EVALUATION
TOOLKIT

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EVALUATION
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Evaluation 101

EVALUATION 101

▶ PURPOSE OF THIS TOOLKIT

The following toolkit will assist program stakeholders in planning a current or future evaluation. It is aimed at stakeholders who have not conducted an evaluation and are interested in conducting an internal evaluation or engaging an outside evaluator.

Many of the resources are used with permission from the Pell Institute:

http://toolkit.pellinstitute.org/evaluation-101/

▷ WHAT IS EVALUATION?

Evaluation is the systematic process of collecting and analyzing data for purposes, including

- Determining if and to what extent program goals have been achieved
- Help directors make decisions about program refinement and adjustment
- Produce programmatic self-awareness and self-accountability
- Demonstrate program outcomes and good stewardship to stakeholders
- Substantiate requests for increased funding by providing evidence of effectiveness
- Identify and leverage program strengths
- Identify and modify ineffective practices
- Provide documentation for performance/funding reports
- Create a foundation for strategic planning
- Improve credibility and visibility
- Fulfill grant requirements
- Engage in continuous improvement and organizational learning

▷ WHY EVALUATE?

The benefits of a properly conducted evaluation can have an invaluable effect on program services and outcomes. The intent of an evaluation is a continuous improvement process that results in program refinement based on ongoing feedback, analysis, and deeper understanding. Evaluations can be very easy, especially after a plan is developed.

▷ EVALUATION TYPES

While continuous improvement and organizational learning are often the overarching goals of an evaluation, most evaluation activities can be grouped into two types: formative and summative.

Formative evaluation is an ongoing process that allows for feedback to be implemented during a program cycle. Formative evaluations (Boulmetis & Dutwin, 2005)

- Concentrate on examining and changing processes as they occur;
- Provide timely feedback about program services;
- Allow stakeholders to make program adjustments "on the fly" to help achieve program goals
- Examine the fidelity of the implementation of a program.

Summative evaluation occurs at the end of a program cycle and provides an overall description of program effectiveness. Summative evaluation examines program outcomes to determine overall program effectiveness. Summative evaluation is a method for answering certain questions:
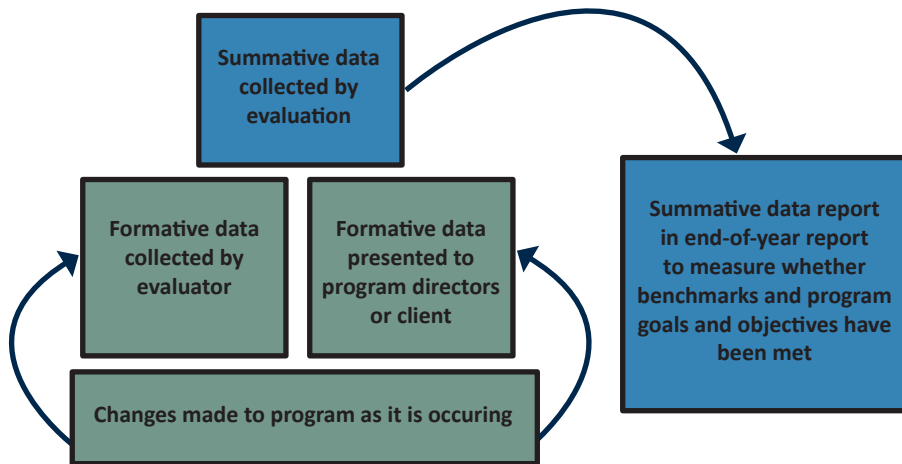
- Were your program objectives met?
- Will you need to improve and modify the overall structure of the program?
- What is the overall impact of the program?
- What resources will you need to address the program's weaknesses?

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Summative evaluation enables stakeholders to make decisions regarding specific services and the future direction of the program that cannot be made during the middle of a program cycle. Summative evaluations should be provided to funders and constituents with an interest in the program.

FIGURE 1. HOW TO USE FORMATIVE AND SUMMATIVE DATA

Reference: Spaulding, D.T. (2008). Program Evaluation in Practice: Core Concepts and Examples for Discussion and Analysis. San Francisco: Jossey-Bass

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TYPES OF DATA

TYPES OF DATA

There are two types of data: **quantitative** and **qualitative**. Depending on your goals, one type may be better suited to meet your needs. The type of data you collect will influence the plan and approach you take.

▷ QUANTITATIVE DATA

Quantitative data is numerical and can be counted, quantified, and mathematically analyzed. For example, the average number of students served by your college access program each month is quantitative data.

Quantitative data include several features:
- Answer the questions "what," "how many," or "who"
- Draw correlations between factors
- May be used in statistical methods to generalize to population (but requires random sample)
- Can be presented in tables and charts
- Require carefully designed metrics

There are a wide range of quantitative data collection methods:
- Program records, such as program applications
- Contact or service tracking
- Data-matching with other organizations, such as National Student Clearinghouse
- Pre-and post-tests
- Surveys

▷ QUALITATIVE DATA

Qualitative data is used to describe meaning and is generally non-numerical. For example: Student narratives about why they participate in your program each month is qualitative data.
Qualitative data collection serves the following purposes:

- Answers the questions "how" and "why"
- Gains in-depth insight into experience, behavior, or beliefs
- Represents the "voice" of the individual or group
- Does not generalize to the population
- May be time-consuming to collect and analyze
- May lead to new questions and knowledge about the program

Qualitative data collection methods include:
- Document analysis
- Observations
- Journals
- Interviews
- Focus groups

Although quantitative and qualitative data are often presented as mutually exclusive alternatives, using a mixed method approach (collecting both quantitative and qualitative data) can ultimately provide the most comprehensive set of data for an evaluation.

