INSTRUCTIONS

Use this and the other eight self-assessments with your state team to set a baseline at the beginning of the planning process, and revisit it periodically to assess progress across the nine strategic elements. On page 2 you will find a set of guiding questions to help you assess where you are in the implementation process. Team members can fill out the assessment ahead of time or work through the questions as a group. You may wish to only tackle two or three sections per meeting. You can record your scores from all nine areas on the benchmarking dashboard.

3. CULTURE SHIFT

Developing an integrated pathways system requires major attitudinal and operational shifts in policy and practice that result in culture change at both the state and college levels. Evidence of culture shift taking place includes:

> ABE students are now seen as valued members of the student body and as college students capable of academic success.

> Instructors have bought into the model and seek opportunities to get involved in pathway development and team teaching.

> ABE students are well integrated into the college and have access to instructional models and support systems ensuring completion and attainment of a credential leading to a good job.

> Ownership for ensuring ABE student success is shared across the state and campuses.

> Efforts to increase the success rates of low-skilled adults are considered a critical responsibility of college leadership, including deans, provosts, and vice presidents.

> Funding models, professional development, resource allocation, and structural changes at the state and local levels all support culture shift.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very little has changed for ABE students. Policies and practices are preventing them from feeling part of the college; focus on ABE students’ academic success is limited; few, if any support services are offered; little or no focus on ABE student transitions; pathways are seen as boutique programs; only a limited number of faculty/staff are involved.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ABE students are integrated into the college; policies and practices that limited integration and access have been addressed; students have access to a full array of resources and courses; ABE students are seen as “college students;” ABE student success is included in the college’s goals and strategic plan; communications and professional development strategies are in place to promote buy-in; faculty are actively engaged and seek opportunities to be involved.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GUIDANCE QUESTIONS FOR COMPLETING THIS SECTION

> What are the colleges doing to promote the integration of ABE students into the general student body?
> How are the state and the colleges tracking data to better understand ABE students and their success?
> Are the state or the colleges analyzing ABE student data to identify leaks in the pipeline and identify solutions?
> Are ABE students provided intentional support services (either delivered by the college or through referrals)? Are ABE students routinely made aware of the college’s support services?
> Do stakeholders at the college, including faculty and administrative staff, embrace program redesign efforts and policy changes?
> What activities or strategies are colleges using to ensure campus-wide ownership of the integrated pathways? How are deans, department chairs, and vice presidents of academic affairs held accountable for the success of the pathway redesign?
> How is the state providing leadership to ensure a deep level of institutionalization and culture shift?
> Are champions at each campus advocating for integrated pathway programs?
> Is a communications plan in place to build support for the initiative?
> Does the state demonstrate its interest in supporting ABE student success?
> Do employers recognize the benefits of supporting integrated pathways?

Jobs for the Future works with our partners to design and drive the adoption of education and career pathways leading from college readiness to career advancement for those struggling to succeed in today’s economy.