



DesignForScale: State Policy Self-Assessment Tool

ALIGNED WITH THE COMPLETION BY DESIGN “PREVENTING LOSS, CREATING MOMENTUM” FRAMEWORK

INTRODUCTION

The **DesignForScale: State Policy Self-Assessment Tool** is designed for use by state teams to document and reflect on their progress and priorities in implementing a strong set of policies that maximize student success and completion of credentials with labor market value. The Tool was co-constructed with states in the Postsecondary State Policy Network. Led by Jobs for the Future, the network is a multistate collaboration committed to advancing state policies that accelerate community college student success and completion. The network evolved out of the policy efforts for the Achieving the Dream National Reform Network, including the Developmental Education Initiative. The network includes 13 states that are continuing their work with support from Achieving the Dream and the Completion by Design and Student Success Center initiatives.

The *Self-Assessment Tool* presents a series of detailed questions, grouped by high-level policy areas, that enable states to measure their own policies against a set of policies that have been co-constructed by state leaders and Jobs for the Future in the past year. The tool is organized in part around the four key categories of the **Completion by Design Preventing Loss, Creating Momentum Framework**: Connection; Entry; Progress; and Completion. In addition, a set of critical cross-cutting policy areas are also highlighted, including: Political Leadership and Commitment; Data System Capacity and Use; Student Engagement and Support Services; Continuous Improvement Processes; Outcomes-based Funding; and

Financial Aid and Affordability. These cross-cutting sections identify policy implementation priorities that are important during all four stages of the loss/momentum framework.

The tool and its assessment questions are derived in part from previous Self-Assessment Tools developed by Jobs for the Future for state teams engaged in the [Achieving the Dream National Reform Network](#) and the [Developmental Education Initiative](#). This tool is distinctive in that—in keeping with current trends in national research and practice—it adds policy specifics related to **structured pathways**—the efficient entry into, persistence in, and completion of programs of study that result in more credentials with value in the labor market and/or that lead smoothly to further education with minimal loss of credits in a major. The use of the loss/momentum framework shines a light on policies that maintain a student’s momentum toward completion throughout her college career, from her first connection to a community college to the choices she makes every semester, every day.

The policy framework that underlies the *Self-Assessment Tool* can be found in the JFF publication for Completion by Design, *Cornerstones of Completion: State Policy Support for Accelerated, Structured Pathways to College Credentials and Transfer*, by Lara K. Couturier, found at <http://www.jff.org/publications/education/cornerstones-completion/1486>.

INSTRUCTIONS

- > For calendar years 2014 and 2015, please answer each question with the appropriate number from the indicated scale.
- > Each state will complete the Tool differently, according to local circumstances. To maximize the Tool's effectiveness as a discussion aid, we recommend scheduling a two-hour, focused retreat for a state team to complete the instrument together. State team roles might include association or system head, chief academic officer, chief student services officer, director of institutional research, and/or director of financial aid.
- > If a policy change is a high priority for the future, please put "Yes" in that column.
- > "State" is defined as the governing authority for community colleges in your state. Please see the Glossary for more details.
- > Comments are optional, but are encouraged so that team discussion is rich and forward-looking.

Purpose and Uses: This *Self-Assessment Tool* is exactly that—a tool to make the task of system-building easier, more efficient, and more accurate. The tool helps states to:

- > Evaluate their current policy environment against a preferred policy set tested with state leaders and other experts.

- > Discuss and prioritize needed policy changes (system and state) in order to better support student completion.
- > Track policy changes over time, providing data on the scope and magnitude of policy changes underway vis-à-vis their peers in the Postsecondary State Policy Network. Aggregated state responses will be provided so that states can assess their progress relative to peer states.

With previous iterations of this tool, it has been exciting to be able to see and document state progress from year to year. We recommend using the tool in this longitudinal way.

