



# CAMPUS

Research, Assessment & School Improvement  
September 2025

# Program Description

The College Achievement & Multicultural Program for Unique Students (CAMPUS) is a high school college access program designed to meet the specific needs of first-generation, college-bound students. The CAMPUS program serves students whose parents/guardians did not earn a college degree in America.

CAMPUS is delivered during the student's Study Hall block. Students participate in CAMPUS lessons, which focus on academic and college/career preparation, as well as have time to complete their school work.



# Research Questions

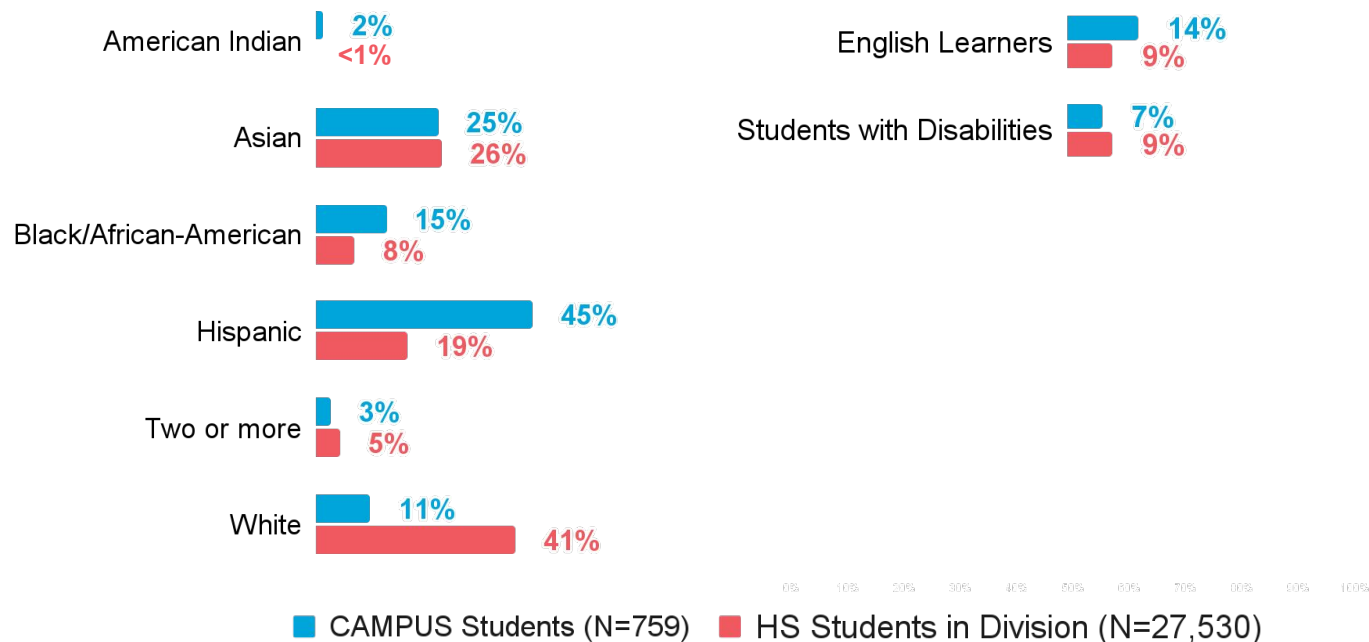
1. Who is being served by the CAMPUS program?
2. To what extent is the program being implemented with fidelity?
3. To what extent are students completing college research?
4. To what extent are CAMPUS seniors engaging in the college application and financial aid process?
5. To what extent are students gaining an understanding of the college admissions process and post-secondary options and offerings?
6. To what extent are CAMPUS students enrolling in rigorous course pathways?
7. To what extent are CAMPUS seniors accepted to two- and four-year colleges?
8. To what extent has the program helped families become college and career ready?



