

4-H Common Measures 2.0 Reference Table

For each 4-H Common Measures instrument, the 4-H Common Measures Reference Table identifies outcomes addressed by Common Measures, the indicators for each outcome, the questions that answer to each outcome, as well as the larger content block in which the outcomes are grouped. If applicable, alpha scores are also included. This document is useful in better understanding what 4-H Common Measures 2.0 are designed to measure as well as in helping 4-H staff create custom CM instruments.

Below you will find a separate table for each 4-H Common Measures Instrument (4-H Experience, Universal, Civic Engagement, Career and College Readiness, Healthy Living, Science, and Demographics). Within each table you will see a series of columns which are explained below.

1. Content Block Column

- a. This column identifies which outcomes have been grouped together to create a Content Block. Content Blocks cannot be broken apart.

2. Outcome Column

- a. This column lists the Outcomes addressed within 4-H Common Measures instruments

3. Indicator Column

- a. This column lists the indicators that will be displayed within the program to indicate that the outcome is being addressed.

4. Questions Column

- a. This column contains all questions that are associated with the Content Blocks of each survey.
 - i. Core Questions
 1. Bolded questions found in the Questions Column
 2. Each Content Block contains a set of Core questions, these questions are the primary questions to be included in the instrument if using that.
 3. Core questions from each Content Block are to remain grouped together when being included in a survey. Do not delete out individual items from the core sets of questions.
 - ii. Supplemental Questions
 1. Non-bolded items found in the Questions Column
 2. These questions supplement the core set of questions for the Content Block. Once the core questions have been included, the supplemental questions can be added individually as needed.
 3. Supplemental questions can only be used from Content Blocks that have already included the Core set of questions.

How to use the 4-H Common Measures Reference Table to create an Evaluation Tool

1. Identify the outcomes addressed within your local program.
2. Cross reference your local program outcomes with the outcomes addressed by 4-H Common Measures and identify outcomes that align.
 - a. The Indicator column can be used to gain a better understanding of what outcomes the 4-H Common Measures address.
3. Aligned outcomes direct you to which Content Block, and ultimately which evaluation questions are an appropriate fit for your local programs evaluation instrument.
4. In your new evaluation instrument include the core questions, and any supplemental questions, for each Content Block you're planning to include in your instrument.
 - a. For each Content Block you've selected, you must first include the set of bolded core questions.
 - b. After the inclusion of the core questions, you can add any (or all) of the supplemental questions found within the Content Blocks you're using.
5. Mix and Match outcomes from various 4-H Common Measures Instruments to build a tailored 4-H Common Measures Instrument that aligns with the outcomes of your local program.

4-H Common Measures 2.0 Reference Table

4-H Experience <i>(Note, this instrument cannot be broken apart, all questions must be used)</i>			
Content Block	Outcome	Indicator	Question
Your 4-H Experience	Contextual information 4-H Experience: Essential Elements (Total Alpha Score = .811)	Summary score demonstrating aspects of the eight essential elements: 1) positive relationship with a caring adult; 2) inclusive environment; 3) safe environment; 4) engagement in learning; 5) opportunity for mastery; 6) opportunity to see oneself as an active participant in the future; 7) opportunity for self-determination; 8) opportunity to value and practice service for others.	EX 1: How many years of 4-H have you completed? EX 2: Is 4-H a place where adults care about you? EX 4: Is 4-H a place where others like you? EX 5: Is 4-H a place where you feel safe? EX 6: Is 4-H a place where you get to figure things out for yourself? EX 7: Is 4-H a place where it's okay for you to make mistakes? EX 8: Is 4-H a place where you get to teach others what you've learned? EX 9: Is 4-H a place where you get to do things that you like? EX 10: Is 4-H a place where you're encouraged to plan for your future? EX 11: Is 4-H a place where you get to choose what you want to do? EX 13: Is 4-H a place where you have a chance to be a leader? EX 14: Is 4-H a place where you learn about ways to help your community? EX 15: Is 4-H a place where you feel you belong? EX 16: Is 4-H a place where you get to help make group decisions?
	NA	Negatively worded items to encourage deeper processing and decrease straight-lining behaviors. These items are not included in the total score.	EX 3: Is 4-H a place where you feel left out? EX 12: Is 4-H a place where adults make the decisions?