Two Approaches Embedded in One Tool:

- > The tool can be used to assess the full range of policies that comprise a **comprehensive student completion agenda**, based on evidence and priorities of the completion movement. To use the tool in this way, please consider all of the questions in the tool.
- > This tool can also be used to assess a more narrow subset of policies aligned with the implementation of **structured pathways** as advanced by Completion by Design, highlighting newer policy priorities that can help states and their institutions accelerate the building and expansion of accelerated, structured pathways to valued credentials and/or transfer. To use the tool in this way, please focus on the questions marked as "structured pathways" (**in bold**).

Questions in **bold** comprise the policy set for structured pathways.

CROSS-CUTTING POLICIES IN SUPPORT OF STRUCTURED PATHWAYS AND THE COMPLETION AGENDA					
POLITICAL LEADERSHIP AND COMMITMENT		2014	2015	FUTURE PRIORITY?	COMMENTS
		ON A SCALE OF 0 TO 4 (0 = NOT AT ALL; 2 = SOMEWHAT; 4 = FULLY), TO WHAT EXTENT:		(YES/NO)	(OPTIONAL)
1.	Has the governor declared it a state priority to increase the community college success rate of low-income and other underserved students?	0 1 2 3 4	0 1 2 3 4	Y N	
2.	Has the state's governing authority for community colleges (hereafter "state") set clear targets and goals for community college completion (e.g., credential, degree, or transfer)?	0 1 2 3 4	0 1 2 3 4	Y N	
3.	Has the state established an advisory committee or task force focused on student progression and completion with representatives from other sectors (e.g., K-12, workforce, and four-year institutions)?	0 1 2 3 4	0 1 2 3 4	Y N	
DATA SYSTEM CAPACITY AND USE		2014	2015	FUTURE PRIORITY?	COMMENTS
		ON A SCALE OF 0 TO 4 (0 = NOT AT ALL; 2 = SOMEWHAT; 4 = FULLY), TO WHAT EXTENT:		(YES/NO)	(OPTIONAL)
4.	Do the state's performance measures include intermediate measures that identify key academic achievement points or predictors of long-term success (e.g., credit accumulation in Year 1, gateway course passage, and entry into a program of study)?	0 1 2 3 4	0 1 2 3 4	Y N	
5.	Does the state's community college data system update students' intended program (from application) with their later, actual declared program?	0 1 2 3 4	0 1 2 3 4	Y N	
6.	Does the state's community college data system track student outcomes by declared program or major?	0 1 2 3 4	0 1 2 3 4	Y N	
7.	Does the state's community college data system compare outcomes for students who have declared a college-level program vs. those who remain undeclared?	0 1 2 3 4	0 1 2 3 4	Y N	

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DATA SYSTEM CAPACITY AND USE (CONTINUED)		2014	2015	FUTURE PRIORITY?	COMMENTS
		ON A SCALE OF 0 TO 4 (0 = NOT AT ALL; 2 = SOMEWHAT; 4 = FULLY), TO WHAT EXTENT:		(YES/NO)	(OPTIONAL)
8.	Does the state's community college data system disaggregate student outcomes by subgroups and report on them at least annually (examples of subgroups include gender, race, income, developmental education placement)? <i>If the state does this, please note how the reports are used and to whom they are distributed in the comments box.</i>	0 1 2 3 4	0 1 2 3 4	Y N	
9.	Does the state's community college data system link to the following data systems: K-12, 4-year colleges and universities, adult education, workforce, employment and earnings, and/or social services?	0 1 2 3 4	0 1 2 3 4	Y N	
STUDENT ENGAGEMENT AND SUPPORT SERVICES		2014	2015	FUTURE PRIORITY?	COMMENTS
		ON A SCALE OF 0 TO 4 (0 = DOES NOT ENCOURAGE OR REQUIRE; 2 = ENCOURAGES THROUGH FINANCIAL OR OTHER VISIBLE SUPPORTS; 4 = REQUIRES AND ENFORCES COMPLIANCE), TO WHAT EXTENT:		(YES/NO)	(OPTIONAL)
10.	Does the state encourage or require colleges to provide advising at certain milestones (e.g., 30 hours) intended to help students make good program choices informed by their career and educational goals? <i>If the state does this, please note at what milestone in the comments box.</i>	0 1 2 3 4	0 1 2 3 4	Y N	
11.	Does the state encourage or require colleges to offer research-validated student success courses (i.e., course content is based upon research about high-quality student success courses)?	0 1 2 3 4	0 1 2 3 4	Y N	
12.	Does the state encourage or require colleges to offer student orientation?	0 1 2 3 4	0 1 2 3 4	Y N	

