



# UNIVERSITY OUTREACH COUNCIL



*Program Evaluation  
and Assessment*



CENTER FOR  
EDUCATIONAL OUTREACH  
UNIVERSITY OF MICHIGAN

# WELCOME

Kim Lijana, PhD

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Director

Center for Educational Outreach



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# Wolverine Pathways

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**Carla O'Connor**

*Director, Wolverine Pathways*

**Felecia Webb**

*Program Evaluation Specialist, Office of Diversity,  
Equity, and Inclusion*

**O'Shai Robinson**

*Database Administrator, Wolverine Pathways*

# WP Program Evaluation: Challenges, Opportunities & Ambitions

**Carla O'Connor, Director**

**Felecia Webb, Program Evaluation Specialist**

**O'Shai Robinson, Data Manager**



# Wolverine Pathways...



- **a *supplementary* college preparatory program**
  - 633 students across 133 schools
  - Contact hours per year: @140 – 200 (17.5 to 25 days)
  - Contact hours over course of program:
    - 7<sup>th</sup> grade admit: 816 hours (102 days over 6 years)
    - 9<sup>th</sup> grade admit: 666 hours (83+ days over 4 years)
- **cannot compensate for structured educational inequalities**
- **can strategically intervene**

# Where Seeking to INTERVENE?



- Academic knowledge/achievement (including SAT performance)
- Academic identity and orientations
- School choice(s) and behaviors
- College preparatory knowledge, choices, and activity
- College application behaviors and content
- **College admission**

# Where Seeking to INTERVENE?



## ALSO OF INTEREST...

- pedagogy and instruction
- social networks and supports
- U-M completion

# Assessing for Continuous Improvement



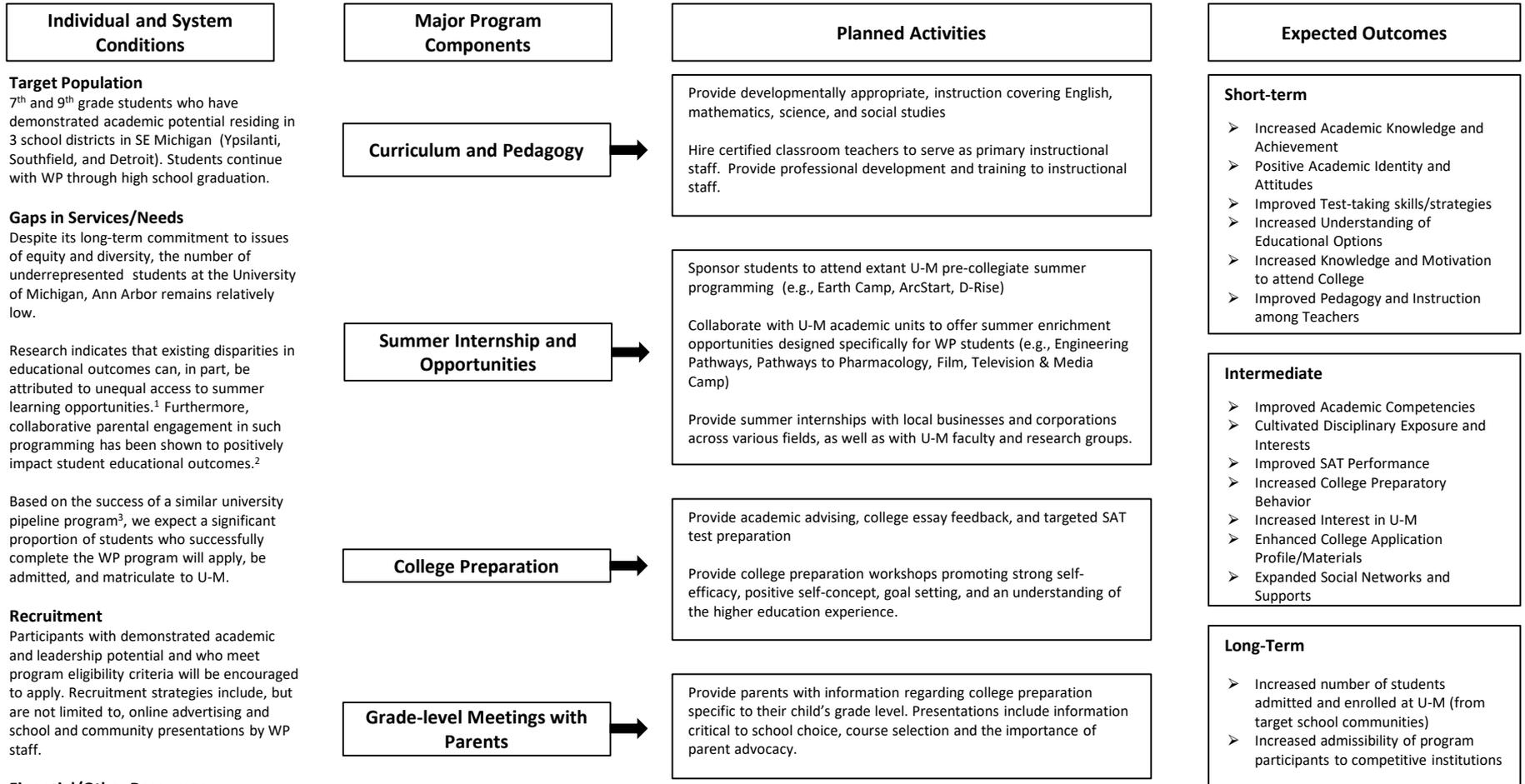
- Assessing WHERE and HOW our interventions might be/have been most effective?
  - What is the impact of what we are doing?
  - What (else) should we be doing? Doing instead? Doing differently?