Universal *(Note, this instrument cannot be broken apart, all questions must be used)*

Content Block	Outcome	Indicator	Question
Developmental Impacts: Personal Mindset and Social Skills	Personal Mindset	Youth will demonstrate the social and emotional skills (e.g., character, growth mindset, persistence, decision-making and ethics) necessary for academic or workplace success.	UN 1: Do you like to learn new things? UN 3: Do you try to learn from your mistakes? UN 4: Are you willing to work hard on something difficult? UN 5: Before making a decision, do you stop to think about your choices? UN 6: Do you think about how your choices affect others? UN 7: Do you set goals for yourself? UN 8: Do you keep trying until you reach your goals? UN 9: Do you treat others the way you want to be treated? UN 10: Do you follow the rules even if no one is watching? UN 21: Are you willing to try something you might get wrong?
	Social Skills	Youth will demonstrate social and leadership skills (e.g., ability to communicate through multiple methods, value and respect for other cultures) essential for academic and workplace success	UN 11: Do you help others reach their goals? UN 13: Do you show respect for others' ideas? UN 14: Are you comfortable working in groups? UN 15: Do you think about other people's feelings before you say something? UN 16: Do you look for ways to involve all members of a group? UN 18: Do you get along with others who are different from you? UN 19: When someone makes you upset, can you still work with them? UN 20: Do you like to learn about people who are different from you? UN 22: Are you comfortable being a leader? UN 23: Is it easy for you to speak up in a group?
	Universal Skills (Total Alpha Score = .844)	Youth will demonstrate the social, emotional, character, and leadership skills necessary for academic or workplace success.	UN 1, UN 3-11, UN 13-16, UN 18-23
	NA	Negatively worded items to encourage deeper processing and decrease straight-lining behaviors. These items are not included in the total score.	UN 2: Are you afraid to try something you might get wrong? UN 12: Is it hard for you to be a leader? UN 17: Do you have a hard time speaking up in a group?

Animal Science

Content Block	Outcome	Indicator	Question
Life Skills/Professional Development	Contributions	Youth will make contributions to their peers, families and communities	LS 12: Do you share what you’ve learned about raising animals with others?
	Youth learn how to problem solve difficult situations with their animals	Youth develop and implement plans to address challenges experienced when raising and caring for an animal.	LS 13. At 4-H, did you learn how to solve problems when raising your animal? LS 14. When you learn about someone mistreating animals, do you look for ways to help?
	Communication & Showing ability	Youth demonstrate the skills to properly evaluate and show their animal.	LS 15. At 4-H, did you learn how to show off your animal’s best qualities? LS 16: At 4-H, did you learn how to judge/evaluate an animal?
	Positive Aspirations toward Animal Science	Youth will see animal science in their futures and recognize the relevance of science.	LS 17. Would you like a career in animal science? LS 18. Would you like a career raising animals LS 19. Would you like a career training animals? LS 20. Would you like a career caring for animals?
	21 st Century Skills	Youth demonstrate skills necessary for successful animal science project	LS 21: At 4-H, did you learn how to set goals for a successful animal science project? LS 22: In your animal science project, are you willing to work hard when it is difficult? LS 23: Do you value taking care of something other than yourself? LS 24: Does spending time with your animal make you happy? LS 25: Because of your animal science project, did you meet new people? LS 26: Because of your animal science project, did you meet people who have careers in animal science?

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

Animal Science (cont.)

