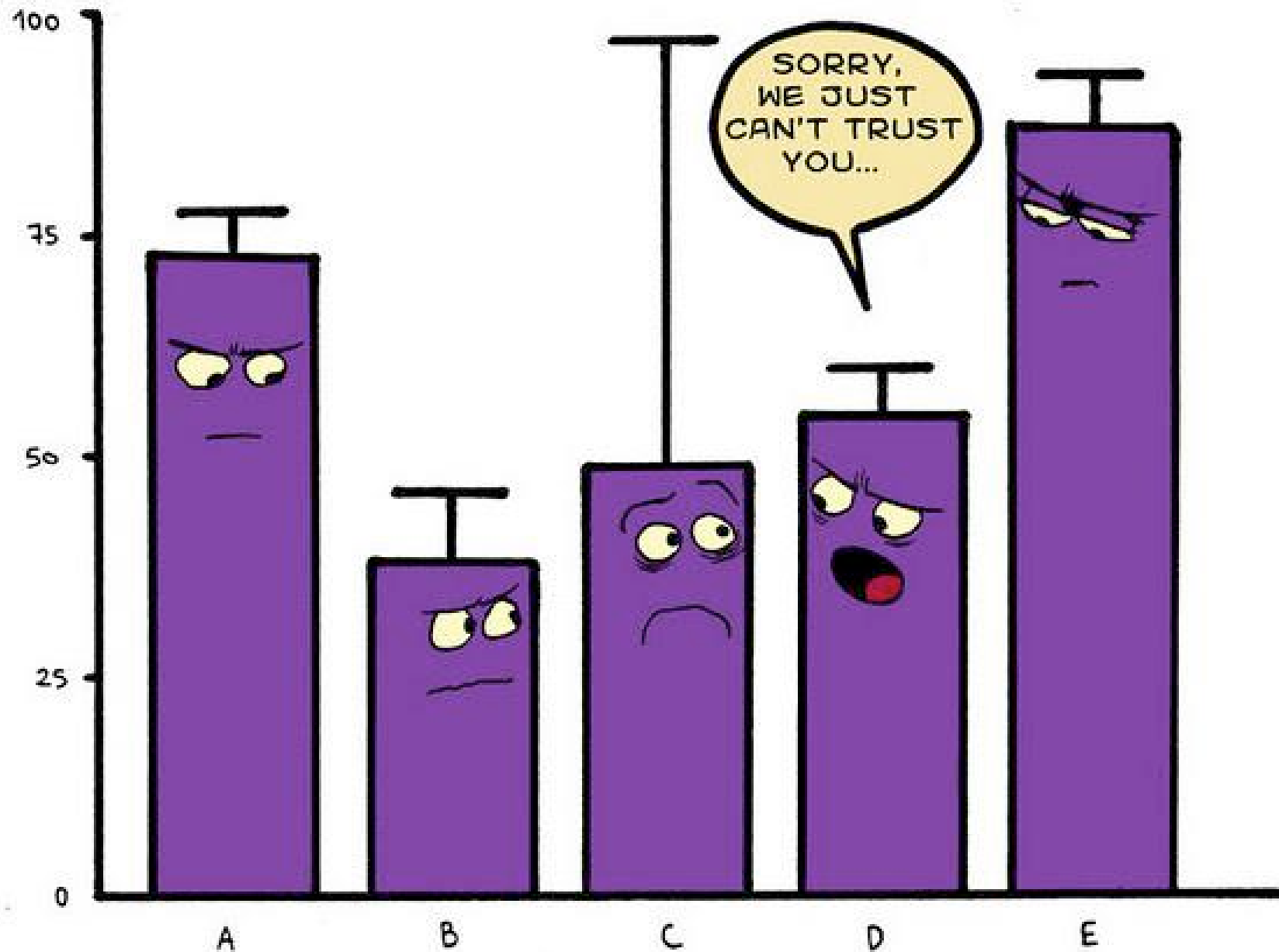


The mind
that opens to
a new idea
never returns
to its original
size






Group Activity:

1. Pair up into small groups of 4-5
2. Take one of the blank cards from the center of the table and a marker
3. Place the paper on top of your head
4. Take the marker and draw one data point about your program or your college
5. That's right...while the card is on top of your head
6. Ask the group what they think your data point is based on your picture
7. Explain what the picture means



Why Tell
A Story
To Share
Your
Data?

BRACE YOURSELVES

A man with a mustache, wearing a dark coat with a thick fur collar, holds a microphone. He is looking slightly to the side with a serious expression. The background is a vibrant, fiery orange and red nebula with scattered stars.

KNOWLEDGE IS COMING

What's Going To Happen Today:

Why is IMPACT important?

