

Campus-Wide Scaling Plan for Math Pathways & Corequisite Supports

Phillips Community College of the University of Arkansas

Part I. Prioritize Next Steps.

Examine your actionable next steps. Then, identify and prioritize your institution’s 3-5 goal statements for Fall 2021.

Goal Statements to Scale Math Pathways to Normative Practices:

By Fall 2021, our institution will:

1. Meet with all advisors and faculty to share plans.
2. Establish a schedule conducive to math co-requisites.
3. Place math pathway posters in high-traffic areas.
4. Approve appropriate co-requisite textbooks.
5. Have at least one semester of data to report.
6. Share data outcomes with math instructors.
7. Examine incentives to encourage student participation in daily math instruction.
8. Examine performance outcomes to determine gaps in participation and performance.
9. Link outcomes to course and program assessment.

Part II. Key Actions and Deliverables to Achieve Institution-Level Goals.

Work backwards from your goals to identify key actions, deliverables, data collection, check-ins, adjustments, and communications. Include the person responsible if known.

	Fall 2020	Spring 2021	Summer 2021	Fall 2021
Key Actions <ul style="list-style-type: none"> • What key actions are required to meet your goals? 	Developed student friendly pathways	With increased enrollment in both co-	PROJECTED Offer three pathways which include College	PROJECTED

	Fall 2020	Spring 2021	Summer 2021	Fall 2021
<ul style="list-style-type: none"> Who will lead these key actions? 	<p>identifying the appropriate progression for given majors.</p> <p>Impress upon advisors the necessity of enrolling students in appropriate math classes for their majors.</p> <p>Provide posters sharing progression in halls, classrooms, especially math classrooms, and on the web.</p> <p>Developed a schedule for Spring 2021. However, it is likely that it won't be until the end of the Fall 2021 term that there is going to be a more accurate overview of the accomplishments.</p> <p>Advisors/Brian Zimmerman/Edmondo Torrelli</p>	<p>requisite classes and QR, continue to teach classes either face to face or remotely if necessary (COVID-19 may impact the enrollment pattern)</p> <p>Math instructors have oversight for this but work closely with advisors.</p>	<p>Algebra, QR and a co-requisite math, as well as Technical math</p> <p>Develop a Math Statistics pathway.</p>	<p>Have the pathway courses fully integrated into the schedule and ensure that all advisors are enrolling students in the appropriate math course.</p>
<p>Deliverables</p> <ul style="list-style-type: none"> What materials, resources and/or tools need to be developed? 	<p>Choose textbooks/computer resources for the classes offered.</p>			

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<ul style="list-style-type: none"> Who is the target audience for the deliverables? 	<p>Defined pathway or progression visuals for students.</p> <p>Both entering students at the lowest levels and students not needing College Algebra</p>			
<p>Data Collection</p> <ul style="list-style-type: none"> What data metrics will be collected? And, when will it be collected? Who will be responsible for collecting it? 	<p>Pre and post test assessment. Completion and success rate.</p> <p>Analysis of appropriate placement.</p> <p>Faculty, Lead Faculty, and Director of IR</p>	<p>Pre and post-test assessment. Completion and success rate.</p> <p>Analysis of appropriate placement.</p> <p>Faculty, Lead Faculty, and Director of IR.</p> <p>The Math Department will link the math pathways to its course and Gen Ed program assessment.</p>	<p>PROJECTED</p> <p>Pre and post-test assessment. Completion and success rate.</p> <p>Analysis of appropriate placement.</p> <p>Faculty, Lead Faculty, and Director of IR.</p> <p>Math Department qualitative and quantitative analysis of outcomes.</p>	<p>PROJECT</p> <p>Pre and post-test assessment. Completion and success rate.</p> <p>Analysis of appropriate placement.</p> <p>Faculty, Lead Faculty, and Director of IR.</p> <p>Math Department qualitative and quantitative analysis of outcomes.</p>
<p>Check-Ins</p> <ul style="list-style-type: none"> When will you review data and note progress to the team and/or institutional stakeholders? 	<p>The Math Department will have mid semester and end of term discussions about the</p>	<p>The Math Department will have mid semester and end of term discussions about the</p>	<p>Have meeting following data collection with advisors and faculty to hopefully show the progress made</p>	

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	SLOs, completion, and success rates.	SLOs, completion, and success rates The Math Department will link the math pathways to its course and Gen Ed program assessment.		
Adjustments <ul style="list-style-type: none"> How will you decide what adjustments to make? 	Adjustments will be completed as needed from term to term.		After the spring semester, math faculty will have a better of idea of how to proceed and what measures will be taken for the fall.	Monitor and adjust the plan as needed.
Communications <ul style="list-style-type: none"> When will you communicate progress and celebrate success? How will this information be disseminated? 	PCCUA has held small faculty and advisor meetings to ensure all faculty and advisors understand SStF.	Continue to communicate goals and plans via social media and as a presence at all college-wide meetings. As Open faculty meeting to explain what SStF is all about	By summer or the latest Fall 2021, the process will be linked to the Assessment process and discussed each term and annually.	Celebrate success at opening breakfast by announcing the increased number of graduates due to QR.