Categorize what type(s) of data you need to collect by describing what story you want your evaluation to reveal after the data is analyzed (see examples in the chart below).

TYPES OF DATA

▷ ## QUALITATIVE DATA , CONTINUED

THE STORY YOU WANT YOUR DATA TO TELL	DATA WE CURRENTLY HAVE FOR CONSIDERATION	DATA THAT NEEDS TO BE COLLECTED	QUALITATIVE OR QUANTITATIVE
The number of students from our program who enrolled in college in comparison with peers who did not participate in our program.		X	Quantitative (potentially National Student Clearinghouse)
How providing tutoring late in the evening helped immigrant students in our program get the needed support to pass the math section of the state achievement test.		X	Qualitative

▷ ## WHAT OTHER EXISTING QUANTITATIVE DATA SOURCES CAN BE TAPPED?

National Student Clearinghouse: StudentTracker for Outreach measures the college success of outreach program participants at colleges across the U.S. It can simplify your federally-mandated performance reporting.

Center for Educational Performance and Information: CEPI coordinates collections, connections and reporting of education data in Michigan. The Michigan Statewide Longitudinal Data System (MSLDS) is Michigan's centralized education data repository. It connects data in powerful ways—grade-to-grade, school-to-school and level-to-level. In addition, it connects seemingly disparate data categories like school finance, test scores, teacher preparation, gender and race, courses and grades, graduation rates, college enrollment, school lunch eligibility, career and tech programs, and special education and gifted programs.

Other data sources: People, documents, and observations are the three main types of sources that can provide data. For a full list of examples of these types of data, see Appendix B.

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Evaluation Design

EVALUATION DESIGN

▷ DEVELOP A PLAN

The first step in conducting an evaluation is to develop a plan. This is the most important phase of the evaluation process. The quality and utility of the findings and results are typically a direct byproduct of the amount of thought and time that is invested in the planning process. Proceeding without a well-intentioned, structured plan may cause various unforeseen obstacles in your evaluation process.

▷ CLARIFYING GOALS

It is important to have a clear vision about the reasons for the evaluation before drafting specific evaluation questions. An initial team meeting can be dedicated to reaching a consensus about the primary evaluation goals

> **Sample Outreach Program: Admission Possible**
>
> Admission Possible, an outreach program that strives to help motivated low-income students attend college by offering ACT test preparation and application guidance, outlined the following as the main reasons for doing an evaluation.

▶ EXAMPLE EVALUATION GOALS

- Defining and measuring the outcomes of the Admission Possible program
- Demonstrating how well the expected outcomes are being achieved
- Improving the program based on assessing program results and feedback from participants
- Developing an understanding of staff impact on the program
- Tracking useful program information for later use by program staff

▷ BRAINSTORMING QUESTIONS

After you have reached a consensus about the purpose of the evaluation activities, you can begin to identify the most important questions that the evaluation will answer. You can begin the brainstorming process by discussing the following questions:

- What are the main goals of your program?
- How will you know if you have accomplished your goals?
- What are the activities that your program undertakes to accomplish these goals?
- What factors might help or hinder your ability to accomplish your goals?
- Can you identify measurable indicators for success?
- What are the assumptions you hold about your program?
- What will you want to tell others who are interested in your program?

> **Sample Outreach Program: The Fulfillment Fund**
>
> The Fulfillment Fund, a pre-college outreach program that offers college preparation and retention assistance to low-income high school students developed the evaluation questions.

EVALUATION DESIGN

▶ WHAT IS AN EVALUATION DESIGN?

An evaluation design is simply a plan for conducting an evaluation. Selecting the appropriate design, and working through and completing a well-thought-out plan, provides a strong foundation for achieving a successful and informative program evaluation. An evaluation built without a strong foundation could suffer from various unforeseen obstacles.

▷ SELECTING A DESIGN

Before you decide on the most appropriate evaluation design, it is important that you are clear about the primary evaluation questions. Once you have defined the most important evaluation questions, there are several designs that may be able to adequately answer your evaluation question. You can select a specific design by considering the following questions:

- Which design will provide me with the information I want?
- How feasible is each option?
- How valid and reliable do my findings need to be?
- Are there any ethical concerns related to choosing a specific design?
- How much would each option cost?

▷ EXAMPLE EVALUATION QUESTIONS

- Did we achieve the goals and objectives of our high school and postsecondary program outlined in the program logic model)?
- Did the students benefit from participation in the program?
- Did we use our resources effectively?
- What changes might we recommend to better serve our students?

Note: A program logic model can narrow down the potential evaluation questions by high connection between program components and outcomes. Most outreach programs devel model as part of the evaluation planning process. The next several sections in the Toolkit and discuss the usage of logic models.

