Student Success Quantum Leap

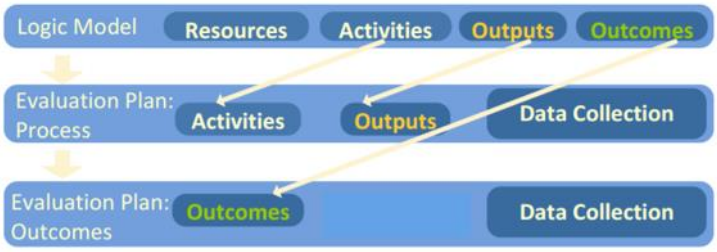
Glossary

The following terms and definitions are relevant to the development and assessment of any grant project proposal and/or student success change initiative. Not all the terms below will need to be addressed or included in the Student Success Quantum Leap proposal template.

Activities - are the actions that are needed to implement a program.

Assessment/Evaluation Plan – is a document that outlines the outputs and outcomes, the direct and indirect assessment methods used to demonstrate the attainment of each outcome, the timeframe for collecting and reviewing the data, and the individual(s) responsible for the collection/review of data. There are two types of assessments/evaluations: process assessment (also referred to as formative evaluation) and outcome assessment (also referred to as summative evaluation). The process assessment measures the implementation and progress of the program. The outcome assessment provides data that will allow you to determine if the program met the goals and outcomes of the program. Diagram 1 is an example of when data collection occurs during each phase of the assessment plan.

Diagram 1.



Baseline – is the initial collection of data which serves as a basis for comparison with the subsequently acquired data, and against which change and progress can be measured.

Benchmarking – is an important way to assess effectiveness or quality by comparing one institution to peer institutions.

Engagement Plan – is a plan to develop, foster and measure collective institutional commitment to ensure wider engagement and shared responsibility for student success among a critical mass of administrative leadership, faculty, staff and students.

Direct Measures – require students to represent, produce, or demonstrate their learning. Papers and other written assignments, student portfolios, capstone projects, student performances case studies, standardized instruments, pre- and post-tests, and oral exams all provide direct or authentic evidence of student learning.

Goals – are statements that provide general purpose and direction and describe the desired impact of the project. They represent a high-level strategic statement, and are general and timeless.

Index – is a set of related measures which intend to provide a means for meaningful and systematic comparisons of performance across programs that are similar in content and/or have the same goals and objectives.

Indicator – is an "instrument" that helps you measure change over time. Because it measures change over time, an indicator is a means of detecting progress or lack of progress to outcomes and objectives.

Indirect Measures – Indirect measures for administrative, academic, and student support services are designed to collect findings about stakeholder attitudes, perceptions, feelings, values, etc., within areas that have outcomes that are not derived from direct or authentic evidence of student learning. Related outcomes may be those that speak to customer satisfaction, impact of a program or service on constituents, value of programs and services, etc. Examples of indirect measures for administrative, academic, and student support services include: satisfaction surveys, self-reports (i.e., NSSE), interviews, evaluations, exit interviews, and focus group discussions.

Logic Model – is a tool (also known as a logical framework, theory of change, or program matrix) used by funders, managers, and evaluators of programs to evaluate the effectiveness of a program. They can also be used during planning and implementation and may be helpful in designing or even function as assessment plans (Appendix A provides two examples of a logic model).

Measure – is defined by Merriam-Webster dictionary as "an amount or degree of something." It represents information used to establish a common understanding of status, condition, and position of something. Examples of measures would be:

- Number of degrees awarded in 2014
- Number of STEM degrees awarded in 2014

Metric - is defined by the Merriam-Webster dictionary as "a standard of measurement." The definition looks very similar to the definition of a measure. In the business usage "metric" and "measure" overlap in meaning. One useful explanation is that a **metric is a derivative of a measure.** Metrics include **s**tandards of measurement by which efficiency, performance, progress, or quality of a plan, process, or product can be assessed. A metric provides measuring units to depict values, thresholds, constraints, scope, duration, maximums and minimums, averages, etc.

> An example: we use two measures "number of degrees awarded in 2014" and "the number of STEM degrees awarded in 2014," to calculate the number of STEM degrees as a percent of all degrees awarded in 2014. That's a metric. It is a derivative of two measures.
>
> The terms "measure", "metric" and indicator" are often used interchangeably and their definitions vary across different documents and organizations. Hence, it is always useful to check what these terms mean in specific contexts.

