

**Enhancements: Indicators, Targets, and “How Measured”**  
**Answers to Self-Assessment**

Q#	Question	Correct Answer	Where can I find more Information?*
1	<p><i>There are three types of enhancements we add to define performance measurement results: indicators, targets, and instruments. Match each enhancement to its definition.</i></p>	<p><b>The correct answers are:</b></p> <p><b>Indicator:</b> A specific, measurable item of information that demonstrates progress toward achieving your results</p> <p><b>Target:</b> A specific and quantifiable level of change that you want to attain for beneficiaries so you can say your project was successful.</p> <p><b>Instrument:</b> A document or form used to collect information about service results.</p>	<p>The Senior Corps Performance Measurement Toolkit discusses these enhancements in more detail: <a href="http://nationalserviceresources.org/star/sc-toolkit">http://nationalserviceresources.org/star/sc-toolkit</a></p> <p>Project STAR’s “Getting Specific Diagram” also provides an example to illustrate the relationship between results, indicators, targets, and instruments:</p> <p><a href="http://nationalserviceresources.org/files/legacy/filemanager/download/performanceMeasurement/Getting_Specific_Diagram_SC.pdf">http://nationalserviceresources.org/files/legacy/filemanager/download/performanceMeasurement/Getting_Specific_Diagram_SC.pdf</a></p>
2	<p><i>Outputs are counts of services provided or people served. An indicator is the specific, measurable item of information that demonstrates progress (i.e. evidence that the result is occurring). Match each output example with its corresponding indicator.</i></p>	<p><b>The correct answers are:</b></p> <p>Students receive academic enrichment services.  <i>Output indicator: The number of students receiving after school tutoring.</i></p> <p>Frail elderly receive nutritional support.  <i>Output indicator: The number of elderly who receive home delivered meals.</i></p> <p>Youth at risk receive one-on-one mentoring.  <i>Output indicator: The number of at-risk youth who participate in mentoring.</i></p>	<p>The Senior Corps Performance Measurement Toolkit discusses terms in more detail, including outputs and indicators: <a href="http://nationalserviceresources.org/star/sc-toolkit">http://nationalserviceresources.org/star/sc-toolkit</a></p> <p>For examples of outputs and output indicators within the work plan context, see the Senior Corps Performance Measurement Work Plan Library.  <a href="http://nationalserviceresources.org/star/workplan">http://nationalserviceresources.org/star/workplan</a></p>

\*The recommended listings are materials developed by Project STAR. See The Resource Center ([www.nationalserviceresources.org](http://www.nationalserviceresources.org)) for additional resources in these topic areas.

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3	<i>Which of the following are possible OUTPUT indicators for a respite program?</i>	<p><b>The correct answers are:</b></p> <ul style="list-style-type: none"> <li>• The number of caregivers served.</li> <li>• The number of hours per week caregivers receive respite services.</li> </ul>	<p>The Senior Corps Performance Measurement Work Plan Library has examples of output indicators within the work plan context, including respite care program examples:  <a href="http://nationalserviceresources.org/star/workplan">http://nationalserviceresources.org/star/workplan</a></p>
4	<i>Outcomes are changes that occur for beneficiaries. An indicator is the specific, measurable item of information that demonstrates progress (i.e. evidence that the result is occurring). Match each outcome example with its corresponding indicator.</i>	<p><b>The correct answers are:</b></p> <p>Increased interest in reading. <i>Outcome indicator: Percent of students reading more books.</i></p> <p>Improved reading ability. <i>Outcome indicator: Percent of students reading at or above grade level.</i></p> <p>Improved studying skills. <i>Outcome indicator: Rates of homework completion.</i></p>	<p>The Senior Corps Performance Measurement Toolkit discusses terms in more detail, including outcomes and indicators:  <a href="http://nationalserviceresources.org/star/sc-toolkit">http://nationalserviceresources.org/star/sc-toolkit</a></p> <p>The Senior Corps Performance Measurement Work Plan Library has examples of outcome indicators within the work plan context, including literacy program examples:  <a href="http://nationalserviceresources.org/star/workplan">http://nationalserviceresources.org/star/workplan</a></p>
5	<i>Which of the following are possible OUTCOME indicators for a mentoring program?</i>	<p><b>The correct answers are:</b></p> <ul style="list-style-type: none"> <li>• The percent of mentees who improve confidence in academic ability.</li> <li>• The percent of mentees who improve school attendance rates.</li> </ul>	<p>The Senior Corps Performance Measurement Work Plan Library has examples of outcome indicators within the work plan context, including mentoring program examples:  <a href="http://nationalserviceresources.org/star/workplan">http://nationalserviceresources.org/star/workplan</a></p>