▷ COLLECTING FEEDBACK

Once you have begun the process of prioritizing evaluation questions, you can receive feedba evaluation questions from your grantors, donors, parents, students, staff, consultants, and oth

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Describing the Program: Logic Models

DESCRIBING THE PROGRAM: LOGIC MODELS

▶ LOGIC MODELS

Logic models help visualize a program and its components and are a good first step before engaging with an evaluator or applying for a grant. Logic models typically consist of four columns: i**nputs, activities, outputs and outcomes.**

The **inputs** section represents everything that goes into the program, including the resources, stakeholders, target population and statement of need for the program.
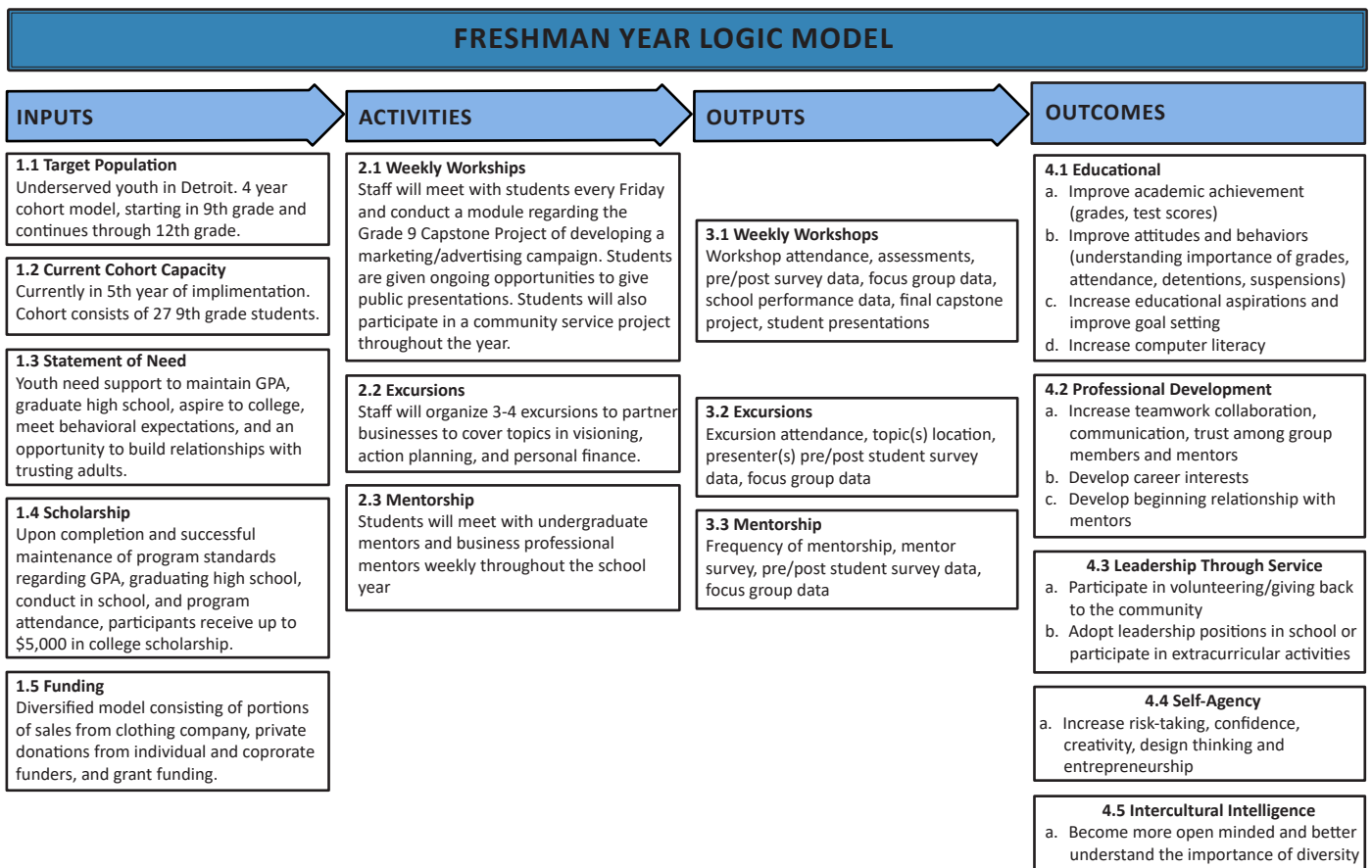
The **activities** section includes all planned program events and services.

The **output**s section represents all data sources collected from the planned program activities.

The **outcomes** section reports on all of the intended outcomes of the program for program participants.

▷ SAMPLE LOGIC MODEL

The following logic model is for an after-school academic enrichment program. The program provides mentorship to students at an urban high school. The program gives students the opportunity to work together on a capstone marketing project and fosters networks through local community partners. The program seeks to increase academic outcomes, student leadership and student community service.