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STUDENT ENGAGEMENT AND SUPPORT SERVICES (CONTINUED)		2014	2015	FUTURE PRIORITY?	COMMENTS
		ON A SCALE OF 0 TO 4 (0 = DOES NOT ENCOURAGE OR REQUIRE; 2 = ENCOURAGES THROUGH FINANCIAL OR OTHER VISIBLE SUPPORTS; 4 = REQUIRES AND ENFORCES COMPLIANCE), TO WHAT EXTENT:			
13.	Does the state encourage or require advisors to use labor market information when advising students on career and program choices?	0 1 2 3 4	0 1 2 3 4	Y N	
CONTINUOUS IMPROVEMENT PROCESSES		2014	2015	FUTURE PRIORITY?	COMMENTS
		ON A SCALE OF 0 TO 4 (0 = NOT AT ALL; 2 = SOMEWHAT; 4 = FULLY), TO WHAT EXTENT:			
14.	Does the state provide professional development activities that foster faculty leadership in reform efforts?	0 1 2 3 4	0 1 2 3 4	Y N	
15.	Does the state provide professional development activities that help faculty across the state transition to new curricula, structures and delivery models (e.g., accelerated models)?	0 1 2 3 4	0 1 2 3 4	Y N	
16.	Does the state provide professional development to help advisors counsel students on good academic and career choices?	0 1 2 3 4	0 1 2 3 4	Y N	
17.	Does the state provide professional development for institutional research staff?	0 1 2 3 4	0 1 2 3 4	Y N	
18.	Does the state provide a venue for college presidents to compare and discuss institutional data on student progress and completion?	0 1 2 3 4	0 1 2 3 4	Y N	
19.	Has the state conducted a cost and productivity analysis to help colleges determine how they will fund student success-related activities?	0 1 2 3 4	0 1 2 3 4	Y N	
20.	Has the state created a feedback loop/process to ensure that institutional innovators and state policymakers are sharing information?	0 1 2 3 4	0 1 2 3 4	Y N	

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CONTINUOUS IMPROVEMENT PROCESSES (CONTINUED)		2014	2015	FUTURE PRIORITY?	COMMENTS
		ON A SCALE OF 0 TO 4 (0 = NOT AT ALL; 2 = SOMEWHAT; 4 = FULLY), TO WHAT EXTENT:		(YES/NO)	(OPTIONAL)
21.	Does the state provide competitive or incentive funding to encourage institutions to be innovative and test new strategies to improve student outcomes?	0 1 2 3 4	0 1 2 3 4	Y N	
22.	Does the state disseminate the best available research on innovations' impacts on student outcomes (e.g., through publications, newsletters, or conferences)?	0 1 2 3 4	0 1 2 3 4	Y N	
OUTCOMES-BASED FUNDING		2014	2015	FUTURE PRIORITY?	COMMENTS
		ON A SCALE OF 0 TO 4 (0 = NOT AT ALL; 2 = SOMEWHAT; 4 = FULLY), TO WHAT EXTENT:		(YES/NO)	(OPTIONAL)
23.	Does the state have an outcomes-based funding system that includes intermediate measures to reward institutions when students reach critical milestones (e.g., completion of gateway courses)?	0 1 2 3 4	0 1 2 3 4	Y N	
24.	Does the state have an outcomes-based funding system that specifically rewards institutions for student declaration of a college-level program of study early in their academic careers?	0 1 2 3 4	0 1 2 3 4	Y N	
25.	Does the state have an outcomes-based funding system that rewards institutions for student completion?	0 1 2 3 4	0 1 2 3 4	Y N	
26.	Does the state have an outcomes-based funding system that specifically rewards institutions for positive outcomes for low-income, underprepared, and first-generation students?	0 1 2 3 4	0 1 2 3 4	Y N	
27.	Does the state have an outcomes-based funding system that specifically rewards institutions for student completion of high-demand occupational programs? <i>If there is a state outcomes-based funding system, please indicate the percentage of funding allocated to performance in the Comments box.</i>	0 1 2 3 4	0 1 2 3 4	Y N	

