



THE RETENTION PROJECT

A WASHINGTON/OREGON CAMPUS COMPACT AMERICORPS PROGRAM



Assessment and Evaluation Training Module

PROJECT FUNDED BY

COLLEGE  SPARK

WASHINGTON
FUNDING SUCCESS IN HIGHER EDUCATION

SECTION 1: Why Do We Do Assessment?

We do assessment:

- To measure goal accomplishment
- To identify program strengths
- To celebrate successes
- To identify impacts on program participants
- To identify impacts on community
- To identify unmet needs
- To inform planning and decision-making
- To identify opportunities for improvement
- To share lessons learned
- To report to funders
- To tell our stories to stakeholders

What is Assessment?

Assessment is:

Assessment is the process of documenting and collecting data-- usually in measurable terms—about information, knowledge, skills, attitudes and beliefs.

Assessments can be classified in many different ways. In program development and management, assessment types that you may see are: (1) formative and summative; (2) objective and subjective; (3) referencing (criterion-referenced, norm-referenced, and ipsative); and (4) informal and formal.

Data points—an item of specific, factual information being collected from measurement or research.

Quantitative Data: Numerical data collection derived from counting like data points. For example—counting the number of program participants such as number of mentors, number of mentees, number of mentees in middle school, number of non-white, mentees in middle school, number of mentees receiving free or reduced school lunch. Number of trainings or training hours provided to each mentor.

Qualitative Data: Nonnumeric data collection derived from descriptive information, such as narrative, text, audio or video sources. These data often are collected in open-ended questions, feedback surveys, observations, or summary reports. They are more difficult to compare, reproduce, and generalize because of the unique, non-duplicative nature of the information.

Who Cares about Our Assessment?

Washington Campus Compact works to assess both quantitative and qualitative data points to communicate the significance of our programs to:

- Campus presidents and partners who Washington Campus Compact represents

- Your community partners—non-profit, governmental, and private entities that invest their time in your campus program or partnership.
- National Campus Compact and other state Campus Compacts
- National and State Mentoring Partnerships
- The Corporation for National Service
- The Washington Commission for Community and National Service
- Current and future private and corporate donors
- Practitioners in the field of college-campus student engagement.
- Washington Campus Compact staff
- You!

At times we collect information on certain data points to:

- Satisfy reporting requirements for grantors—those entities that donate money or other resources to support your college campus in their work through Washington Campus Compact.
- Contribute data to larger entities in the fields of college-campus student engagement, civic engagement, volunteerism, education, at-risk youth intervention and prevention.
- Have information to analyze in being able to understand the dynamics, issues, and patterns that exist in our collective work.
- Determine if we can appropriately apply for funds or resources from other funding sources now or in the future, if we work to increase our impact in certain areas.

SECTION 2: If That’s Assessment...What is Evaluation?

Evaluation is:

Analyzing the information collected for patterns, commonalities, abnormalities, or other characteristics that can help us make sense out of the assessment data.

Through evaluation we can classify, generalize, draw conclusion, identify quality and effective best practices, and understand barriers and challenges that exist in program delivery.

**Assessment is the work it takes to collect the information—
Evaluation is the work it takes to understand the value of the information collected.**

**Please Be Our Partners in
Assessment & Evaluation!**

For Washington Campus Compact to effectively assess and evaluate the work of our Campus Compact programs and network, it is critical that we can:

- Work collaboratively with you to gather data that has value to all the stakeholders involved.
- Rely on you to collect and report accurate data.
- Depend on you to submit information in a timely manner.

- Have open, authentic dialog about how to improve our assessment practices.
- Partner with you to help interpret the data
- Expect that you will help communicate significant findings about your individual program and our collective program impacts.

SECTION 3: Why Do We Do Assessment?

A Preflection Activity:

Think about a time during your experience as a Retention Project Member when you either (a) used data to make a decision OR (b) wished you had data to make a decision.

- Describe the situation:
- What data did you use? OR What kinds of data would have been helpful?
- What insights did the data provide? OR What insights could have the data provided?
- What was the outcome?
- How could have the outcome been different if you had more/better data?

