



Getting the most out of Common Measures 2.0

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Introduction to Common Measures



4-H Common Measures

- Library of evaluation instruments
 - Measure impact
 - Build evaluation capacity
- Describe 4-H consistently and simply
- Measures applicable to a broad range of programs
- Available to all 4-H faculty and staff
 - Open access
 - Free!



Iterative Design Process

- Framed by the 4-H Logic Models and PYD literature
- Content and evaluation experts
- Guided and vetted by organizational partners
 - National 4-H Headquarters
 - National 4-H Council
 - Land Grant Universities
- Pilot tested with youth

Timeline

- 2012 – Development began
- 2013 – Launch of CM 1.0
- 2014 – College/Career Readiness
- 2015 – Reporting Template
- 2016 – Revisions began
- 2017 – Launch of CM 2.0
- 2018 – Challenge Cohort



Review and Revisions

Nebraska Academy for Methodology, Analytics and Psychometrics.



MAP Academy's Charge

- Address positive response bias
- Improve Readability
- Appropriate and Relevant scales
- Redesign the Universal survey
 - include theory related to character and positive youth development.
- Develop 4-H Experience scale
- Create a survey protocol



Revisions Process

- Youth and Adult Focus Groups
- Youth cognitive interviews
- Pilot of surveys



Scholarship resulting from MAP Activities

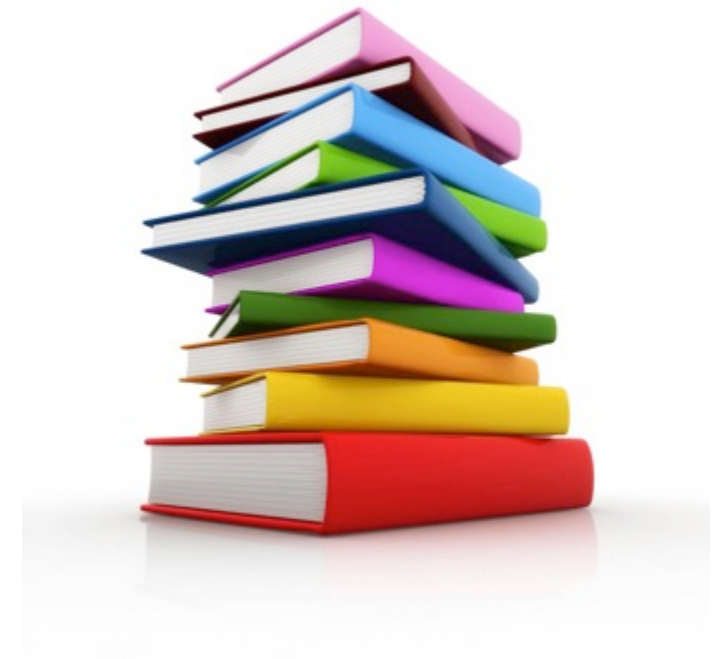
- Arthur, A., Howell Smith, M., Hawley, L.R., White, A., & Koziol, N. (2016, November). *Advances in Questionnaire Design for Youth*. Paper presented at the International Conference on Questionnaire Design, Development, Evaluation and Testing (QDET2), Miami, FL. ****Student paper award****
- Arthur, A. M., Koziol, N., Hawley, L., Howell Smith, M. C., Stevens, J. & Bovaird, J. (2017, August). The impact of negative valence on instrument response times. Poster to be presented at the American Psychological Association annual meeting, Washington, DC.
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- Koziol, N., Arthur, A. M., Hawley, L., Howell Smith, M. C., & Stevens, J. (2017, August). Examining the impact of negative valence on factor structures. Poster to be presented at the American Psychological Association annual meeting, Washington, DC.