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FINANCIAL AID AND AFFORDABILITY		2014	2015	FUTURE PRIORITY?	COMMENTS
		ON A SCALE OF 0 TO 4 (0 = NOT AT ALL; 2 = SOMEWHAT; 4 = FULLY), TO WHAT EXTENT:		(YES/NO)	(OPTIONAL)
28.	Do state financial aid policies incent students to enroll continuously and sequentially at the community college?	0 1 2 3 4	0 1 2 3 4	Y N	
29.	Do state financial aid policies reward student progress and completion (e.g., aid is structured in multiple disbursements that are tied to persistence, a.k.a. performance-based aid)?	0 1 2 3 4	0 1 2 3 4	Y N	
30.	Has the state undertaken an effort to make textbooks more affordable?	0 1 2 3 4	0 1 2 3 4	Y N	
31.	Do state financial aid policies accommodate competency-based models?	0 1 2 3 4	0 1 2 3 4	Y N	
32.	Do state financial aid policies provide support in addition to tuition, books, and fees?	0 1 2 3 4	0 1 2 3 4	Y N	
33.	Do state financial aid policies provide emergency aid for students to assist with unexpected life events?	0 1 2 3 4	0 1 2 3 4	Y N	
34.	Does the state conduct research on the impact of financial aid on student persistence and completion?	0 1 2 3 4	0 1 2 3 4	Y N	
35.	Is the state trying to increase the uptake of federal financial aid (e.g., state support for financial aid staff; system-wide protocols for supporting student applications)?	0 1 2 3 4	0 1 2 3 4	Y N	
36.	Does the state offer any special financial aid options for specific populations, such as working adults and first-generation college-goers?	0 1 2 3 4	0 1 2 3 4	Y N	
37.	Does the state give guidance to institutions for interpreting federal financial aid requirements to allow non-course-based strategies?	0 1 2 3 4	0 1 2 3 4	Y N	

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KEY POLICIES IN SUPPORT OF STRUCTURED PATHWAYS AND THE COMPLETION AGENDA														
ARRANGED BY THE COMPLETION BY DESIGN PREVENTING LOSS, CREATING MOMENTUM FRAMEWORK														
CONNECTION: INTEREST TO APPLICATION		2014		2015		FUTURE PRIORITY?	COMMENTS							
		ON A SCALE OF 0 TO 4 (0 = NOT AT ALL; 2 = SOMEWHAT; 4 = FULLY), TO WHAT EXTENT:				(YES/NO)	(OPTIONAL)							
Key policies for the Preventing Loss, Creating Momentum Framework's connection phase seek to increase interest in, understanding of options for, and connections to college.														
Aligned, Clearly Defined, and Broadly Communicated High School and ABE Exit and College Entrance Standards														
38.	Is a college preparatory curriculum the default for all high school students (i.e., do students have to opt out of a college preparatory curriculum)?	0	1	2	3	4	0	1	2	3	4	Y	N	
39.	Is the high school exit test aligned with college entrance standards?	0	1	2	3	4	0	1	2	3	4	Y	N	
40.	If the state has adopted the Common Core State Standards, does the state have an implementation plan for the coming assessments (i.e., PARCC and SmarterBalanced)? <i>Please skip this question if your state has not adopted the Common Core.</i>	0	1	2	3	4	0	1	2	3	4	Y	N	
41.	Are ABE exit standards aligned with college entrance standards?	0	1	2	3	4	0	1	2	3	4	Y	N	
42.	Does the state provide feedback reports to high schools and school districts about the performance of their graduates in state colleges and universities?	0	1	2	3	4	0	1	2	3	4	Y	N	
43.	Does the state provide feedback reports to ABE programs about the performance of their graduates in state colleges and universities?	0	1	2	3	4	0	1	2	3	4	Y	N	