FRESHMAN YEAR LOGIC MODEL

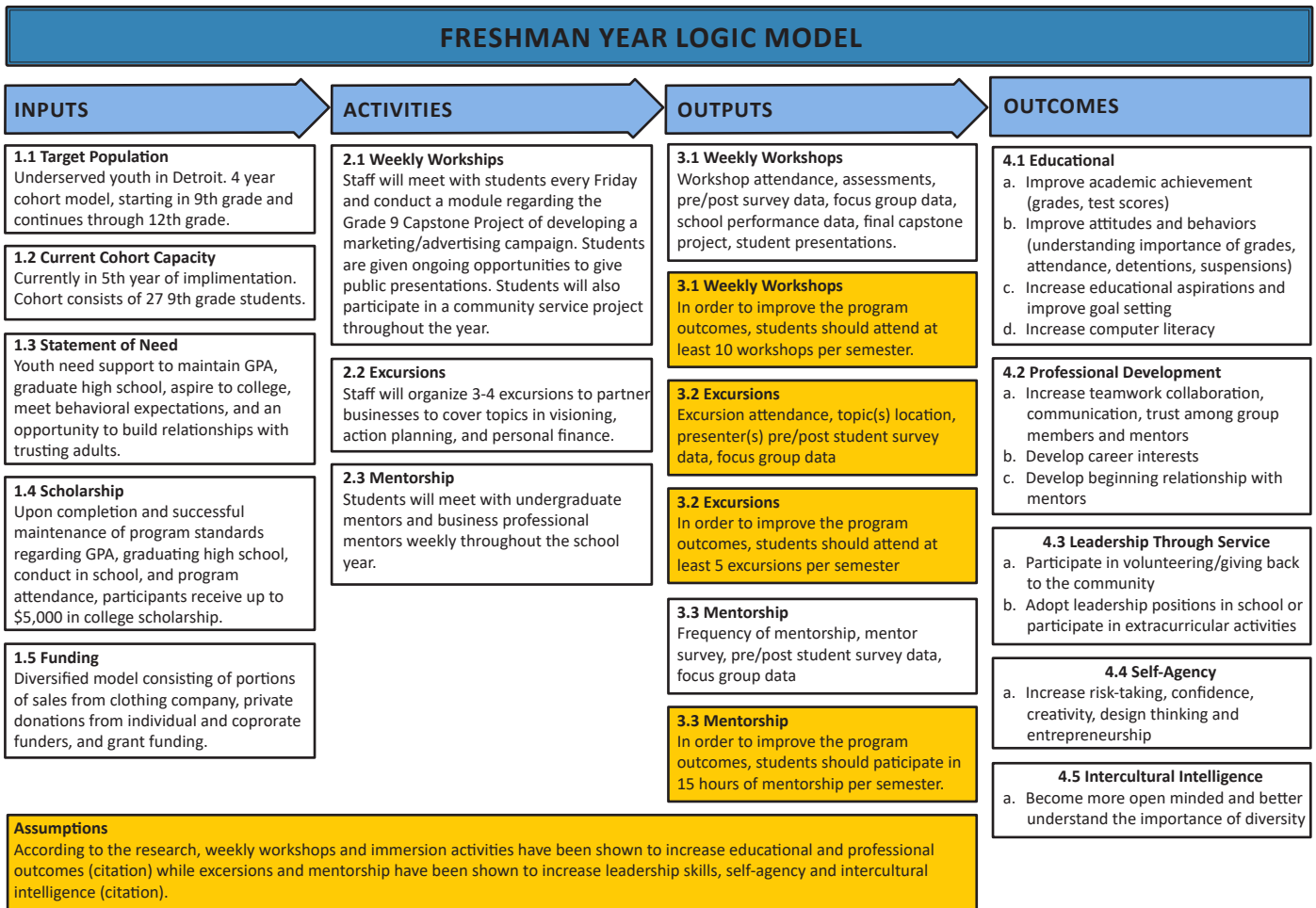| INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES
1.1 Target Population Underserved youth in Detroit. 4 year cohort model, starting in 9th grade and continues through 12th grade.	**2.1 Weekly Workships** Staff will meet with students every Friday and conduct a module regarding the Grade 9 Capstone Project of developing a marketing/advertising campaign. Students are given ongoing opportunities to give public presentations. Students will also participate in a community service project throughout the year.	**3.1 Weekly Workshops** Workshop attendance, assessments, pre/post survey data, focus group data, school performance data, final capstone project, student presentations	**4.1 Educational** a. Improve academic achievement (grades, test scores) b. Improve attitudes and behaviors (understanding importance of grades, attendance, detentions, suspensions) c. Increase educational aspirations and improve goal setting d. Increase computer literacy
1.2 Current Cohort Capacity Currently in 5th year of implimention. Cohort consists of 27 9th grade students.			
1.3 Statement of Need Youth need support to maintain GPA, graduate high school, aspire to college, meet behavioral expectations, and an opportunity to build relationships with trusting adults.	**2.2 Excursions** Staff will organize 3-4 excursions to partner businesses to cover topics in visioning, action planning, and personal finance.	**3.2 Excursions** Excursion attendance, topic(s) location, presenter(s) pre/post student survey data, focus group data	**4.2 Professional Development** a. Increase teamwork collaboration, communication, trust among group members and mentors b. Develop career interests c. Develop beginning relationship with mentors
1.4 Scholarship Upon completion and successful maintenance of program standards regarding GPA, graduating high school, conduct in school, and program attendance, participants receive up to $5,000 in college scholarship.	**2.3 Mentorship** Students will meet with undergraduate mentors and business professional mentors weekly throughout the school year	**3.3 Mentorship** Frequency of mentorship, mentor survey, pre/post student survey data, focus group data	**4.3 Leadership Through Service** a. Participate in volunteering/giving back to the community b. Adopt leadership positions in school or participate in extracurricular activities
1.5 Funding Diversified model consisting of portions of sales from clothing company, private donations from individual and coprorate funders, and grant funding.			**4.4 Self-Agency** a. Increase risk-taking, confidence, creativity, design thinking and entrepreneurship
			4.5 Intercultural Intelligence a. Become more open minded and better understand the importance of diversity

Logic models are strongest when stakeholders articulate detailed strategies and assumptions that will lead to the completion of their goals. Clark and Anderson, 2004.