# Complications...



- **Effects of interest are many!**
  - “experience” vs. “performance”; “attitude” vs “behavior”; “cognitive” vs. “non-cognitive”;  
“direct” vs. “indirect” ; “short-term” vs. “long-term”
- **Effects on whom varies**
  - Scholars; Parents/Guardians; Educators
- **Effects must also be evaluated “in reverse”**
  - Backward mapping is essential
- **Effects need to be disentangled**
  - Coterminal influences

# Wolverine Pathways Program Logic Model

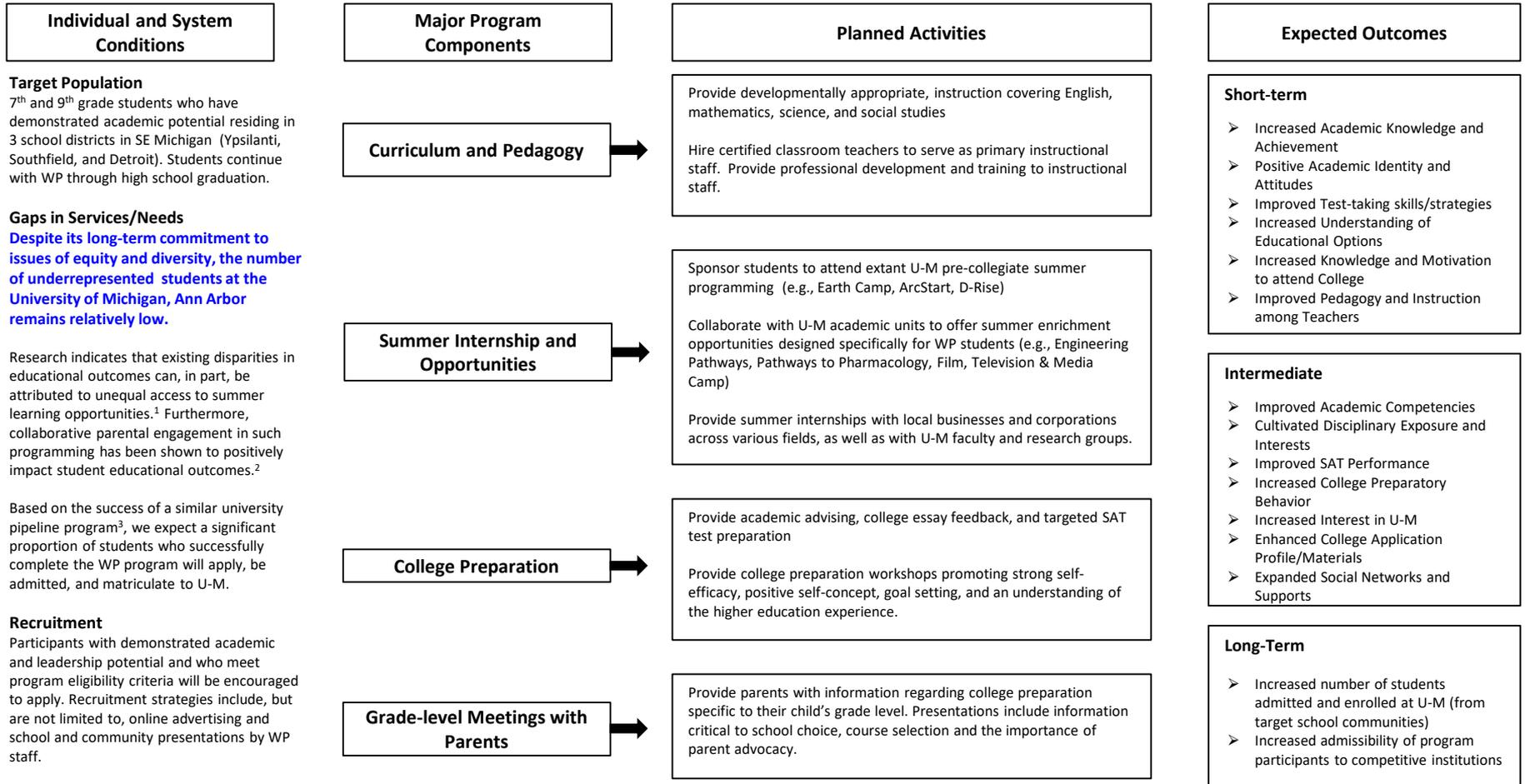


<sup>1</sup>Year-round learning: Linking school, afterschool and summer to support student success. Harvard Family Research Project. June 2011. Boston, MA.

