



2024-2026 GUIDED PATHWAYS WORK PLAN

Guided Pathways is a framework for learning and transforming your college. In order to fully engage in this work, your college and leadership team will need to commit to significant change and continuous improvement over a long period of time. Because this type of institutional change is the aggregate of numerous large and small changes and because of the natural turnovers in staffing, it is important to create and iterate your plans, challenges, and progress transparently.

This tool is primarily designed to help your college describe your progress in implementing Guided Pathways practices at scale, reflect on opportunities and capacity for further work, and plan for 2024-2026 activities. In addition, this tool will serve to inform the peer and professional development learning agenda for future statewide professional development events, coaching, and additional technical assistance, build connections between colleges based on their priorities, and reinforce your college's commitment to and progress in implementing Guided Pathways with fidelity.

Each Section of the work plan is arranged to comply with legislative requirements from the Workforce Education and Investment Act, the legislative action that provides the system with Guided Pathways Funding. The sections are further aligned with questions from the 2022 Scale of Adoption Survey, administered by the Community College Research Center. Each college received a copy of an individualized plan that is populated with college responses from the survey, this template is generic in that it contains all potential scale of adoption measures and associated prompts for response. The work plan is due Friday, June 28th with submissions emailed to Monica Wilson at mwilson@sbctc.edu

Work Plan Overview and Directions

- Section 1: [Implementing Large Scale Change](#) focuses on the college infrastructure that has been identified as essential for true college wide change to take place. These practices require continued refinement and are key to successful transformation.
- Section 2: [Pathway and Program Design](#) focuses on the comprehensive mapping of student educational pathways with student end goals in mind. Minimum Guided Pathways implementation includes transparent and clear career paths that are tightly aligned to the skills sought by employers. Pathways must align course sequences to show clear paths for students, alignment with K-12 and university curriculum, and skill sets needed to enter the workforce.
- Section 3: [Pathway Entry and Navigation](#) focuses on dedicated equity competent advising and career counseling that helps students make informed program choices and develop completion plans. Guided Pathways minimum implementation requires advising services that include processes that help students explore possible career and educational choices while also emphasizing early planning. Advising must be culturally competent with an emphasis on helping historically underserved, low-income, and students of color navigate their education and include clear information regarding financial aid and financial literacy.
- Section 4: [Teaching and Learning](#), focuses on student success and support infrastructure built on a foundation that prioritizes equity, inclusion, and the delivery of high-impact practices in teaching and learning.

Section 1: Leading Large-Scale Change

This section focuses on the college infrastructure that has been identified as essential for true college wide change to take place. These practices will require continued refinement, but colleges are encouraged to focus on implementation this year as these foundations are key to successful transformation. Please complete all questions in this section.

Alignment

- Please share college targets for Guided Pathways related early momentum metrics:
 - Quarter to quarter retention (fall to winter)
 - Annual retention (fall to fall)
 - Two-year graduation rate
 - Program math completion within first year
 - Program English completion within first year
- To what extent has the college aligned and embedded Guided Pathways priorities for retention, completion, and equity in the college's guiding principles and strategic plans? How is this communicated throughout the college?
- Who on your college's leadership team has authority for allocating Guided Pathways funding? How will the college ensure funding is well aligned with the priorities and actions identified in this work plan?

Embedding Equity

- How has your college aligned Guided Pathways planning with the Diversity, Equity, and Inclusion (DEI) Strategic Plan, a crucial component in advancing racial equity in our colleges and a key deliverable in SB 5194? What specific actions or initiatives have been taken to ensure these components are integrated and mutually reinforced?
- Who are the individuals leading this integration and alignment at your college?
- What support from SBCTC would be most useful to your college to deepen the practice of embedding equity across all operations, particularly as it relates to advancing your Guided Pathways priorities?

Maintaining Momentum

- What is your college's path for review, change, and adoption of college policies and procedures? How does your college broadly and clearly communicate this path to stakeholders?
- How have you provided opportunities for all stakeholders including community members, students, frontline staff, faculty, and traditional decision makers to give feedback to leadership on Guided Pathways implementation efforts?
- What is your plan for continuing your college's momentum with leadership and staffing changes?

Data Analytics

- How do you ensure that evidence is integrated into the work of setting priorities and goals, making decisions, and engaging in continuous improvement processes for Guided Pathways implementation?
- How does the college involve faculty, staff, and other stakeholders in the data collection and analysis process to foster a collaborative culture of evidence?
- What actions do you take to ensure that the data collected and analyzed for Guided Pathways address and promote equity goals?

