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ICANDO 360
“Just Maximizing Potential”

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“Taking the Pain Out of Evaluation”

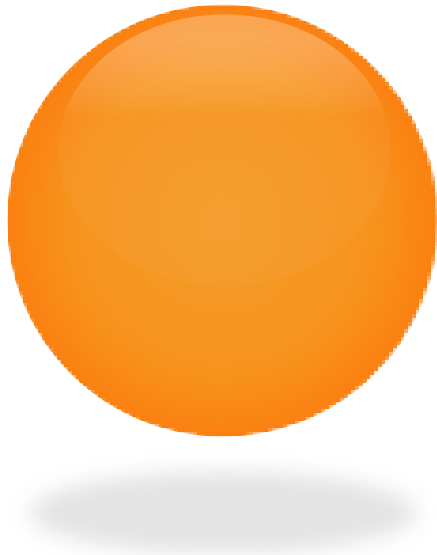
Evaluation

☐ The Perceptions

☐ The Benefits

☐ The Challenges





***ONE DAY ALICE CAME TO A FORK IN
THE ROAD AND SAW A CHESHIRE CAT
IN A TREE. "WHICH ROAD DO I TAKE?"
SHE ASKED. HIS RESPONSE WAS A
QUESTION: "WHERE DO YOU WANT TO
GO?" "I DON'T KNOW," ALICE
ANSWERED. "THEN" SAID THE CAT, "IT
DOESN'T MATTER."***

***--LEWIS CARROLL, ALICE IN
WONDERLAND***



Deciding, “which road to take” is crucial!

- We would like to introduce you to a process of aggregating data to provide a comprehensive look at what is happening in the program overall.
 - Improve Program Offerings
 - Improve the Activities
 - Improve Staffing Selection/Recruitment
 - Improve Staff Development
 - Improve the Overall Program to align with the Mission and Goals



AMEE's features

introducing

Assessment Made Easy Everyday™©



We have features for every step of the way





Envision Your Goals

Mission Statement, Vision Statement, Goals

Yahoo! Search SEARCH

Welcome back to amee, Andrew!

Getting Started STEP 1 STEP 2 STEP 3 STEP 4 STEP 5 STEP 6

 Your next step in the planning process is to identify goals. Fill in the information in the boxes below.

[Need Help](#)

Mission Statement [Read more](#)



Strategies Against Violence Everywhere (SAVE) empowers youth to prevent violence and promote healthy lives. Our mission is to prevent the violence that occurs among youth in schools and communities.

Vision Statement [Read more](#)



To help all persons with understand the effects and causes of violence in their everyday lives and reduce the impact of violence in neighborhoods.

Agency's Goals/Objectives [Read more](#)



AGO 1. To enhance the overall mental, physical and emotional health of community members

AGO 2. To reduce the violence in communities

AGO 3. To move clients to the next grade level

AGO 4. To mentor youth in the community

Promotes a linking function

More than a reflection but an integration

Getting Started **STEP 1** STEP 2 STEP 3 STEP 4 STEP 5 STEP 6

 Your next step in the planning process is to identify goals. Fill in the information in the boxes below.

How many years will your program be covering? 2

What year does the program start? 2013

[Need Help](#)

Program: Program Type:

Objective:

- (1). Prevent the initiation of drug use among young people
- (2). Eliminate the exposure to alcohol and tobacco
- (3). To understand the effects and causes of drug use
- (4). Promote quitting the use of drug among young kids

Projected Outcomes:

- (1). To increase alcohol and tobacco policies in schools and local
- (2). To reduce experimentation with alcohol and tobacco in school
- (3). To increase knowledge about drug use in schools and local
- (4). To increase the number of quit attempts

Performance Indicators:

- (1). 35% of clients showing improvement in their knowledge about
- (2). 35% of clients showing quitting the use of drugs/alcohol from the beginning to the end
- (3). 35% of clients will meet with counselors to develop a plan for quitting alcohol/drug use

Program: Program Type:

Objective:

- (1). Prevent violence among young people
- (2). To understand what dating violence behavior
- (3). Increase reports of dating violence

Communicate messages about promise and purpose

High quality outcomes



Coordinate Your Curriculum

Aligning Learning Objectives/Outcomes

http://assessmentmadeeasy.com/nonprofit/step2_b

Y! Yahoo! Search

Getting Started STEP 1 STEP 2 STEP 3 STEP 4 STEP 5 STEP 6

 **Need Help**

Instructions:

Begin by completing the table that lists the agency's goals across the top and the programs in the left column. Once you have the chart completed, give a copy to each program director in your agency and have them indicate which programs contribute to the attainment of the agency's goals and the depth of coverage using the following: Introduced, Demonstrated, Emphasized.