Explore the meaning of
IMPACT

Provide a starting point for
discussion on “IMPACT” and
explore ways to measure it

Discuss the idea of IMPACT
Measurement Plan”

Discuss the Logic Model as a
Resource

Explore and Discuss Data
Collection and Planning

Communication and Reporting

Explore new ways of looking at
data...I wonder? What if?

Impact



What Is IMPACT?

What is IMPACT?

Any effect arising from an intervention.

Why is IMPACT Important?

- Support a mission
- Be accountable to funding source, stakeholders, customers
- Find out what works and what doesn't work, adapt, change
- Improve practice and in some cases policy
- Inform future decisions, set priorities, shape program and services design

What is IMPACT Measurement?

The process of trying to find out what effect an intervention is having.

Why is IMPACT Measurement Important?

- Know what has changed and what works about our intervention?
- Know the extent and intensity of the change
- Benchmark and make comparisons
- Learn about and make improvements
- Test assumptions. Challenge assumptions
- Provide evidence of value for funding and budgets (sustainability)
- Detect and identify unintended IMPACT

Setting Up An IMPACT Measurement Process

Be mindful of the idea that there is probably a range of intent, outcomes and activities

Might be measuring IMPACT for a student, student group, college, or a program

Measuring against a benchmark or an established goal

Be clear about what the program aims to achieve

Be patient, careful and thoughtful

Anticipate obstacles and challenges

Best ways to work with data on your campus

Be willing to invest time, discussion and planning

Be FLEXIBLE

Make sure measurement is appropriate and proportionate

PURPOSE

IMPACT Measurement Approach

Things To Consider

- 1) What does the program, activity, or service aim to achieve?
- 2) What parts or aspects of the program, activity or service are measureable? Which are not?
- 3) What means will be used to measure?
- 4) How and to whom do you wish to communicate these measurements to?
- 5) What are the practical considerations, resources and capacity?

A Good IMPACT Measuring Approach should:

- 1) Provide evidence and lead to learning that is useful and relevant
- 2) Easy to communicate
- 3) Proportionate to the skills and capacity of the organization
- 4) Adaptable and useable by different types of projects or services
- 5) Capable of being integrated with or complementing existing reporting services or programs
- 6) Capable of providing information that can be aggregated from project to program to activity

