

# Measuring What Matters

3<sup>rd</sup> Annual Evaluation Lab Workshop

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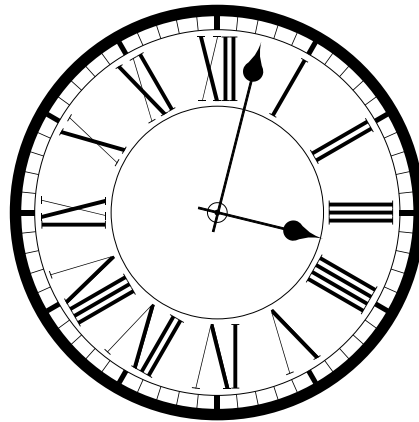
MASTER IN PUBLIC  
POLICY PROGRAM



# 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.



**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

\*David Grant. 2015. *The Social Profit Handbook: The Essential Guide to Setting Goals, Assessing Outcomes, and Achieving Success for Mission-Driven Organizations*. White River Junction, VT: Chelsea Green Publishing.

# 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.”

\*David Grant. 2015. *The Social Profit Handbook: The Essential Guide to Setting Goals, Assessing Outcomes, and Achieving Success for Mission-Driven Organizations*. White River Junction, VT: Chelsea Green Publishing: p.45.

# Step 1:

Pick one outcome to assess. One that really matters.

s f s	with community organizations
a	Organizations prioritize mission time and evaluation
on	Organizations integrate evaluation into their operations
	Organizations collect appropriate data to measure what matters to them
	Organizations use data in decision making
	Organizations work together to develop systemic solutions to

# Step 2

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

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



# 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
<p>-data reporting is based on impressions (making it up)</p> <p>-data are grossly incomplete (not representative)</p>	<p>-collecting data, but data are not always helpful or representative</p> <p>-data collection is inconsistent</p> <p>-data collection reflects some purpose such as an external grant requirement, but not mission or goals</p>	<p>-data are collected as a routine task in day-to-day operations</p> <p>-data are accurate, representative, complete, and useful</p> <p>-data address many, but not all Logic Model outcomes or evaluation goals</p>	<p>-data are collected as a routine task in day-to-day operations</p> <p>-data are accurate, representative, complete and useful</p> <p>-data address all Logic Model and evaluation goals</p> <p>-data address what really matters</p>

# 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?