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CONNECTION: INTEREST TO APPLICATION (CONTINUED)		2014	2015	FUTURE PRIORITY?	COMMENTS
		ON A SCALE OF 0 TO 4 (0 = DOES NOT ENCOURAGE OR REQUIRE; 2 = ENCOURAGES THROUGH FINANCIAL OR OTHER VISIBLE SUPPORTS; 4 = REQUIRES AND ENFORCES COMPLIANCE), TO WHAT EXTENT:		(YES/NO)	(OPTIONAL)
Promotion of Early Assessment, Early Remediation, Dual Enrollment, and Early College Opportunities					
44.	Does the state encourage or require community colleges to work with their K-12 districts to administer a college readiness test in junior or senior year to high school students who are likely to need remediation?	0 1 2 3 4	0 1 2 3 4	Y N	
45.	Does the state encourage or require community colleges to work with their K-12 districts to offer high school students the opportunity to remediate academic deficiencies before graduation?	0 1 2 3 4	0 1 2 3 4	Y N	
46.	Does the state encourage or require credit-based early college opportunities?	0 1 2 3 4	0 1 2 3 4	Y N	
47.	Does the state encourage or require dual enrollment opportunities?	0 1 2 3 4	0 1 2 3 4	Y N	
		ON A SCALE OF 0 TO 4 (0 = NOT AT ALL; 2 = SOMEWHAT; 4 = FULLY), TO WHAT EXTENT:		(YES/NO)	(OPTIONAL)
Comprehensive College Outreach					
48.	Does the state run or support a program that delivers college advising in high schools that is informed by labor market information?	0 1 2 3 4	0 1 2 3 4	Y N	
49.	Does the state run or support a program that delivers advising targeted to adults that is informed by labor market information (e.g., delivered via WIBs, One Stops)?	0 1 2 3 4	0 1 2 3 4	Y N	
50.	Does the state encourage K-12 students to apply to college (e.g., FAFSA assistance, scholarships that target middle-school students, letters to eligible high school students)?	0 1 2 3 4	0 1 2 3 4	Y N	

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ENTRY: ENROLLMENT TO COMPLETION OF GATEWAY COURSES		2014	2015	FUTURE PRIORITY?	COMMENTS
		ON A SCALE OF 0 TO 4 (0 = NOT AT ALL; 2 = SOMEWHAT; 4 = FULLY), TO WHAT EXTENT:		(YES/NO)	(OPTIONAL)
Key policies for the Preventing Loss, Creating Momentum Framework's entry phase seek to facilitate student enrollment, choice of program, and completion of key milestones.					
Coherent Assessment and Placement Policies that are Consistently Applied					
51.	Does the state's assessment/placement policy take into account multiple measures of student performance (e.g., high school transcripts and GPA, diagnostics, non-cognitive measures such as study skills)?	0 1 2 3 4	0 1 2 3 4	Y N	
52.	Does the state specify permissible assessment tests?	0 1 2 3 4	0 1 2 3 4	Y N	
53.	Does the state allow students to take college-level courses at the same time that they take developmental education courses?	0 1 2 3 4	0 1 2 3 4	Y N	
		ON A SCALE OF 0 TO 4 (0 = DOES NOT ENCOURAGE OR REQUIRE; 2 = ENCOURAGES THROUGH FINANCIAL OR OTHER VISIBLE SUPPORTS; 4 = REQUIRES AND ENFORCES COMPLIANCE), TO WHAT EXTENT:		(YES/NO)	(OPTIONAL)
54.	Does the state encourage or require institutions to offer alternatives to developmental education for students who place near to the cut score?	0 1 2 3 4	0 1 2 3 4	Y N	
55.	Does the state encourage or require institutions to use common cut scores or ranges to assign students to developmental courses?	0 1 2 3 4	0 1 2 3 4	Y N	
56.	Does the state encourage or require institutions to make preparatory materials available to students in advance of taking placement tests?	0 1 2 3 4	0 1 2 3 4	Y N	
57.	Does the state encourage or require institutions to allow students to retest if they think they can perform better?	0 1 2 3 4	0 1 2 3 4	Y N	