Once completed click Continue

AAR-Web				
Programs	AGO 1	AGO 2	AGO 3	AGO 4
Please indicate if you Introduce E-Emphasize D-Demonstrate				
Anti-Drug	IED	ID	D	ID
Violence No More	D	ED	I	IE
Mentoring Our Youth	IE	IED	E	I
		I D E ED ID IE IED		

Agency Goals/Objectives

AGO 1. To enhance the overall mental, physical and emotional health of community members

AGO 2. To reduce the violence in communities

AGO 3. To move clients to the next grade level

Building Coherency

Reveals gaps, integration and patterns



Design Your Rotation

Create Teams and Rotate SLOs

http://assessmentmadeeasy.com/department/step3_a

Y! - Yahoo! Search SEARCH + -

Getting Started STEP 1 STEP 2 STEP 3 STEP 4 STEP 5 STEP 6

 The third step in the assessment process is to create your Rotation plan.

Need Help

This plan lists the year in which you will assess your Program Objectives, the programs from which to gather data, and the evaluation teams responsible for conducting assessment activities for the year.

The preparedness tracker checklist indicates that you have a rotation plan with a rotating assessment team in place. We need additional information about your staff. **List the name of staff members in your agency including Part-time staff to help create Evaluation Teams. Try not to list more than 6 people on any one team.**

Create teams of people from different programs so that when the time comes to evaluate their program they can recuse themselves and you still have enough people on the teams to conduct evaluations.

How many teams would you like to generate? generate teams

John Perry	Ronald Andrews	Kevin Coffee
Kenya Covington	Harold W. Clark	Zachary Moore
Kathryn Smith	Betty Hovine	Lance D. Perry
Sakia Camara		Jesse Segal

TEAM 1 TEAM 2 TEAM 3

CONTINUE

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Collaborative Review

Looking Together @ Student Work
Allen, Blythe & Powell

Collaborative Review

Agencies are more likely to go with external evaluators than to attempt to conduct assessment themselves.

Assessment works best when it is about team work, and **AMEE** will get you there.



http://assessmentmadeeasy.com/nonprofit/step3_b

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Assessment Made Easy Everyday.

AMEE News | MSSRA launches new website!...

HOME | HELP

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Getting Started | STEP 1 | STEP 2 | **STEP 3** | STEP 4 | STEP 5 | STEP 6

 [Need Help](#)

Year	Anti-Drug	Violence No More	Mentoring Our Youth	Evaluation Team
2013	AGO1	AGO2	AGO3	TEAM 1
2014	AGO4	AGO1	AGO2	TEAM 2

Agency Goals/Objectives

AGO 1. To enhance the overall mental, physical and emotional health of community members

AGO 2. To reduce the violence in communities

AGO 3. To move clients to the next grade level

Organizing function

When, What & Who



Reflect Your Plan

Identify tools and target population

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Getting Started STEP 1 STEP 2 STEP 3 STEP 4 STEP 5 STEP 6

 We still need to collect additional information. Please complete the tabulars below by selecting an assessment measure, a performance indicator for measuring success, and a range of targeted participants.

[Need Help](#)

Let's start with completing the Measurement Tabular below.

There are many different types of measurements. To ensure accurate measurement of your program and an assessment process that has the greatest potential for success with the smallest time invested, it is a good idea to plan one direct assessment measure and two indirect assessment measures that will be used across programs.