See the logic model below for the added boxes that create a theory of change.

▷ **SAMPLE LOGIC MODEL, CONTINUED**

FRESHMAN YEAR LOGIC MODEL			
INPUTS	**ACTIVITIES**	**OUTPUTS**	**OUTCOMES**
1.1 Target Population Underserved youth in Detroit. 4 year cohort model, starting in 9th grade and continues through 12th grade.	**2.1 Weekly Workships** Staff will meet with students every Friday and conduct a module regarding the Grade 9 Capstone Project of developing a marketing/advertising campaign. Students are given ongoing opportunities to give public presentations. Students will also participate in a community service project throughout the year.	**3.1 Weekly Workshops** Workshop attendance, assessments, pre/post survey data, focus group data, school performance data, final capstone project, student presentations.	**4.1 Educational** a. Improve academic achievement (grades, test scores) b. Improve attitudes and behaviors (understanding importance of grades, attendance, detentions, suspensions) c. Increase educational aspirations and improve goal setting d. Increase computer literacy
1.2 Current Cohort Capacity Currently in 5th year of implimention. Cohort consists of 27 9th grade students.		**3.1 Weekly Workshops** In order to improve the program outcomes, students should attend at least 10 workshops per semester.	
1.3 Statement of Need Youth need support to maintain GPA, graduate high school, aspire to college, meet behavioral expectations, and an opportunity to build relationships with trusting adults.	**2.2 Excursions** Staff will organize 3-4 excursions to partner businesses to cover topics in visioning, action planning, and personal finance.	**3.2 Excursions** Excursion attendance, topic(s) location, presenter(s) pre/post student survey data, focus group data	**4.2 Professional Development** a. Increase teamwork collaboration, communication, trust among group members and mentors b. Develop career interests c. Develop beginning relationship with mentors
1.4 Scholarship Upon completion and successful maintenance of program standards regarding GPA, graduating high school, conduct in school, and program attendance, participants receive up to $5,000 in college scholarship.	**2.3 Mentorship** Students will meet with undergraduate mentors and business professional mentors weekly throughout the school year.	**3.2 Excursions** In order to improve the program outcomes, students should attend at least 5 excursions per semester	**4.3 Leadership Through Service** a. Participate in volunteering/giving back to the community b. Adopt leadership positions in school or participate in extracurricular activities
1.5 Funding Diversified model consisting of portions of sales from clothing company, private donations from individual and coprorate funders, and grant funding.		**3.3 Mentorship** Frequency of mentorship, mentor survey, pre/post student survey data, focus group data	**4.4 Self-Agency** a. Increase risk-taking, confidence, creativity, design thinking and entrepreneurship
		3.3 Mentorship In order to improve the program outcomes, students should paticipate in 15 hours of mentorship per semester.	**4.5 Intercultural Intelligence** a. Become more open minded and better understand the importance of diversity

Assumptions
According to the research, weekly workshops and immersion activities have been shown to increase educational and professional outcomes (citation) while excersions and mentorship have been shown to increase leadership skills, self-agency and intercultural intelligence (citation).

If you're ready to begin creating your own logic model, go to the following link for step-by-step instructions https://www.bttop.org/sites/default/files/public/W.K.%20Kellogg%20LogicMode l.pdf.

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Next Steps: How and When to Engage an Evaluator

NEXT STEPS: HOW AND WHEN TO ENGAGE AN EVALUATOR

After completing your logic model, (or theory of change) and assessing your own evaluation needs, you may wish to reach out to an external or internal evaluator.

▶ STEP 1: DETERMINING WHETHER AND WHEN TO ENGAGE AN EVALUATOR

There are many reasons why a program will engage an evaluator:

- When an external or internal evaluator is required by a grant
- When there is a need for additional capacity and expertise

After deciding to engage an evaluator, a program must decide when to involve the evaluator:

- Ideally, during proposal writing
- As needed throughout the program, for example wanting to learn more about a problem or after a change to the program

▷ STEP 2: HOW TO CHOOSE AN EVALUATOR

Before beginning an evaluation, it is important to select an evaluator to be responsible for leading the process.

An evaluator should be someone who:
- Understands your program;
- Has the capacity to understand your program; and
- Has the skills and experience needed to conduct a proper evaluation.

There are several different options for engaging an evaluator:
- An external source
- A consulting firm
- College and university personnel
- An independent consultant
- An internal source (e.g., a program staff member)

Determining whether to use an internal staff member or to rely on an external evaluator is a critical step. Some factors to consider when making this decision include the following:
- The type of data you may need;
- The purpose of the evaluation;
- Staff workload and expertise; and
- Program resources (e.g., financial, necessary computer software, etc).

Using a program staff member may be less costly and more effective in soliciting staff input. However, it also adds to staff workload. Make sure the internal staff member has experience in evaluation, collecting and working with data, and analyzing information. Additionally, the staff member will need resources to track participant data (e.g., college entry, educational progress, applications for scholarships and financial aid, and participation and progress in the program, etc.).

