FINAL ASSESSMENT COLLEGE ACCESS STANDARDS

AzCAN
College Access Network
An Initiative of Education Forward Arizona
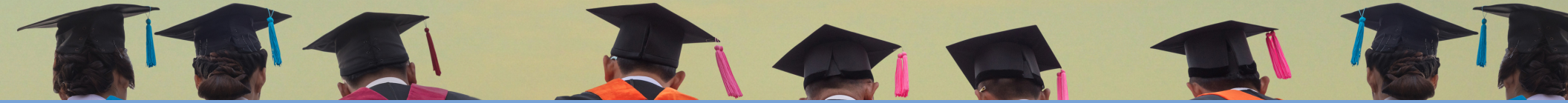
The College Access Standards Assessment is a critical component of a continuous improvement process for all AzCAN members to consider how well you meet the college access and success needs of your students. This assessment is part of a process that will help your program/organization/institution analyze the students it serves, how well it serves those students, and how it can serve students even better. After completing the assessment and sending it to the appropriate staff member, there will be an opportunity to review and discuss the assessment results with other participating individuals from your program/organizations/institution, and help plan your next steps.

Before taking this assessment, familiarize yourself with the AzCAN Standards, the NCAN Common Measures, and the tooklkit instructions available here.

Please complete each section honestly and from your own perspective. This assessment can be taken by an individual in a school or an institution that provides college access and success services, an individual working within a college access and success program, or by someone that is part of an organization that has multilple programs and services. In several questions, you will see a "your program/organization/institution" to account for these different perspectives.

Name your organization/institution:

If you are completing this assessment from the perspective of a program *within* an organization or institution, please list your program here:

Approximately how many students does your program/organization/institution serve annually?

Which age group do you work with?
(Please check all that apply)

- [ ] Kindergarten - 5th grade
- [ ] 6th - 8th grade
- [ ] 9th - 12th grade
- [ ] Postsecondary
- [ ] Returning adult learners

Which age group do you work with?
(Please check all that apply)

- [ ] Students from low-income families
- [ ] Students with disabilities
- [ ] Low- to mid-level academic performers
- [ ] Students with minority racial/ethnic identities
- [ ] ESL students
- [ ] Students who would be first-generation college goers
- [ ] Veterans
- [ ] Native American students/students living on reservations
- [ ] Other:

## What requirements exist for student participation?
(Please check all that apply)

- [ ] All students may participate (open enrollment)
- [ ] There is a competitive application process
- [ ] Students are targeted and selected based on certain criteria (e.g. zip code, income level, ethnicity)
- [ ] Students are referred to by or required by school to participate
- [ ] Contract required from parent or student
- [ ] Other:

Check the statement which best describes your program/organization/institution
(Check one option only)

- [ ] We have more capacity than student demand
- [ ] Our capacity meets student demand
- [ ] Our capacity doesn't meet student demand
- [ ] We serve a fixed number of students that cannot change (e.g. a grant-funded program, requirements from governing body)

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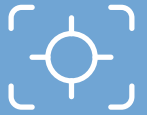
Please identify the degree to which your program/organization/institution is focused on helping students achieve the following AzCAN Standards.

Score Guide		Score:
4	This is a **primary** focus; most of our services aim to help students achieve this standard.	
3	This is a **secondary** focus; some of our services aim to help students achieve this standard.	
2	This is a **not an area of focus right now**; even though none of our current services help students achieve this standard, we hope to in the future.	
1	This is **not an area of focus**; none of our services help students achieve this standard.	
0	I **don't know**/ I am **not sure** whether this is an area of focus for us.	

		Score:
Standard 1	Students build awareness and aspirations about postsecondary options, including college and careers.	
Standard 2	Students recognize the roles of social, emotional, and cultural factors that affect their postsecondary planning and transition.	
Standard 3	Students build a rigorous academic foundation and develop academic behaviors essential to preparing for postsecondary pathways.	
Standard 4	Students develop a comprehensive support system that contributes to their academic success.	
Standard 5	Students acquire the college knowledge and skills necessary to successfully transition into postsecondary education pathways.	
Standard 6	Students understand the fundamentals of financial literacy and financial planning for postsecondary education.	
Standard 7	Students enroll, persist, and successfully complete a postsecondary education program of study.	

This section asks questions about the services you provide to help students achieve the AzCAN Standards above, and meet common college access and success milestones and measures.

Please answer the questions for each Standard indicated a **primary** or **secondary focus** (i.e. each Standard you scored as a **"4"** or **"3"** in the previous section).