Section 2: Pathway and Program Design

This section focuses on the comprehensive mapping of student educational pathways with student end goals in mind. Minimum Guided Pathways implementation includes transparent and clear career paths that are tightly aligned to the skills sought by employers. Pathways must align course sequences to show clear paths for students, alignment with K-12 and university curriculum, and skill sets needed to enter the workforce.

Meta Majors

<u>Scale of Adoption Measure</u>	<u>Response</u>
In the 2022 Scale of Adoption survey, your college indicated that at least 80% of credit programs are organized by meta-major or broad field.	<ul style="list-style-type: none"> • What notable actions has your college taken that has led to significant advancement towards meta-major development? • What actions will your college continue to prioritize on going forward as part of a continuous improvement process? • How has your college considered equity in this work to remove friction points and ensure that historically underserved students will benefit?
In the 2022 Scale of Adoption survey, your college indicated that between 50% and 80% of credit programs are organized by meta-major or broad field.	<ul style="list-style-type: none"> • Is this assessment still accurate? If not, has your college organized at least 80% of credit programs by meta major or broad field? • What notable actions has your college taken that has led to significant advancement towards meta-major development? • What actions will your college continue to prioritize on going forward? • How has your college considered equity in this work to remove friction points and ensure that historically underserved students will benefit?

Career-Technical Workforce Program Maps

<u>Scale of Adoption Measure</u>	<u>Response</u>
In the 2022 Scale of Adoption survey, your college indicated that at least 80% of credit career-technical and workforce programs provide information on course requirements and recommended sequences (program maps) on the college's website.	<ul style="list-style-type: none"> • What actions has your college taken that has led to significant advancement towards developing and posting career-technical and workforce maps online? • What actions will your college continue to prioritize on going forward as part of a continuous improvement process? • How has your college considered equity in this work to remove friction points and ensure that historically underserved students will benefit?
In the 2022 Scale of Adoption survey, your college indicated that between 50% and 80% of credit career-technical and workforce programs provide information on course requirements and recommended sequences (program maps) on the college's website.	<ul style="list-style-type: none"> • Is this assessment still accurate? If not, has your college posted at least 80% of credit career-technical and workforce program maps on the website? What is your college's timeline for ensuring at least 80% of credit career-technical and workforce programs provide program maps on the website? • What notable actions has your college taken that has led to significant advancement towards career technical and workforce program map development? • What actions will your college continue to prioritize on going forward?

<u>Scale of Adoption Measure</u>	<u>Response</u>
	<ul style="list-style-type: none"> How has your college considered equity in this work to remove friction points and ensure that historically underserved students will benefit?
In the 2022 Scale of Adoption survey, your college indicated that less than 50% of credit career-technical and workforce programs provide information on course requirements and recommended sequences (program maps) on the college's website.	<ul style="list-style-type: none"> Is this assessment still accurate? If not, what percentage of credit career-technical and workforce programs provide program maps on the website? What is your college's timeline for ensuring at least 80% of credit career-technical and workforce programs provide program maps on the website? What are the major barriers for your college to scale this practice? What needs to be done to remove the barriers? What actions and structural changes has What are the equity considerations for your college to remove student friction points and ensure that historically underserved students will benefit?

Transfer Program Maps

<u>Scale of Adoption Measure</u>	<u>Response</u>
In the 2022 Scale of Adoption survey, your college indicated that at least 80% of transfer programs provide information on course requirements and recommended sequences (program maps) and requirements for transfer in specific majors (e.g., AS in biology or AA in psychology, rather than AA in liberal arts or general studies) on the college's website.	<ul style="list-style-type: none"> What actions has your college taken that has led to significant advancement towards developing and posting transfer maps online? What actions will your college continue to prioritize on going forward as part of a continuous improvement process? How has your college considered equity in this work to remove friction points and ensure that historically underserved students will benefit?
In the 2022 Scale of Adoption survey, your college indicated that between 50% and 80% of transfer programs provide information on course requirements and recommended sequences (program maps) and requirements for transfer in specific majors (e.g., AS in biology or AA in psychology, rather than AA in liberal arts or general studies) on the college's website.	<ul style="list-style-type: none"> Is this assessment still accurate? If not, has your college posted at least 80% of transfer program maps on the website? What is your college's timeline for ensuring at least 80% of credit transfer programs provide program maps on the website? What actions has your college taken that has led to significant advancement towards developing and posting transfer maps online? What actions will your college continue to prioritize going forward to scale this practice? How has your college considered equity in this work to remove friction points and ensure that historically underserved students will benefit?
In the 2022 Scale of Adoption survey, your college indicated that less than 50% of transfer programs provide information on course requirements and recommended sequences (program maps) and requirements for transfer in specific majors (e.g., AS in biology or AA in psychology, rather than AA in liberal arts or general studies) on the college's website.	<ul style="list-style-type: none"> Is this assessment still accurate? If not, what percentage of transfer program maps have been posted on the website? What is your college's timeline for ensuring at least 80% of credit transfer programs provide program maps on the website? What are the major barriers for your college to scale this practice?

