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| **Implementation**  ***We believe in clear, concise, highly-structured, evidence-based and goal-oriented implementation plans – equally owned by administrators and faculty with robust accountability for all.*** *We expect action at scale and with urgency, ensuring all students are provided the opportunity to benefit from reform efforts. We will deploy proven best practices where they exist and work to discover new solutions where they do not.* | | | | |
| ***What are our goals/objectives around Implementation Scaling Standard to support our corequisite work?:***   1. ***Collect and report data on first year pilot projects.*** 2. ***Improve Advising.*** 3. ***Assist campuses in getting to scale for writing.*** 4. ***Increase k-12 math requirements AND/OR have BPE require math the senior year of high school.*** 5. ***Reevaluate committee structure for co requisite and math pathways.*** 6. ***Develop consistent placement policy.*** 7. ***Don’t just pilot--- implement.*** | | | | |
| What activities will move us toward meeting our goals/objectives? | Immediate Next Steps  (By October 31) | Who should be engaged in the work? | Challenge(s) | Outcome(s): What will this accomplish? |
| Collect and report data on first year pilot projects. | Identify courses/sections that treated students with co requisite remediation. | OCHE/Math faculty | Making sure to capture only the students who received co req treatment. | Measure impact of the model.  Express the impact. |
| Gather co req models for advisors.  A statewide convening of advisors. | Determine if advisors meet and when. Establish agenda | OCHE/Campus leaders | Time/Resources | Elevate the specific advising around co requisite design. |
| Develop consistent placement tool. | Reconstitute and convene math task force. | OCHE/Faculty/Math Task Force Membes | Consensus. | A consistent placement tool. |
| **Equity**  ***We believe in equity.*** *We know we’re all in this together – and our collective economic, cultural and civic futures depend upon success in higher education for all people, not just the most economically secure. We will move beyond lip service, recognizing that while data disaggregation is an essential starting point, we must do more in our pursuit of concrete actions proven to permanently close achievement gaps for those most often left behind: students of color, low-income students, first-generation students and older students. We reject low expectations* | | | | |
| ***What are our goals/objectives around Equity Scaling Standard to support our corequisite work?:***  ***1. Engage Tribal Colleges in co requisite design.***  ***2. Establish intentional efforts to guide students of need or under represented students toward co requisite design.***  ***3. Improve gender and age equity regarding gateway course completion.***  ***4. Consider how to provide co requisite design for an online student?***  ***5.*** | | | | |
| What activities will move us toward meeting our goals/objectives? | Immediate Next Steps  (By October 31) | Who should be engaged in the work? | Challenge(s) | Outcome(s): What will this accomplish? |
| Find a strategy to engage tribal colleges to adopt co req. | Provide information to Tribal College Presidents. | Tribal College Presidents Council (OCHE) | Don’t know what they are doing around co req, equity and math in general. Different Course numbering system. | Increased math success for American Indian students. |
| In examining data disaggregate by underrepresented population, race, age, etc. | Start on co req intervention metric. | OCHE, Campus level to communicate this out. | Staffing. | Data to guide instruction and advising. |
| Align co requisite efforts with ETS and GEAR UP. Consider offering co req as dual enrollment via distance learning. | Meet with ETS and GEAR UP directors. Establish an online co req offering as a pilot. | ETS/GEAR UP/ regional campus. | Delivery in to a remote MT community. | More co req through dual enrollment. |

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| **Data**  ***We believe in evidence and facts.*** *We do not fear the hard truths revealed in sober measurement, but instead realize that data are key to understanding our strengths, revealing our failures and identifying solutions. We expect the evaluation of results to be everybody’s business – from the executive suite to the classroom – and we call on institutional researchers to step up to join their fellow change agents, asserting their expertise to help drive continuous improvement.* | | | | |
| ***What are our goals/objectives around Data Scaling Standard to support our corequisite work?:***  ***1.Collect and report data on first year pilot projects.***  ***2. Encourage and support k-12 use of electronic transcripts.***  ***3.***  ***4.***  ***5.*** | | | | |
