**Purpose:** This activity is designed to help you create a vision for scaling math pathways.

**Getting Started: Developing Hypotheses About Scale**

Use the Vision 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. Your perceptions 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.

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? Write your estimated percentage in line 2A.

2B. What is your entering student population? Multiply the percentage in line 2A by the number of entering students you will serve each fall in each pathway. Enter this number 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.

**Vision for Scale Worksheet**

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| **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 |  |  |  |  |  |