Content Block	Outcome	Indicator	Question
Animal Well-Being	Youth understand the basics of quality animal care and well being	<p>Youth will demonstrate the capacity to provide basic necessities for their animals.</p> <p>Youth will demonstrate safe animal handling techniques, and proper feed handling and storage.</p>	<p>AS 1: At 4-H, did you learn feeding and watering practices for your animal?</p> <p>AS 2: At 4-H, did you learn about housing/shelter for your animal?</p> <p>AS 3: At 4-H, did you learn how to identify if an animal is healthy?</p> <p>AS 4. Do you practice safe animal handling?</p> <p>AS 5: At 4-H, did you learn the right way to store and handle feed?</p> <p>AS 6. At 4-H, did you learn how to identify signs that your animal may need veterinary care?</p> <p>AS 7. At 4-H, did you learn how to give medicine to your animal?</p> <p>AS 8. At 4-H, did you learn how to handle animals safely?</p>
	Youth understand the importance of recordkeeping for the health of their animal	<p>Youth will accurately and actively keep records of their animal project.</p> <p>Youth will utilize their records to make informed decisions about their animal.</p>	<p>AS 9: Do you keep correct records of your animal project?</p> <p>AS 10: At 4-H, did you learn how to keep correct records of your animal project?</p> <p>AS 11: Do you look at your records when making decisions?</p>
Food Safety (Food Production Animals)	Youth understand the importance of producing a safe food product.	<p>Youth understand the relationship between animal production and food safety, and the impacts their decisions make.</p> <p>Youth will develop and demonstrate the knowledge and skills necessary for responsible animal ownership and consumer confidence in the food supply</p>	<p>FS 27: Do you know how correct animal records keep our food safe?</p> <p>FS 28: At 4-H, did you learn how your actions affect the safety of the food produced by your animal?</p> <p>FS 29: Do you know what people are looking for when they buy animal products?</p> <p>FS 30: Do you know why it's important to track where animals are raised?</p> <p>FS 31: Do you share why it's important to produce safe food for people to eat?</p>

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Civic Engagement

Content Block	Outcome	Indicator	Question
Interest in Community Service & Giving Back	Engagement in community and engagement with community issues	Youth will maintain future intentions for civic engagement.	<p>CS 1: Do you like helping people in your community?</p> <p>CS 2: Are you interested in a community service project where you would organize a drive for clothing, toys, books or food?</p> <p>CS 3: Are you interested in a community service project where you would serve meals at a homeless shelter?</p> <p>CS 4: Are you interested in a community service project where you would teach younger kids?</p> <p>CS 5: Are you interested in a community service project where you would pick up trash outside?</p> <p>CS 6: Are you interested in a community service project where you would walk dogs at an animal shelter?</p> <p>CS 7: Are you interested in a community service project where you would visit people in a nursing home?</p> <p>CS 8: Are you interested in a community service project where you would plan a fundraiser?</p>
	Understanding of the Democratic Process	Youth will increase their interactions with local, state and national government.	CS 9: Because of 4-H, did you meet leaders in your community?
	Contributions	Youth will make contributions to their peers, families and communities	CS 10: Have you encouraged others to volunteer in your community?
	Engagement in community and engagement with community issues	Youth participate in community service and volunteer.	<p>CS 11: Have you ever done a community service project?</p> <p>CS 12: Have you ever helped plan a community service project?</p> <p>CS 13: Have you ever led a community service project?</p> <p>CS 14: Tell us about your favorite community service project.</p>
Community Awareness	Awareness of community and community issues	Youth will engage in discussion with others and be critical consumers of information.	<p>CA 1: At 4-H, did you talk about needs in your community?</p> <p>CA 2: At 4-H, did you talk about needs across the country?</p> <p>CA 3: At 4-H, did you talk about needs around the world?</p>
	Engagement in community and engagement with community issues	Youth participate in community service and volunteer. Youth will engage in civic involvement. Youth will maintain future intentions for civic engagement.	<p>CA 4: When you learn about a problem in the community, do you look for ways to help?</p> <p>CA 5: When you learn about a problem across the country, do you look for ways to help?</p> <p>CA 6: When you learn about a problem around the world, do you look for ways to help?</p> <p>CA 7: Do you like helping people?</p> <p>CA 8: Do you feel a responsibility to help your community?</p> <p>CA 9: How much has 4-H inspired you to volunteer in your community?</p>

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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?