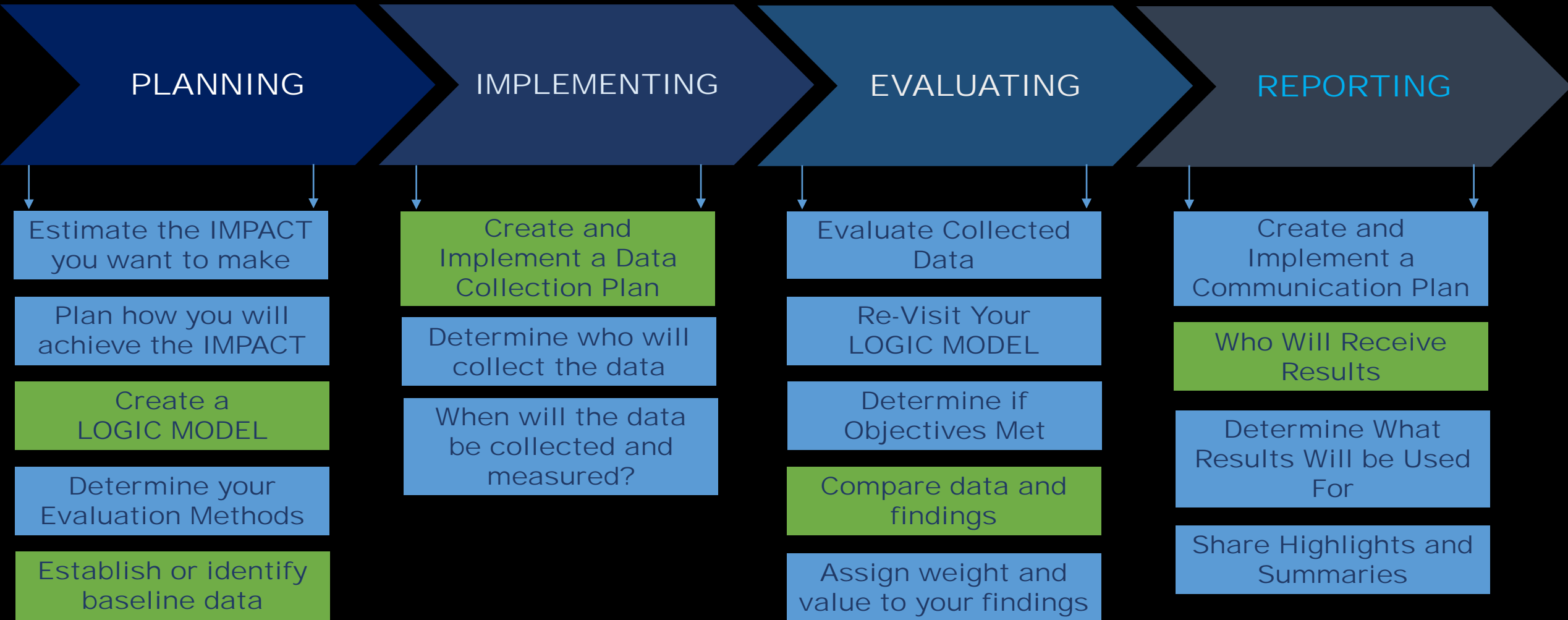


IMPACT Measurement Plan

Program impact and effectiveness cannot be directly measured. So...Determining **IMPACT** and Effectiveness is based on counterfactual assumptions.

Using counterfactual assumptions implies that **IMPACT** and EFFECTIVENESS are estimated to varying degrees of accuracy by comparing the “situation or status” of a service group after an intervention, program, or service to what is assumed to have been the status or situation of a target group before the intervention, program or service. This counterfactual scenario is known as the baseline.

IMPACT Measurement Plan



Impact Measurement

How Do You Get Started?

- 1) Where should we focus our evaluation?
- 2) Do we have all of the resources that we need?
- 3) Who is on our outcome measurement team?
- 4) Who is the decision maker in the process?
- 5) How will we establish baselines?
- 6) What are we trying to accomplish with our IMPACT Measurement?

What Tools Will You Need?

- 1) Logic Model
- 2) Data Collection Plan
- 3) Measurement Team
- 4) Measurement Calendar and Plan
- 5) Established Baselines
- 6) Place to Store Data (accessible and password protected)
- 7) Identified Benchmarks

What Resources Will You Need?

- 1) Staff Time , Knowledge and Experience
- 2) Consultants and Experts (Research, Analysts)
- 3) Computer software, IT Support
- 4) Meeting Space
- 5) Printing
- 6) Communication Plan (Marketing)
- 7) Patience

The Logic Model

| INPUTS | ACTIVITIES | OUTPUTS | OUTCOMES |
|--|--|---|---|
| <ul style="list-style-type: none">• Resources invested into the activity.• What ingredients do you need to operate your program?• How many staff?• Materials or resources used to conduct the intervention. | <ul style="list-style-type: none">• Activities or interventions.• What will the intervention do with the resources or materials?• Concrete actions.• Development and implementation of programs or interventions. | <ul style="list-style-type: none">• Tangible products from the activity.• Measureable actions or conditions that determine progress from the activity.• Evidence that the activities were performed as planned. | <ul style="list-style-type: none">• What is the impact of your intervention?• Effects, results, consequences, or IMPACT.• What kinds of changes came about as a direct or indirect, intended or unintended results of your interventions.• Changes resulting from the activity.• Effect on broader target population. |



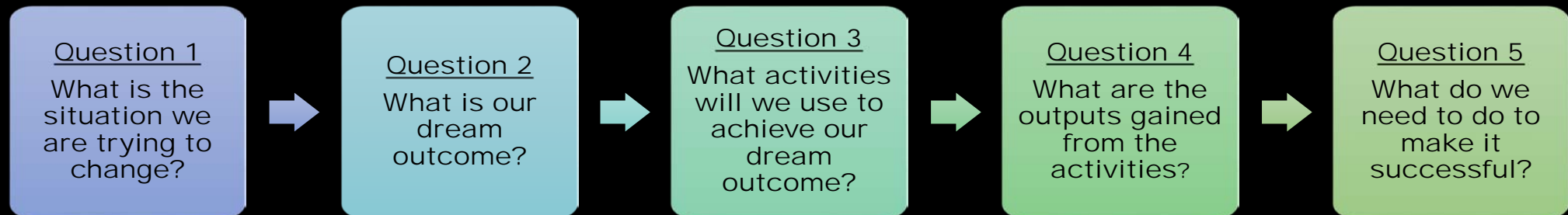
PLANNED WORK AND EFFORT



INTENDED RESULTS AND OUTCOMES

The Logic Model

| Situation | Inputs | Outputs/ Activities | Outputs/ Participants | Outcomes/ Impact |
|--|--|---|--|--|
| What problem(s) are you trying to solve? | What resources to into the program/intervention? | What activities will the program undertake? | What is produced through those activities? | What are the benefits that result from the program/intervention? |
| | | | | |



