SYSTEMS CHANGE BENCHMARKING TOOL

COMPREHENSIVE STUDENT SUPPORTS

Accelerating Opportunity

JOBS FOR THE FUTURE

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.

4. COMPREHENSIVE STUDENT SUPPORTS

Research demonstrates that underprepared students with access to integrated or embedded student support services persist at rates higher than those who do not. Comprehensive student supports are essential to the success of this model. In an integrated model, core student services are either embedded in the actual model or integrated in ways in which all of the participants receive them. Simply offering student services and hoping the students use them is not sufficient. Student services leadership must be engaged in the development and implementation of strategies to promote student success.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
No effective student support plan is in operation at the colleges; colleges are not actively removing barriers preventing ABE students from accessing support services, (e.g., access to supplemental instruction); colleges assume students will avail themselves of services offered; no effort is made to embed student support services into the academic model or into other mandatory processes for all students to experience; the college does not see a role for itself in advancing student supports.				Students have specific supports and interventions targeted to real-time needs; supports are embedded in the model and students consistently receive support to ensure completion; colleges forge partnerships with community-based organizations to provide a wider support net; colleges and the state systemically apply all eligible benefits to students during intake; financial resources are adequate to ensuring long-term supports.

GUIDANCE QUESTIONS FOR COMPLETING THIS SECTION

> What are the state's expectations or standards for ensuring its colleges are not just offering student supports but are bundling, integrating, or embedding student supports into the instructional model to ensure that all students receive certain core services?

> What student support services are included in the pathways and how do they differ from those other students receive?

> Does the college see student services staff as important stakeholders/contributors in ensuring the academic success underprepared learners?

> Do participants have assistance accessing other public benefits or supports?

> How is the state building colleges' capacity to provide student supports (e.g., through partnerships, training, additional staff)?

> Who at the colleges is responsible for assisting students with job placement when they are ready to exit?

> How will the colleges assist students with job placement and track their outcomes after they leave the college?

JOBS FOR THE FUTURE