| What activities will move us toward meeting our goals/objectives? | Immediate Next Steps  (By October 31) | Who should be engaged in the work? | Challenge(s) | Outcome(s): What will this accomplish? |
| Collect and analyze instructor level data.  OCHE request a campus level analysis of student success as per student populations.d | Communicate ask to campuses. | Campus level math instructors. | Privacy, time. | Improved use and application of data. |
| Continued dialogue around electronic transcript usage with OPI, BPE, SAM and others. | Meetings with BPE and OPI. | Angela, John, Eric. | Unsure why k-12 schools have not come on board. | Increased use of electronic transcript which will assist the MUS in math placement. |
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| **Policy and Legislation**  ***We believe in smart policy to accelerate and sustain structural reforms.*** *We will assert the scaling power of policy when it is evidence-based, pursued in an appropriate venue, developed transparently and crafted with implementation in mind. We know that good policy provides flexibility for institutions, but does not compromise on accountability or results. We respect the duty of elected and appointed policymakers to protect the public investment in higher education and demand better and more equitable returns for students and taxpayers.* | | | | |
| ***What are our goals/objectives around Policy and Legislation Scaling Standard to support our corequisite work?:***   1. ***Update 301.18 which govern developmental ed in MUS by September 2017 BoR.*** 2. ***Encourage BPE adoption of senior year of math by Spring 2018.*** 3. ***Utilize policy to encourage campuses to fully implement co requisite design.*** 4. ***Revisit performance based funding to incentivize co req and equity.*** | | | | |
| What activities will move us toward meeting our goals/objectives? | Immediate Next Steps  (By October 31) | Who should be engaged in the work? | Challenge(s) | Outcome(s): What will this accomplish? |
| Define co-requisite/scaling/gateway course and let CCA stress test any potential policies. | Draft/revise policies. | MSU/UM/MSUB  Angela/Eric meet with MEA MFT | Two year/Four year barriers exist. Clear guidance must exist as to where each fits. Collective bargaining issues re: teaching assignments. | AA common definition of terms going forward which will assist in communication. |
| John and Angela will visit with Pete Donovan re senior year of math. | Work with BPE/OPI on language. | OCHE/BPE/OPI | Unsure. | All Montana high schools will require math the senior year in high school. |
| Examine performance funding language. | Consider options for inclusion of co requisite design and equity in performance funding language. | OCHE/BoR | Existence of co req and pre requisite design. | Performance Funding language would be modified to include co requisite design and growth. |

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| **Communication**  ***We believe communication accelerates change.*** *We will establish and drive mechanisms to enhance our connectedness, frequently and effectively sharing our reform efforts and stories of success. We will marshal public opinion toward a deeper understanding of the challenges facing our students and the solutions being championed by our movement, focusing all Americans on a shared vision for the future of higher education.* | | | | |
| ***What are our goals/objectives around the Communication Scaling Standard to support our corequisite work?:***  ***1. Communicating the success of this program to stakeholders across Montana.***  ***2. Communicate nuts and bolts of co requisite design with everyone on each of our campuses. Leverage success stories on our campuses of co req. Include social media, news outlets, etc.. Make sure campuses understand the value proposition.***  ***3. Communicate nuts and bolts of co requisite design with tribal colleges.***  ***4.***  ***5.*** | | | | |
| What activities will move us toward meeting our goals/objectives? | Immediate Next Steps  (By October 31) | Who should be engaged in the work? | Challenge(s) | Outcome(s): What will this accomplish? |
| Use math and co requisite task forces to elevate the conversation on our campuses of value around co requisite in growing enrollment and student success. | Reconstitute both task forces. | OCHE and task force members. | Ensuring folks understand the high cost of remediation and the role co requisite plays in it. | Reduce the amount of remediation in math in the MUS. |
| Visit with Tribal College leaders about value of co requisite design. | Discuss value of co requisite. | OCHE | None. | Ensure tribal college leaders are aware of the efforts around co requisite design. |
| Present to Montana PTSA, MEA MFT, MCEL, SAM, MSCA and all other stakeholder groups. Civic groups could also be included. | Email each group to arrange for a place on their next meeting agenda. | OCHE/Campuses | None | Overall awareness and knowledge will increase and ultimately grow the offerings. |