<u>Scale of Adoption Measure</u>	<u>Response</u>
	<ul style="list-style-type: none"> • What needs to be done to remove the barriers? What actions and structural changes has your college taken to begin the process? • What are the equity considerations for your college to remove student friction points and ensure that historically underserved students will benefit?

Math Pathways

<u>Scale of Adoption Measure</u>	<u>Response</u>
In the 2022 Scale of Adoption survey, your college indicated that at least 80% of program maps designate a program or field-specific math sequence (for example, statistics for social science pathways), as opposed to designating college algebra as the default or providing no guidance on which math courses to take.	<ul style="list-style-type: none"> • What actions has your college taken that has led to significant advancement towards program maps designating a program or field specific math sequence? • What actions will your college continue to prioritize going forward as part of a continuous improvement process? • How has your college considered equity in this work to remove friction points and ensure that historically underserved students will benefit?
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Section 3: Pathway Entry and Navigation

This section is focused on dedicated equity competent advising and career counseling that helps students make informed program choices and develop completion plans. Guided Pathways minimum implementation requires advising services that include processes that help students explore possible career and educational choices while also emphasizing early planning. Advising must be culturally competent and with an emphasis on helping historically underserved, low-income, and students of color navigate their education and include clear information regarding financial aid and financial literacy.

Academic And Career Exploration And Program Choice

<u>Scale of Adoption Measure</u>	<u>Response</u>
<p>In the 2022 Scale of Adoption survey, your college indicated that the following activities have been adopted for all or nearly all new credit students (<u>not including</u> high school dual enrollment/credit students) to help them explore career and academic interests and choose a program of study when they first enter the college:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mandatory orientation <input type="checkbox"/> Mandatory orientation with meta-major-specific content <input type="checkbox"/> Mandatory career assessment <input type="checkbox"/> Mandatory first-year experience course <input type="checkbox"/> Mandatory first-year experience course with meta-major-specific content <input type="checkbox"/> Field-specific events or activities organized by each meta-major community 	<ul style="list-style-type: none"> • Is this assessment still accurate? If not, what activities have been added and when were they added (quarter and year)? • What actions will your college continue to prioritize on going forward as part of a continuous improvement process? • What are the major barriers for your college to scale remaining practices regarding academic and career exploration and program choice? • What needs to be done to remove the barriers? What actions and structural changes has your college taken to begin the process? • What are the equity considerations for your college to remove student friction points and ensure that historically underserved students will benefit?

Advising In The First Term

<u>Scale of Adoption Measure</u>	<u>Response</u>
<p>In the 2022 Scale of Adoption survey, your college indicated that at least 80% of first-time students are advised to take at least one course related to their program (other than math, English, or a first-year experience course) in their first term.</p>	<ul style="list-style-type: none"> • What actions has your college taken that has led to significant advancement towards ensuring students are advised to take at least one course related to their program in their first term? • What actions will your college continue to prioritize going forward as part of a continuous improvement process? • How has your college considered equity in this work to remove friction points and ensure that historically underserved students will benefit?
<p>In the 2022 Scale of Adoption survey, your college indicated that between 50% and 80% of first-time students are advised to take at least one course related to their program (other than math, English, or a first-year experience course) in their first term.</p>	<ul style="list-style-type: none"> • Is this assessment still accurate? If not, what percent of first-time students are advised to take at least one course related to their program in their first term? What is your college's timeline for scaling this practice? • What actions has your college taken that has led to significant advancement towards ensuring students are advised to take at least one course related to their program in their first term?