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6	<p><i>An outcome target should include which of the following:</i></p>	<p><b>The correct answer is: ALL OF THE ABOVE.</b></p> <p>Targets for outcomes should explain the following:</p> <ul style="list-style-type: none"> <li>• Who will experience positive change (e.g., the people served by your project).</li> <li>• How many people will experience this change (e.g., percentage of people served).</li> <li>• How much they will change (e.g., the percentage of change as measured by your instruments), usually in comparison to baseline data.</li> <li>• Over what period of time the change is to be expected.</li> </ul>	<p>The Senior Corps Performance Measurement Toolkit discusses terms in more detail, including outcomes and targets:  <a href="http://nationalserviceresources.org/star/sc-toolkit">http://nationalserviceresources.org/star/sc-toolkit</a></p> <p>The Senior Corps Performance Measurement Work Plan Library has examples of outcome (and output) targets within the work plan context in a variety of service areas:  <a href="http://nationalserviceresources.org/star/workplan">http://nationalserviceresources.org/star/workplan</a></p>

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7	<p><i>Which of these key issues is the LEAST important to consider when selecting instruments?</i></p>	<p><b>The correct answer is:</b> <i>Which instrument has the most attractive layout.</i></p> <p>The following planning and logistics considerations are more important in selecting instruments:</p> <ul style="list-style-type: none"> <li>• <b>Who will administer the instrument?</b> Will they need training? Will they be available?</li> <li>• <b>Who will complete the instrument?</b> What method is most appropriate for these respondents? Are time constraints or reading comprehension an issue? Will they be willing and able to do it?</li> <li>• <b>When will the instrument be administered?</b> Will respondents be available when you need them? Will you have enough time to analyze the data for your report? Will beneficiaries have received an appropriate dosage of service in order to show the change the instrument measures?</li> <li>• <b>Will the data be accessible to you?</b> Is it in a format you can use? Are there confidentiality issues that need to be addressed?</li> </ul>	<p>The Senior Corps Performance Measurement Toolkit discusses instrument selection and data collection strategies in more detail: <a href="http://nationalserviceresources.org/star/sc-toolkit">http://nationalserviceresources.org/star/sc-toolkit</a></p> <p>For information on methods and tips on how to improve data collection: <a href="http://nationalserviceresources.org/star/sc-collection">http://nationalserviceresources.org/star/sc-collection</a></p> <p>Completing a Performance Measurement Plan can also help you think through the logistics of data collection while you are still in the planning stages: <a href="http://nationalserviceresources.org/star/sc-workplan">http://nationalserviceresources.org/star/sc-workplan</a></p>

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8	<p><i>Which of the following would probably NOT be a good instrument to measure improved adult health?</i></p>	<p><b>The correct answer is:</b> <i>Meal Delivery Log</i>, which sounds like an instrument that would record the number of meals delivered, not improvements in health status.</p> <p>These instruments would more likely measure changes in health:</p> <ul style="list-style-type: none"> <li>• Pre/Post Nutritional Risk Assessment</li> <li>• Healthy Behavior Observation Checklist</li> <li>• Adult Health Survey</li> <li>• Health Progress Report by caregiver</li> </ul>	<p>Project STAR has instrument samples that measure a variety of outcomes and can be used “as is” or revised to fit your program service. Sample instrument “mini-packets” that include instructions for administration and analysis, can be accessed here:  <a href="http://nationalserviceresources.org/star/sc-instrument-packets">http://nationalserviceresources.org/star/sc-instrument-packets</a></p> <p>More comprehensive instrument packets that include a work plan sample, output and outcome instruments, and instructions for administration and analysis, are located here:  <a href="http://nationalserviceresources.org/star/sc-instrument-packets">http://nationalserviceresources.org/star/sc-instrument-packets</a></p> <p>You may also want to develop your own instrument. See these tips for developing instruments:  <a href="http://nationalserviceresources.org/star/sc-instrument-development">http://nationalserviceresources.org/star/sc-instrument-development</a></p>

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9	<i>In this example of a reading program, identify the indicator, target; and instrument.</i>	<p><b>The correct answers are:</b></p> <p><b>Indicator:</b> Percent of students who increase reading grade level.</p> <p><b>Target:</b> 80% of the students who participate in Book Buddies a minimum of 10 weeks will improve ½ grade level in reading from the second quarter to the fourth quarter.</p> <p><b>Instrument:</b> Pre-Post Basic Reading Inventory</p>	<p>For examples of 80+ performance measurement work plans in a variety of service activities, including literacy, see the Senior Corps Performance Measurement Work Plan Library. <a href="http://nationalserviceresources.org/star/workplan">http://nationalserviceresources.org/star/workplan</a></p>
10	<i>In this example of a transportation program, identify the indicator, target and instrument.</i>	<p><b>The correct answers are:</b></p> <p><b>Indicator:</b> Percent of clients reporting the service has helped them feel more confident about maintaining their independence (living at home).</p> <p><b>Target:</b> After using the service for six months, 85% of clients will “strongly agree” that the transportation service has helped them feel more confident about their ability to continue living independently.</p> <p><b>Instrument:</b> Client Rider Survey</p>	<p>For examples of 80+ performance measurement work plans in a variety of service activities, including transportation, see the Senior Corps Performance Measurement Work Plan Library. <a href="http://nationalserviceresources.org/star/workplan">http://nationalserviceresources.org/star/workplan</a></p>