**Scaling Educational Planning**

**Activity 1: Taking Stock of the Current State of Educational Planning**

## What do we know about how many students have plans?

What percentage of programs at our college have program maps?

* More than 80% of programs (including workshop and transfer programs) have created program maps.
* Less than 80% but more than 50% of programs have created program maps.
* Less than 50% but more than 25% of programs have created programs maps.
* Less than 25% of programs have created program maps.

If your college has program maps, are they easily accessible on the college’s website? If so, how many clicks from the homepage did it take to find a program map?

* 1–2 click
* 3–5 clicks
* More than 5 clicks

What percent of our students have an initial individualized plan (e.g., 1–2 terms are included in the educational plan)?

* 80% or more
* 50–80%
* 25–50%
* Less than 25%
* Don’t know

What percent of our students have complete, full-program individualized plans?

* 80% or more
* 50–80%
* 25–50%
* Less than 25%
* Don’t know

Which of our students make individualized educational plans?

* Planning is mandatory for all students (new and returning).
* Returning adult students are helped to make plans.
* Dual enrollment students are helped to make plans.
* Specific student groups make plans via specialized programs or in specific courses (List here: \_\_\_\_\_\_\_\_\_\_\_\_\_).
* Some students make plans, but planning is optional, so it depends on the student.

What systems/technology tools are used to create and store students’ plans?

Do those systems/technology tools allow users to track the number of students with plans and how many terms or semesters are included in a plan?

Who has access to plans right now?

## Activity 2: Scaling Up Educational Planning

What steps can our institution take to scale up full-program educational planning for all students? In your small group, consider the following questions:

1. What needs to happen to scale full-program educational planning for all students? Who needs to be involved?
2. Are plans regularly updated as needed? When does this happen, and who (e.g., advisors, faculty, success coaches) is responsible for monitoring students’ progress along their plans?
3. Who is supporting students with educational planning at each stage (Developing an initial plan? a full program plan? Updating the plan?)?
4. What barriers or challenges might you encounter, and how can you plan ahead to address them?
5. What resources or support might we need to accomplish scaled educational planning?

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