Milestone – is an action or event marking a significant change or stage in development, often articulated as a necessary condition or phase to be reached in meeting project goals and outcomes.

Objectives - are statements that specify desired changes and are the interim mileposts toward reaching the goal. The accomplishment of the sum of objectives should result in meeting the goal.

Outputs – are measurable products of the program's activities and services; they are often expressed in terms of volume or units delivered (e.g., hours of service provided, number of focus group held, number of program participants served)

Outcomes - are the gains from the outputs. Outcomes express the results that the program intends to achieve if implemented as planned. Outcomes are *changes that occur* or *the differences that are made* for individuals, groups, organizations, systems, or communities during or after the program. Outcomes are about change, and change occurs through learning, actions, interventions or conditions.

- It is critical to clarify who or what will experience the intended changes.
- Temporal aspect of outcomes: outcomes can be immediate (during or after the program), short-term (1-2 years), intermediate (3-4 years), and long-term (5-6 years)
- **Resources** – are those aspects of the project which are available and dedicated for program implementation. Sometimes resources are referred to as **Inputs.**

Problem Statement – frames a particular challenge for your institution or populations within it. It should address the question, "what challenge does your institution face that the project seeks to address or solve."

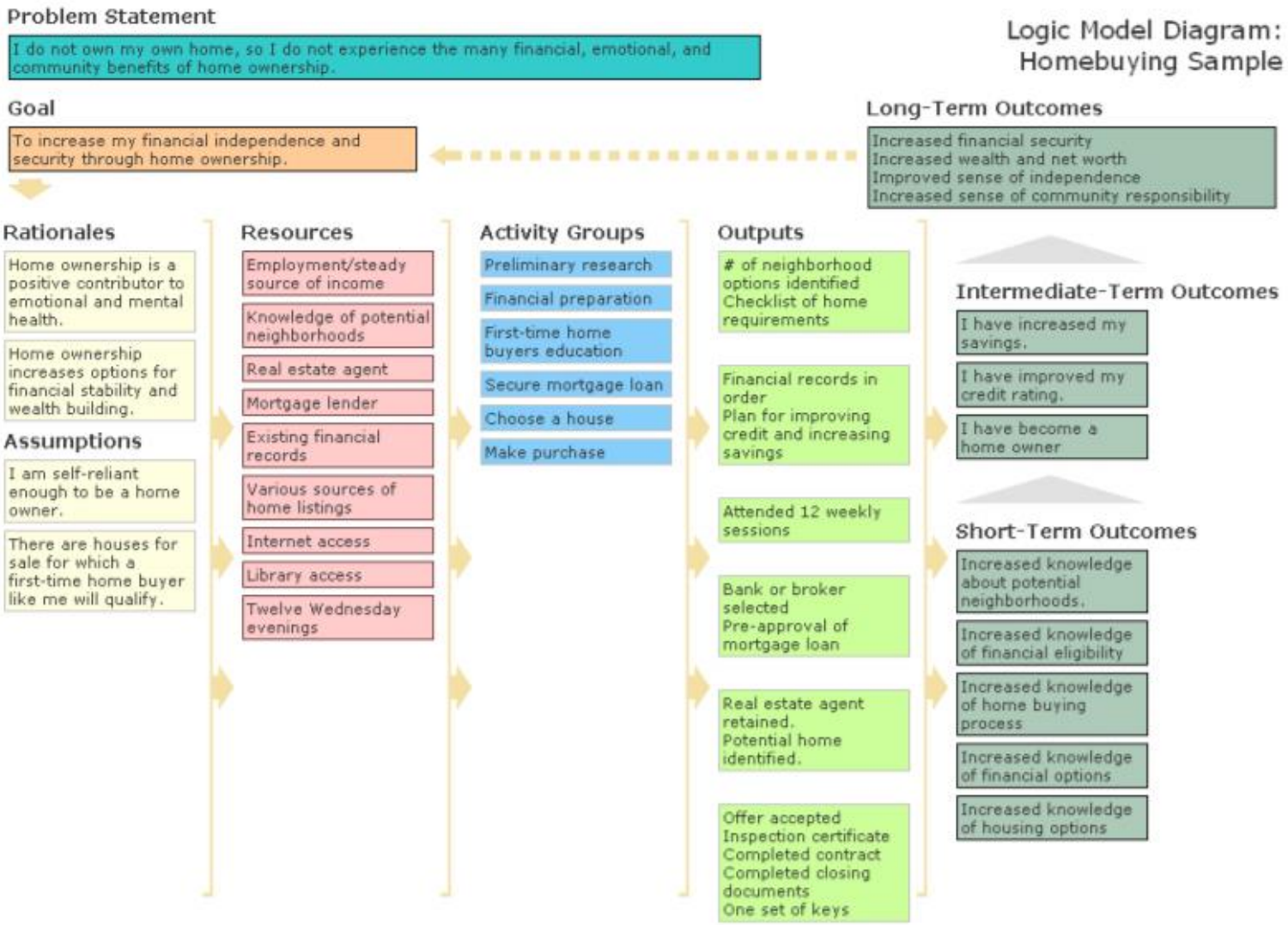
Target – is the value of a measure expected to be achieved at a specified point in time to meet project goals and outcomes.