# Implementation



# Who is being served by the CAMPUS program?



Sources: *CAMPUS roster, VDOE Fall Membership Tool*



# To what extent is the program being implemented with fidelity?

Professional Development Session	Percent Attendance*
CAMPUS Facilitator Quarter 1	94%
CAMPUS Counselor Quarter 1	90%
CAMPUS Facilitator and Counselor Quarter 2	91%
CAMPUS Facilitator and Counselor Quarter 3	100%
CAMPUS Facilitator and Counselor Quarter 4	91%

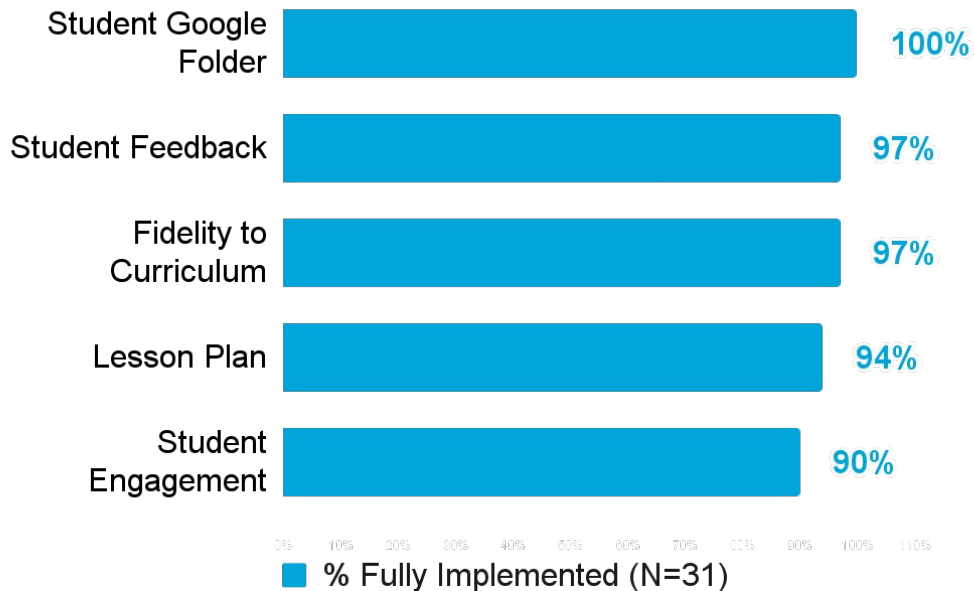
\*Based on 35 CAMPUS Facilitators and 20 CAMPUS Counselors

Source: *Professional development attendance sheets*



# To what extent is the program being implemented with fidelity?

Observations of  
CAMPUS Facilitators  
revealed at least a 90%  
fidelity across five key  
implementation  
indicators.



Source: *CAMPUS classroom observation rubric*

Note: *Four-point scale ranged from Not implemented to Fully implemented*



# To what extent are students completing college research?

**78%**

of all CAMPUS  
students explored at  
least one college in  
SchoolLinks.

**56%**

of all CAMPUS  
students favorited at  
least one college in  
SchoolLinks.

**57%**

of all CAMPUS  
students visited at  
least one college.\*

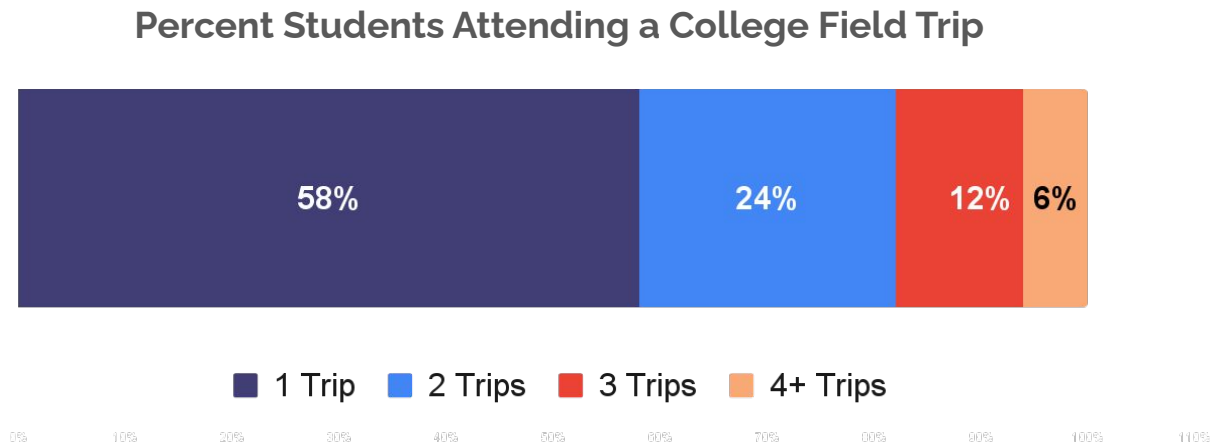
Sources: *SchoolLinks* database, *CAMPUS* roster (N=759), *field trip rosters* (N=433)\*