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College and Career Readiness (cont.)

Content Block	Outcome	Indicator	Question
Career Decision Making	Decision Making and Problem Solving – Career (8 th -12 th grade only)	Youth will make informed decisions about career aspirations that are personally meaningful	<p>CR 1: When choosing a career, how important is it for you to live where you want?</p> <p>CR 2: When choosing a career, how important is it to be passionate about the work you do?</p> <p>CR 3: When choosing a career, how important is your salary?</p> <p>CR 4: How important is it to have a career where you can make a difference in the lives of others?</p> <p>CR 5: How much has 4-H helped you identify things that you are good at?</p> <p>CR 6: How much has 4-H helped you explore future career options?</p> <p>CR 7: As a result of 4-H, have you identified one or more careers that might be a good fit for you?</p> <p>CR 8: As a result of 4-H, do you have a better idea of what you might actually do after high school?</p> <p>CR 9: How much have you thought about the amount of education you might need in the future?</p> <p>CR 10: To have the type of career you want, how important is it for you to go to college?</p> <p>CR 11: Are you thinking about getting a job in the year after you finish high school?</p> <p>CR 12: Are you thinking about joining the military in the year after you finish high school?</p> <p>CR 13: Are you thinking about attending a community college in the year after you finish high school?</p> <p>CR 14: Are you thinking about attending a vocational or technical college in the year after you finish high school?</p> <p>CR 15: Are you thinking about attending a 4-year college in the year after you finish high school?</p>

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Healthy Living			
Content Block	Outcome	Indicator	Question
Healthy Eating Habits	Choose food consistent with the Dietary Guidelines	Youth will consume healthy foods such as: vegetables, fruits, whole grains, fat-free or low-fat milk and milk products, seafood, lean meats and poultry, eggs, beans and peas, and nuts and seeds Consume less unhealthy foods such as: sodium, solid fats, added sugars, and refined grains Follow healthy eating patterns such as: eating breakfast, eating as a family, making healthy snack choices, etc.	HE 1: Do you pay attention to how much fruit you eat each day? HE 2: Do you pay attention to how many vegetables you eat each day? HE 3: Do you pay attention to how much water you drink each day? HE 4: Do you pay attention to how many sugary drinks you drink each day? HE 5: Do you pay attention to the food label for the food you eat? HE 6: How often do you eat breakfast? HE 7: How often do you eat a meal with your family? HE 8: How often do you eat fast food? HE 10: At 4-H, did you learn about healthy food choices?
	Contributions	Youth will make contributions to their peers, families and communities	HE 9: Have you given your family ideas for healthy meals or snacks?
Being Active	Improve physical activity practices	Engage in 60 minutes or more of PA Reduce sedentary activity Youth will understand the benefits of PA	BA 1: Do you pay attention to how active you are each day? BA 2: Do you pay attention to how much time you spend in front of a screen (TV, computer, tablet, or smartphone)? BA 3: Do you get to decide how much time you spend in front of a screen (TV, computer, tablet, or smartphone)? BA 5: At 4-H, did you talk about ways to be active?
	Contributions	Youth will make contributions to their peers, families and communities	BA 4: Have you encouraged others to be active with you?
Healthy Decision Making	Avoid and prevent negative risk behaviors	Practice injury prevention behaviors such as: seatbelt use, helmet use, distraction-free driving, ATV use, bicycle, shooting sports safety, etc. Prevent and reduce ATOD use such as: practicing refusal skills, intervening to prevent use/abuse, etc. Understand the consequences of risk behaviors	HD 1: What do you think about someone else texting and driving a car? HD 2: What do you think about someone else your age riding a bike and not wearing a helmet? HD 3: What do you think about someone else your age not wearing a seat belt? HD 4: What do you think about someone else your age drinking alcohol? HD 5: What do you think about someone else your age smoking? HD 6: What do you think about someone else your age taking drugs? HD 8: At 4-H, did you talk about risky behaviors?
	Contributions	Youth will make contributions to their peers, families and communities	HD 7: Do you encourage your friends to make responsible choices?