Assessment and Evaluation Module Curriculum Information

Learning Objectives

The training participants will:

- Understand the importance of integrating assessment and evaluation into their mentoring model and other service-delivery models.
- Be able to access the required and optional assessment and evaluation tools provided by Washington Campus Compact.
- Know how to collect required assessment data and how to submit completed, required assessments to Washington Campus Compact.
- Reflect on the integration of assessment and evaluation within their current program model.

Curriculum Outline

Participants are guided to work through the curriculum and materials in this order:

1. Complete the Preflection Activity: Why Do We Do Assessment?
2. Read Handout: Why Do We Do Assessment?
3. Review the Required and Optional Assessment Tools provided by Washington Campus Compact.
4. Read Handout: What are Performance Measures
5. Complete the Praxis Activity: Performance Measures Praxis Activity—Making the Measures Meaningful within YOUR Model.
6. Complete assessment/evaluation

SECTION 4: What is a Performance Measure?

A Performance Measure is a measurable goal set at the outset of an effort or program that sets a realistic, achievable expectation for what success will look like at the end of the endeavor.

A measurable goal means that a numerical or quantifiable value can be assigned as a benchmark for success.

Examples:

- A person wishes to lose 10 pounds.
- A long distance runner wishes to increase endurance by 10% each year.
- A mother wishes to decrease the number of times her children argue on a weekly basis.
- A program wishes to recruit 100 mentors

To measure a goal, it is important to have a baseline measurement. A baseline means to know how you measure up in the beginning so that you have a way to compare change from the beginning to end.

Examples:

- A person currently weighs 200 pounds.
- A long distance runner currently can run up to 30 miles daily.
- A mother's children currently argue 21 times on a weekly basis.
- A program currently has 55 mentors.

The Retention Project's 2010 Performance Measures:

Performance Measure #1: Youth/Mentee Development

- 1,500 at-risk/disadvantaged middle and high school students will receive academic support and encouragement to attend post-secondary education, and/or participate in meaningful service activities.

- 80% of teachers/administrators who respond to a survey will report that at-risk/disadvantaged middle and high school student mentees displayed improved academic achievement and stayed in school the entire academic year.
- 80% of at-risk/disadvantaged middle and high school student mentees who respond to a survey will report improved attitudes toward academic engagement and advancement. Specific indicators include (a) increased interest in doing well in classes, (b) increased interest in going to college, (c) increased resources to help find college of interest, (d) increased preparation to apply for college, and (e) improved outlook about future education.

Performance Measure #2: College Student Volunteer Civic Development

- 1,200 college student volunteers/service-learners will be recruited, trained, and supported to participate in meaningful service activities.
- 80% of college student volunteers/service-learners who respond to a survey will report improved civic knowledge, attitudes, skills, and abilities at the end of their service experiences. Specific indicators include (a) increased awareness of critical community needs, issues, strengths, and resources; (b) improved ability to think critically about community needs and issues; (c) increased skills and abilities necessary to meet community needs and issues; (d) increased awareness of personal biases and prejudices; and (e) increased clarification of own beliefs about various community issues.
- 75% of college student volunteers/service-learners who respond to a survey will report an increased capacity to initiate positive change for the common good. Specific indicators include (a) improved understanding of how to use own knowledge, skills, and abilities to improve the community; (b) improved capacity to create positive community change; (c) improved capacity to become a community leader; and (d) increased likelihood to initiate change for the common good.

Performance Measure #3: College Student Volunteer Workforce Skill Development

- 1,200 college student volunteers/service-learners will be recruited, trained, and supported to participate in meaningful service activities.
- 80% of college student volunteers/service-learners who respond to a survey will report improved workforce knowledge, attitudes, skills, and abilities at the end of their service experiences. Specific indicators include (a) improved ability to write and/or speak effectively; influence others through writing, speaking, and/or artistic expression; and communicate ideas in a real world context; (b) increased ability to establish and/or maintain mutually rewarding relationships with colleagues; work cooperatively/collaboratively with others; listen to and consider others' points of view; and ask for feedback from others; (c) increased involvement with people different from oneself; (d) increased ability to contribute to the achievement of group goals; and improved understanding of group dynamics; (e) improved leadership skills, self-reliant behaviors, and ability to manage time effectively; and (f) increased knowledge of various careers and jobs; clarity of own career/professional goals; and understanding of preferred work environment.
- 75% of college student volunteers/service-learners who respond to a survey will report an increased interest in pursuing careers for the common good.