# To what extent are students completing college research?

The majority of CAMPUS students went on at least one college field trip.



Sources: *Field trip rosters (N=433)*



# To what extent are CAMPUS seniors engaging in the college application and financial aid process?

**78%**

of CAMPUS seniors  
set up college  
applications in  
SchoolLinks.

**91%**

of these CAMPUS  
seniors submitted  
their college  
applications.

**79%**

of CAMPUS seniors  
also completed their  
FAFSA or VASA  
application.

Source: *SchoolLinks database*

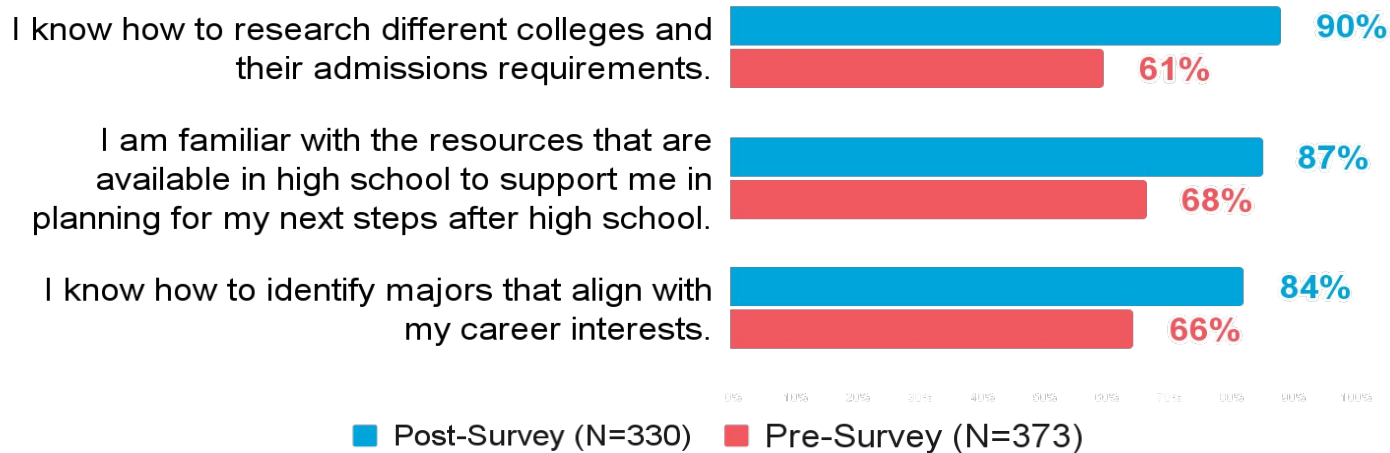
Note: *Students attending NVCC would not need to utilize SchoolLinks*