Some programs may not have enough technical expertise within their organization. Thus, it may be prudent to rely primarily on an external evaluator. This may be more costly but less time consuming for current staff. A disadvantage to this approach is the lack of staff engagement and input in the process. However, continually working with an external evaluator can help build a long-term evaluation capacity that may not exist, due to staff turnover, if an internal evaluator is selected.

NEXT STEPS: HOW AND WHEN TO ENGAGE AN EVALUATOR

▷ STEP 2: HOW TO CHOOSE AN EVALUATOR, CONTINUED

Another alternative would be to contract with an evaluation expert to support you in the more technical aspect of the evaluation. This may be a happy medium because it may thwart unnee costs, and it ensures program staff will be actively involved in the process.

▷ CASE EXAMPLE

The Administration of Children and Families has developed a worksheet to help grantees dec extent they may need to rely on external evaluation resources. Based on your answers, the w recommends one of the following options for conducting evaluation tasks:

1. Mostly relying on external evaluators: The external evaluator may be an individual, re institute, or consulting firm who serves as the team leader and is supported by in-hou
2. Relying on internal evaluators and working with an external consultant: An internal ev serves as the team leader and is supported by program staff and an outside consultan
3. Relying on internal evaluators: An in-house evaluator serves as the team leader and is supported by program staff.

▷ STEP 3: BUDGET CREATION AND EXPECTATIONS

If you do not have a detailed evaluation plan, completing a realistic budget may be difficult. However, going through the budget planning process will help you and your team to think through the real-life implementation of your evaluation. At the outset, we advise you to consult with the budget and human resources offices within your organization to verify and understand your particular budget process, rules, and stipulations.

In this section, we guide you through the fundamentals of preparing the budget for your outreach program. In particular, we focus on the following aspects:

- Common cost categories
- Factors to consider in developing an evaluation budget

Please keep in mind that frequent and clear communication with the program evaluation designers is essential to creating an accurate and meaningful budget.

- Common Cost Categories
- Factors to Consider
- A Sample Budget

The common cost categories for creating a program evaluation budget include the following:
- Staffing
- Materials and supplies
- Equipment
- Travel

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Appendix

APPENDIX

▶ APPENDIX A: EVALUATION 101 WORKSHEET

This worksheet is designed to help you get started and develop an evaluation mindset. The following exercises will help you identify evaluation goals, develop a realistic understanding of evaluation, and think strategically about the data you will need to collect. When you finish this worksheet, you will be ready to meet with an evaluator or start building processes within your organization. U-M SOE CEDER is a great resource.

▷ WHY: PURPOSE

Identify the Reason(s) You Want to Evaluate: What is the purpose of your evaluation?

Define one or more reasons why you need to evaluate your program and write the reason(s) in a clear statement. Your statement will set the foundation for developing an evaluation plan and completing the rest of the evaluation process.

We are evaluating our_____ program in order to:

Name the program (e.g., Upward Bound)

1. _____

2. _____

▷ WHO: STAKEHOLDERS

Audience: Who is the intended audience for your evaluation (i.e., funder, department, other individuals, etc.)?

1. _____

2. _____

▷ WHEN: TIMELINE

By when do you need to know the answers to your evaluation questions?

_____

▷ WHAT: PROGRAM GOALS

Why does your program exist? What are its goals?

When planning an evaluation, it often helps to begin by thinking of short-term and long-term program goals. In the column on the left, make a list of realistic and specific short term goals (e.g., achieve a high school graduation rate of 95% or achieve a college enrollment rate of 90%).

In the column on the right, make of list of long-term goals (e.g., achieve a 50% bachelor's degree attainment rate for all college enrollees).

SHORT TERM	LONG TERM

APPENDIX

▷ ## WHAT: PROGRAM GOALS, CONTINUED

What will achieving long-term goals tell you about your program that short-term goals may not reveal?

_____

_____

_____

Program Activities: What are your essential program activities?

_____

_____

_____

What are the evaluation questions you need to have answered?

_____

_____

_____

▷ ## HOW: EVALUATION TYPE

Different evaluation goals lead to different questions about a given program. Once you have determined your goals and questions, you can determine the most suitable evaluation type.

QUESTION	EVALUATION TYPE
Are you concerned about the effectiveness of your program's services?	Formative
Do you want to look at specific areas of your program to determine where improvements can be made?	Formative
Is there a specific problem or oversight in the functioning or implementation of your program that you are aware of which needs to be addressed immediately?	Formative
Were your program objectives met?	Summative
Will you need to improve and modify the overall structure of the program?	Summative
What is the overall impact of the program?	Summative
What resources will you need to address the program's weaknesses?	Summative

▶ ## APPENDIX B: EXAMPLE DATA SOURCES FOR COLLEGE ACCESS PROGRAM EVALUATION

This list was adapted from the Center for Disease Control's Steps in Program Evaluation (http://www.cdc.gov/eval/selected sources.pdf).

