For the last few years, the North Carolina Completion by Design (CBD) community colleges have been working to restructure and redesign their efforts so that students have a more transparent, supported pathway into and through the institutions.

This short self-assessment instrument assessment can be used to gauge your institution's readiness to engage in redesign efforts, and identify areas of improvement. It will help colleges evaluate their own progress and prioritize next steps.
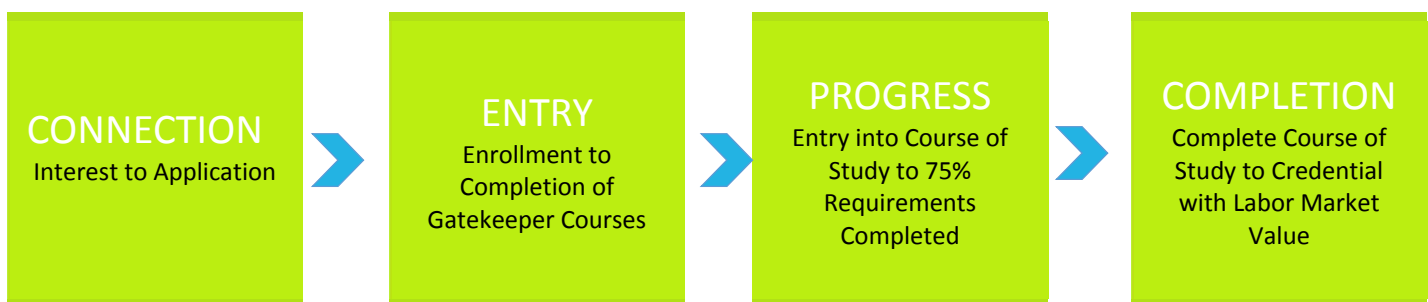
The self-assessment instrument consists of a series of short Likert-type rating scales of key readiness areas, and provides five open-ended questions that can be used for determining the college ethos and desire to take on the large-scale redesign efforts that are necessary to engage in this work.

Instructions: Pick the description that best describes your college efforts on each of the following domains relevant to a structured pathways approach. It's important to note that we are not looking for colleges who have "high" scores on all of these – we know that in practice nobody in the country actually would be rated as a "4" or "5" on all of these domains. The goal is to help you determine your college's needs and opportunities.

1	2	3	4	5
Not Present	**Foundational**	**Emerging**	**Established**	**Advanced**
The college does not have a specific approach to address this area	*Basic systems are in place for improving this area*	*The college is trying out innovative approaches to improving in this area, targeted to limited numbers of students*	*The college has an established track record of working in this area, but efforts are not fully implemented at scale*	*The college has implemented comprehensive approaches to improving in this area that have a significant impact on a majority of students*

This instrument is organized by the four phases of the Completion by Design "Preventing Loss, Creating Momentum Framework": Connection, Entry, Progress, and Completion. These phases identify where students fall off a pathway to completion, or what keeps them on it.

Using the above scale, rate how comprehensively your college has addressed the following domains or features of reform as it relates to your minority male population:

CONNECTION		ENTRY		PROGRESS		COMPLETION
Interest to Application	>	Enrollment to Completion of Gatekeeper Courses	>	Entry into Course of Study to 75% Requirements Completed	>	Complete Course of Study to Credential with Labor Market Value

PLEASE RATE EACH STATEMENT BELOW

Connection

1. Establish relationships with local high schools that include early assessment for college readiness and dual enrollment opportunities.

2. Establish relationships with Adult Basic Education students that include early assessment and academic planning opportunities.

3. Establish defined secondary to postsecondary pathways for students.

4. Capture information including minority male student intent, student risk factors and student academic goals during the intake process at the college.

5. Implement the newly adopted NC State Board of Community Colleges placement process to include multiple measures such as high school transcripts and prior learning assessments.

6. Develop connections between non-credit programs and academic programs so that students receive credit for their learning upon transition.

Entry

7. Establish mandatory orientation to provide a consistent onboarding experience for all new students.

8. Establish mandatory initial advising that focuses on selecting programs of study and matching interests to careers.

9. Create procedures to assess students' non-cognitive factors such as confidence, motivation, social capital and grit and integrate the results of these assessments into your onboarding and placement experience.

10. Develop processes to ensure students have the financial resources they need to be successful at your college, including applying for federal financial aid as part of the intake for all program students, emergency financial aid, and programs that allow students to apply for state-supported benefits as part of the financial aid process.

11. Ensure that students have a complete academic plan that maps their pathway to completion, including major courses and required electives.

12. Contextualize and integrate developmental education so that it becomes a deliberate on-ramp to students' chosen programs of study.

13. Remove institutional policy barriers that may hinder--or lengthen student time to--completion.

Progress

14. Require students to choose a program area or program cluster upon entry.

15. Require students to choose a program of study after completing their first year or 30 credit hours, including a process designed to assist those who are undecided.

16. Restructure general education pathways to significantly reduce options, focus student choices and align more deliberately with transfer requirements at receiving institutions.

17. Implement and integrate academic mapping tools that provide clear direction for students into and through programs of study upon intake.

18. Ensure that students know the transfer pathways to the most common receiving 4-year institutions served by the college and are advised of their transfer options.

19. Create stackable certificates in workforce programs that lead to increased opportunity for advancement and education.

20. Monitor students' progress toward their program goal and provide feedback in customized ways at least every semester.

21. Create ongoing intentional or mandatory advising structures that require the student and the college to continually focus on student progress toward goals.

22. Continue to identify barriers within specific programs and more generally to student progress through data analysis and progress-focused research questions and act to remove them.

Completion

23. Remove barriers to graduation including application processes and fees.

24. Develop programs that assist with transfer student transition including co-advising with receiving 4-year institutions, transfer transition courses and co-enrollment opportunities that accelerate students into bachelor's degree programs at the receiving institution.

25. Monitor employment rates and wage data for graduates of technical programs and degrees.

26. Use intentional and regular strategies to get feedback from employers on how well general and program-specific learning outcomes are demonstrated in the workplace.

27. Monitor persistence and graduation rates at most common receiving transfer institutions to ensure students are prepared.

28. Investigate whether students who transfer are doing so with junior standing in their major and not having to repeat credits.

Section 2

For each of the following open-ended questions, please share your thoughts and responses.

1. Briefly describe your most recent efforts to improve student completion outcomes. What have you learned?

2. Describe a recent internal research finding or data analysis that addressed a key student success issue. What was the issue, what did the research / data tell you, and what have you done as a result?

3. How would you engage your internal stakeholders – e.g., faculty, staff, administrators, board members and students – in redesign efforts?

4. How would you ensure that the proposed redesign efforts impact a significant portion of your student populations?

5. Share with us a brief vision for the overall experience of a new student in Fall 2018-2019 after your redesign efforts have been implemented.