CM 2.0 Library

www.4-h.org/commonmeasures

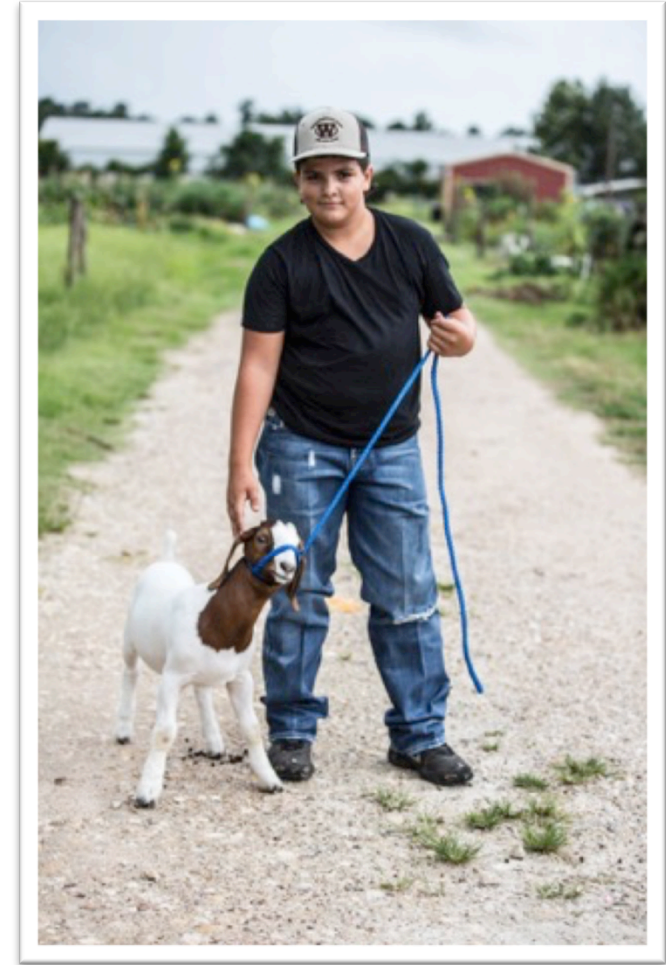
What's in the Library?

- 6 Survey Instruments
 - 4-H Experience Measure
 - Universal Measure
 - Outcome Measures in the following areas:
 - Science
 - Healthy Living
 - Citizenship
 - College/Career Readiness
- New! core and supplemental items for each area!
- Developed for youth in grades 4-12th (unless specified to be used with grades 8-12th only)



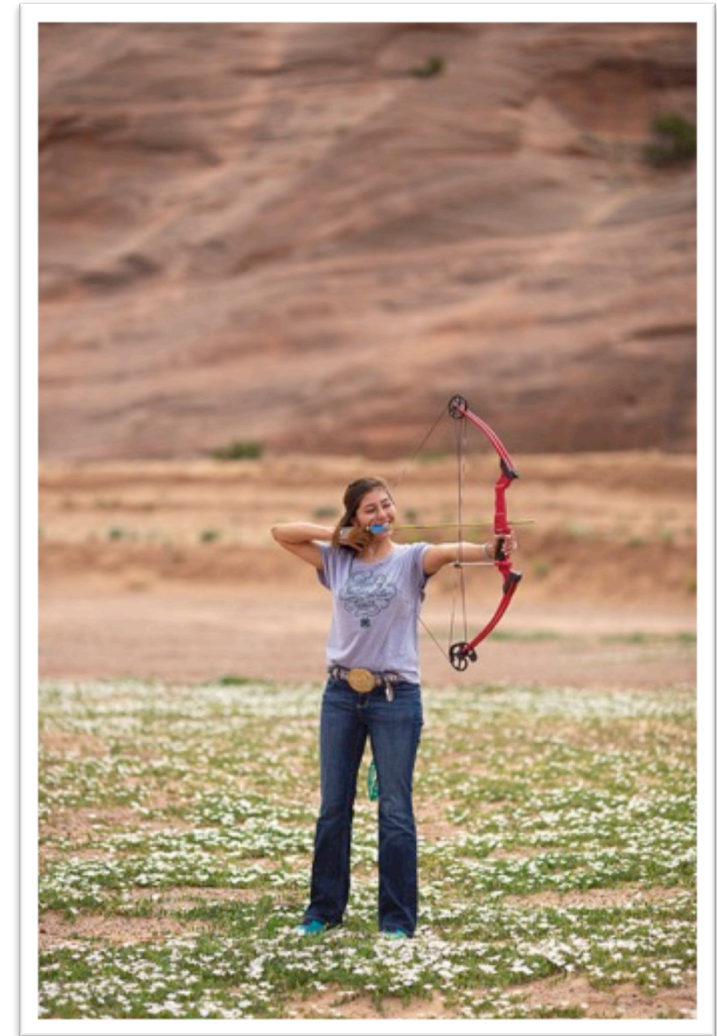
4-H Experience Measure

- Items designed to assess the youth program experience as described by the Essential Elements
 - Positive relationship with a caring adult
 - Inclusive environment
 - Safe environment
 - Engagement in learning
 - Opportunity for mastery
 - Opportunity to be an active participant in the future
 - Opportunity for self-determination
 - Opportunity to value and practice service for others
- This is a single scale and items should not be used independently.