Standard 1: Students build awareness and aspirations about postsecondary options, including college and careers.

What do you do to help students achieve this Standard/these gains in knowledge and behavior changes?
What types of services do you provide?

4	This is **absolutely applies** to most of the services listed.
3	This **applies to a great extent** to most of the services listed.
2	This is **somewhat applies** to most of the services listed.
1	This is **does not really apply,** or does so for only a handful of the services listed.
0	I **don't know**/ I am **not sure.**

Quality Indicators		Score
1. Scale	These services are offered to all students we serve.	
2. Research-based	These services are based on objective evidence, such as data, research, scientific findings, nationally recognized best practices, etc.	
3. Comprehensiveness	These services are part of a comprehensive series of supports (e.g. as part of a curriculum) rather than one-time events.	
4. Cultural Competence	These services reflect the diversity of our students, including cultural, learning, and maturational differences.	
5. Customization	These services are customized for the individual needs of our students. For instance, each student receives the amount and type of services they need.	
6. Measurement	We collect data to document the impact these services have on student knowledge and behavior.	
7. Continuous Improvement	We use this data to continuously refine our services to ensure we are achieving our intended outcomes.	

Standard 2: Students recognize the roles of social, emotional, and cultural factors that affect their postsecondary planning and transition.

What do you do to help students achieve this Standard/these gains in knowledge and behavior changes?
What types of services do you provide?

4	This is **absolutely applies** to most of the services listed.
3	This **applies to a great extent** to most of the services listed.
2	This is **somewhat applies** to most of the services listed.
1	This is **does not really apply,** or does so for only a handful of the services listed.
0	I **don't know**/ I am **not sure.**

Quality Indicators		Score
1. Scale	These services are offered to all students we serve.	
2. Research-based	These services are based on objective evidence, such as data, research, scientific findings, nationally recognized best practices, etc.	
3. Comprehensiveness	These services are part of a comprehensive series of supports (e.g. as part of a curriculum) rather than one-time events.	
4. Cultural Competence	These services reflect the diversity of our students, including cultural, learning, and maturational differences.	
5. Customization	These services are customized for the individual needs of our students. For instance, each student receives the amount and type of services they need.	
6. Measurement	We collect data to document the impact these services have on student knowledge and behavior.	
7. Continuous Improvement	We use this data to continuously refine our services to ensure we are achieving our intended outcomes.	

Standard 3: Students build a rigorous academic foundation and develop academic behaviors essential to preparing for postsecondary pathways.

What do you do to help students achieve this Standard/these gains in knowledge and behavior changes?
What types of services do you provide?

4	This is **absolutely applies** to most of the services listed.
3	This **applies to a great extent** to most of the services listed.
2	This is **somewhat applies** to most of the services listed.
1	This is **does not really apply,** or does so for only a handful of the services listed.
0	I **don't know**/ I am **not sure.**

Quality Indicators		Score
1. Scale	These services are offered to all students we serve.	
2. Research-based	These services are based on objective evidence, such as data, research, scientific findings, nationally recognized best practices, etc.	
3. Comprehensiveness	These services are part of a comprehensive series of supports (e.g. as part of a curriculum) rather than one-time events.	
4. Cultural Competence	These services reflect the diversity of our students, including cultural, learning, and maturational differences.	
5. Customization	These services are customized for the individual needs of our students. For instance, each student receives the amount and type of services they need.	
6. Measurement	We collect data to document the impact these services have on student knowledge and behavior.	
7. Continuous Improvement	We use this data to continuously refine our services to ensure we are achieving our intended outcomes.	

Standard 4: Students develop a comprehensive support system that contributes to their academic success.

What do you do to help students achieve this Standard/these gains in knowledge and behavior changes?
What types of services do you provide?

4	This is **absolutely applies** to most of the services listed.
3	This **applies to a great extent** to most of the services listed.
2	This is **somewhat applies** to most of the services listed.
1	This is **does not really apply,** or does so for only a handful of the services listed.
0	I **don't know**/ I am **not sure.**

Quality Indicators		Score
1. Scale	These services are offered to all students we serve.	
2. Research-based	These services are based on objective evidence, such as data, research, scientific findings, nationally recognized best practices, etc.	
3. Comprehensiveness	These services are part of a comprehensive series of supports (e.g. as part of a curriculum) rather than one-time events.	
4. Cultural Competence	These services reflect the diversity of our students, including cultural, learning, and maturational differences.	
5. Customization	These services are customized for the individual needs of our students. For instance, each student receives the amount and type of services they need.	
6. Measurement	We collect data to document the impact these services have on student knowledge and behavior.	
7. Continuous Improvement	We use this data to continuously refine our services to ensure we are achieving our intended outcomes.	

