**Purpose:** This activity is designed to model a process that your institutional team can use to create a vision for scaling math pathways.

In the workshop setting, you will have to make rough estimates for some of the data. **If you are not comfortable with this**, you can ask the facilitator for a *scenario card* with national data that you can use to practice the process.

**Getting started: Developing hypotheses about scale**

Use the Goals for Scale worksheet to complete the following steps.

**Step 1: Define the ideal alignment of mathematics pathways to programs of study.**

1A. List the math pathways you have or intend to implement in the gray boxes below (e.g., statistics pathway, college algebra/calculus pathway, tech math).

1B. List the programs of study that you believe would be best served by each math pathway. This list should not merely reflect current requirements. Your predictions about the appropriate pathway may or may not reflect current requirements on your campus. For example, you might list nursing in the statistics column, even though it currently has a college algebra requirement. Or for a communications program that currently allows any college-level math course, you might list communication under quantitative reasoning as the *best* option for the program.

1C. Circle programs that you have placed in a pathway that is different from the current requirements on your campus.

**Step 2: Estimate student enrollment in each pathway.**

2A. Review the list of programs for each math pathway. Approximately what proportion of your student population is enrolled in these programs? For example, the programs under college algebra might represent approximately 15% of students—this is only a rough estimate. You can get more exact data later. Ask the facilitator for a scenario card if you are not comfortable making an estimate. Write your estimated percentage for each pathway in line 2A.

2B. What is your entering student population? For each pathway, multiply the percentage in line 2A by the total number of entering students you serve each fall. Enter the number of students for each pathway in line 2B.

**Step 3: Estimate the institutional capacity to meet student needs.**

3A. Estimate the number of sections needed in the fall term to serve each pathway. Enter this number in line 3A.

3B. Estimate the number of faculty needed to staff the sections in line 3A. Enter this number in line 3B.

**Goals for scale worksheet**

|  |  |
| --- | --- |
| **Step** | **Math Pathways** |
| Step 1A.Math Pathways |  |  |  |  |  |
| Step1B.Programs of Study |  |  |  |  |  |
| Step 2A. Percentage of Enrollment |  |  |  |  |  |
| Step 2B. # of Entering Students |  |  |  |  |  |
| Step 3A.Estimated # of Sections |  |  |  |  |  |
| Step 3B.Estimated # of Faculty |  |  |  |  |  |