<u>Scale of Adoption Measure</u>	<u>Response</u>
	<ul style="list-style-type: none"> • What actions will your college continue to prioritize going forward as part of a continuous improvement process? • How has your college considered equity in this work to remove friction points and ensure that historically underserved students will benefit?
In the 2022 Scale of Adoption survey, your college indicated that less than 50% of first-time students are advised to take at least one course related to their program (other than math, English, or a first-year experience course) in their first term.	<ul style="list-style-type: none"> • Is this assessment still accurate? If not, what percent of first-time students are advised to take at least one course related to their program in their first term? What is your college's timeline for scaling this practice? • What are the major barriers for your college to scale this practice? • What needs to be done to remove the barriers? What actions and structural changes has your college taken to begin the process? • What are the equity considerations for your college to remove student friction points and ensure that historically underserved students will benefit?

Educational Planning

<u>Scale of Adoption Measure</u>	<u>Response</u>
In the 2022 Scale of Adoption survey, your college indicated that at least 80% of first-time credit program students (not including high school dual enrollment/credit students) are helped to develop a program education plan by the end of their first term.	<ul style="list-style-type: none"> • What actions has your college taken that has led to significant advancement towards ensuring students are helped to develop a program education plan by the end of their first term? • What actions will your college continue to prioritize going forward as part of a continuous improvement process? • How has your college considered equity in this work to remove friction points and ensure that historically underserved students will benefit?
In the 2022 Scale of Adoption survey, your college indicated that at between 50% and 80% of first-time credit program students (not including high school dual enrollment/credit students) are helped to develop a program education plan by the end of their first term.	<ul style="list-style-type: none"> • Is this assessment still accurate? If not, are at least 80% of first-time students helped to develop a program education plan by the end of the first term? What is your college's timeline for scaling this practice? • What actions has your college taken that has led to significant advancement towards ensuring students are helped to develop a program education plan by the end of their first term? • What actions will your college continue to prioritize going forward as part of a continuous improvement process? • How has your college considered equity in this work to remove friction points and ensure that historically underserved students will benefit?
In the 2022 Scale of Adoption survey, your college indicated that less than 50% of first-time credit program students (not including high school dual enrollment/credit students) are helped to develop a program education plan by the end of their first term.	<ul style="list-style-type: none"> • Is this assessment still accurate? If not, what percent of first-time students are helped to develop a program education plan by the end of the first term? What is your college's timeline for scaling this practice? • What are the major barriers for your college to scale this practice?

<u>Scale of Adoption Measure</u>	<u>Response</u>
	<ul style="list-style-type: none"> • What needs to be done to remove the barriers? What actions and structural changes has your college taken to begin the process? • What are the equity considerations for your college to remove student friction points and ensure that historically underserved students will benefit?

Educational Plans Online

<u>Scale of Adoption Measure</u>	<u>Response</u>
In the 2022 Scale of Adoption survey, your college indicated that students can see their educational plans online and determine which courses they have already taken and which they need to take to complete their programs.	<ul style="list-style-type: none"> • What actions has your college taken that has allowed students to see their educational plans online? • What actions will your college continue to prioritize going forward as part of a continuous improvement process? • How has your college considered equity in this work to remove friction points and ensure that historically underserved students will benefit?
In the 2022 Scale of Adoption survey, your college indicated that indicated that students cannot see their educational plans online and determine which courses they have already taken and which they need to take to complete their programs.	<ul style="list-style-type: none"> • Is this assessment still accurate? <ul style="list-style-type: none"> ◦ If not, when were educational plans available online for students (term and year)? • If so, what are the major barriers for your college to provide online educational plans? • What needs to be done to remove the barriers? What actions and structural changes has your college taken to begin the process? • What are the equity considerations for your college to remove student friction points and ensure that historically underserved students will benefit?

Progress Monitoring-A

In the 2022 Scale of Adoption survey, your college indicated that the following systems are structures are in place to support the monitoring of students' progress on their educational plans, with at least 80% of credit students experiencing the form of advising:

<u>Scale of Adoption Measure</u>	<u>Response</u>
<p>In the 2022 Scale of Adoption survey, your college indicated that the following systems are structures are in place to support the monitoring of students' progress on their educational plans, with at least 80% of credit students experiencing the form of advising:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mandatory advising <input type="checkbox"/> Subsequent terms (advisors must sign off before students can register) 	<ul style="list-style-type: none"> • Is this assessment still accurate? If not, what forms of advising have been added? • What are the major barriers for your college to scale remaining advising practices? • What needs to be done to remove the barriers? What actions and structural changes has your college taken to begin the process? • What are the equity considerations for your college to remove student friction points and ensure that historically underserved students will benefit?