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Standard 5: Students acquire the college knowledge and skills necessary to successfully transition into postsecondary education pathways.

What do you do to help students achieve this Standard/these gains in knowledge and behavior changes?
What types of services do you provide?

4	This is **absolutely applies** to most of the services listed.
3	This **applies to a great extent** to most of the services listed.
2	This is **somewhat applies** to most of the services listed.
1	This is **does not really apply,** or does so for only a handful of the services listed.
0	I **don't know**/ I am **not sure.**

Quality Indicators		Score
1. Scale	These services are offered to all students we serve.	
2. Research-based	These services are based on objective evidence, such as data, research, scientific findings, nationally recognized best practices, etc.	
3. Comprehensiveness	These services are part of a comprehensive series of supports (e.g. as part of a curriculum) rather than one-time events.	
4. Cultural Competence	These services reflect the diversity of our students, including cultural, learning, and maturational differences.	
5. Customization	These services are customized for the individual needs of our students. For instance, each student receives the amount and type of services they need.	
6. Measurement	We collect data to document the impact these services have on student knowledge and behavior.	
7. Continuous Improvement	We use this data to continuously refine our services to ensure we are achieving our intended outcomes.	

Standard 6: Students understand the fundamentals of financial literacy and financial planning for postsecondary education.

What do you do to help students achieve this Standard/these gains in knowledge and behavior changes?
What types of services do you provide?

4	This is **absolutely applies** to most of the services listed.	
3	This **applies to a great extent** to most of the services listed.	
2	This is **somewhat applies** to most of the services listed.	
1	This is **does not really apply,** or does so for only a handful of the services listed.	
0	I **don't know**/ I am **not sure.**	

Quality Indicators		Score
1. Scale	These services are offered to all students we serve.	
2. Research-based	These services are based on objective evidence, such as data, research, scientific findings, nationally recognized best practices, etc.	
3. Comprehensiveness	These services are part of a comprehensive series of supports (e.g. as part of a curriculum) rather than one-time events.	
4. Cultural Competence	These services reflect the diversity of our students, including cultural, learning, and maturational differences.	
5. Customization	These services are customized for the individual needs of our students. For instance, each student receives the amount and type of services they need.	
6. Measurement	We collect data to document the impact these services have on student knowledge and behavior.	
7. Continuous Improvement	We use this data to continuously refine our services to ensure we are achieving our intended outcomes.	

Standard 7: Students enroll, persist, and successfully complete a postsecondary education program of study.

What do you do to help students achieve this Standard/these gains in knowledge and behavior changes?
What types of services do you provide?

4	This is **absolutely applies** to most of the services listed.
3	This **applies to a great extent** to most of the services listed.
2	This is **somewhat applies** to most of the services listed.
1	This is **does not really apply,** or does so for only a handful of the services listed.
0	I **don't know**/ I am **not sure.**

Quality Indicators		Score
1. Scale	These services are offered to all students we serve.	
2. Research-based	These services are based on objective evidence, such as data, research, scientific findings, nationally recognized best practices, etc.	
3. Comprehensiveness	These services are part of a comprehensive series of supports (e.g. as part of a curriculum) rather than one-time events.	
4. Cultural Competence	These services reflect the diversity of our students, including cultural, learning, and maturational differences.	
5. Customization	These services are customized for the individual needs of our students. For instance, each student receives the amount and type of services they need.	
6. Measurement	We collect data to document the impact these services have on student knowledge and behavior.	
7. Continuous Improvement	We use this data to continuously refine our services to ensure we are achieving our intended outcomes.	

This section asks questions about the capacity of your program/organization/institution to provide high-quality services to meet the AzCAN Standards you identified in the previous sections. When answers these questions, please keep in mind the services that you noted in Section 3.

Please indicate your level of agreement with the following statements:

4 — This **absolutely applies** to our program/ organization/ institution.

3 — This **applies to a great extent** to our program/ organization/ institution.

2 — This **somewhat applies** to our program/ organization/ institution.

1 — This **does not really apply,** or does so for only a handful of the services we provide.

0 — I **don't know**/ I am **not sure.**

Quality Indicators		Score
1. Capacity	We have sufficient organizational capacity (staff, expertise, resources, space) to meet student demand/needs for our services	
2. Mission Alignment	Our services clearly reflect our mission and vision.	
3. Continuous Improvement and Reflective Practice	We have access to longitudinal data (data that tracks students' progress and services received over time) to track our students' progress (e.g. from pre-K to postsecondary) and understand how our services have contributed to students success.	
	We have the necessary infrastructure to college, analyze, and use student data.	
	We have structures and processes to regularly reflect about our capacity, program services, quality, or other topics that influence our services.	
	We regularly apply reflections/ decisions about data to make program or organizational refinements.	
4. Staff Development	We invest in staff professional development to continually build knowledge and skills in identified areas to support the students we servce.	
	We are knowledgeable about research and promising practices in the field related to supporting the college access and success of the students we serve.	

		4	This **absolutely applies** to our program/ organization/ institution.
		3	This **applies to a great extent** to our program/ organization/ institution.
		2	This **somewhat applies** to our program/ organization/ institution.
		1	This **does not really apply,** or does so for only a handful of the services we provide.
		0	I **don't know**/ I am **not sure.**

Quality Indicators		Score
5. Partnership	We have **informal** connections to other college access and success organizations and programs that help provide services to our students (e.g. sharing resources, referring students, or collaborating on events.	
	We have **formal** connections to other college access and success organizations and programs that help provide services to our students (e.g. and agreement to provide training on certain curriculum, with or without a contract or memorandum of understanding).	
6. Cultural Responsiveness	Our staff reflects the diversity of and/or can relate to the students we serve.	
	We are confident that our services align with the specific needs of the communities and individuals we serve.	
7. Sustainability	We have processes and systems in place to try to ensure that our program/organization /institution and services we provide will continue moving forward.	

Which of the following NCAN Common Measures do you currently track?
(Check all that apply)

- Percent of students on track to/completing core subject areas/rigorous college prep curriculum as defined by the state
- Percent of students taking SAT
- Percent of students taking ACT
- Percent of students completing college admissions applications, by school type
- Percent of students who complete and submit a FAFSA form
- Percent of students awarded finanical aid

- Percent of students who enroll in postsecondary within 6 months of high school graduation
- Student enrollment by institution type and status (full time vs. part time)
- Percent of students placed into remedial courses (English/Math)
- Year to year student persistence
- Percent of students who complete and submit a renewal FAFSA form
- Other: _____

AzCAN would like to use the results of this assessment process to build a stronger support and partner network across AzCAN members. The following two questions are to 1) gauge who is willing to **serve as a resource** to help other AzCAN members develop quality programming in the seven Standards, and 2) to determine **who is looking to partner** with other AzCAN members to provide quality programming in the seven Standards.

Please select the Standards that your program/ organization/institution would like to serve as a resource **to fellow AzCAN members.**

(Please select all that apply)

Standard 1	Students build awareness and aspirations about postsecondary options, including college and careers.	
Standard 2	Students recognize the roles of social, emotional, and cultural factors that affect their postsecondary planning and transition.	
Standard 3	Students build a rigorous academic foundation and develop academic behaviors essential to preparing for postsecondary pathways.	
Standard 4	Students develop a comprehensive support system that contributes to their academic success.	
Standard 5	Students acquire the college knowledge and skills necessary to successfully transition into postsecondary education pathways.	
Standard 6	Students understand the fundamentals of financial literacy and financial planning for postsecondary education.	
Standard 7	Students enroll, persist, and successfully complete a postsecondary education program of study.	

Please select the Standards that your program/ organization/institution would like to potentially partner with another organization to provide services.

(Please select all that apply)

Standard 1	Students build awareness and aspirations about postsecondary options, including college and careers.	
Standard 2	Students recognize the roles of social, emotional, and cultural factors that affect their postsecondary planning and transition.	
Standard 3	Students build a rigorous academic foundation and develop academic behaviors essential to preparing for postsecondary pathways.	
Standard 4	Students develop a comprehensive support system that contributes to their academic success.	
Standard 5	Students acquire the college knowledge and skills necessary to successfully transition into postsecondary education pathways.	
Standard 6	Students understand the fundamentals of financial literacy and financial planning for postsecondary education.	
Standard 7	Students enroll, persist, and successfully complete a postsecondary education program of study.	

Do you know of any other college access/success programs or organizations that may be interested in using the AzCAN College Access Standards for Student Success Toolkit?

☐ Yes

☐ No

(If yes to previous question)
Do you know of any other college access/success programs or organizations that may be interested in using the AzCAN College Access Standards for Student Success Toolkit?

Program/Organization Name _____

Name of individual to contact _____

E-mail address _____

Thank you

for taking the AzCAN College Access Standards Assessment. The facilitator will collect and aggregate responses from all participants from your program/organization/institution and lead a discussion about the results and next steps.

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