AzCAN Assessment Process

AzCAN
College Access Network
An Initiative of Education Forward Arizona

STEP 1:
Assessment

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This step should take approximately 30 minutes to complete

☑ Assessment Instructions

To complete the assessment:

- Review resources, specifically the "At a Glance" table, in advance of, and as a reference when completing the assessment.

- Set aside 20-30 minutes and complete the assessment. Please answer honestly.

- If completing online: follow the online instructions.

- If using a paper version: submit the assessment to your facilitator.

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STEP 2:
Discussion

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This step should take approximately 60 to 120 minutes depending on the depth of discussion.

Discussion Guide

Now that you have completed and compiled the results of the assessment the following Discussion Guide will help you reflect on the results and plan your next steps.

Teams are encouraged to treat the Discussion Guide as a menu of questions in three areas: (1) **students**, (2) **program quality** and (3) **organizational capacity.** Choose the questions of the greatest importance and interest for your team.

Teams will have the opportunity to explore the *What, So What* and *Now What* of their work:

- *What:* Teams discuss their individual assessment results and compare the data/evidence they used to make their assessments.
- *So What:* Teams use the complied assessment results to identify and think about the strengths and gaps in their programs - for example identifying ways to refine and expand their work.
- *Now What:* Teams identify next steps. The goal at the end of the discussion is a strong action plan with clear methods for measuring results.

Discussion **What**

Now What Action Planning Worksheet

Discussion **Now What**

Discussion **So What**

Discussion Guide

What:

- Where did opinions among respondents align and where did they differ?
- Where is there a variety of different responses? Why do we think that is?
- Which AzCAN Standards did team members identify as primary or secondary areas of focus and which were not? Why do we think that is?

So What: Students

- Focusing more deeply on our students: What do we know about the assets and the needs of our students? How do we know? (Look for evidence and data sources, both anecdotal and systematic)
- Which students are we not reaching that we should and why? How do we know? (Look for evidence and data source, anecdotal and systematic)
- Considering our students -- those benefiting from our services and those we may want to reach -- and the AzCAN Standards that we are focused on (answers in Section 2 of the assessment). Of those Standards, which do we think are meeting our students need well? Which ones might we need to focus on or improve?
- Which AzCAN Standards are we not programming toward that our students need?

So What: Program Quality

- In section 3 of the assessment, which AzCAN Standards do most of us agree that we are programming toward well? Where do we think we need to improve?
- For each identified "target" AzCAN Standard:
  - What do we know about the quality of our services and activities associated with this Standard?
  - How are we measuring quality? (Look for evidence and data sources both anecdotal and systematic) Which NCAN Common Measures Apply?
  - Referring to your assessment results, which Quality Indicators are lowest, which ones are highest, and why? On which Quality Indicators do staff members differ in their opinions of quality? Why is this, and what can we do to alleviate this difference?
  - What would we need to focus on to improve the quality of our services to help students meet this AzCAN standard?
- Taking into consideration what we discussed and know about our students, our programmatic and organizational priorities, and the results of this assessment, which AzCAN Standard(s) should we target? Why?
- In what ways might we want to expand our programming, for example to new students or with a more comprehensive set of services?
- What AzCAN Standards, if any, are we not programming to currently that we would like to explore? Why?

So What: Organizational Capacity

- What organizational capacities do we need to focus on if we are going to continue to increase the quality of our programming and improve student outcomes? Why?
- Given our current assets and resources, what can we do to improve current programs?
- What organizational policies or practices might we need to fine-tune? Which ones are missing that we need to address? How do we know?
- How can we connect with external partners and resources to provide more comprehensive services, supports and activities for our students or provide the services or resources that are outside of our organizational scope or ability? What potential partners exist and what would this sort of relationship require of us?

Consensus on Final Assessment

In the same discussion or a subsequent time, review compiled results and agree to final responses for each AzCAN Standard. These can be the group average or a score reached through discussion. The facilitator will submit the final assessment to AzCAN.
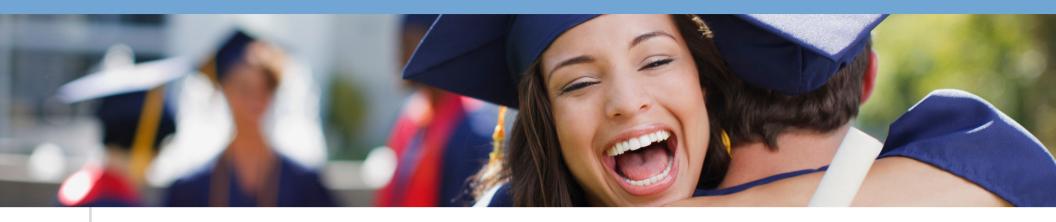
Now What: Action Planning

Following the discussion, the facilitator or note-taker should summarize the discussion notes, highlighting the key issues/desired changes that arose. Use these key issues to complete the *Now What Action Planning Worksheet* to identify and prioritize specific actions. Keep a copy of this *Worksheet* to review progress over time.

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STEP 3:

Action Planning

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This step should take approximately 30 to 60 minutes depending on the depth of discussions in Step 2.

Action Planning

This *Now What Action Planning Worksheet* provides space for documenting actions that result from the team discussion. After the note taker or facilitator has shared summary notes from the discussion, reconvene the assessment team to prioritize specific actions that can address the key issues/desired changes that emerged from the discussion.

Teams should use this worksheet to:

1. Identify specific actions to address the agreed upon changes,
2. Establish priorities, and identify who is responsible for specific actions, and
3. Create timelines for next steps.

There can be multiple types of actions, including:

- Modification of existing programming, including curriculum, design, and activities
- Development of new programming
- Identification of technical assistance needs
- Evaluation activities
- Planning and research of best practices and curriculum
- Outreach and building new partnerships or changes in partnerships
- Identification or modification of continuous improvement processes
- Professional development opportunities for staff

Based on discussion of key issues, describe the actions you will prioritize. List higher priority actions at the top and lower priority actions below. Map out responsibilities, timing and next steps.

Action	Timeframe Start-End	Team Member(s) Responsible	Immediate Next Steps

Worksheet (cont.)

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Action	Timeframe Start-End	Team Member(s) Responsible	Immediate Next Steps

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