**Purpose:** Setting long-term goals for scaling an innovation communicates an institution’s collective vision—it is the first step in developing a strategic plan for scaling. This tool provides a process for gathering different perspectives on the goals that your institution should set for implementing math pathways.

**Users:** Institutional leadership team and other identified stakeholders

**Instructions:** Your institution is preparing to set goals for scaling mathematics pathways. An innovation has *scaled* when it becomes normative practice for all students to be enrolled in a math pathway appropriately aligned to their program of study and is sustained over time. You have been asked to provide input and to respond to the questions below. Please be sure to have a general understanding of your institution’s plans *before* addressing the questions.

This tool offers a future-looking process, focusing on the end-goal for the innovation. Assuming that current limitations and obstacles have been addressed, consider what your institution’s mathematics pathways program should look like when it is fully implemented. Your feedback is valuable; therefore, there are no right or wrong answers. Please respond to each prompt based on yourunderstanding of the work.

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| **Question 1: Define the innovation.** |
| What will the mathematics pathways look like? What mathematics courses will be available to students at both the developmental and college levels?  |
| Notes: |
| **Question 2: Define the target population.** |
| Which students should be in the mathematics pathways that will be offered at your college? In responding to this question, consider the following: * Should students have access to the pathways regardless if they are college ready or not?
* Are there any groups of students who would be excluded from the pathways due to characteristics such as placement, program of study, campus, etc.?
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| Notes: |