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Healthy Living (cont.)

Content Block	Outcome	Indicator	Question
Food Preparation	Food Preparation Skills	Youth will demonstrate a capacity for food preparation skills.	FP 1: Do you know how to follow a recipe to make something to eat? FP 2: Do you know how to make changes to a recipe? FP 3: Do you know how to use measuring cups and spoons? FP 4: Do you know how to use knives safely? FP 5: Do you know how to handle hot pots and pans safely? FP 6: Do you know how to keep your cooking area clean to stop spreading germs?

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Science			
Content Block	Outcome	Indicator	Question
Science Interest & Thinking	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 robotics? SC 5: Are you interested in learning about engineering?
	Positive Attitudes and Aspirations toward Science	Youth will express positive attitudes about science. Youth will see science in their futures and recognize the relevance of science.	SC 6: How much do you like science?* SC 8: How much do you like engineering?* SC 7: Would you like a job that uses science?* SC 9: Would you like a job that uses engineering?*
	Develop Science Skills and Abilities	Youth will demonstrate a capacity for science process skills.	SC 10: Do you ask questions about how things work? SC 11: Do you try new things to see how they will work? SC 12: Do you look at how things are the same or different? SC 13: Do you compare how different things work? SC 14: Do you take things apart to see how they work? SC 15: Do you come up with ideas for how to build new things? SC 16: At 4-H, did you learn new things about science?* SC 17: At 4-H, did you learn new things about engineering?*
	Apply Learning	Youth will apply science skills to issues in their community.	SC 18: At 4-H, did you talk about how science can be used to solve everyday problems?
	Contributions	Youth will make contributions to their peers, families and communities	SC 19: Have you shared your science-related project with others?
Science Skills & Attitudes	Develop Science Skills and Abilities (8 th -12 th grade only)	Youth will demonstrate a capacity for science process skills.	SS 1: Do you know how to ask a hypothesis that can be tested? SS 2: Do you know how to plan an experiment? SS 3: Do you know how to analyze data to draw conclusion about a hypothesis? SS 4: Do you know how to communicate the results of an experiment to others?
	Positive Attitudes and Aspirations toward Science (8 th -12 th grade only)	Youth will express positive attitudes about science. Youth will see science in their futures and recognize the relevance of science.	SS 5: I like science. SS 6: I would like a job that involves using science. SS 7: I would like to study science after high school.
Engineering Skills & Attitudes	Develop Engineering Skills and Abilities (8 th -12 th grade only)	Youth will demonstrate a capacity for engineering skills.	ES 1: Do you know how to define an engineering design problem? ES 2: Do you know how to identify potential solutions to a design problem? ES 3: Do you know how to evaluate test results to identify the best solution? ES 4: Do you know how to communicate a design solution to others?
	Positive Attitudes and Aspirations toward Engineering (8 th -12 th grade only)	Youth will express positive attitudes about engineering. Youth will see science in their futures and recognize the relevance of engineering.	ES 5: I like engineering. ES 6: I would like a job that involves using engineering. ES 7: I would like to study engineering after high school.

* Based on your program, in the following pairs of questions (SC6 & SC8), (SC7 & SC9), and (SC16 & SC17) select either the Science version or the Engineering version to be included in the core.

Demographics			
Content Block	Outcome	Indicator	Question
About You	Contextual information		D 1: How old are you? D 2: What grade are you in? <i>If it is summer break, which grade will you be starting in the fall?</i> D 3: What is your gender identity? D 4: Which of the following best describes your race and ethnicity?
4-H Involvement	Contextual information		D 5: How many hours do you typically spend on 4-H activities each week? D 11: Why are you involved in 4-H? D 12: What has been the most interesting thing you have learned by being involved in 4-H? D 13: How might you be different if you had never been involved in 4-H?

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