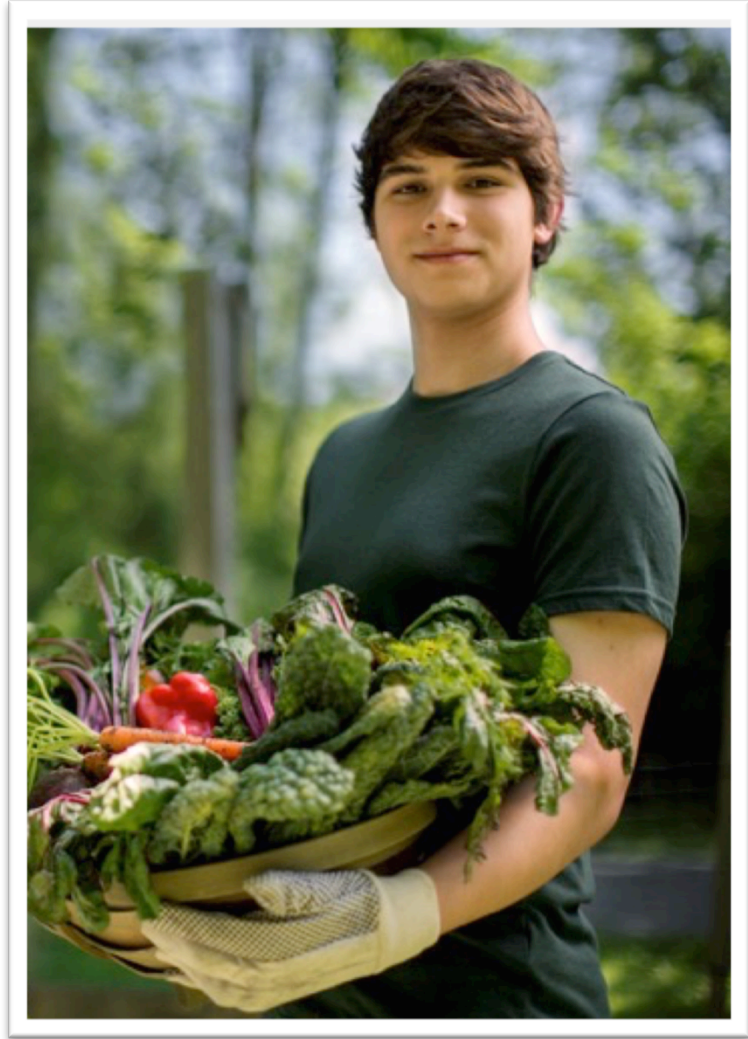
Universal Measure

- An instrument designed to assess the non-cognitive outcomes of 4-H programming
 - Social Skills (*Communicate, leadership, value, respect, etc*)
 - Personal Mindset (*growth mindset, persistence, etc*)
- This is a single scale and items should not be used independently.



Citizenship

- Items designed to assess the citizenship outcomes as described by the 4-H Logic Model
 - Interest in Community Service & Giving Back
 - Community Awareness



College and Career Readiness

- Items designed to assess outcomes related to college and career readiness (8th – 12th grade)
 - Professionalism College
 - Decision Making
 - Career Decision Making



Healthy Living

- Items designed to assess the healthy living outcomes as described by the 4-H Logic Model
 - Healthy Eating Habits
 - Being Active
 - Healthy Decision Making
 - Food Preparation



Science

- Items designed to assess the science and engineering outcomes as described by the 4-H Logic Model
 - Science Interest & Thinking (4th – 12th grade)
 - Science Skills & Attitudes (8th – 12th grade)
 - Engineering Skills & Attitudes (8th – 12th grade)