# Outcomes



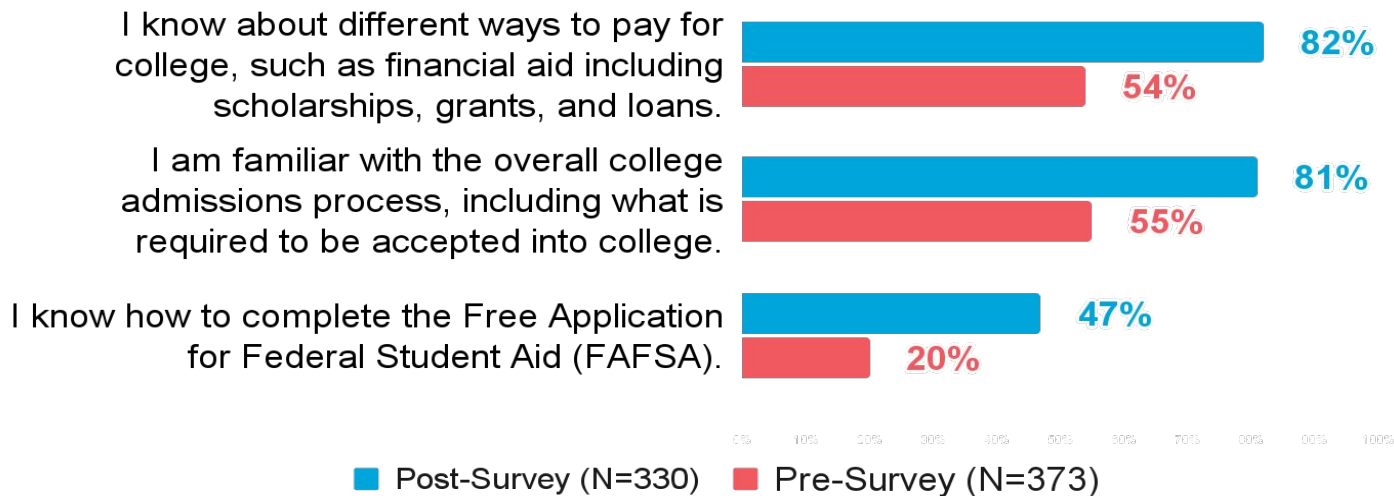
# To what extent are students gaining an understanding of the college admissions process and post-secondary options and offerings?



Source: *CAMPUS student pre-/post-survey*



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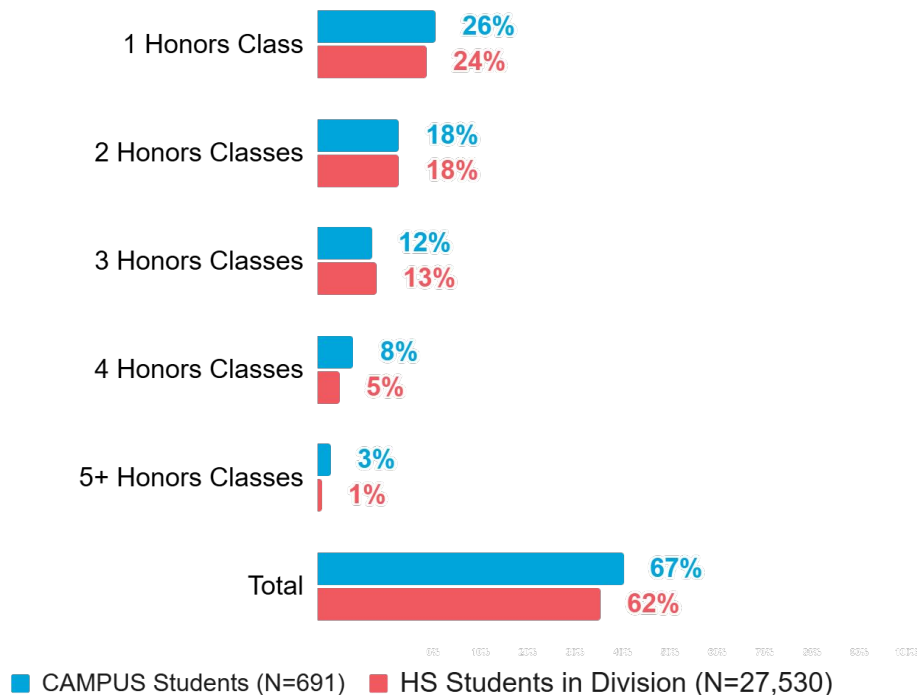


Source: *CAMPUS student pre-/post-survey*



# To what extent are CAMPUS students enrolling in rigorous course pathways?

A higher proportion of CAMPUS students in Grades 9-12 had enrolled in at least one honors class compared to all high school students in the division.