▷ ## PEOPLE

Evaluation data can include survey or interview individuals and/or groups:

- Clients, program participants, nonparticipants
- Staff, program managers, directors
- Teachers, administrators
- Community members, general public
- Local and state education officials
- Funding officials, critics/skeptics, staff of other agencies/programs
- Policymakers, elected officials, legislators

APPENDIX

▶ APPENDIX B: EXAMPLE DATA SOURCES FOR COLLEGE ACCESS PROGRAM EVALUATION, CONTINUED

▷ DOCUMENTS

Data can also include existing documents:

- Registration/enrollment forms
- Grant proposals, newsletters, press releases
- Meeting minutes, administrative records
- Database records
- School records and files
- Publicity materials, quarterly reports
- Previous evaluation reports
- Asset and needs assessments
- Records held by funding officials, collaborators, and/or partners
- Publications, journal articles, books
- Internet pages
- Graphs, maps, charts, photographs, videotapes

▷ OBSERVATIONS

You can observe organizational practices and programs.

- Staff meetings, special events/activities, job performance
- Program operations, activities, services
- Direct service encounters
- School and/or community environment of program participant

▶ APPENDIX C: SAMPLE PRE/POST SURVEY QUESTIONS

The following survey was created for an afterschool academic enrichment program. The survey was created using four standardized scales that measured the following protective factors for high school graduation: self-leadership (ASLQ; Houghton, et. Al, 2012), resilience (CYRM-12); Ungar, 2016), self-efficacy (NGSE; Chen et. 6 Al., 2001) and intercultural-intelligence (CQY; 2015).

Circle the response that best reflects the importance of each item to you.

	NOT IMPORTANT	SLIGHTLY IMPORTANT	UNDECIDED	SOMEWHAT IMPORTANT	VERY IMPORTANT
Getting good grades	1	2	3	4	5
Keeping up my attendance	1	2	3	4	5
Going to college	1	2	3	4	5

▷ COMMUNITY SERVICE

	NOT AT ALL	EVERY FEW MONTHS	ABOUT ONCE A MONTH	ABOUT ONCE A WEEK	MORE THAN ONCE A WEEK
In the past year, how often have you done volunteer work?	1	2	3	4	5

APPENDIX

▷ CAREER GOALS

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
I will face problems in trying to get the job I want	1	2	3	4	5
I can overcome problems to get the job I want	1	2	3	4	5
I will be able to get the job that I want	1	2	3	4	5
I know what job I will pursue after completing school	1	2	3	4	5

If you agreed or strongly what type of job do you plan to pursue?

_____

▷ SELF-LEADERSHIP

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
I establish goals for my own performance	1	2	3	4	5
I work toward specific goals I have set for myself	1	2	3	4	5
I will be able to get the job that I want	1	2	3	4	5
I track how well I'm doing at school (for example, I check my grades regularly or I ask for feedback from my teachers, etc.)	1	2	3	4	5
I often visualize myself successfully performing a task before I do it	1	2	3	4	5
When I have successfully completed a task, I reward myself with something I like	1	2	3	4	5
I think through solutions (out loud or in my head) when I face a difficult task	1	2	3	4	5

APPENDIX

▷ RESILIENCY

For each of the following statements, write in the number corresponds to your perception of yourself.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
I have people that I look up to	1	2	3	4	5
Getting an education is important to me	1	2	3	4	5
My parent(s)/caregiver(s) know a lot about me	1	2	3	4	5
I try to finish what I start	1	2	3	4	5
I solve problems without hurting myself or others (for example through violence, fighting, name calling or yelling)	1	2	3	4	5
I know where to go in my community to get help	1	2	3	4	5
I feel comfortable around other students at my schools	1	2	3	4	5
My family will support me during difficult times	1	2	3	4	5
My friends support me during difficult times	1	2	3	4	5
I have opportunities to develop job skills that will be useful later in life	1	2	3	4	5
I am treated fairly by most people in my community	1	2	3	4	5
I enjoy my family and cultural traditions	1	2	3	4	5

▷ SELF-EFFICACY

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
I will be able to achieve most of the goals that I have set for myself	1	2	3	4	5
When facing difficult tasks, I am certain that I will accomplish them	1	2	3	4	5
In general, I think that I can obtain those goals that are most important to me	1	2	3	4	5
I believe I can succeed at anything I set my mind to	1	2	3	4	5
I will be able to successfully overcome many challenges	1	2	3	4	5
I am confident that I can perform effectively on very different kinds of tasks.	1	2	3	4	5
Compared to other people, I can do very different kinds of tasks well	1	2	3	4	5
Even when tasks are tough, I can accomplish them quite well	1	2	3	4	5

APPENDIX

▷ INTERCULTURAL INTELLIGENCE

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
I enjoy interacting with people from different cultures	1	2	3	4	5
I will be able to successfully overcome many challenges	1	2	3	4	5
I am open to learning about new cultures	1	2	3	4	5
When talking to people from different cultures, I change my behavior to reflect theirs	1	2	3	4	5
People are the same despite differences in appearance	1	2	3	4	5

What do you hope to get out of the program?

_____

_____

_____

APPENDIX

▶ APPENDIX D: COMMON MEASURES

National College Access Network
Building Connections. Advancing Equity. Promoting Success.

COMMON MEASURES FOR COLLEGE ACCESS AND SUCCESS

Success Outcome: Will students complete a postsecondary credential?