Developing YOUR Survey



CM Reference Table

- Identifies outcomes and indicators addressed by CM instruments
- Resource to develop custom surveys
 - Mix and match content blocks
 - Add custom questions
- Resource for program planning
 - Align program outcomes with CM outcomes
 - Allow CM outcomes to shape program
- Resource for Reporting
 - Improve ability to communicate impacts

4-H Common Measures 2.0 Reference Table

For each 4-H Common Measures instrument, the 4-H Common Measures Reference Table identifies the outcomes and indicators for each outcome, the questions that address the outcomes, and the questions that address the indicators. This document is useful in better understanding what 4-H Common Measures 2.0 are and how they are used to create custom CM instruments.

Below you will find a separate table for each 4-H Common Measures instrument (Career and College Readiness, Healthy Living, Science, and Demographics). The columns which are explained below:

- Content Block Columns**
 - This column identifies which outcomes have been grouped into content blocks. Content blocks cannot be broken apart.
- Outcome Columns**
 - This column lists the Outcomes addressed within 4-H Common Measures.
- Indicator Columns**
 - This column lists the indicators that will be displayed on the survey instrument.
- Questions Columns**
 - This column contains all questions that are associated with the outcomes and indicators.
 - Core Questions
 - Bolded questions found in the Core Questions column.
 - Each Content Block contains a set of questions to be included in the survey.
 - Core questions from each Content Block are included in a survey. Do not include supplemental questions.
 - Supplemental Questions
 - Non-bolded items found in the Supplemental Questions column.
 - These questions supplement the core questions and are included in a survey as needed.
 - Supplemental questions are included in the Core Questions column.

How to use the 4-H Common Measures Reference Table

- Identify the outcomes addressed within your program.
- Find the outcomes in your local program instrument and the outcomes that align.
 - The indicator column can be used to address.
- Align the outcomes in your local program instrument with the outcomes in the 4-H Common Measures Reference Table.
- In your new evaluation instrument, include the questions that align with the outcomes in the 4-H Common Measures Reference Table.
 - For each Content Block you've selected, include the questions that align with the outcomes in the 4-H Common Measures Reference Table.
 - After the inclusion of the core questions, you can include the supplemental questions.
- Mix and Match and create your own 4-H Common Measures instrument that aligns with the outcomes of your local program.

Science

Outcome	Indicator	Question
Interest and Engagement in Science	Youth will express interest and be engaged in science-related activities.	SC 1: Are you interested in learning about animal science? SC 2: Are you interested in learning about plant science? SC 3: Are you interested in learning about environmental science? SC 4: Are you interested in learning about engineering?
Science Interest & Thinking	Youth will express positive attitudes about science. Youth will see science in their future and recognize the relevance of science.	SC 5: How much do you like science? SC 6: Would you like to be a scientist? SC 7: Would you like to be an engineer? SC 8: Do you like to learn about how things work? SC 9: Do you try to learn things to see how they work? SC 10: Do you look at how things are the same or different? SC 11: Do you ever have different things work? SC 12: Do you take things apart to see how they work? SC 13: Do you come up with ideas for how to build new things? SC 14: Do you have new ideas about engineering? SC 15: At 4-H, did you learn about how science can be used to solve everyday problems?
Apply Learning	Youth will demonstrate a capacity for science process skills.	SC 16: Have you stored your science-related project with others to solve a problem?
Contributions	Youth will apply science skills to issues in their community.	SC 17: Do you know how to use a hypothesis? What can be tested? SC 18: Do you know how to plan an experiment? SC 19: Do you know how to analyze data to draw conclusions about a problem? SC 20: Do you know how to communicate the results of an experiment?
Science Skills & Attitudes	Youth will make contributions to their peers, families and community.	SC 21: Do you know how to use a hypothesis? What can be tested? SC 22: Do you know how to plan an experiment? SC 23: Do you know how to analyze data to draw conclusions about a problem? SC 24: Do you know how to communicate the results of an experiment?
Engineering Skills & Attitudes	Youth will express positive attitudes about science, engineering, and technology.	ES 1: I like science. ES 2: I like engineering. ES 3: I would like a job that involves using science. ES 4: Do you know how to study science after high school? ES 5: Do you know how to plan an experiment? ES 6: Do you know how to analyze data to draw conclusions about a problem? ES 7: Do you know how to communicate the results of an experiment?
Engineering Skills & Attitudes	Youth will demonstrate a capacity for engineering process skills.	ES 8: Do you know how to use a hypothesis? What can be tested? ES 9: Do you know how to plan an experiment? ES 10: Do you know how to analyze data to draw conclusions about a problem? ES 11: Do you know how to communicate the results of an experiment?
Engineering Skills & Attitudes	Youth will see science in their future and recognize the relevance of science.	ES 12: Do you know how to use a hypothesis? What can be tested? ES 13: Do you know how to plan an experiment? ES 14: Do you know how to analyze data to draw conclusions about a problem? ES 15: Do you know how to communicate the results of an experiment?