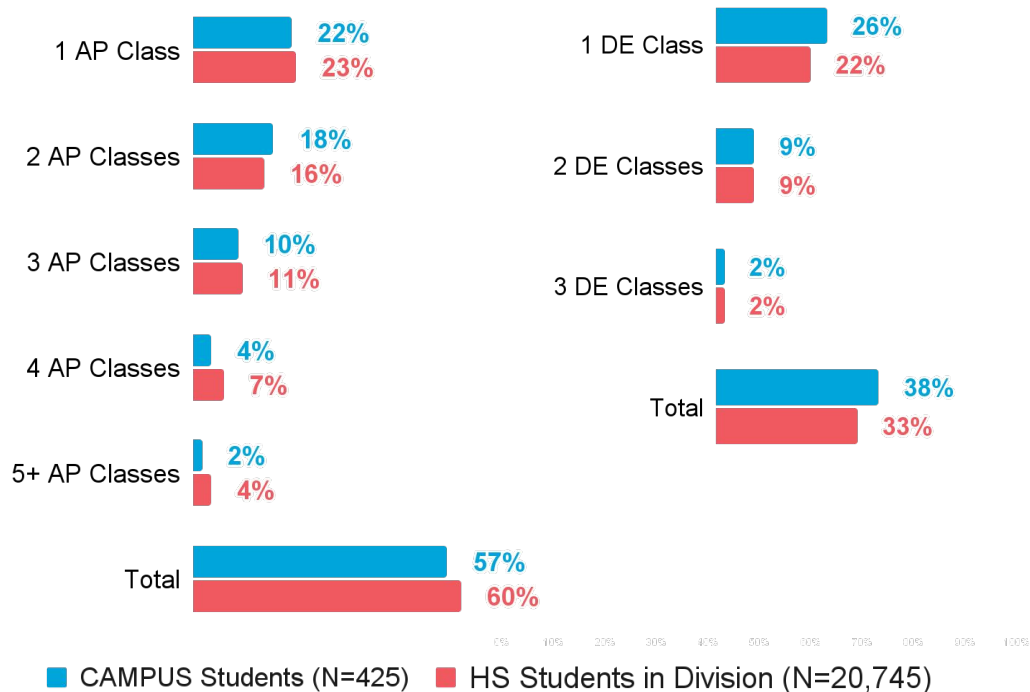


Source: *Phoenix student information system*



# To what extent are CAMPUS students enrolling in rigorous course pathways?

About the same proportion of CAMPUS students in Grades 10-12 had enrolled in Advanced Placement (AP) courses. A higher proportion of CAMPUS students enrolled in Dual Enrollment (DE) classes compared to all high school students in the division.



Source: *Phoenix student information system*



## To what extent are CAMPUS seniors being accepted to two- and four-year colleges?

**91%**

of CAMPUS seniors  
were accepted to at  
least one college.

**3.6**

was the average number  
of college acceptances  
per CAMPUS senior.

**90%**

of CAMPUS seniors  
enrolled in a two- or  
four-year college.

**\$4,065,013**

was the total amount of scholarships awarded to CAMPUS seniors.