Performance Measure #4: Member Civic Development

- 60 national service members will be recruited, trained, and supported to participate in intensive service to improve academic achievement of disadvantaged/at-risk youth.
- 80% of national service members who respond to a survey will report improved civic knowledge, attitudes, skills, and abilities at the end of their service experiences. Specific indicators include (a) increased awareness of critical community needs, issues, strengths, and resources; (b) improved ability to think critically about community needs and issues; (c) increased skills and abilities necessary to meet community needs and issues; (d) increased awareness of personal biases and prejudices; and (e) increased clarification of own beliefs about various community issues.
- 75% of national service members who respond to a survey will report an increased capacity to initiate positive change for the common good. Specific indicators include (a) improved understanding of how to use own knowledge, skills, and abilities to improve the community; (b) improved capacity to create positive community change; (c) improved capacity to become a community leader; and (d) increased likelihood to initiate change for the common good.

SECTION 5: Performance Measures Praxis Activity
Making the Measures Meaningful within YOUR Model.

How would you qualitatively or quantitatively state your programs current baseline for each of the Retention Project’s current year performance measures?

Are each of these performance measures relevant to your program model?

Yes No I don’t know

If Yes: List each by number and briefly note their connection to your program.

If No: List each by number and briefly note what the reason is that they are irrelevant.

If “I don’t Know: Schedule a meeting to talk to your supervisor about this issue.

What would Campus Compact need to know about your program to make the Performance Measures more relevant to your program?

Calculate or articulate measurable goals that would apply to your program to help achieve these Retention Project performance measures.

For Example:

- Include at least a 10 minute segment about how mentoring can positively impact the mentors understanding of diverse populations at 100% of the trainings we provide.
- Revise the community partner memorandum of understanding that goes to all 9 school partners to include the requirement to complete the year end survey.

#1: Youth/Mentee Development

- How many at-risk/disadvantaged middle and high school students will receive academic support and encouragement to attend post-secondary education, and/or participate in meaningful service activities?
- How in measurable terms will your program contribute to the ability of teachers/administrators who respond to a survey will be able to report that at-risk/disadvantaged middle and high school student mentees displayed improved academic achievement and stayed in school the entire academic year?
- How in measurable terms will your program contribute to ensuring that at-risk/disadvantaged middle and high school student mentees who respond to a survey will report improved attitudes toward academic engagement and advancement?

#2: College Student Volunteer Civic Development

- How many college student volunteers/service-learners will be recruited, trained, and supported to participate in meaningful service activities at your site?
- How in measurable terms will your program contribute to ensure that college student volunteers/service-learners who respond to a survey will report improved civic knowledge, attitudes, skills, and abilities at the end of their service experiences?

- How in measurable terms will your program contribute to ensure college student volunteers/service-learners who respond to a survey will report an increased capacity to initiate positive change for the common good?

#3: College Student Volunteer Workforce Skill Development

- How in measurable terms will your program contribute to ensure college student volunteers/service-learners who respond to a survey will report improved workforce knowledge, attitudes, skills, and abilities at the end of their service experiences?

- How in measurable terms will your program contribute to ensure college student volunteers/service-learners who respond to a survey will report an increased interest in pursuing careers for the common good?

#4: Member Civic Development

- How in measurable terms will your program ensure that the national service member recruited, trained, and supported to participate in intensive service will improve academic achievement of disadvantaged/at-risk youth?

- How in measurable terms will your program ensure that the national service member(s) who respond to a survey will report improved civic knowledge, attitudes, skills, and abilities at the end of their service experiences?

- How in measurable terms will your program ensure that the national service member(s) who respond to a survey will report an increased capacity to initiate positive change for the common good?