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		2014	2015	FUTURE PRIORITY?	COMMENTS
ENTRY: ENROLLMENT TO COMPLETION OF GATEWAY COURSES (CONTINUED)		ON A SCALE OF 0 TO 4 (0 = DOES NOT ENCOURAGE OR REQUIRE; 2 = ENCOURAGES THROUGH FINANCIAL OR OTHER VISIBLE SUPPORTS; 4 = REQUIRES AND ENFORCES COMPLIANCE), TO WHAT EXTENT:		(YES/NO)	(OPTIONAL)
Early Connection to Programs of Study					
58.	Does the state encourage or require institutions to clearly articulate academic requirements and suggested course-taking patterns for programs of study?	0 1 2 3 4	0 1 2 3 4	Y N	
59.	Does the state encourage or require institutions to create meta-majors/program areas that introduce students to more specific majors over time?	0 1 2 3 4	0 1 2 3 4	Y N	
Reduce, Accelerate, and Contextualize Developmental Education					
60.	Does the state encourage or require students to complete their developmental education courses early in their academic careers?	0 1 2 3 4	0 1 2 3 4	Y N	
61.	Does the state encourage or require institutions to develop plans for improving outcomes for students who are not college ready when they enter?	0 1 2 3 4	0 1 2 3 4	Y N	
		ON A SCALE OF 0 TO 4 (0 = NOT AT ALL; 2 = SOMEWHAT; 4 = FULLY), TO WHAT EXTENT:		(YES/NO)	(OPTIONAL)
62.	Has the state taken concrete action to move away from systems based on traditional, semester-length courses, to allow for proficiency-based innovations such as self-paced options or accelerated developmental education courses?	0 1 2 3 4	0 1 2 3 4	Y N	

Questions in **bold** comprise the policy set for structured pathways.

	2014	2015	FUTURE PRIORITY?	COMMENTS
PROGRESS: ENTRY INTO COURSE OF STUDY TO 75% REQUIREMENTS COMPLETED	ON A SCALE OF 0 TO 4 (0 = DOES NOT ENCOURAGE OR REQUIRE; 2 = ENCOURAGES THROUGH FINANCIAL OR OTHER VISIBLE SUPPORTS; 4 = REQUIRES AND ENFORCES COMPLIANCE), TO WHAT EXTENT:		(YES/NO)	(OPTIONAL)

Key policies for the Preventing Loss, Creating Momentum Framework's progress phase seek to push students to focus their studies and progress efficiently through academic requirements.

Retention-focused Interventions

63.	Does the state encourage or require students to declare a program of study early in their academic careers? <i>If yes, please note at what milestone in the comments box (e.g., 30 hours)?</i>	0 1 2 3 4	0 1 2 3 4	Y N	
64.	Does the state encourage or require colleges to employ a degree audit system that keeps students aware of their progress and further requirements?	0 1 2 3 4	0 1 2 3 4	Y N	
65.	Does the state encourage or require institutions to help students access their full public benefits in support of their retention?	0 1 2 3 4	0 1 2 3 4	Y N	

	2014	2015	FUTURE PRIORITY?	COMMENTS
	ON A SCALE OF 0 TO 4 (0 = NOT AT ALL; 2 = SOMEWHAT; 4 = FULLY), TO WHAT EXTENT:		(YES/NO)	(OPTIONAL)