Pre-Enrollment Indicators

If Available Indicators:

- Percent of students participating in college orientation programs
- Percent of students participating in summer bridge programs [75,76,77]

Potential Data Sources

⇒ *Higher Education Institutions*
⇒ *Student Self–Reported Data*

Enrollment Indicators

Essential Indicators:
- Percent of students who enroll within six months of high school graduation [78,79]
- Student enrollment by institution type and status (full time vs. part time) [80,81,82]

If Available Indicators:
- Percent of students who enroll within 12 months of high school graduation [83,84]

Potential Data Sources

⇒ *National Student Clearinghouse*
⇒ *Student Self-Reported Data*

Academic Indicators

Essential Indicators:
- Percent of students placed into remedial courses (English/Math) [85,86,87,88,89]

If Available Indicators:
- Percent of students completing remedial coursework within one academic year [90,91,92]
- Percent of students completing college level math course [93,94]
- Percent of courses attempted compared to courses successfully completed [95,96]
- Percent of students completing more than 20 credits in first academic year [97,98,99]
- Average college GPA [100,101]

Potential Data Sources

⇒ *Higher Education Institutions*
⇒ *Student Transcript*

Persistence and Completion Indicators

Essential Indicators:
- Year to year student persistence [102,103,104,105]
- Term to Term student persistence [106,107,108,109]
- Percent of students completing a degree within 150% of time, by school type [110,111,112]

If Available Indicators:
- Percent of eligible students transferring from 2-year to 4-year programs with or without Associate's Degree [113,114,115,116]

Potential Data Sources

⇒ *National Student Clearinghouse*
⇒ *Higher Education Institutions*
⇒ *Student Transcript*

Financial Aid Indicators

Essential Indicators:
- Percent of students who complete and submit renewal FAFSA form
- Percent of students awarded financial aid

If Available Indicators:
- Amount of financial aid awarded (total and per student)
- Percent of students working greater than 20 hours per week [117,118,119,120]

End notes for the indicators in this section are numbers 121-130.

Potential Data Sources

⇒ *Student Self-Reported Data*
⇒ *Higher Education Institutions*
⇒ *Local College Access Program*

Core Demographic Data

- First Generation College-Going [131,132,133,134]
- Pell Grant Eligible [135,136,137]
- Race [138,139,140]

Potential Data Sources

⇒ *Student Self-Reported Data*
⇒ *Higher Education*

▶ APPENDIX D: COMMON MEASURES, CONTINUED

National College Access Network
Building Connections. Advancing Equity. Promoting Success.

COMMON MEASURES FOR COLLEGE ACCESS AND SUCCESS

Success Outcome: Will students complete a postsecondary credential?

Pre-Enrollment Indicators

If Available Indicators:

- Percent of students participating in college orientation programs
- Percent of students participating in summer bridge programs[75,76,77]

Potential Data Sources

⇒ *Higher Education Institutions*
⇒ *Student Self– Reported Data*

Enrollment Indicators

Essential Indicators:
- Percent of students who enroll within six months of high school graduation[78,79]
- Student enrollment by institution type and status (full time vs. part time)[80,81,82]

If Available Indicators:
- Percent of students who enroll within 12 months of high school graduation[83,84]

Potential Data Sources

⇒ *National Student Clearinghouse*
⇒ *Student Self-Reported Data*

Academic Indicators

Essential Indicators:
- Percent of students placed into remedial courses (English/Math)[85,86,87,88,89]

If Available Indicators:
- Percent of students completing remedial coursework within one academic year[90,91,92]
- Percent of students completing college level math course[93,94]
- Percent of courses attempted compared to courses successfully completed[95,96]
- Percent of students completing more than 20 credits in first academic year[97,98,99]
- Average college GPA[100,101]

Potential Data Sources

⇒ *Higher Education Institutions*
⇒ *Student Transcript*

Persistence and Completion Indicators

Essential Indicators:
- Year to year student persistence[102,103,104,105]
- Term to Term student persistence[106,107,108,109]
- Percent of students completing a degree within 150% of time, by school type[110,111,112]

If Available Indicators:
- Percent of eligible students transferring from 2-year to 4-year programs with or without Associate's Degree[113,114,115,116]

Potential Data Sources

⇒ *National Student Clearinghouse*
⇒ *Higher Education Institutions*
⇒ *Student Transcript*

Financial Aid Indicators

Essential Indicators:
- Percent of students who complete and submit renewal FAFSA form
- Percent of students awarded financial aid

If Available Indicators:
- Amount of financial aid awarded (total and per student)
- Percent of students working greater than 20 hours per week[117,118,119,120]

End notes for the indicators in this section are numbers 121-130.

Potential Data Sources

⇒ *Student Self-Reported Data*
⇒ *Higher Education Institutions*
⇒ *Local College Access Program*

Core Demographic Data

- First Generation College-Going[131,132,133,134]
- Pell Grant Eligible[135,136,137]
- Race[138,139,140]
- ESL Status[141,142]
- Gender[143,144,145]
- Selected vs. Undecided Majors

Potential Data Sources

⇒ *Student Self-Reported Data*
⇒ *Higher Education Institutions*

March 15, 2016

▶ APPENDIX E: BIBLIOGRAPHY, INCLUDING WORKS CITED

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APPENDIX

▶ **APPENDIX E: SIMPLE LOGIC MODEL TEMPLATE**

INPUTS OR RESOURCES	ACTIVITIES	OUTPUTS	OUTCOMES