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Reference Table: pg. 8

How to build YOUR Survey

CM REFERENCE TABLE

1. Identify Program Outcomes
2. Look for alignment – Program Outcomes and CM Outcome
(*Tip - Use Indicator Column*)
3. Include Content Block where alignment is found
4. For each content block, select core items, then add supplemental as needed. Repeat for each new block.

College and Career Readiness (8th -12th grade only)

Content Block	Outcome	Indicator	Question
Professionalism	Contextual information		PR 2: Do you currently have a job?
	Professional Communication (8 th -12 th grade only)	Youth will demonstrate professional communication appropriate to the academic and workplace context	PR 1: Have you ever applied for a job? PR 3: Do you have a résumé? PR 9: At 4-H, did you work on your résumé? PR 10: At 4-H, did you learn how to prepare for an interview? PR 11: At 4-H, did you do a mock interview? PR 12: At 4-H, did you learn how to act professionally? PR 13: At 4-H, did you talk about how to have a professional image on social media?
	Intrapersonal Skills (8 th -12 th grade only)	Youth will develop and demonstrate the social and emotional skills (e.g. ethics, conscientiousness, personal responsibility, collaborating across differences) necessary for academic or workplace success.	PR 4: Is it important to arrive on time for work? PR 5: Is it important for you to be trusted by an employer? PR 6: Is it important for you to do your job well? PR 7: Is it important for you to show respect for others? PR 8: Is it important to have a professional image on social media?
	Contributions (8 th -12 th grade only)	Youth will make contributions to their peers, families and communities	PR 14: Have you encouraged your friends to have a professional image on social media?
College Decision Making	Decision Making and Problem Solving – School/ College (8 th -12 th grade only)	Youth will make informed decisions about college aspirations that are personally meaningful	CG 1: Do you have an idea of what you would like to major in? CG 2: At 4-H, did you research colleges? CG 3: At 4-H, did you tour a college? CG 4: At 4-H, did you learn about scholarships? CG 5: At 4-H, did you learn about the college application process? CG 6: How much have you thought about how to pay for college? CG 7: Have you filled out the FAFSA (Free Application for Federal Student Aid)? CG 8: At 4-H, did you learn about colleges that might be a good fit for you? CG 9: How much has 4-H helped you in your decisions about college? CG10: Have you shared what you learned about preparing for college with others?

NOTE: Bolded questions represent the core set of questions for that content block. Non bolded questions are supplemental questions.

Data Collection and Reporting



Collecting and Reporting

- Data Collection
 - Paper and pencil
 - Electronic - Qualtrics
 - National 4-H Council account
 - LGU issued accounts
- Reporting Impacts
 - CM Reporting Template
 - Qualtrics
- Increase Impact:
 - Combine Quantitative CM data with Qualitative data
 - Use Reference Table to help communication



Resource Suite



Resource Suite

- www.4-h.org/commonmeasures
- CM 2.0 Resources
 - Reference Table
 - Protocol
 - Core and Full Instruments - .doc
- Reporting Template
- Learning Modules - eXtension
- Office Hours – Archived Recordings
- IRB Guide
- FAQ Guide
- Logic Models



Office Hours

- Informal Q&A open to all
 - Submit Questions
 - Common Measures
 - Qualtrics
 - Recordings archived
 - 4-h.org/commonmeasures
- When?
 - 4th Monday of Every month
 - 11:00-12:00 CT
- Register: <http://go.unl.edu/officehours>



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Thank You.

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