<u>Scale of Adoption Measure</u>	<u>Response</u>
<input type="checkbox"/> Checkpoint advising (required appointments with advisors at key progress milestones) <input type="checkbox"/> Automatic registration alerts (to notify when students have registered for courses not on their educational plan)	

Progress Monitoring-B

<u>Scale of Adoption Measure</u>	<u>Response</u>
In the 2022 Scale of Adoption survey, your college indicated that professional or faculty advisors are assigned to students in specific meta-majors or broad fields.	<ul style="list-style-type: none"> • What actions has your college taken that has led to significant advancement towards ensuring students are assigned to professional or faculty advisors in specific meta-majors or broad fields? • What actions will your college continue to prioritize going forward as part of a continuous improvement process? • How has your college considered equity in this work to remove friction points and ensure that historically underserved students will benefit?
In the 2022 Scale of Adoption survey, your college indicated that professional or faculty advisors are not assigned to students in specific meta-majors or broad fields.	<ul style="list-style-type: none"> • Is this assessment still accurate? If not, when was field-specific advising first adopted (term and year). • If so, what are the major barriers for your college to provide professional or faculty advisors based on meta-majors or broad fields? • What needs to be done to remove the barriers? What actions and structural changes has your college taken to begin the process? • What are the equity considerations for your college to remove student friction points and ensure that historically underserved students will benefit?

Section 4: Teaching and Learning

This section focuses on student success and support infrastructure built on a foundation that prioritizes equity, inclusion, and the delivery of high-impact practices in teaching and learning.

Enriched Instruction in Program Foundation Courses

<p>In the 2022 Scale of Adoption survey, your college indicated there have been division- or college-wide efforts to improve instruction in more than half of program-related foundation courses (other than math, English, or first-year experience courses).</p>	<ul style="list-style-type: none"> • What actions has your college taken that has led to significant advancement towards division or college wide efforts to improve instruction in program-related foundation courses? • What actions will your college continue to prioritize going forward as part of a continuous improvement process? • How has your college considered equity in this work to remove friction points and ensure that historically underserved students will benefit?
<p>In the 2022 Scale of Adoption survey, your college indicated there have been division- or college-wide efforts to improve instruction in less than half of program-related foundation courses (other than math, English, or first-year experience courses).</p>	<ul style="list-style-type: none"> • Is this assessment still accurate? If not, what percent of program related courses have division or college-wide efforts focused on improved instruction? What is your college's timeline for scaling this practice? • What are the major barriers for your college to scale this practice? • What needs to be done to remove the barriers? What actions and structural changes has your college taken to begin the process? • What are the equity considerations for your college to remove student friction points and ensure that historically underserved students will benefit?
<p>In the 2022 Scale of Adoption survey, your college indicated that no efforts to improve instruction have been initiated at the department or faculty levels and not in divisions or college-wide. (other than math, English, or first-year experience courses).</p>	<ul style="list-style-type: none"> • Is this assessment still accurate? If not, what percent of program related courses have division or college-wide efforts focused on improved instruction? What is your college's timeline for scaling this practice? • What are the major barriers for your college to scale this practice? • What needs to be done to remove the barriers? What actions and structural changes has your college taken to begin the process? • What are the equity considerations for your college to remove student friction points and ensure that historically underserved students will benefit?