Create Structured Transfer Pathways by Improving Transfer and Articulation Policies

66.	Has the state clearly articulated transfer pathways in individual program areas that include general education and program area requirements?	0 1 2 3 4	0 1 2 3 4	Y N	
67.	Does the state incent collaboration between two- and four-year faculty to ensure that students' courses transfer and apply to their majors?	0 1 2 3 4	0 1 2 3 4	Y N	

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PROGRESS: ENTRY INTO COURSE OF STUDY TO 75% REQUIREMENTS COMPLETED (CONTINUED)		2014	2015	FUTURE PRIORITY?	COMMENTS
		ON A SCALE OF 0 TO 4 (0 = NOT AT ALL; 2 = SOMEWHAT; 4 = FULLY), TO WHAT EXTENT:		(YES/NO)	(OPTIONAL)
68.	Does the state require students to declare intended transfer programs and institutions early in their academic careers?	0 1 2 3 4	0 1 2 3 4	Y N	
69.	Has the state articulated a common core of transferable general education courses?	0 1 2 3 4	0 1 2 3 4	Y N	
70.	Does the state require 4-year institutions to enroll community college transfer students holding an Associates degree with junior standing?	0 1 2 3 4	0 1 2 3 4	Y N	
71.	Does the state incent students to complete the Associate's degree before transfer (e.g., transfer scholarships for students with AA/AS)?	0 1 2 3 4	0 1 2 3 4	Y N	
72.	Has the state created a feedback loop between the two- and four-year institutions in order to analyze student flow and outcomes?	0 1 2 3 4	0 1 2 3 4	Y N	
73.	Does the state maintain and enforce the use of common course numbering?	0 1 2 3 4	0 1 2 3 4	Y N	
		ON A SCALE OF 0 TO 4 (0 = DOES NOT ENCOURAGE OR REQUIRE; 2 = ENCOURAGES THROUGH FINANCIAL OR OTHER VISIBLE SUPPORTS; 4 = REQUIRES AND ENFORCES COMPLIANCE), TO WHAT EXTENT:		(YES/NO)	(OPTIONAL)
Create Structured CTE Pathways with Clear Labor Market Value					
74.	Does the state encourage or require institutions to develop shorter-term, highly structured technical programs with clear labor market value?	0 1 2 3 4	0 1 2 3 4	Y N	
75.	Does the state encourage or require institutions to develop stackable programs where students can earn certificates and credentials on the way to an associate degree?	0 1 2 3 4	0 1 2 3 4	Y N	
76.	Does the state encourage or require institutions to develop Career Pathways that align career readiness expectations for students?	0 1 2 3 4	0 1 2 3 4	Y N	
77.	Does the state encourage or require institutions to align programs with the job market through substantial involvement of employers in curriculum planning?	0 1 2 3 4	0 1 2 3 4	Y N	