Data Collection Plan



<https://www.youtube.com/watch?v=HFGVJJMDo4I>

Data Collection Methods

| SURVEYS | INTERVIEWS | OBSERVATION | INTERNAL RECORD REVIEW | OFFICIAL RECORD REVIEW |
|--|--|--|---|---|
| Do I need data from the perspective of the participant or client? | Are more in-depth answers needed to adequately measure the indicators or to get information on what is needed or what should change? | Is it difficult to accurately measure the indicators by asking people questions? | Do you have individualized records, reports, logs, or other systems that you track things or activities in your program or service? | Do official records exist that track the data that you need on your outcomes and indicators? |
| Do I have a way to get data from the client or participant? | | Can this outcome or indicator be assessed by someone trained to observe it in action? | | |
| Do I need standardized data to make statistical comparisons? | Will it be necessary for someone to personally ask participants or clients questions (either on the phone or in person) in order to collect the information related to this outcome? | Do you have the staff resources for someone to observe events, conditions, interactions, etc.? | If you have an information system for your use, is the data consistently entered into it in a timely way? | Are the data accessible (will it be possible to get cooperation from those outside of your measurement group to gain access to official records and information)? |
| Do participants or clients have the knowledge that I need to answer the questions? | | | In you have an information system available, can information be extracted from it? | |

Sample Data Collection Plan

| Outcome | Indicator | What Data Collection Method Used? | When Will Data Be Collected? | Who Will Collect the Data? | What Will They Do? | How Will Data Be Collected and Monitored? |
|--|---|--|--------------------------------|--|---|--|
| Increased number of students participating in Program using new marketing plan and improved activities | Number and percent of promoters who use new marketing plan to inform students about Program | Survey of students participating in the Program and Official Record Review of those who didn't participate last year | Once at the end of the Program | Program Director, Program Coordinator and Company Research Analyst | Make exit interview appointments with participants in the Program | Program Director and Coordinator will track implementation of marketing plan and improved activities and keep track of response rate. Determine if follow-up is needed |

A man in a white dress shirt and a dark tie with gold-colored squares is holding a yellow sign with the words "BREAK TIME" in a dark red, stylized font. He is sitting at a dark, speckled granite desk. To his left is a white ceramic mug. To his right is a black office telephone. The background is a warm, yellowish-brown wall with a blurred green plant on the left.

**BREAK
TIME**

Group Activity

Watch the Video as a part of this activity

As you are watching...think about aspects of the program that you would measure

Create a logic model or data collection plan

Share with your group members



<https://drive.google.com/open?id=0B37n9IO3luwTbDUtRG52X2V1MFE>

REPORTING AND COMMUNICATION

| WHAT TO COMMUNICATE? | HOW TO COMMUNICATE IT? | WHO TO COMMUNICATE IT TO? |
|---|--|---|
| <ul style="list-style-type: none">1) Issue a formal report about your findings (at the conclusion of your plan)2) Present case studies or stories of IMPACT3) Develop a Press Release (local or district)4) Publish your findings5) Create marketing or visual aids around your findings6) Produce promotional or informative videos7) Share it with your colleagues at FLEX or a college or district Board Meeting <p>Key: Don't keep it a secret!</p> | <ul style="list-style-type: none">1) Issue a district wide email or house the information on your website2) Invite colleagues from other campuses to share the information3) Have an "Open House" to share your findings with your college community4) Present at conferences or share at local and regional information meetings5) Identify a program champion or well known beneficiary and share the news | <ul style="list-style-type: none">1) Potential community partners who share your mission and goals2) Campus colleagues and supporters3) Community or business organizations that might not know what you do4) Campus and district administrators members of the Board of Trustees5) Community Leaders |

i
wonder..

a lot.....



A WISH FOR LOVE, WITH SILENT PRAYER,
CANNOT TRAVEL THROUGH THE AIR.
A WISH FOR LOVE, WITH FORM AND PHONICS,
PROPAGATES AND FINDS HARMONICS.

CYCLE OF **IMPACT** PRACTICE

1. Plan what IMPACT you want to have and how best to achieve it
2. Collect information about your IMPACT
3. Assess what and how much IMPACT you have had on your target population
4. Communicate to others the IMPACT you have had
5. Learn from the IMPACT

IMPACT TIPS, LESSONS & WORDS OF WISDOM

- 1) Have IMPACT at the heart of your work (plans, strategy, decisions)
- 2) Help your staff and community members understand how their work can contribute to the IMPACT you plan to have
- 3) Invest in improving staff skills in IMPACT practice
- 4) Encourage all parties involved to ask themselves “what difference am I making?”
- 5) Ensure that the leaders at your institution are involved in considering what IMPACT your program/service can have
- 6) Devise a clear way to explain to others how the work that you do will have IMPACT
- 7) Have IMPACT in mind when carrying out your day-to-day activities
- 8) Compare your IMPACT findings you are having with your plans for IMPACT
- 9) Be willing to take action on the IMPACT lessons that you learn
- 10) Always consider what information and data already exists
- 11) Remember that reasonable evidence of IMPACT is enough; determining IMPACT is not an exact science
- 12) When presenting information about your IMPACT. Give both data numbers and stories
- 13) Track and reflect on positive and negative IMPACT (intended and unintended)