

**Assessment Framework
EVALUATION CRITERIA**

**Northwestern University
Supplement to NRC 22nd Annual Conference on Students in Transition Presentation
*Providing Institutional Support for First Generation and Lower Socioeconomic Status Students***

Criteria for the Self Evaluation of Current Programs: The following tables outline the criteria created to assess all Northwestern programs focused on low-income students' transition to the University. These criteria were created by the Transition Programs Plus Council with input from Institutional Research, and are meant to assist program managers in evaluating and developing their programs to ensure greater consistency over time.

Criteria for Current Programs

Each program should be required to:

- State program goals, including learning outcomes (Note: all programs should have some community-building goal)
- Provide a description of the activities used to achieve those goals/learning outcomes
- Establish criteria to measure success in meeting program goals and learning outcomes. Potential criteria may include but is not limited to:
 - Co-curricular outcomes (non-academic outcomes including sense of belonging, self- efficacy, etc.)
 - Course grade/s
 - Course retention
 - Major retention
 - STEM retention
 - Retention within NU

In addition to the criteria above, all programs are expected to collect student feedback* on the following topics:

- Overall program effectiveness
- Clear communication of program objectives
- Extent to which program objectives are met
- Effectiveness in transition to freshman year (for programs with this goal)
- Success in building community
- Success in preparing for academic rigor

*Student feedback could include surveys, focus groups, interviews, etc.

Programs should also ask:

- Would you encourage a high school senior who resembles you when you were a high school senior (same background, ability, interests, and temperament) to attend this program?
- If you were starting at Northwestern again, would you enroll in this program?
- What would you recommend to improve the program for future participants?

It is recommended that:

- Qualitative and quantitative measures should be utilized.

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- All measures should be aligned with desired outcomes.
- Participant surveys be administered upon completion of the program and again two quarters after completion. An additional survey near graduation may also provide useful information.
- Longitudinal data are collected to provide a year-to-year comparison; utilize “invited, but did not attend” as a comparison group. Consider using Central resources (e.g. IR) to collect and analyze longitudinal data.

Criteria for the Expansion of Current Programs

The criteria for expansion of current programs would be similar to the evaluation of current programs and would review longitudinal data on the success of meeting program goals, achieving learning outcomes, and receiving favorable participant feedback.

Criteria for the Funding of New Programs

Proposal to be submitted for review, containing:

- Program goals
- A description of the methodology to achieve those goals, learning outcomes
- Criteria to measure success in meeting program goals and learning outcomes
- Approximate cost
- How it will build community
- Number of students served
- How it is different from already existing programs (unmet needs)