<sup>2</sup>O'Donnell, J. & Kirkner, S. L. (2014). Impact of a Collaborative Family Involvement Program on Latino Families and Children's Educational Performance. *School Community Journal*, 24(1), 211-234.

<sup>3</sup>Of the 2014 Rutgers Future Scholars cohort of 163 seniors, 97 students enrolled at a Rutgers University campus.

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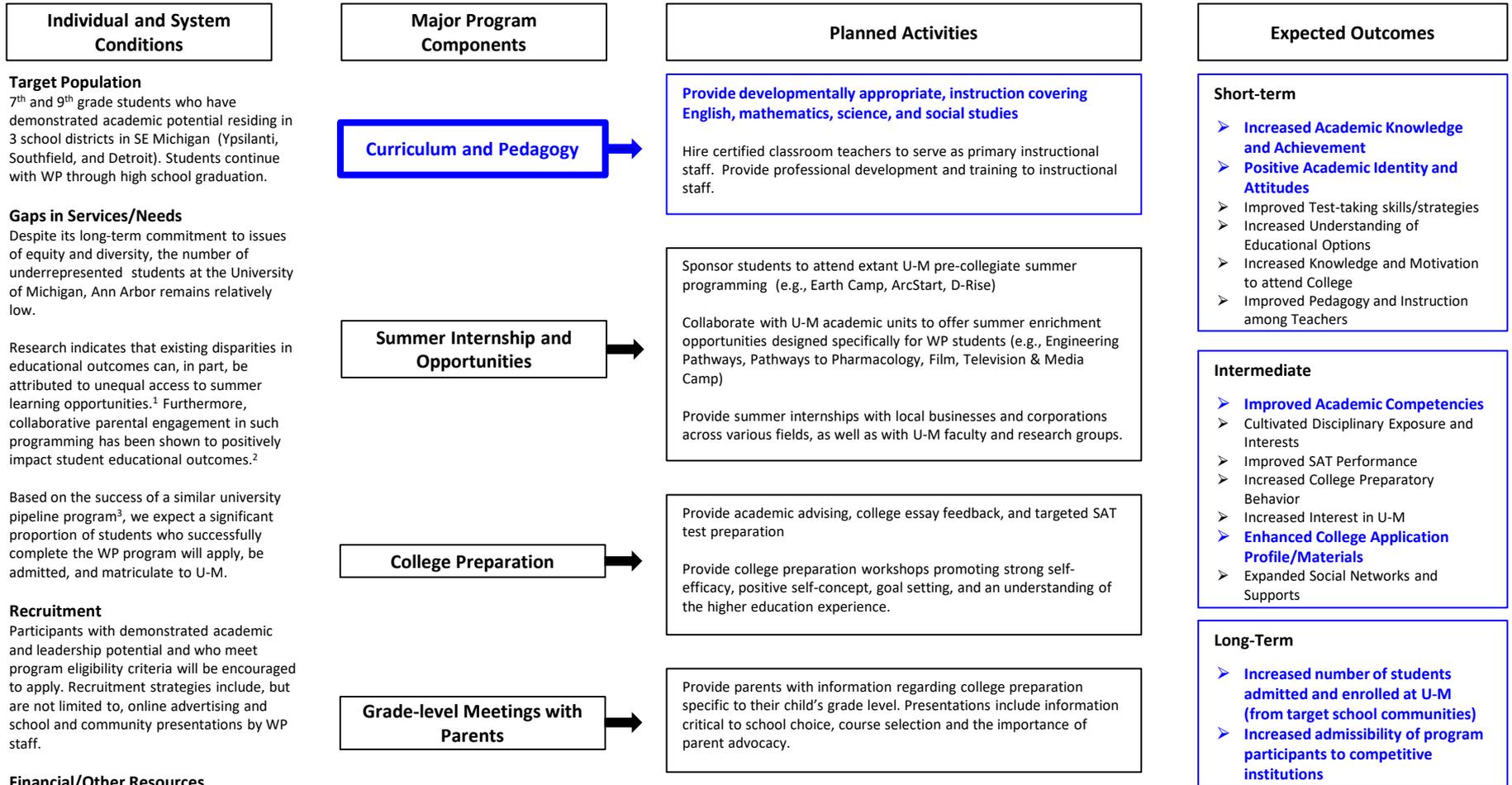