Tip: Click on a title for more information

Year	Agency Outcomes	Programs	Direct Assessment Measures						Indirect Assessment Measures		
			Authentic Task	Oral Presentations/ Performance	Projects/ Exhibitions	Experiments/ Demonstrations	Tests/ Test Items	External Examinations	Satisfaction Surveys	Placement Rates	Archives
2013	AGO1	Anti-Drug	☐	☐	☐	☐	☒	☐	☒	☒	☒
2013	AGO2	Violence No More	☐	☐	☐	☐	☐	☐	☒	☒	☒
2013	AGO3	Mentoring Our Youth	☐	☐	☐	☐	☐	☐	☒	☒	☒
2014	AGO4	Anti-Drug	☐	☐	☐	☐	☒	☐	☐	☐	☐
2014	AGO1	Violence No More	☐	☐	☐	☐	☐	☐	☒	☐	☐
2014	AGO2	Mentoring Our Youth	☐	☐	☐	☐	☐	☐	☒	☐	☐

Identify Measurement Tools

Direct or Indirect Assessment

http://assessmentmadeeasy.com/nonprofit/step4_c

Yahoo! Search

Need Help

If you would like to print out your evaluation plan for review, [CLICK HERE.](#)

Year	Agency goal/objective	Programs	Measures to be used	Program outcomes	Performance indicator	Target
	What is to be evaluated	Program to be evaluated	Kind of direct or indirect measures to be used	What participants will be able to demonstrate	What result would indicate success?	Number to be evaluated
2013	AGO1	Anti-Drug	Tests/Test Items + Satisfaction Surveys, Placement Rates, Archives	(1). To increase alcohol and tobacco policies in schools and local neighborhoods (2). To reduce experimentation with alcohol and tobacco in schools and local neighborhoods (3). To increase knowledge about drug use in schools and local neighborhoods (4). To increase the number of quit attempts (5). To develop a treatment and recovery plan	(1). 35% of clients showing improvement in their knowledge about the effects of drugs/ alcohol (2). 35% of clients showing quitting the use of drugs/alcohol from the start of the program to the end (3). 35% of clients will meet with counselors to develop a plan for quitting alcohol/drug use	50
2013	AGO2	Violence No More	Satisfaction Surveys, Placement Rates, Archives	(1). To increase an understanding of violence (2). To decrease the number expulsions at local schools due to violence	(1). 25% of clients will understand dating violence behavior from the beginning to the end of the program (2). 25% of clients will show improvement in behavior	45
2013	AGO3	Mentoring Our Youth	Satisfaction Surveys, Placement Rates, Archives	(1). To improve the academic achievement (2). To improve study habits (3). To avoid problem/high-risk behavior by providing a relationship with a caring adult friend	(1). 40% of clients will move to the next academic level (2). 40% of clients will significantly increase their weekly hours of homework (3). 40% of clients will significantly improve in attendance	100
2014	AGO4	Anti-Drug	Tests/Test Items +	(1). To increase alcohol and tobacco policies in schools and local neighborhoods (2). To	(1). 38% of clients showing improvement in their knowledge about the effects	150

5 Year Plan

80% of Assessment is in the Planning



Create Your Tools

Surveys, Test, Data Files, Assignments/Rubrics

Assessment Made Easy Everyday (AMEE)

http://assessmentmadeeasy.com/nonprofit/step5_a

PRIVATE

Google





Surveys



Data Files



Tests



Assignments/Rubrics

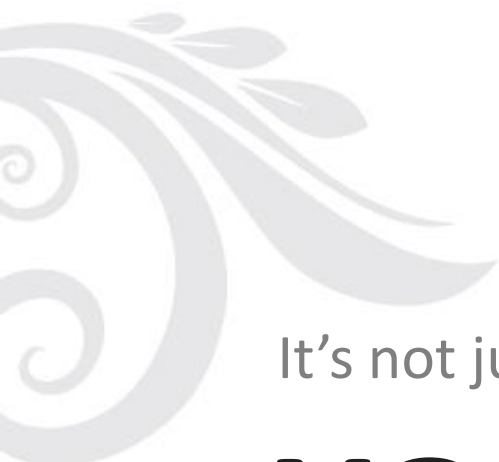
Your assessment plan indicates that you will be evaluating and collecting the following. Please click the button next to program and assigned measurement you would like to start first and click the appropriate measurement tool above.

Year	Program	Program Type	Measurement Tool
2013	☐ Anti-Drug	After School Program	Tests/ Test Items
2013	☐ Violence No More	Violence/Aggression/Bullying	Satisfaction Surveys
2013	☐ Mentoring Our Youth	Mentoring	Satisfaction Surveys

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Create Your Measurement Tools

No one way to assess



It's not just about the software, but strengthening

YOUR ASSESSMENT.



http://assessmentmadeeasy.com/nonprofit/step5_add_survey

Need Help

Create your survey below.