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PROGRESS: ENTRY INTO COURSE OF STUDY TO 75% REQUIREMENTS COMPLETED (CONTINUED)		2014	2015	FUTURE PRIORITY?	COMMENTS
		ON A SCALE OF 0 TO 4 (0 = DOES NOT ENCOURAGE OR REQUIRE; 2 = ENCOURAGES THROUGH FINANCIAL OR OTHER VISIBLE SUPPORTS; 4 = REQUIRES AND ENFORCES COMPLIANCE), TO WHAT EXTENT:		(YES/NO)	(OPTIONAL)
78.	Does the state encourage or require institutions to develop accelerated, competency-based CTE programs?	0 1 2 3 4	0 1 2 3 4	Y N	
79.	Does the state encourage or require institutions to conduct prior learning assessment? <i>If yes, please describe the program and its reach in the comments box.</i>	0 1 2 3 4	0 1 2 3 4	Y N	
COMPLETION: COMPLETE COURSE OF STUDY TO CREDENTIAL WITH LABOR MARKET VALUE		2014	2015	FUTURE PRIORITY?	COMMENTS
		ON A SCALE OF 0 TO 4 (0 = DOES NOT ENCOURAGE OR REQUIRE; 2 = ENCOURAGES THROUGH FINANCIAL OR OTHER VISIBLE SUPPORTS; 4 = REQUIRES AND ENFORCES COMPLIANCE), TO WHAT EXTENT:		(YES/NO)	(OPTIONAL)
Key policies for the Preventing Loss, Creating Momentum Framework's completion phase seek to ensure that more students graduate faster and ready for the next step in their careers or further education.					
Development of Plans for Graduation/Degree and Job Placement					
80.	Does the state encourage or require institutions to offer job placement programs informed by the labor market value of credentials and degrees?	0 1 2 3 4	0 1 2 3 4	Y N	
81.	Does the state encourage or require institutions to directly engage employers in the job counseling and placement process?	0 1 2 3 4	0 1 2 3 4	Y N	
82.	Does the state encourage or require institutions to employ a degree audit system that automatically issues credentials when students complete requirements?	0 1 2 3 4	0 1 2 3 4	Y N	
83.	Does the state encourage or require institutions to establish learn-and-earn programs that combine credential attainment and work experience in field of study?	0 1 2 3 4	0 1 2 3 4	Y N	

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COMPLETION: COMPLETE COURSE OF STUDY TO CREDENTIAL WITH LABOR MARKET VALUE (CONTINUED)		2014	2015	FUTURE PRIORITY?	COMMENTS
		ON A SCALE OF 0 TO 4 (0 = NOT AT ALL; 2 = SOMEWHAT; 4 = FULLY), TO WHAT EXTENT:		(YES/NO)	(OPTIONAL)
Reduced Time to Completion					
84.	Does the state encourage students to take more credits per term (e.g., educational campaigns, tuition incentives)? <i>If yes, please indicate how in the Comments box.</i>	0 1 2 3 4	0 1 2 3 4	Y N	
85.	Do state tuition and/or financial aid policies encourage students to minimize excess credits to degree?	0 1 2 3 4	0 1 2 3 4	Y N	
86.	Has the state conducted an audit to uncover and eliminate any barriers to graduation (may take different forms, such as listening tours, audit tools, etc.)?	0 1 2 3 4	0 1 2 3 4	Y N	
87.	Has the state examined ways to incent students who left the community college without completing a degree or credential to come back and complete?	0 1 2 3 4	0 1 2 3 4	Y N	
		ON A SCALE OF 0 TO 4 (0 = DOES NOT ENCOURAGE OR REQUIRE; 2 = ENCOURAGES THROUGH FINANCIAL OR OTHER VISIBLE SUPPORTS; 4 = REQUIRES AND ENFORCES COMPLIANCE), TO WHAT EXTENT:		(YES/NO)	(OPTIONAL)
88.	Does the state encourage or require institutions to create time-to-degree contracts with their students?	0 1 2 3 4	0 1 2 3 4	Y N	

GLOSSARY OF TERMS

STATE

“State” is defined as the governing authority for community colleges in your state. Examples include: Ohio Board of Regents and the Virginia Community College System.

ENCOURAGE

When a state offers a reward (financial or other) for compliance with a state policy.

INCENT

When a state offers a reward (financial or other) for compliance with a state policy.

REQUIRE

When a state requires compliance with a policy, with the assumption of penalties for non-compliance.

CONNECTION

Key policies for the Preventing Loss, Creating Momentum Framework’s connection phase seek to increase interest in, understanding of options for, and connections to college.

ENTRY

Key policies for the Preventing Loss, Creating Momentum Framework’s entry phase seek to facilitate student enrollment, choice of program, and completion of key milestones.

PROGRESS

Key policies for the Preventing Loss, Creating Momentum Framework’s progress phase seek to push students to focus their studies and progress efficiently through academic requirements.

COMPLETION

Key policies for the Preventing Loss, Creating Momentum Framework’s completion phase seek to ensure that more students graduate faster and ready for the next step in their careers or further education.



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