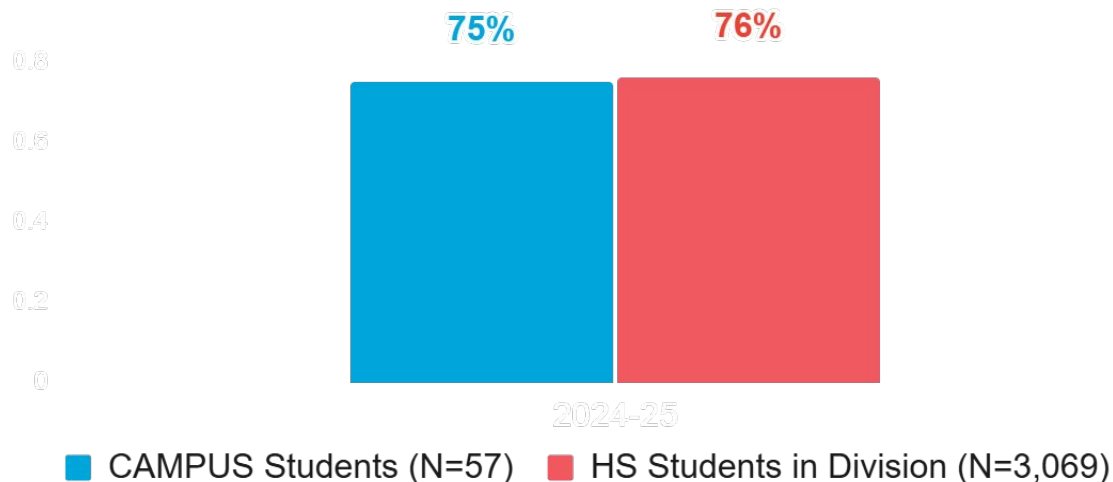
Source: *SchoolLinks database (self-report)*





# To what extent has the program helped families become college and career ready?

Percent Parents Who Felt Supported by Their School



Source: 2025 Annual Family Stakeholder Survey

Note: Percent Strongly Agree or Agree



# Conclusions and Recommendations



# Conclusions: Strengths

- Emphasis on the enrollment of historically underserved students.
- At least 90% attendance rate in professional development and fidelity of implementation.
- 91% of seniors submitted college and FAFSA/VASA applications.
- Comparable proportion of student enrollment in honors to non-CAMPUS students and a higher proportion of enrollment in AP and DE courses.
- Improved student understanding of the college admissions process and post-secondary options.
- 91% of seniors were accepted to at least one college and 90% enrolled in a two- or four-year college.
- Comparable perception of college and career readiness between parents of CAMPUS students and non-CAMPUS students.



# Conclusions: Areas of Improvement

- 56% of CAMPUS students identified a favorite college in SchoolLinks.
- 57% of CAMPUS students visited a college.
- 47% of CAMPUS students indicated that they knew how to complete the FAFSA application.



# Recommendation #1: Increase College Field Trip Participation

- Provide school staff with data on the long-term benefits of college exposure (e.g., higher college enrollment and matriculation rates) and clarify how absences for trips are excused and aligned with college/career readiness goals.
- Reduce student anxiety about missing class by encouraging them to coordinate with teachers in advance, providing clear communication about the benefits of college field trips, and emphasizing that field trips are an extension of learning rather than time “lost” from class.



# Recommendation #1: Increase College Field Trip Participation

- Distribute clear multilingual communication, highlighting the value of college visits and addressing concerns about safety, transportation, and cost to parents/guardians.
- Coordinate field trips based on self-reported student interest in order to increase relevance, engagement, and participation.



# Recommendation #2: Increase Financial Aid Literacy

- Integrate financial aid literacy lessons beginning in the 9th grade to build early awareness of college costs, FAFSA/VASA processes, and scholarships.
- Provide professional development for school-based CAMPUS staff on current financial aid policies and tools, with a focus on supporting FAFSA and VASA completion.



# Recommendation #3: Engage Invested Parties

- Establish a CAMPUS Advisory Council that includes students, parents/guardians, school-based CAMPUS staff, and district administrators to provide input on program goals, field trips, and other key decisions.
- Host two annual CAMPUS parent/guardian information sessions (one for 9th and 10th grade families and one for 11th and 12th grade families).
  - Review program expectations, what students will learn in the CAMPUS program, upcoming field trips, and key steps in the college planning process.





# Recommendation #4: Initiate CAMPUS at the Middle School Level

- Pilot the CAMPUS program at select middle schools to promote early exposure to college and career pathways.
- Use pilot data to inform program expansion and alignment with high school-level CAMPUS programming.





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