How many questions would you like to add?

Title of Survey

Demographic data is automatically collected to properly generalize results. This information helps to ensure that there is sufficient diversity among participants.

What is your race or ethnicity?

What is your sex?

What is your Level of Education?

What is your age?

[Instructions : For each question below click the number to the right the best fits your experience or describes]

[Instructions : For each question below click the number to the right the best fits your experience or describes]

Questions	Scale of Importance				
	Rating Scale 1	Rating Scale 2	Rating Scale 3	Rating Scale 4	Rating Scale 5
[Add your question here]	☐	☐	☐	☐	☐

Submission Deadline: Start End

Survey Status:

Rating Scale options.

Rating scale 1 options	Rating scale 2 options	Rating scale 3 options	Rating scale 4 options	Rating scale 5 options
Excellent	Frequently	Strongly Agree	Extremely Likely	Very Important
Good	Often	Agree	Likely	Important
Average	Sometimes	Neutral	Not Sure	Average
Fair	Seldom	Disagree	Unlikely	Slightly Important
Poor	Never	Strongly Disagree	Extremely Unlikely	Not Important

Survey Measurement

Options in Creating a Survey

http://assessmentmadeeasy.com/nonprofit/step5_detail_survey/12

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 Survey results list on: Anti-Drug Internship Survey 2012

[Need Help](#)

Choose Data Set: Questions only (dropdown menu with options: Questions only, Entire Dataset, Demography only, Questions only, Survey Takers, Spotlight Panel)

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. This intern's work is adequate for students at other Universities	15% (3)	55% (11)	25% (5)	5% (1)	0% (0)
2. This intern is performing to your satisfaction.	10% (2)	55% (11)	25% (5)	10% (2)	0% (0)
3. The writing skills of this intern are adequate.	15% (3)	50% (10)	30% (6)	0% (0)	0% (0)
4. The research skills of this intern are adequate.	10% (2)	65% (13)	15% (3)	5% (1)	5% (1)
5. How often did this intern accept assigned responsibility.	Frequently	Often	Sometimes	Seldom	Never
6. This intern works independently.	20% (4)	45% (9)	20% (4)	15% (3)	0% (0)
7. This intern's presentation skills are adequate.	20% (4)	55% (11)	20% (4)	5% (1)	0% (0)
8. The intern was punctual	25% (5)	50% (10)	15% (3)	10% (2)	0% (0)

Survey Results



Create your Test below.

[Need Help](#)

You can have upto 100 questions in a test.

How many True/False questions would you like to add?

0 ▾

Point value

1 ▾

How many Multiple Choice questions would you like to add?

0 ▾

Point value

1 ▾

Test Title :

[Add your test title here]

Demographic data is automatically collected to properly generalize results. This information helps to ensure that there is sufficient diversity among participants.

What is your race or ethnicity ? : African American/Black ▾

What is your sex ? : Male ▾

What is your Level of Education ? : 3rd grade ▾

What is your age ? :

Pretest submission deadline:

Start



End



Posttest submission deadline:

Start



End



Test Type

Pre-Test ▾

Test Status

Inactive ▾

Please choose one criterion option below and indicate the scoring range.

Criterion Option 1 ▾	Criterion Option 2 ▾	Criterion Option 3 ▾	Criterion Option 4 ▾	Criterion Option 5 ▾
Thorough knowledge 18 - 20	Exceeded standard -	Excellent -	Adept -	[insert criterion] -
Sufficient knowledge 16 - 17	Met standard -	Very Good -	Adept -	[insert criterion] -
Some knowledge 14 - 15	Somewhat met -	Good -	Able -	[insert criterion] -
Little knowledge 12 - 13	Approached standard -	Mediocre -	Adept -	[insert criterion] -

Test Measurement Tool

Options for Creating a Test

HOME

HELP

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Getting Started

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STEP 6

Test results list on: Anti Drug Beta Test 2012 Posttest

Need Help

Choose Data Set

Test Takers (Code)

Test Takers (Code)

Test Takers (Name)

Demography Only

Posttest Only Scores

Pretest and Posttest Results

External Test Results

Spotlight Panel

Pretest Takers' List

S. No.	Code	End Date	Status	Test Type	Answers	Score	Delete
No pretest answer received yet.							

Pretest Takers' Frequency

Response	Count	Percent	Graph
No pretest answer received yet.			

