Measuring What Matters

3rd Annual Evaluation Lab Workshop
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Evaluation as core practice

• What does that mean?
• What does it look like?
DISCLAIMER: Can’t do all of this in a few hours. Evaluation takes time.
Mission time*

• Moving reflection work from meetings imposed by your evaluator to time imposed by you
  - Agenda item for staff and board meetings
  - Internal evaluation coordinator / evaluation team

• Making time for evaluation means your organization will be moving in the right direction

• Plus mission time brings joy

Learning objectives for this session

1. Develop rubrics to describe what success looks like
2. Generate ideas for how to measure outcomes
Rubric: Definition

“A matrix that identifies criteria for success and describes levels of performance in relation to those criteria along a spectrum from poor to excellent.”

Step 1:

Pick one outcome to assess. One that really matters.
Step 2

Decide what you are going to call each level of achievement towards that outcome.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerging</td>
<td>Developing</td>
<td>Achieving</td>
<td>Extending</td>
</tr>
<tr>
<td>Novice</td>
<td>Apprentice</td>
<td>Master</td>
<td>Expert</td>
</tr>
<tr>
<td>Failed</td>
<td>Survived</td>
<td>Succeeded</td>
<td>Thrived</td>
</tr>
<tr>
<td>Dormant</td>
<td>Activated</td>
<td>Energized</td>
<td>Leader</td>
</tr>
<tr>
<td>Beginning</td>
<td>Acceptable</td>
<td>Accomplished</td>
<td>Stellar</td>
</tr>
<tr>
<td>Below standard</td>
<td>Developing</td>
<td>At standard</td>
<td>Above standard</td>
</tr>
<tr>
<td>Not happening</td>
<td>Happening a</td>
<td>Happening</td>
<td>Awesomely</td>
</tr>
<tr>
<td>at all</td>
<td>little</td>
<td>pretty darn</td>
<td>happening</td>
</tr>
<tr>
<td>Weak</td>
<td>Decent</td>
<td>Strong</td>
<td>Exemplary</td>
</tr>
</tbody>
</table>
Step 3

Describe each level in the rubric.

| Outcome: Organizations collect appropriate data to measure what matters to them. |
|----------------------------------|---------------------------------|-----------------|-----------------|
| **Level 1**                      | **Level 2**                     | **Level 3**     | **Level 4**     |
| Weak                             | Decent                          | Strong          | Exemplary       |
| -data reporting is based on impressions (making it up) | -collecting data, but data are not always helpful or representative | -data are collected as a routine task in day-to-day operations | -data are collected as a routine task in day-to-day operations |
| -data are grossly incomplete (not representative) | -data collection is inconsistent | -data are accurate, representative, complete, and useful | -data are accurate, representative, complete, and useful |
| -data collection reflects some purpose such as an external grant requirement, but not mission or goals | -data address many, but not all Logic Model outcomes or evaluation goals | -data address all Logic Model and evaluation goals | -data address what really matters |
Your turn

- Develop a rubric for ONE outcome from your organization
Who should build a rubric?
Develop rubrics with a group

1. Better rubric, more ideas
2. Buy-in
3. Builds enthusiasm for evaluation
4. Builds enthusiasm for work of the organization
Your rubrics
Your ideas for measuring outcomes
Best Practices for developing a rubric to assess a program in your organization

1. Identify program to assess
2. Decide who will participate in developing the rubric, remembering that the more people who participate the better.
3. Agree on a regularly scheduled time for staff to dedicate MISSION TIME for development of the rubric
4. Review or develop a Logic Model
5. List your program outcomes, start with one outcome and develop criteria for each level
6. When done, brainstorm and decide ways to measure

Rubrics take time, dedication and commitment. Time spent developing a rubric increases commitment and ownership by staff.
Questions?