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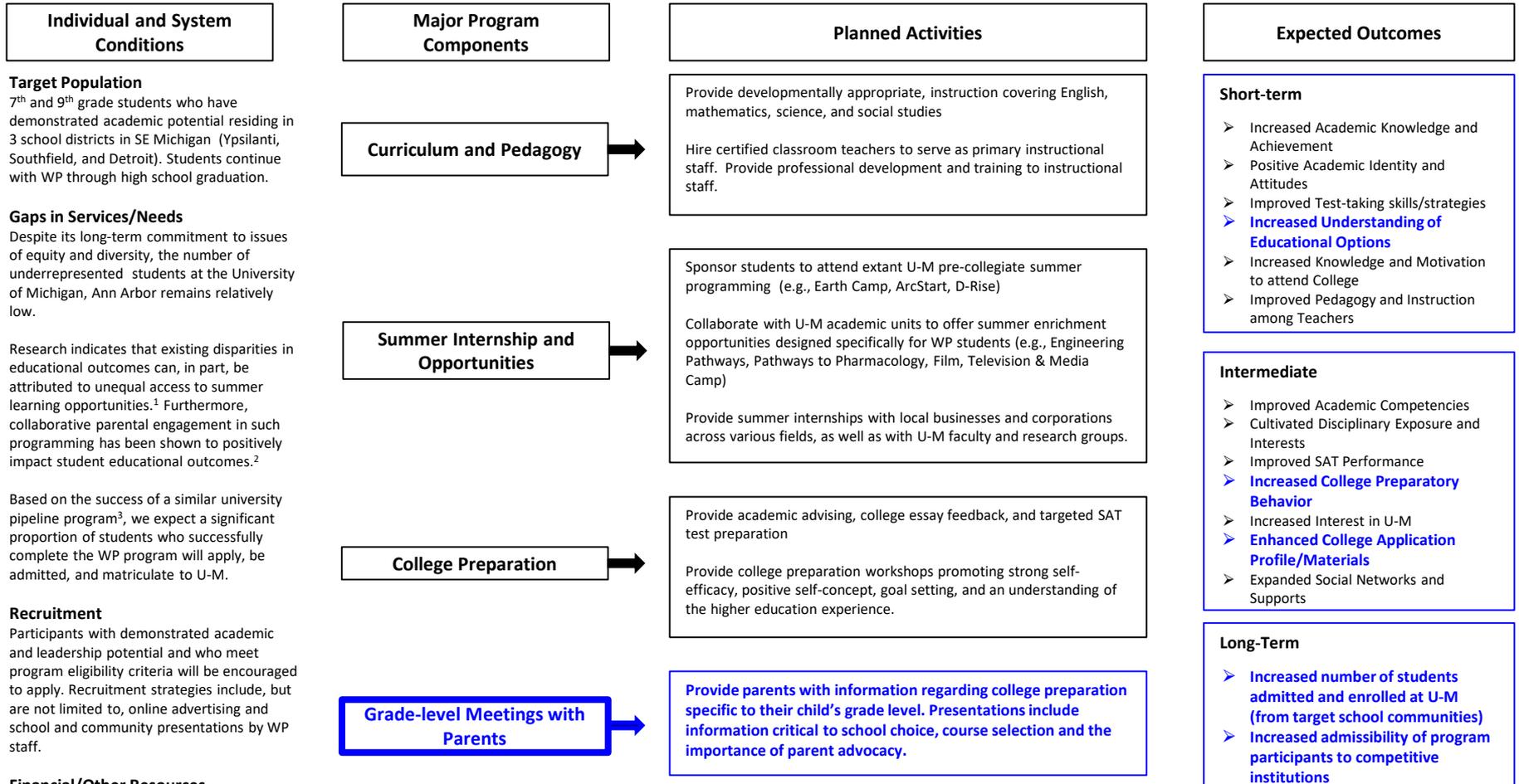


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# Available & Pending Data



- Annual surveys of WP scholars and of parent/guardians
- High school transcripts & middle school report cards
- SAT Scores
- End-Session educator assessments of scholar performance and engagement
- End-Session scholar course evaluations
- End-Session site evaluations
- Pre- and post- assessments for math courses
- Math identity assessments
- Post participation feedback on select events
- Self-report of college application, admission, and matriculation information
- NEW Pilot of alumni survey

# What can we know...

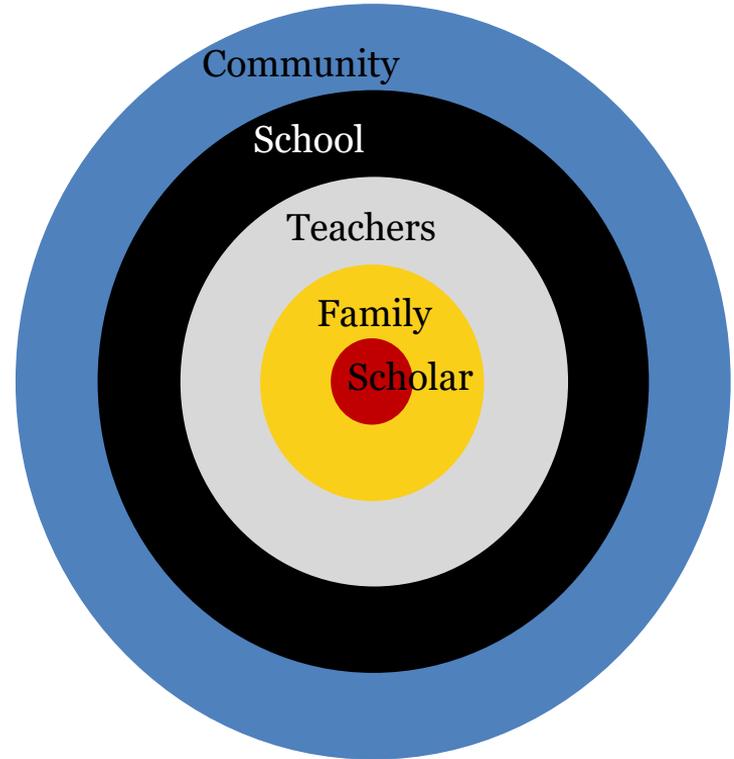


- Changes in SAT scores
- GPAs consistent with U-M OUA
- Identify growth since entry in program
- Predictive analyses of admissions to U-M

What do we ultimately want to know...



What is our  
“value added”?





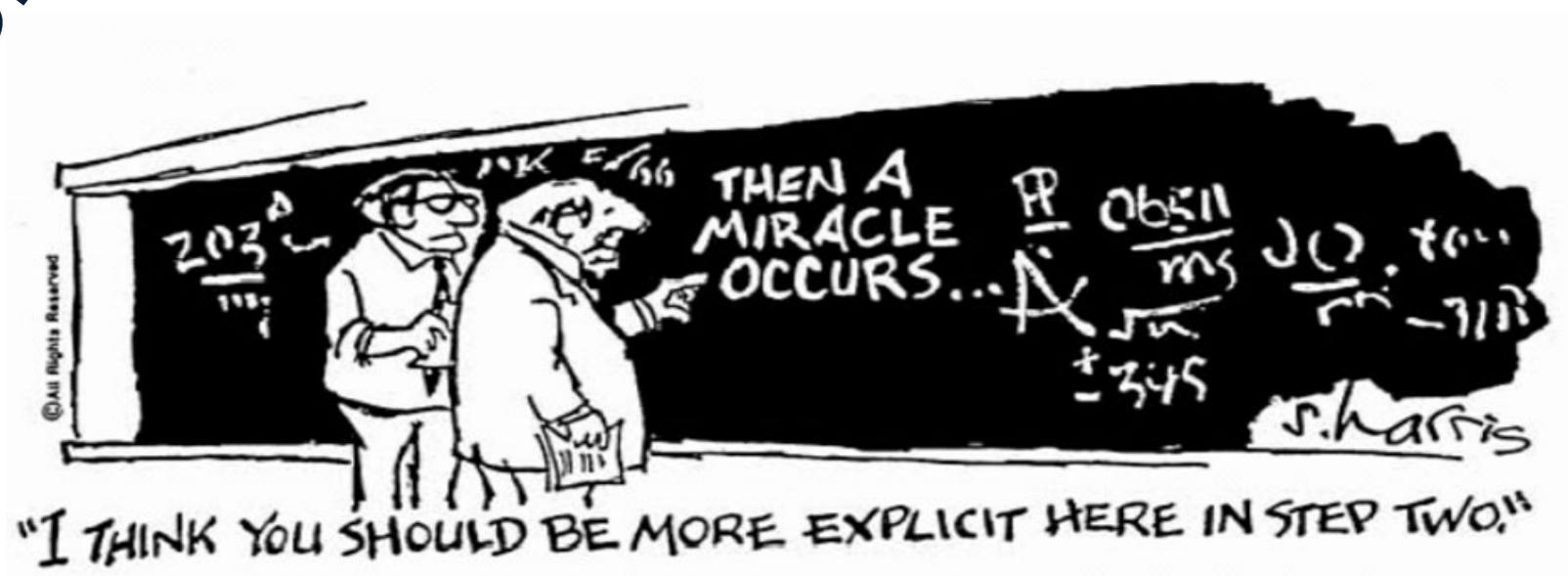
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# The Center for Education Design, Evaluation, and Research (CEDER)

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**Victoria Bigelow**

*Evaluation Coordinator, School of Education*



## Putting the Logic in Logic Models

Victoria Bigelow, PhD



# Overview of Logic Models



# What is a logic model?

“A logic model is a systematic and visual way to present and share your understanding of the **relationships among the resources** you have to operate your program, the **activities** you plan, and the **changes or results** you hope to achieve.”

(W.K. Kellogg Foundation, 2004)





# How to Read a Logic Model

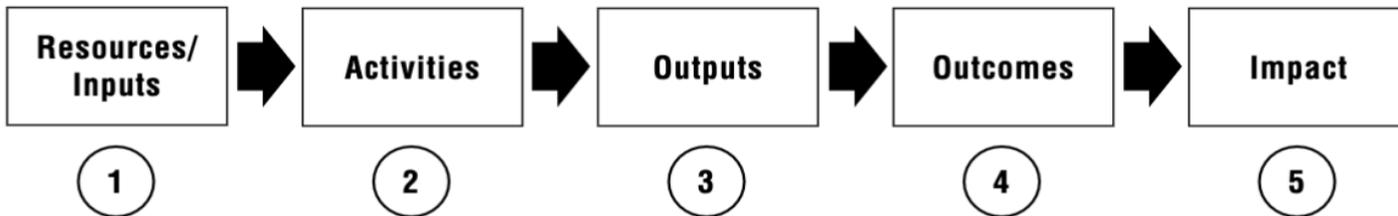
*Certain resources are needed to operate your program*

*If you have access to them, **then** you can use them to accomplish your planned activities*

*If you accomplish your planned activities, **then** you will hopefully deliver the amount of product and/or service that you intended*

*If you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways*

*If these benefits to participants are achieved, **then** certain changes in organizations, communities, or systems might be expected to occur*



**Your Planned Work**

**Your Intended Results**



# Sample Logic Model

# Freshman Year Logic Model

## Inputs

### 1.1. Target Population

Underserved youth in Detroit. 4-year cohort model, starting in 9th grade and continues through 12th grade.

### 1.2 Current Cohort Capacity

Currently in 5th year of implementation. 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.

### 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.

### 1.5 Funding

Diversified model consisting of portions of sales from clothing company, private donations from individual and corporate funders, and grant funding.

## Activities

### 2.1 Weekly Workshops

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.

### 2.2 Excursions

Staff will organize 3-4 excursions to partner businesses to cover topics in visioning, action planning, and personal finance.

### 2.3 Mentorship

Students will meet with undergraduate mentors and business professional mentors weekly throughout the school year.

## Outputs

### 3.1 Weekly Workshops

Workshop attendance, assessments, pre/post survey data, focus group data, school performance data, final capstone project, student presentations

### 3.2 Excursions

Excursion attendance, topic(s), location, presenter(s), pre/post student survey data, focus group data

### 3.3 Mentorship

Frequency of mentorship, mentor survey, pre/post student survey data, focus group data

## Outcomes

### 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
- e. Increase computer literacy

### 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

### 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

### 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



# Considerations of Developing Logic Models

- ➔ When starting the development of a logic model, **start with your outcomes/goals and assumptions**
- ➔ Logic models should change over time to reflect best thinking and **current evidence**
- ➔ Multiple stakeholders should be involved in the development of a logic model and it should be an **iterative process** - this will help with quality and meaning

**ceder**

# KEEP IN TOUCH!

CEDER.SOE.UMICH.EDU

Victoria Bigelow  
vbigelow@umich.edu





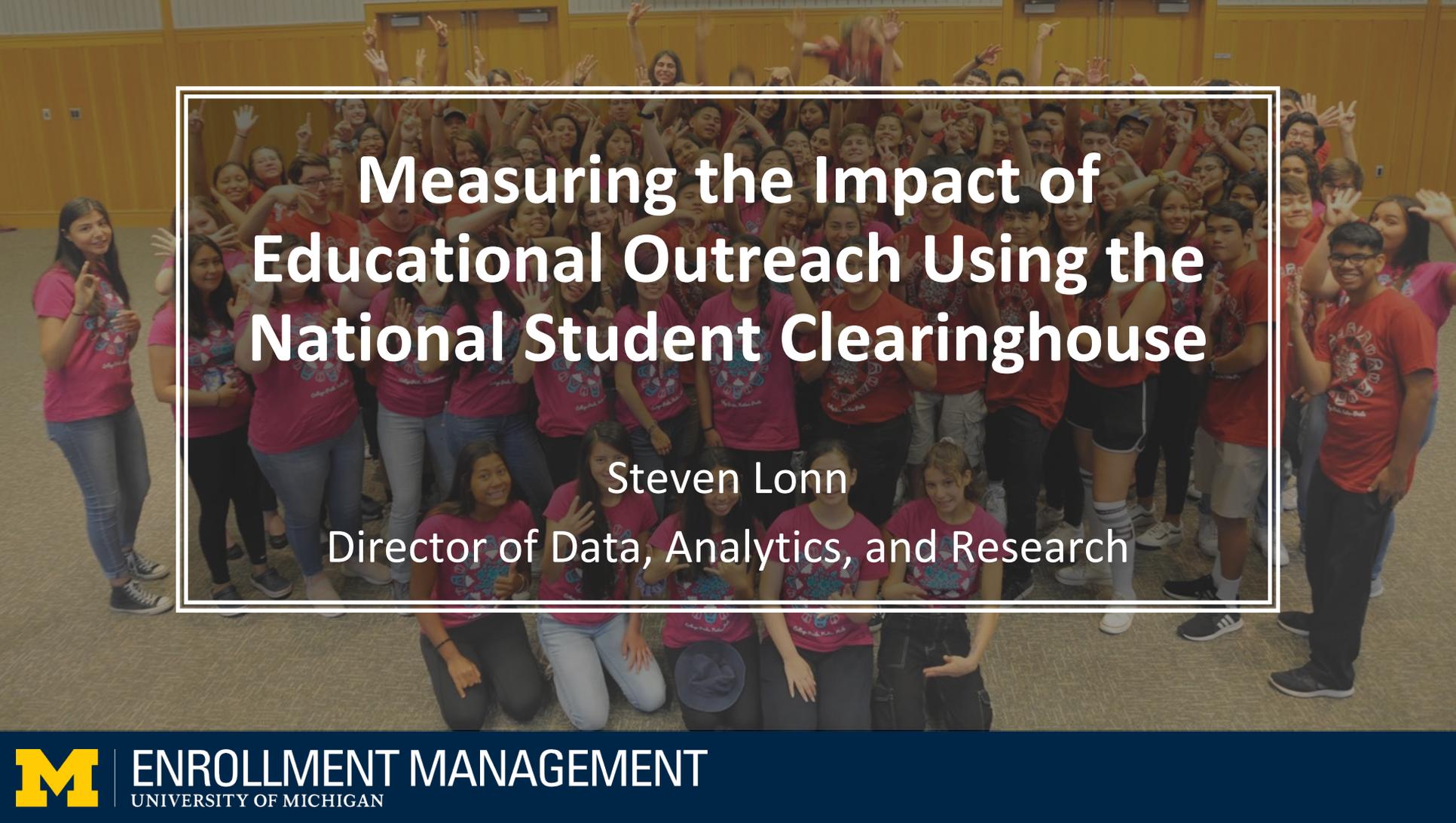
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# Office of Enrollment Management

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**Steve Lonn**

*Director of Data, Analytics and Research,  
Enrollment Management*



# Measuring the Impact of Educational Outreach Using the National Student Clearinghouse

Steven Lonn

Director of Data, Analytics, and Research



**ENROLLMENT MANAGEMENT**  
UNIVERSITY OF MICHIGAN



## "Impact" Beyond U-M

- Many outreach programs have missions beyond U-M enrollment (e.g., broad college access)
- U-M is highly selective, so multiple factors may limit enrollment
- Sensitivity around admissions & acceptance rates
  - Enrollment a bit more innocuous and is available under most institutions' "directory information" FERPA policy



# What "Impact" Are We Talking About?

- College enrollment in the U.S.
  - 2-year vs. 4-year
  - Private vs. Public
  - Institutional types / locations
- Degree attainment
  - Bachelor's
  - Master's
  - Doctoral / Professional





# National Student Clearinghouse<sup>®</sup>

- Established in 1993 to originally track enrollment for student loan borrowers and determine deferment eligibility.
- Has now grown to be a de-facto national enrollment tracking data database.
  - Over 3,600 institutions – about 95% of all U.S. postsecondary enrollment
- Educational reporting, data exchange, verification services





## What Data Does NSC Provide?

- College name & location
  - Private / public
  - 2-year / 4-year
- Dates of enrollment
- Enrollment status
- Class level
- Major / program (if avail)
- Degree date(s) & title

# What Information Would I Need to Provide to NSC?

Each students':

- Full legal name
- Date of birth
- Sex
- Cohort identifier
- Search date (all enrollment subsequent to that date)



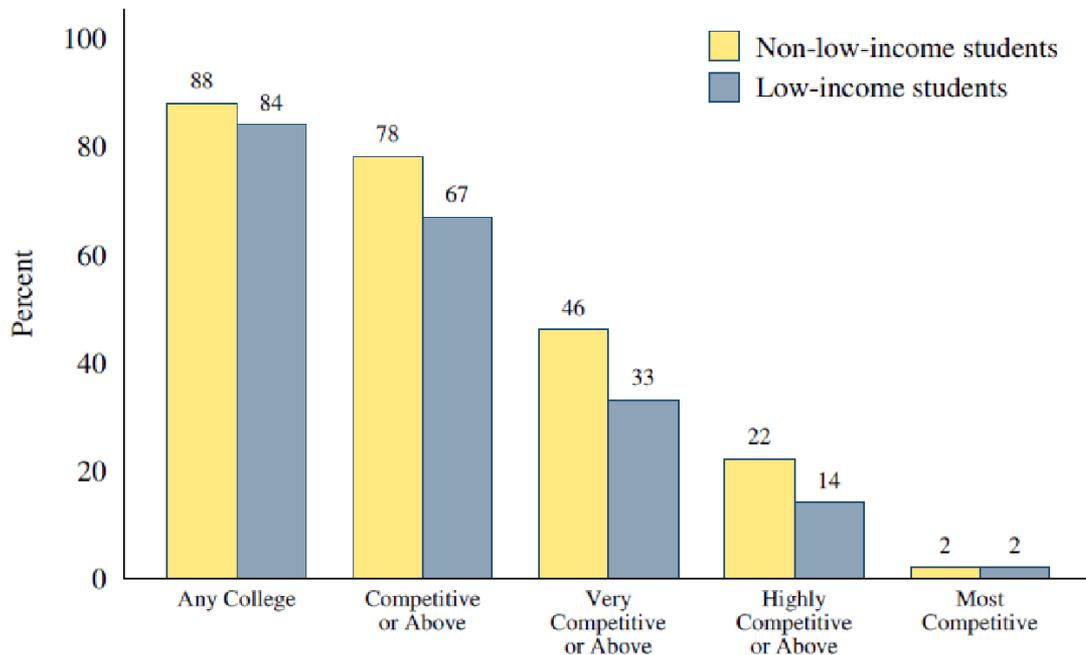


## Okay, I Got Some NSC Data! Now What?

- Variety of quasi-experimental ways to measure impact on college enrollment.
  - Control / Treatment groups
  - Propensity score matching
  - Differences pre / post program creation with target population
  - Changes in enrollment patterns over time
  - Etc.

# Example: HAIL Scholarship Experiment

## *High-Achieving Students in Michigan in 2014 (Pre-HAIL)*

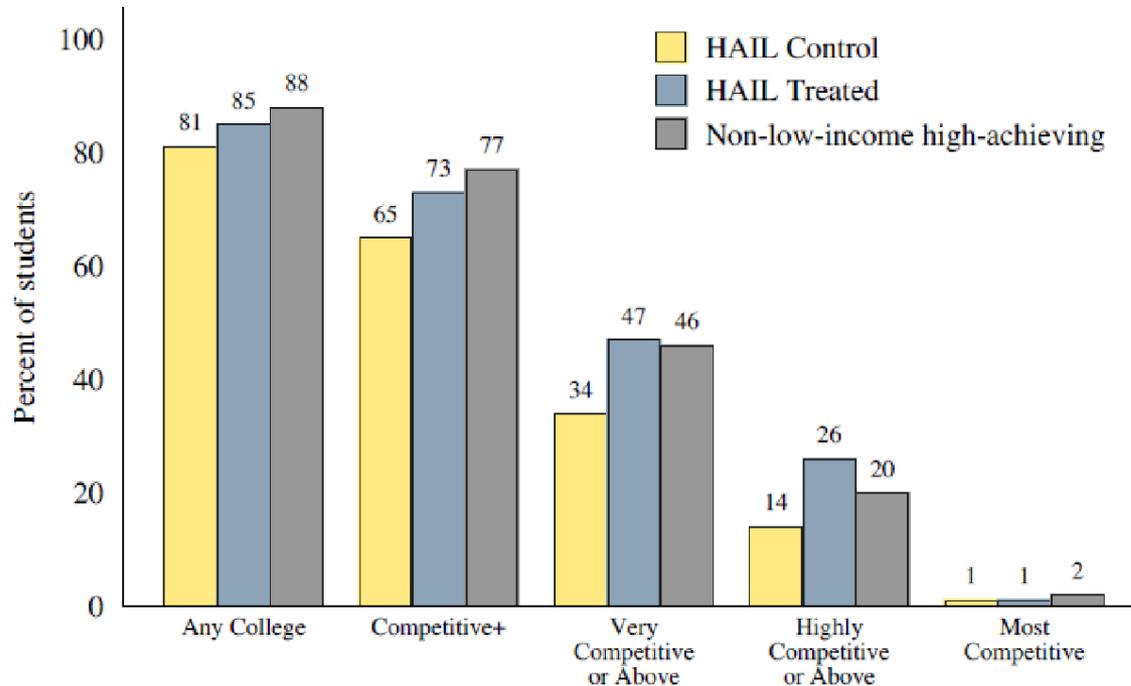


Notes: Source: Michigan administrative data and National Student Clearinghouse data. Sample is 11<sup>th</sup> grade students in Michigan public schools in 2013 who meet HAIL GPA and ACT criteria. College enrollment measured at first institution attended in fall 2014.



# Example: HAIL Scholarship Experiment

## *First Two Years of HAIL (2016 & 2017)*



# How Do I Participate in NSC?

- CEO serving as coordinating office to help minimize license costs
- If interested, please contact Dr. Kim Lijana <klijana@umich.edu> and include:
  - Program name & description
  - Approx. annual number of students
  - Anticipated number of requests per year (e.g., once each year, initial enrollment, 4-year, and 6-year cohorts)
  - Available budget to help offset costs
  - Other pertinent details





**Thank You!**

**Steven Lonn, PhD**

Director of Data, Analytics, and  
Research

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[@stevelonn](https://twitter.com/stevelonn)



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# Closing + Next Steps

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# UPCOMING UOC

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DATE CHANGE:

TUESDAY

March 10th, 2020

**Sharing Your Outreach Story!**



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# SAVE THE DATE

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## Summer Summit Brown Bag Lunch:

*Tips for Hiring for Your Summer Programs*

**Friday, February 21**

**12:00 PM - 1:30 PM**



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THANK YOU!

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