Posttest Takers' List

S. No.	Code	Start Date	End Date	Status	Test Type	Answers	Score	Delete
1	295847	2012-01-10 09:21:09	2012-01-10 09:22:41	Complete	Post		26	
2	809082	2012-01-10 23:11:23	2012-01-10 23:14:16	Complete	Post		12	
3	408499	2012-01-11 04:34:30	2012-01-11 04:36:23	Complete	Post		12	

Test Results

http://assessmentmadeeasy.com/nonprofit/step5_add_assignment

How many assignments would you like to complete?

How many individuals will rate this assignment?

Assignment Title:

Assignment Type: **Authentic Task**

Demographic data is participants:

What is your race?

What is your gender?

What is your Level?

What is your age?

Questions

Listen to the following music composition and answer the following questions:

1. What period is the musical composition?
2. Who composed the music?
3. What instruments are central to each composed selection?

Files

Allowed file types:

MP3 MPG PDF PPT PSD DOC JPEG

Copyright Notice! Please only upload things that you own or have permission to use. AMEE is not legally responsible for files you do not have permission to upload.

Submission deadline: Start End

Rater deadline: Start End

Assignment Status:

Assignment Measurement Tool

Options for Creating Assignments

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Overall Assignment rating on: SLO1 The role of communication

S. No.	Rater Code	Individual Rating Averages				
		Raters Score				Individual Overall Average
1	206096	3	4	3	2	3.00
2	366862	4	4	3	4	3.75
Overall Average Rating		3.38				

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Assignment Results

http://assessmentmadeeasy.com/nonprofit/step5_add_placement_rates

Yahool Search

Need Help

Create placement rates below.

How many programs are you collecting placement data for this year? 1

#	Choose Placement Options	
1	☐	Academic advancement
2	☐	Educational placement rates
3	☒	Graduation rates
4	☐	Housing placement
5	☒	Job placement
6	☐	Job promotion rates
7	☐	Mentoring placement
8	☐	Training completion rate
9	☐	Other placement

UPDATE

Placement Rates Year: 2012

Placement Rates Title: [Placement Rates Title]

Graduation Rates				
Name of Program	Number in Program	Total Exited	Total Graduated	Graduation Rate
[Program Name]	[Number]	[Number]	[Number]	

Job Placement Rates				
Name of Program	Number in Program	Total Exited	Total Employed	Job Placement Rate
[Program Name]	[Number]	[Number]	[Number]	

Data Files

Placement Rates/Archival Data

Assignment results list on: SLO1 The role of communication

Choose Data Set	Overall Ratings 
-----------------	---

Participant #	Overall Rating Averages
1. 206096	3.38
2. 750382	3.63
3. 327503	4.00
Average Score	3.67

Assignment Score Criteria	Total of participants	% At
0-11 Did not meet SLO	3	100%
12-13 Approached SLO	0	0%
14-15 Somewhat Met SLO	0	0%
16-17 Met SLO	0	0%
18-20 Exceeded SLO	0	0%
Number of Answers	3	



Overall Scores

Results are Analyzed



Analyze Your Results



How many extra fields do you need?

0 ▾

Performance Indicator Analysis

[Read more](#)

Size ▾ **B** *I* U | | | | | | | | | | | |

In the Anti Drug Program, the performance indicator states that 35% of our clients would improve in knowledge related to drugs. Of the 10 participants in the program only 6 took the posttest. 71% failed the test and had no discernable knowledge regarding drugs and drug use.

Comparative Analysis

[Read more](#)

Size ▾ **B** *I* U | | | | | | | | | | | |

There was no data in the system to compare to other programs doing similar work; however, participants in other programs seem to be increasing in knowledge.

Significance of Results

[Read more](#)

Size ▾ **B** *I* U | | | | | | | | | | | |

Analysis of the results show that program participants do no increase in knowledge after going through the program.