Math Corequisites

<p>In the 2022 Scale of Adoption survey, your college indicated that least 80% of first-time students (not including high school dual enrollment/credit students) who are deemed to need remediation in math are placed in a corequisite math course.</p>	<ul style="list-style-type: none"> • What actions has your college taken that has led to significant advancement towards ensuring first-time students who are deemed to need remediation in math are placed in a corequisite math course? • What actions will your college continue to prioritize going forward as part of a continuous improvement process? • How has your college considered equity in this work to remove friction points and ensure that historically underserved students will benefit?
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<p>In the 2022 Scale of Adoption survey, your college indicated that between 50% and 80% of first-time students (not including high school dual enrollment/credit students) who are deemed to need remediation in math are placed in a corequisite math course.</p>	<ul style="list-style-type: none"> • Is this assessment still accurate? If not, are at least 80% of first-time students who are deemed to need remediation in math placed in a corequisite math course? What is your college's timeline for scaling this practice? • What actions has your college taken that has led to significant advancement towards ensuring first-time students who are deemed to need remediation in math are placed in a corequisite math course? • What actions will your college continue to prioritize going forward as part of a continuous improvement process? • How has your college considered equity in this work to remove friction points and ensure that historically underserved students will benefit?
<p>In the 2022 Scale of Adoption survey, your college indicated that less than half of first-time students (not including high school dual enrollment/credit students) who are deemed to need remediation in math are placed in a corequisite math course.</p>	<ul style="list-style-type: none"> • Is this assessment still accurate? If not, what percentage of first-time students who are deemed to need remediation in math placed in a corequisite math course? What is your college's timeline for scaling this practice? • What are the major barriers for your college to scale this practice? • What needs to be done to remove the barriers? What actions and structural changes has your college taken to begin the process? • What are the equity considerations for your college to remove student friction points and ensure that historically underserved students will benefit?

Corequisite Math – Aligned Academic Support

<p>In the 2022 Scale of Adoption survey, your college indicated that academic support is provided to students in corequisite math that aligns with the content of their college-level math course. (For example, do students in college-level statistics have statistics-focused learning support?)</p>	<ul style="list-style-type: none"> • What actions has your college taken that has led to significant advancement towards providing aligned academic support for corequisites? • What actions will your college continue to prioritize going forward as part of a continuous improvement process? • How has your college considered equity in this work to remove friction points and ensure that historically underserved students will benefit?
<p>In the 2022 Scale of Adoption survey, your college indicated that there is not academic support provided to students in corequisite math aligns with the content of their college-level math course. (For example, do students in college-level statistics have statistics-focused learning support?)</p>	<ul style="list-style-type: none"> • Is this assessment still accurate? <ul style="list-style-type: none"> ○ If not, what forms of aligned academic support for corequisites have been added, and when? What actions will your college continue to prioritize going forward as part of a continuous improvement process? ○ If so, what are the major barriers for your college to provide aligned academic support for corequisites? What needs to be done to remove the barriers? What actions and structural changes has your college taken to begin the process? • What are the equity considerations for your college to remove student friction points and ensure that historically underserved students will benefit?

Class Scheduling Based on Educational Plans

<p>In the 2022 Scale of Adoption survey, your college indicated that course schedules are developed based on data from students' educational plans.</p>	<ul style="list-style-type: none"> • What actions has your college taken that led to implementing course schedules developed based on students' educational plans? • What actions will your college continue to prioritize going forward as part of a continuous improvement process? • How has your college considered equity in this work to remove friction points and ensure that historically underserved students will benefit?
<p>In the 2022 Scale of Adoption survey, your college indicated that course schedules are not yet developed based on data from students' educational plans.</p>	<ul style="list-style-type: none"> • Is this assessment still accurate? <ul style="list-style-type: none"> ○ If not, when did this practice begin (term, year)? ○ What actions will your college continue to prioritize going forward as part of a continuous improvement process? • If so, what are the major barriers for your college to develop course schedules based on data from students' educational plans? • What needs to be done to remove the barriers? What actions and structural changes has your college taken to begin the process? • What are the equity considerations for your college to remove student friction points and ensure that historically underserved students will benefit?

Annual Course Calendar

<p>In the 2022 Scale of Adoption survey, your college indicated that an annual course calendar is available for students to see course offerings and times for future terms.</p>	<ul style="list-style-type: none"> • What actions has your college taken that led to implementing an annual course calendar? • What actions will your college continue to prioritize going forward as part of a continuous improvement process? • How has your college considered equity in this work to remove friction points and ensure that historically underserved students will benefit?
<p>In the 2022 Scale of Adoption survey, your college indicated that an annual course calendar is not available for students to see course offerings and times for future terms.</p>	<ul style="list-style-type: none"> • Is this assessment still accurate? <ul style="list-style-type: none"> ○ If not, when did the college begin offering an annual course calendar (term and year)? ○ What actions will your college continue to prioritize going forward as part of a continuous improvement process? • If so, what are the major barriers for your college to develop annual course schedules? • What needs to be done to remove the barriers? What actions and structural changes has your college taken to begin the process? • What are the equity considerations for your college to remove student friction points and ensure that historically underserved students will benefit?