overall Rating for Action 9:</td></tr>
<tr><td>Evidence of Rating:</td></tr>
<tr><td>Next Steps:</td></tr>
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	courses will be required at the transfer institution.	

Action 10: Monitor the implementation progress.
Implementation Guide pp. 20-22
 	
Ongoing until normative practice is established.
	• Leadership team has a comprehensive and sustainable evaluation plan in place. This plan includes processes to collect the following data:
	  ○ Desegregated student data on key indicators, including enrollment in developmental and gateway mathematics courses, placement, progress to and through gateway mathematics courses, retention, and completion.
	  ○ Qualitative information about institutional processes, policies, and culture that impact faculty, staff, and students that may either support or hinder implementation.
	  ○ Data on student learning outcomes and non-cognitive factors such as mindsets, confidence, and persistence.
	• The institution has established routine processes for faculty and staff to analyze and use quantitative and qualitative data to make informed decisions.
	• Attention is paid to identifying and addressing achievement gaps.
	• Institution has devoted appropriate resources to the evaluation plan.
	• Leadership team uses the information gathered through the evaluation plan to assess progress towards goals, revise goals as needed, and define improvements to reach full scale and ensure a high-quality student learning experience.
		Overall Rating for Action 10:
		Evidence of Rating:
		
		Next Steps: