



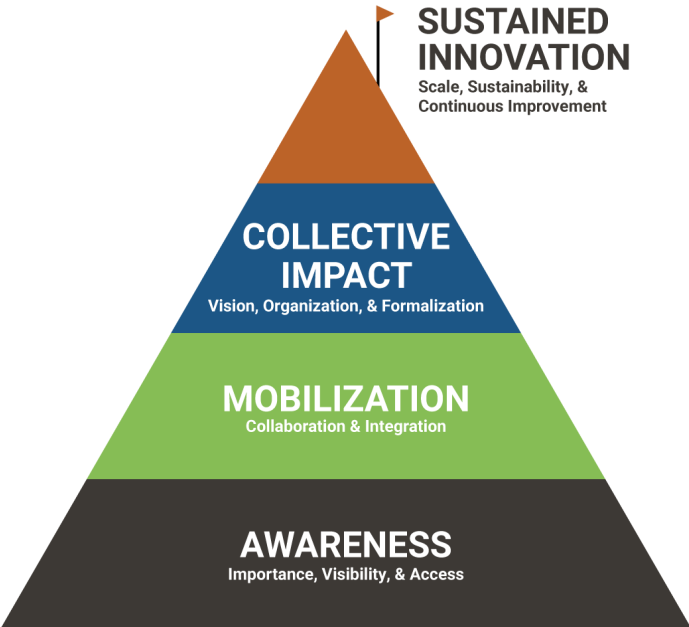
## Developing a College-Going Culture

# Assessment

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Division of Student Affairs  
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# Introduction

The [College-Going Culture Toolkit](#) is organized around the four levels of what we're calling the Change Maker's Pyramid: Awareness, Mobilization, Collective Impact, and Sustained Innovation. Each level builds on those prior.



Use the assessment tool below to evaluate your school community's level of maturity when it comes to developing a strong college-going culture. There are no official "scores" or "grades."

However, if you find you're unable to check off at least seven of the 10 indicators in any given section, that may be a good area on which to focus. To ensure a strong foundation, start at the lowest level of the pyramid you feel is applicable for your school.

# Assessment

## Awareness

- Students and families can accurately identify the average cost of attendance for a four-year college or university and a two-year college.
- Students and families can name at least ten postsecondary institutions in our state.
- Students and families can name and accurately describe the various types of postsecondary learning including bachelor's degrees, associate degrees, certificate programs, apprenticeships, and military training.
- Students and families know how to evaluate the quality of postsecondary programs including demonstrating an understanding of accreditation, career placement rates, student life and experience offerings, and average return on investment (ROI).
- Students and families can articulate the benefits of pursuing higher education.
- Students and families can describe the college application process and timeline.
- Students and families believe that it's never too early to begin planning for college.
- Students and families can list sources of financial aid and describe the basic financial aid application process.
- Students and families believe they can afford postsecondary education with the help of scholarships, grants, and loans.
- School personnel agree with the statement that every high school graduate has the potential to succeed in postsecondary education and with the statement that all graduates should pursue some form of postsecondary education.

**Awareness:** \_\_\_\_/10

# Mobilization

- At least one professional development opportunity focusing on college access and success issues is offered to teachers, counselors, and administrators in your school each school year.
- College-related materials and messaging is visible in the majority of classrooms, hallways, and common areas within your school.
- Each year, your school is participating in the three milestone events required to be recognized as a Champion of College Access and Success: 1) College Application and Exploration Week, 2) the FAFSA Completion Campaign, and 3) College Decision Day.
- Most departments at your school have identified and implemented ways to integrate college information and planning into their academic curriculum.
- Your school coordinates at least one college visit per grade level each school year.
- A formalized group of parents and family members focused on college access and success issues exist either in the form of a committee of an existing organization or a separate organization focused exclusively on college readiness issues.
- At least one student group at your school has committed to and undertaken initiatives focusing on college access and success issues.
- Numerous students from low-income, minority, and first-generation college families are helping lead college access and success initiatives.
- Parents and family members from low-income, first generation college, and minority groups report feeling welcomed and valued at your school.
- Students can clearly articulate why postsecondary attainment is important and believe that all of their peers are capable of achieving postsecondary success.

**Mobilization:** \_\_\_\_/10

# Collective Impact

- You have created a formal organization composed of cross-sector partners from diverse backgrounds to focus on increasing college attainment rates in your community.
- Your attainment organization has adopted shared metrics, regularly tracked, with action plans.
- College and university staff members visit the school on a regular basis and collaborate regularly with teachers and counselors at your school.
- Counselors and teachers at your school have a close working relationship with state-level college-readiness professionals, such as CFWV and state-level financial aid representatives.
- Business and community leaders as well as postsecondary professionals are consulted when planning district or school wide goals and improvement plans.
- Data and research drive decision-making.
- Students and parents have a voice in school and district decisions and their input is valued and seriously considered.
- Your school and your college attainment organization clearly communicate your goals to the broader community and provide updates on progress.
- Your college attainment organization is composed of diverse members representing a variety of sectors, expertise, and backgrounds.
- Low-income, first-generation college, and minority students and family members are actively involved with your college attainment organization's activities and leadership.

**Collective Impact:** \_\_\_\_/10

# Sustained Innovation

- In your community, college means postsecondary – not just a “traditional” four-year degree.
- College is broadly viewed as a viable and desirable path for ALL students.
- College success stories are prevalent throughout the school and community.
- Academic achievement is considered a universal point of pride on par with athletics.
- Teachers generally believe that all students can succeed in higher academic level classes when the appropriate strategies and support structures are put in place.
- Parents and students demand that a wide variety of advanced classes be offered and there are high levels of participation in upper level and advanced courses.
- Your school has identified all students from low-income, minority, and first-generation college families and made an intentional effort to assist them in college planning, engage them in leadership opportunities, and encourage them to take advanced academic courses.
- College advocacy is emphasized during hiring and performance evaluation practices.
- Most school team members can report on your school’s college-going rates and the activities and initiatives you’ve undertaken to increase them.
- Your school’s college-going rate is published and discussed throughout the community and is viewed as a measure of success for your school system.

**Sustained Innovation:** \_\_\_\_/10

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