Appendix A

Logic Model Example #1

Problem Statement	Strategies (Interventions)	Inputs	Outputs	Outcomes: Short-Term Impact (1-2 years)	Outcomes: Long-Term Impact (3-7 years)
Lack of college readiness in incoming freshman particularly among low-income, under-represented, first-generation college goers.	***1. Professional Development*** a. Train Faculty on the implementation of the AHE SSI model b. Train Tutors on the implementation of the AHE SSI model	• AHE trainers & staff • AVID Summer Institutes • AHE program managers • Institutional Funding • Institution Faculty time • Tutor training	• # of faculty trained • # attendees Summer Institute • AVID training materials • # of tutors trained • Faculty satisfaction with training • Tutors satisfaction with training • AHE staff satisfaction with training • Institutional satisfaction with training	• ↓ Student's educational costs • ↑ Retention rates • ↑1st year course completion • ↑1st & 2nd year persistence rates • ↑GPA • ↑ Student engagement • ↑ Student knowledge of learning strategies and study skills • ↑ Student aspirations toward higher degrees • ↑ College Knowledge • ↑ Teacher/Student interaction • ↑ student satisfaction with college • ↑ Major declaration • ↑ Use of tutoring • ↑ Use of campus services, • ↑ in students taking AVID FYS course • ↑ in students using AVID Student Centers • ↑ in # of courses using AHE strategies	• ↑ Graduation rates • ↑ Certificates + degrees awarded • ↑ Transfer rates between 2-year and 4-year institutions • ↓ Time to degree • ↓ Credits to degree • ↑3rd & 4th year persistence rates • ↑knowledge of AHE across state • ↑GPA
	2. Institutionalization of AHE SSI model a. Faculty Planning teams b. AVID First Year Seminar (FYS) design c. Leadership support	• Faculty time • AHE trainers & staff • AVID Center resources	• # of faculty meetings • AVID FYS syllabi • Quality of AVID FYS syllabi • # of Process Reports • Faculty Satisfaction with AVID progress • AVID satisfaction with team progress • Creation of AVID Student Center • Quality of AVID Student Center • Satisfaction of leadership with AHE SSI • Perceived support for AHE SSI		
	3. Implementation of AHE SSI Model a. Create AVID Student Center b. AVID FYS Course c. Modified and increased tutoring	• AHE trainers & staff • Faculty • Students • Tutors • AVID Center resources	• # of AVID Center /AHE personnel • # of AVID FYS courses • # of students in AVID FYS courses • # of Tutors • Student satisfaction with FYS course • Student satisfaction with AVID Student Center • Student satisfaction with tutoring • # of progress reports • Faculty satisfaction with FYS course • Treatment fidelity • Ecological Validity		
	4. Research the effectiveness of the AHE SSI model	• AHE staff • AVID Center Research & Evaluation staff • Assessments • Students • Faculty	• Annual evaluation • Student outcomes data • Level of students study skills and learning strategies • Level of college knowledge • Level of student engagement	• Significant improvement in program based on evaluation • Use of the evaluation/research cycle	

Logic Model Example #2



Logic Model Example #3

The University of Wisconsin-Extension Office of Program Development and Evaluation has crafted great resources for creating logic models. You can find templates and examples at the link below:

http://fyi.uwex.edu/programdevelopment/logic-models/bibliography/