Connect the dots

Identify Problems

[Read more](#)

Size **B** *I* U        

We have identified several problems with the program:

- First, students have a poor attendance rate. Many of the participants in the program missed at least 5 days. Missing a whole week of content could impact the scores on the test.
- The major content in the curriculum is given on a Friday and should perhaps be given earlier in the week
- The curriculum has language that is unattainable by the average person

Desired Results

[Read more](#)

Size **B** *I* U        

When we compare our desired results with the actual results, the assessment team believes that the agency should do the following:

- Consult new curricular on drugs that is perhaps more user friendly in language
- Provide content on days that participants are in attendance
- Have outside speakers to break up the monotony of things
- Survey participants to inquire about the content

Decisions to be Made

[Read more](#)

Size **B** *I* U        

The decision at this time will be put on hold until we survey the participants in the program. More data is needed to make some conclusions about the program. If there is one decision to be made it would be regarding attendance in the program. In order to pass the program, you must pass with a certain score to be determined at a later date.

What Changes need to be made?



CLOSING THE LOOP

Programmatic Changes

Program Curriculum		
☐	Revised content of program	[Insert Details]
☐	Developed annual meetings to facilitate optimal use of assessment results	[Insert Details]
☐	Added/deleted programs	[Insert Details]
☐	Changed activities	[Insert Details]
☐	Created new or revised program requirements	[Insert Details]
☐	Changed emphases for new or vacant staff positions	[Insert Details]
☐	Developed new program	[Insert Details]
☐	Other	[Insert Details]
Agency Processes		
☐	Facilitated programmatic discussions at staff/board meetings, staff/board committee meetings, and/or staff/board retreats	[Insert Details]
☐	Justified past program changes	[Insert Details]
☐	Showed program improvement resulting from those changes	[Insert Details]
☐	Developed more or new services for participants	[Insert Details]
☐	Created a strategic plan	[Insert Details]
☐	Enhanced program recruiting literature and websites to provide program information	[Insert Details]
☐	Shared assessment information with board	[Insert Details]
☐	Revised/Eliminated or added admission criteria	[Insert Details]
☐	Improved technology	[Insert Details]
☐	Made changes in personnel	[Insert Details]
☐	Changed frequency or scheduling of programs	[Insert Details]
☐	Other	[Insert Details]
Assessment Plan		
☐	Refined assessment methods	[Insert Details]
☐	Revised/Eliminated or added learning objectives	[Insert Details]

How might I use results to make programmatic changes?



CUSTOM REPORTING

With the PEAR reporting function you can customize 2 different reports



Need Help

Report export

Planning Report Criteria

- ☐ Logo
- ☐ Mission Statement
- ☐ Vision Statement
- ☐ Department/Program Goals
- ☐ Undergraduate SLOs
- ☐ Graduate SLOs
- ☐ Alignment Matrix or Matrices
- ☐ Rotation Plan(s)
- ☐ Measurement Tabular(s)
- ☐ Benchmark & Target Tabular(s)
- ☐ Assessment Plan(s)

EXPORT PLANNING REPORT

Evaluation and Assessment Report

- ☐ Logo
- ☐ Data Analysis
- ☐ Comparative Analysis
- ☐ Significance of Results
- ☐ Other
- ☐ Identified Problem
- ☐ Desired Results
- ☐ Decisions To Be Made
- ☐ Closing the Loop

EXPORT ANALYSIS REPORT

AMEE: An Effective Software Design



Use a comprehensive tool that will facilitate the execution of assessment activities within one dynamic environment.

What are the **Benefits to Nonprofits?**

- Staff Development
- More Efficient Economic Investment
- Access to Data Anytime
- Increased Staff & Community Participation (enhances organizational and community dialogue)

Staff Development

The design provides a strong professional development component.

Few, have knowledge about how to conduct assessment.

Invest in a practical adventure that makes it possible for your organization to see clearly how assessment works.

Provide an opportunity for training

No more 3rd parties!



OTHER BENEFITS

- » Economic return on your expenditure
 - » No installation cost or system requirements
- » Workload Reduction & Increased Participation
 - » Collaborative review by staff and community
 - » No IT resources needed to employ it
- » Access to data at any time
 - » No more waiting



Revolutionizing
Assessment



Conclusions

AMEE was designed for the purpose of preparing all agencies for a new level of **leadership** and **ownership**.

Assessment can be **easier** through
Assessment Made Easy Everyday
(AMEE)